

Michigan 21st Century Community Learning Centers Evaluation

2017-2018 Annual Report

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Introduction

The Michigan Department of Education website¹ describes the 21st CCLC program as follows:

The 21st Century Community Learning Centers (21st CCLC) Grant Program's focus is to provide expanded academic enrichment opportunities for children attending low-performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. In addition, 21st CCLC programs provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling, and character education to enhance the academic component of the program.

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 who participated in the program, the types of activities they took part in, and the outcomes that program participants have achieved.

Following the same approach used in previous years, the 2017-2018 Annual Report continues the use of the leading indicators (with the symbol ⓘ) to highlight program-level quality characteristics that are known from research and practice to affect student development. Although these quality measures are important to creating a context for overall development, they are not necessarily directly related to academic improvement.

¹http://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 (21st 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 may qualify for priority points; and (3) status of students and families served by the program. Priority is given to programs serving low-performing schools in high-poverty areas. For details about priority points relevant to grantees who participated in 2017-2018, contact Michigan Department of Education 21st CCLC staff.

Grantees

Table 1 shows an overview of grantees over the past four years. In the 2017-2018 program year, a total of 66 grants were awarded, with additional 7 programs with remaining funds from 2016-17 in operation through August of 2017-18 as summer-only sites. The 2017-18 program year includes 33 grantees who oversaw 260 sites. Among the 260 sites, 248 operated during the school year and completed the Annual Report Form. The largest number of grants were administered by local school districts (15), followed by nonprofit/community-based organizations (12). Two grants each were administered by public school academies, intermediate school districts and universities. 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 (137) or elementary and middle school combined (28). Forty nine served middle school students only, and 7 served both middle and high school students. The fewest number (39) served high school students only.

Table 1. Characteristics of Grantees Funded, 2014-2018

<i>Characteristic</i>	<i>2014-15 Grantees</i>	<i>2015-16 Grantees</i>	<i>2016-17 Grantees</i>	<i>2017-18 Grantees</i>
Overall				
Number of funded grants	80	73	73	73
Number of grantees	36 (41 ^a)	35 (40 ^a)	35 (40 ^a)	33 (37 ^a)
Number of new grantees	0	0	0	7
Number of sites reporting on the Annual Report Form (Not including summer-only sites)	275	275	275	248
Cohorts				
F	24			
G	53	53	52	21
H	71	68	67	68
I	157	157	159	159
J				25
Grantees' fiduciary organizations				
Local school district	16	15	15	15
Intermediate school district	2	2	2	2
Public school academy (charter school)	4	4	4	2
Nonprofit/community-based organization	12	13	12	12
University	2	2	2	2
Sites serving students of different grades or grade combinations^{b c}				
Elementary	139	128	132	137
Middle school	81	72	63	49
High school	47	45	44	39
Elementary and middle school	29	25	28	28
Middle and high school	8	7	10	7
Elementary, middle and high school	1	1	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 2017-2018 program year, 21,414 students enrolled in the program. This number is about 3,362 students fewer than the previous year although the same grants were operating.

As in past years, students were equally divided between boys (10,606; 49.5%) and girls (10,808; 50.5%). Most participants were in elementary grades (K-5th grades; 12,026; 56%), with middle school students second (6th-8th grades; 5,332; 25%), and high school students being the smallest group (9th-12th grades; 4,055; 19%). Nearly half of the students (44%) participated in summer programming; among those who attended during summer, 19% also attended during the school year. Regular attendees, defined as students who attended at least 30 program days, accounted for 71% of the school-year participants and 54% for the whole year; the difference was due to the large number of students who participated in the summer only. Participation in the summer alone was unlikely to accumulate regular attendee status because summer offerings tended to be less than the required 30 days.

The established partnership with the Michigan Center for Educational Performance and Information (CEPI) helped provide student demographic and school attendance and outcome data and decreased the amount of the data requested from sites. Data were available for almost all program participants with regard to whether the student received free or reduced-price lunch. The data showed that the majority (92%) of students served received free or reduced-price meals.

New vs. Returning Students

Participants could be either newly enrolled in this program year or returning for a second or third year. Getting students to participate for multiple years is important because sustained participation over time can lead to greater benefits,² although the ability to attend across years can be limited as students move away or up to higher grades and different schools. Figure 1 shows the average proportions of students who were new in 2017-2018 or were returning from previous years. The data suggested that a little more than a third of students were returning from the previous year, and programs across different school levels served about two-thirds of (Elementary school: 61%, middle school: 60%, high school: 68%) students who were new.

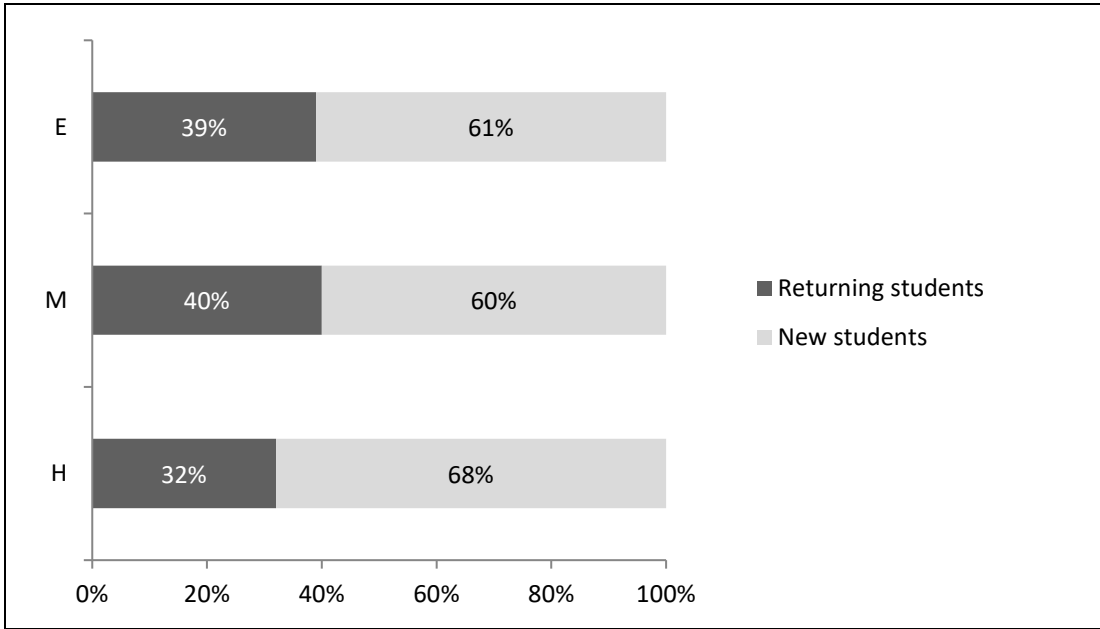
Race/Ethnicity

Figure 2 shows the distribution of participants according to race/ethnicity. Almost half (43%) of students identified themselves as Black or African American 24% as White, 15% as

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.

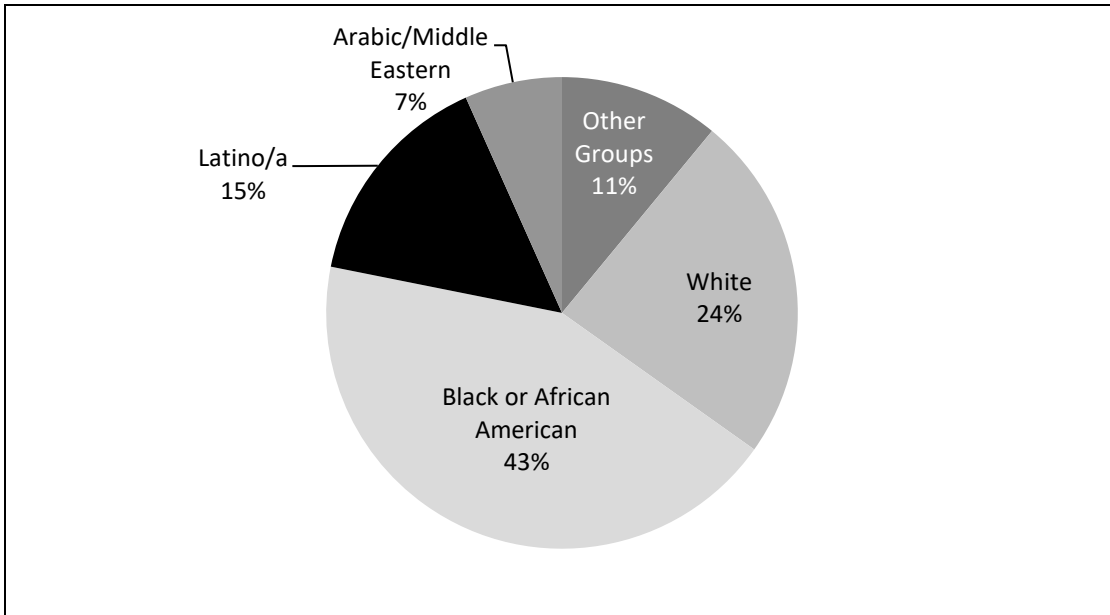
Hispanic/Latino-a, and 7% as Arab/Middle Eastern. Eleven percent identified themselves as “some other group.” The large proportion of non-White participants reflects the urban focus of many programs, and the population has remained stable over the past few years.

Figure 1. Percent of New and Returning Students



NOTE. E = Elementary school (N=12,026); M = Middle school (N=5,332); H = High school (N=4,055).

Figure 2. Race of Student Participants



NOTE. N = 21,414.

Parents' Reasons for Enrolling Their Children

Parents who completed the end-of-year survey rated the importance they placed on various reasons for enrolling their child in the program. Table 2 shows the percent of parents at each grade level who rated each reason as “very important.”

**Table 2. Parents' Reasons for Enrollment by Grade Level:
Percent who Reported “Very Important”**

<i>Reason</i>	<i>GRADE LEVEL</i>			
	<i>E</i>	<i>M</i>	<i>H</i>	<i>All</i>
It is a safe place for my child after school.	94%	91%	90%	93%
I hope it will help my child do better in school.	87%	85%	87%	87%
It will help my child stay out of trouble.	79%	78%	83%	80%
It provides dependable afterschool care.	83%	74%	77%	80%
It provides affordable afterschool care.	77%	67%	70%	75%
School staff suggested that my child enroll.	56%	50%	63%	56%
My child has a disability or learning problem that this program can help.	47%	44%	52%	47%
NOTE. E = Elementary school (N=3,694); M = Middle school (N=1,093); H = High school (N=634).				

Reasons for enrolling children in the afterschool program have remained stable over multiple program years. Most parents at all grade levels enrolled their child to have a safe place for the child to go after school (93% overall). Most also thought participation would help the child do better at school (87% overall) and help their child stay out of trouble (80% overall). The proportion of parents who considered these reasons very important were similar at all grade levels. About three quarters of the parents also sought dependable and affordable aftercare, although these reasons were most important for parents of elementary school children. Almost half of parents at each grade level enrolled their child to obtain help for a disability or learning problem; this was especially true for parents of high school students. This finding is consistent with the population served in Michigan, as the available data show that 24% of the high-school participants received special education services (total N = 2,857), compared to 26% of middle-school (total N = 3,661) and 21% of elementary-school participants (total N = 8,742).

Sustaining Participation of Students with Low Academic Performance

Students with lower academic performance at the beginning of the school year were likely to benefit more from the additional academic support offered by 21st CCLC programs because they had more room for improvement and may have needed additional instruction to catch up with their peers. For this report, low academic performance was defined as either having a GPA of 2.5 or below at the beginning of the school year or on average over the year or having a not-proficient or partially proficient MSTEP score on ELA/reading or math subjects.³

Academically low-performing students accounted for 90% of the total population served in the 2017-2018 school year. Table 3 shows the percent of low-performing students and other students who attended for 30, 60, and 90 days. This year, programs were successful in sustaining participation for 30 days, with 73% of low-performing students and 75% of other students attending for at least 30 days. More than half of the low-performing students (53%) sustained participation over 60 days, and over a third (36%) attended at least 90 days. Overall, low-performing students tended to participate less than students who were not struggling academically.

Table 3. Percent of Students with Sustained Participation

<i>Days of Attendance</i>	<i>Low-Performing Students</i>	<i>Other Students</i>
30 days	73% ①	75%
60 days	53% ①	55%
90 days	36% ①	40%
NOTE. Students with enough data to determine academic performance level = 16,888; Low-performing students = 11,358; Other students = 2,463.		

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.

What Are Students Doing in the Program?

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 youth development, drug and violence prevention, technology education, the arts, and recreation.

Academics

Participation in Academics

All 21st CCLC programs were required to offer academics, and Table 4 shows that across the state, almost every student (97%) participated in some kind of academic activity.

Table 4. Percent of Students who Participated in Each Type of Academic Activity

<i>Type of Academic Activity</i>	<i>GRADE LEVEL</i>			
	<i>E</i>	<i>M</i>	<i>H</i>	<i>All</i>
Academic activities delivering lessons, homework help, tutoring and credit recovery ①	83%	77%	53%	77%
Academic enrichment activities focusing on embedded learning①	74%	64%	42%	66%
Homework help ①	65%	60%	34%	58%
Tutoring ①	3%	6%	3%	4%
Credit recovery	N/A	1%	7%	1%
STEM (science, technology, engineering, math)	78%	71%	52%	72%
Did not participate in any academic activities	3%	2%	7%	3%

NOTE. E = Elementary-school students (N=10,760); M = Middle-school students (N=4,405); H = High-school students (N=3,007). Students are counted as having participated in an activity if they attended that type of activity for at least 10 days.

The majority of the program participants (77%) participated in academic activities that are similar to or closely connected with school-day learning (i.e., lessons, tutoring, and homework help). Fewer youth, but still the majority (66%), participated in embedded academic enrichment activities that allow students to learn academic skills through hands-on projects (i.e., science experiments or creating a news blog) or through non-academic activities (i.e., learning math through converting recipe measurements for cooking). To transform afterschool programs from an extended school day/childcare model to an

extended and enriching learning environment, programs are encouraged to provide more hands-on enrichment activities to enhance students' academic learning.

In addition, Science, Technology, Engineering, and Math (STEM) programming was added as a new academic category in 2011-2012, and the proportion of students participating has increased from year to year at all grade levels. This year, 52% of high school students, 71% of middle school students and 78% of elementary school students participated in STEM activities. The increased participation reflected the state support and emphasis on STEM learning.

Student Perceptions of Academic Support

Table 5 shows students' perceptions of academic support provided by the afterschool program and how it affected their in-school performance.

Table 5. Students' Perceptions of the Quality of the Academic Support Provided by Their 21st CCLC program

<i>Item</i>	<i>GRADE LEVEL</i>			
	<i>E</i>	<i>M</i>	<i>H</i>	<i>All</i>
This program helps me get my homework done.	90%	86%	93%	89%
This program helps me understand what we are doing in class.	79%	76%	86%	79%
At this program, I learn school subjects in fun ways.	82%	77%	83%	81%
My grades have gotten better because of this program.	75%	73%	85%	76%
The school work I do matches the school work we do in regular class.	64%	64%	78%	67%
NOTE. E = Elementary-school students (4 th - 5 th grade, N=2,450); M = Middle-school students (6 th - 8 th grade, N=1,908); H = High-school students (9 th - 12 th grade, N=1,047).				

Students at all grade levels were quite satisfied with the academic support programs offered. Most students at all grade levels thought the program helped them complete homework, understand classroom material, improve their grades, and learn in fun ways. High school students were more likely than elementary or middle school students to say the work they did in the program matched their schoolwork; they also reported having the most benefit in almost all aspects of academic support than their younger peers.

Other Enrichment Activities Offered

Program sites varied in the types of activities they offered to students in addition to academic activities. Table 6 shows the different types of activities offered by grade level. More than 86% of program sites offered recreation, sports, art, youth development, and special events. Although less available, technology and health/nutrition activities were offered by more than half of the programs. The availability of the various types of the activities suggested that Michigan 21st CCLC programs provided enriching learning opportunities for disadvantaged students.

Table 6. Types of Activities Offered by Program Sites

	GRADE LEVEL			
	<i>E</i>	<i>M</i>	<i>H</i>	<i>All</i>
Recreation (social events, games, free play, etc.)	93%	84%	69%	86%
Sport	92%	94%	54%	87%
Art	91%	92%	77%	89%
Youth development (character education, conflict resolution, life skills, resistance skills, etc.)	95%	96%	97%	96%
Special events	96%	90%	97%	94%
Technology	45%	59%	72%	55%
Health/nutrition	48%	51%	46%	49%
NOTE. E = Elementary-school sites (N=137 sites); M = Middle-school sites (N=49 sites); H = High-school sites (N=39 sites); All (N=260 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 7 shows the percent of students at each grade level who participated in different types of enrichment activities.

More students participated in youth development (63%) than any other type of activity, followed by recreation (61%), arts (45%) and sports (42%). Fewer high school students than elementary or middle school students participated in any type of enrichment activity. Although many sites offered technology activities (45%-72%; see Table 6), only 7-12% of students at any level actually participated. The same pattern can be found in health/nutrition activities; much fewer students took part in them.

Table 7. Percent of Students who Participated in Each Type of Enrichment Activity

<i>Type of Activity</i>	<i>GRADE LEVEL</i>			
	<i>E</i>	<i>M</i>	<i>H</i>	<i>All</i>
Recreation	75%	56%	18%	61%
Sports	52%	37%	10%	42%
Arts①	55%	42%	11%	45%
Youth development ①	64%	65%	57%	63%
Technology①	7%	12%	8%	8%
Health/nutrition	4%	3%	4%	4%

NOTE. E = Elementary-school students (N=10,760); M = Middle-school students (N=4,405); H = High-school students (N=3,007). Students are counted as having participated in an activity if they attended that type of activity for at least 10 days.

Staff Priorities for Programming

Staff priorities for programming are important because they tell us where staff are likely to focus their efforts. Table 8 shows that improving academic achievement was most likely to be reported as the top priority, with 55% of staff indicating it was their first or second priority. About one-fourth of the staff said that helping low-performing students achieve grade-level proficiency and allowing youth to relax, play, and socialize were top program priorities. About 35% thought improving social and emotional development was a high priority.

Table 8. Percent of Staff Reporting that Each Area is a Top Program Priority (First or Second Priority)

<i>Program Area</i>	<i>Percent of Staff</i>
Improve the academic achievement of youth ①	55%
Allow youth to relax, play, and socialize	49%
Improve the social and emotional development of youth	35%
Enable the lowest-performing students to achieve grade-level proficiency ①	26%
Help youth keep up with homework ①	14%
Engage youth in fun leisure activities otherwise unavailable to them (i.e., arts, music, fitness, sports, etc.)	12%
Provide opportunities for youth to learn STEM or other academic subjects in a fun way	10%

NOTE. Regular staff N = 1,053.

Student Engagement in the Program

Participation in Decision-Making

To keep students involved in programs, it is important for them to have opportunities to make developmentally appropriate decisions about their activities.⁴ Table 9 shows the percent of participants who said the program offered them various opportunities for choice and decision making.

About two-thirds of students agreed that the program allowed them to make choices about their own activities and program activities and that their opinions matter. About 61% thought they had a voice in program decisions, and half had participated in a youth advisory committee. As might be expected, students in the higher grades had more voice in program decisions than did younger students.

**Table 9. Opportunities for Choice, Decision-Making, and Governance:
Percent of Students who Agreed or Strongly Agreed ①**

<i>Survey Item: At This Program...</i>	<i>E</i>	<i>M</i>	<i>H</i>	<i>All</i>
I get to decide how to complete some projects or activities.	67%	70%	81%	71%
My opinions matter when decisions are made about the program.	64%	70%	82%	70%
I get to choose my activities.	55%	68%	81%	64%
I help decide what kinds of activities are offered.	59%	66%	78%	65%
I am involved in important decisions about this program.	55%	62%	74%	61%
I have participated in a youth advisory committee.	49%	51%	59%	52%
NOTE. E = Elementary-school students (4 th - 5 th grade, N=2,450); M = Middle-school students (6 th - 8 th grade, N=1,908); H = High-school students (9 th - 12 th grade, N=1,047).				

Skill Building

It is important to recognize that skill building and mastery are gradual processes for students as they develop new practices and knowledge. Staff need to be accomplished at creating an environment where students know that mistakes are fine because they are learning and where staff recognize both perseverance and proficiency. Table 10 shows that most participants thought the programs created an atmosphere in which students could feel free to build mastery of new skills.

⁴ Akiva, T., Cortina, K. S., & Eccles, J. S. (2012). Youth experience of program involvement: Belonging and cognitive engagement in organized activities. *Applied Developmental Psychology, 34*, 208-218.

**Table 10. Skill-Building and Mastery Orientation:
Percent of Students who Agreed or Strongly Agreed ①**

<i>Survey Item: At This Program...</i>	<i>E</i>	<i>M</i>	<i>H</i>	<i>All</i>
It's ok to make mistakes as long as you're learning.	91%	89%	94%	91%
Trying hard is very important.	89%	84%	90%	88%
How much you improve is really important.	88%	85%	91%	87%
It's important that we really understand the activities that we do.	88%	85%	93%	88%
Learning new ideas and concepts is very important.	87%	86%	93%	88%
Staff notice when I have done something well.	84%	81%	90%	84%
NOTE. E = Elementary-school students (4 th - 5 th grade, N=2,450); M = Middle-school students (6 th - 8 th grade, N=1,908); H = High-school students (9 th - 12 th grade, N=1,047).				

Sustaining Participation

Finally, being engaged helps sustain student participation.⁵ Table 11 suggests that the majority of students were engaged with the program through learning new skills, practicing critical thinking, and being exposed to new opportunities.

Table 11. Engagement: Percent of Students who Agreed or Strongly Agreed ①

<i>Survey Item: At This Program...</i>	<i>E</i>	<i>M</i>	<i>H</i>	<i>All</i>
I get to do things I like to do.	80%	79%	89%	81%
The activities challenge me to learn new skills.	80%	79%	88%	81%
The activities we do really make me think.	75%	74%	86%	77%
I do things that I don't get to do anywhere else.	67%	69%	75%	69%
NOTE. E = Elementary-school students (4 th - 5 th grade, N=2,450); M = Middle-school students (6 th - 8 th grade, N=1,908); H = High-school students (9 th - 12 th grade, N=1,047).				

⁵ Akiva, T., Cortina, K. S., & Smith, C. (2014). Involving youth in program decision-making: How common and what might it do for youth? *Journal of Youth and Adolescence*, 43(11), 1844-1860.

How is the 21st CCLC Program Connected to the School Day?

To improve students' school-day performance, the 21st CCLC program must be formally connected to their school-day classes. Table 12 lists various ways that the afterschool programs connect to the school day.

Table 12. Connection to School-Day

	<i>Percent of Grantees (Project Directors)</i>	<i>Percent of Sites (Site Coordinators)</i>
School-day staff (teachers, principal, and counselors) identified and recommended students to come to the after-school program for academic support	100%	95%
Site Coordinator responsibilities included communicating regularly with school-day staff about individual students' academic progress and needs	100%	93%
School-day curricula were used as part of the after-school program's academic activities	94%	73%
Having written policies and procedures about connecting with school-day teachers to support students' academic learning	91%	66%
Having access to and review students' grades for each marking period and standardized test scores throughout the year	88%	72%
The objectives for the after-school activities were intentionally influenced by grade-level content standards	85%	87%
Having a process for identifying low-achieving students within 1 week of their enrollment of the after-school program	82%	71%
Having access to and use school data systems that display students' progress and grades on school-day class work	82%	64%
Someone from your program had a specific responsibility to attend teacher staff meetings at least monthly and report back to the after-school program	68%	67%
Afterschool staff used WRITTEN progress reports to correspond with school-day teachers about individual students' academic progress and needs	61%	43%
Conducting any assessments to monitor students' academic learning	61%	45%
NOTE. N = 33 grantees, N = 255 sites.		

Almost all programs reported that the site coordinators were responsible for communicating with school-day staff (93%-100%), and programs used recommendations from school-day staff to enroll students in need of academic support (95%-100%). However, there were some

significant discrepancies between project directors (PD) and site coordinators (SC) around curriculum use and the existence of formal policies. Project directors reported a much more common practice with using school-day curricula (94%) and having written policies and procedures for connecting with school-day teachers (91%); however, only 73% and 66% of the site coordinators reported so. A similar discrepancy was also found on the use of school data systems (PD: 82%, SC: 64%), with staff using written program reports to correspond with school-day teachers (PD: 61%, SC: 43%) and conducting assessments on student learning (PD: 61%, SC: 65%); project directors rated significantly higher than the site coordinators' report.

On the other hand, project directors and site coordinators reported high consistency on afterschool activities being intentionally influenced by grade-level content standards (85-87%) and programs having someone to attend teacher staff meetings at least monthly (67-68%).

What Other Factors Might Affect the Program?

The context in which the 21st CCLC program operates influences its likelihood of success. For example, when many changes occur, such as program administrators or school leaders leaving or excessive turnover among the staff, a positive and consistent learning environment can be difficult to maintain. In addition, staff job satisfaction and opportunities for professional development contribute to staff capacity to create a positive learning environment.

Stability

Supervisor Stability

Project directors. Three programs out of 32 (9%) grantees changed project directors during 2017-2018 (①). MDE required grantees to have a full-time project director because the project director needs to make contact with school personnel frequently and thus needs to be there during the school day.

Site coordinators. Thirty-six percent of the site coordinators did not return for the 2017-2018 program year, and 18% left during the program year (①), suggesting more than half of the site coordinators were new to the programs and required supports.

Staff Stability

Staff. Across the years, sites varied in their capacity to retain staff; about 41% of the sites kept most of their staff from the previous year, while another 41% reported that more than half of their staff were new this year. Almost half (42%) of the program sites reported difficulty in maintaining a good staff retention rate (76-100% same staff) throughout the 2017-2018 program year, and a quarter of them (23%) lost more than half of their staff. Table 13 shows site reports of staff stability. Sites reported on the percent of staff who stayed for the program year and the percent of staff who returned from the previous year.

High turnover is common in afterschool programs and oftentimes low compensation plays a key role in it. Some programs are able to retain more high-quality staff because they offer salaries comparable to school-day staff, with reasonable yearly increases and professional

development opportunities. To retain high-quality staff, supervisors also need to recognize staff contributions, give staff more responsibility to run the programs, and provide them with opportunities to grow.

Table 13. Staff Stability: Percent of Sites

<i>Staff Changes</i>	<i>STAFF RETENTION RATES</i>			
	<i>0-25%</i>	<i>26-50%</i>	<i>51-75%</i>	<i>76-100%</i>
What percent of your paid REGULAR STAFF who provided activities STAYED for most or all of the 2017-2018 school year?	10%	13%	19%	58%
What percent of this year's REGULAR STAFF also provided activities last year?	23%	18%	18%	41%
NOTE. N=255 sites.				

School-Related Changes

Changes in the host school can affect awareness of and support for the 21st CCLC program. As seen in Table 14, in 2017-2018, relatively few schools served by 21st CCLC programs experienced major changes, with the most common change being a new principal (20%) or superintendent (17%).

Table 14. Percent of Sites Reporting School-Related Changes

<i>Changes</i>	<i>Percent of Sites</i>
Principal of the school changed ⓘ	20%
Superintendent changed or established	17%
Host school was faced with budget cuts that affected your site	2%
School reorganized ⓘ	2%
Program moved to a new school	3%
Other major changes at the school or district that affected your program	7%
NOTE. N = 255 sites	

Strategies for Recruitment and Sustained Participation

Intentionality in recruiting and sustaining youths' participation plays a key role in determining the kinds of population to be targeted and served. Afterschool programs may help enrich education, provide youth with a unique opportunity to develop meaningful

relationships with peers and adults, and help strengthen their ties to schools and the bigger community. Michigan 21st CCLC programs are encouraged to intentionally recruit and retain youth with challenges associated with school attendance, academic performance, behavioral issues, poverty, and learning English as second language.

Enrollment Approach

Among the 255 sites reported in the Site Annual Report Form survey, 53% did not employ any specific enrollment strategies and participants were enrolled based on a “first come, first serve” approach. A total of 120 sites (47% of all 2017-2018 programs) enrolled youth based on certain criteria. Priorities were given to returning students (87%) or students with needs such as academically low performing (97% took school referrals and 76% took family requests), having economic disadvantage (71%), behavioral issues (67% took school referrals and 40% took family requests), English as a second language (63%), absenteeism (55%) and special education (52%). Most programs reported having easy access to the kind of student data that helped them identify these needs. Table 15 shows the details by each criteria.

Table 15. What Students You Give Priority to

	<i>Given Priority</i>	<i>Easy Data Access</i>
Academically low performing students identified by the school day staff	97%	92%
Prior program participants	87%	98%
Family request due to academic issues	76%	82%
Free/reduced price meal students	71%	83%
Students who have behavioral issues identified by the school day staff	67%	87%
English as a second language (ESL) students	63%	78%
Chronically absent students (missing 10+ days of school)	55%	86%
Special education students	52%	78%
Family request due to behavioral issues	40%	66%
NOTE. N = 120 sites.		

Combatting Chronic Absenteeism

Chronic absenteeism refers to missing 10 or more days of school as defined by the Michigan Department of Education. There were 66 sites that intentionally recruited chronically absent students during the reporting year. In an open-ended question, a wide range of strategies were identified such as connecting with schools to get referrals (71%), connecting through

family communications (62%), providing attendance incentives to youth (20%), using school attendance systems to keep track of student changes (14%), encouraging youth voice and choice (9%), and utilizing the local evaluators to help identify these needs (5%).

Attendance Policy

Most programs (86%) had a formal policy on program attendance, such as participants were required to maintain certain minimums of weekly attendance or participate in a specific part of the day during programming. Others either didn't have any formal policy (3%) or the policy was more loosely defined (8%). Also, very few programs (N = 15) allowed students to participate in the afterschool site if they were absent from school during the day, leaving room for discussions as to how such a policy might affect building youths' connection to school through afterschool program involvement.

About 56% of the programs had requested youth to exit at some point; the most commonly found reasons were having disruptive behaviors (94%) or having too many absences (39%).

Transportation

Transportation for the Daily Program

The accessibility of the program can play a key role in a family's options for afterschool. Table 16 shows the extent to which Michigan 21st CCLC programs offered transportation for the daily programs. The most common transportation offering was from the programs to students' neighborhoods or homes (44%). About 16% offered transportation to the program, 18% reported they tried but could not provide transportation, and 33% reported transportation was not needed. Among the sites that did offer transportation, 99% offered buses and 3% utilized public transportation.

Table 16. Provide Transportation for your Daily Program

<i>Provide Transportation for your Daily Program</i>	<i>Percent of Sites</i>
Yes, to your program	16%
Yes, to your students' neighborhood/homes	44%
No, we tried but were not able to	18%
No, transportation was not needed	33%
NOTE. N=255 sites	

Funding for Transportation

Table 17 showed that transportation costs were largely covered by 21st CCLC grants (89% of the sites). Some grantees covered the costs themselves (13%) and others used contributions from their partners (2%).

Table 17. The Transportation Fund

	<i>Percent of Sites</i>
Paid for by 21 st CCLC grant funds	89%
Contributed by grantee (school or community-based organization who partnered on the 21 st CCLC grant)	13%
Contributed by partner (vendor, public transportation provider)	2%
Other	3%
NOTE. N = 125 sites.	

Sustainability

Funding Sources besides 21st CCLC

Almost all programs were free for participation (96%); only 2% reported charging a one-time registration fee while another 2% charged fees for ongoing participation. About 30% of the grantees and 14% of the sites reported that they received funding from other financial sources beside 21st CCLC. These funding sources include the Charles Stewart Mott Foundation, United Ways, local school districts, and other foundations or corporations.

Strategies to Sustain the Program

Conducting gap analysis to identify the needs for the programs was one of the most commonly used strategies by grantees (61%) and sites (41%), although 12% of the grantees also indicated that it wasn't that successful. Developing co-funded opportunities for cost sharing or revenue generation was also a common practice at the grantee level (58%, with 49% saying it was successful) but less frequently used at the site level (28%, with 22% being successful). About a quarter of the grantees (24%) had successfully run fund-raising events, while only 12% of the sites reported such a success (See Table 18 for details).

Table 18. Grantees and Sites Management for Sustainability Purposes

	<i>PERCENT OF GRANTEES</i>		<i>PERCENT OF SITES</i>	
	<i>Yes; and successful</i>	<i>Yes; but have not been successful</i>	<i>Yes; and successful</i>	<i>Yes; but have not been successful</i>
Conducted any gap analysis to determine what the needs are for this program	49%	12%	37%	4%
Developed co-funded opportunities for cost saving or revenue generation for this program	49%	9%	22%	6%
Ran fund-raising events for a special cause	24%	3%	12%	2%
NOTE. N= 33 grantees, N= 255 sites.				

Use of Evaluation and Continuous Improvement

The Michigan 21st CCLC programs utilize a low-stake evaluation model to encourage the use of evaluation for continuous improvement. Almost all project directors (97%) and site coordinators (96%) reported that evaluation as being import to their decision-making about the programs.

The Usefulness of State Evaluation Data

The state evaluation team provides year-round support on data collection, reporting and monitoring. Table 19 indicates the usefulness of each piece of data as perceived by project directors and site coordinators. All data were rated as “Somewhat” or “Very Useful” by more than 85% of the participants, suggesting programs greatly valued the data being provided with them. Project directors reported staff surveys, attendance data, and school outcomes as being the most useful data to them, while site coordinators utilized more attendance, activities, and staff survey data.

Table 19. Data Usefulness Helped “Somewhat” or “Very Useful ”

<i>Use of the Following Sources of Data</i>	<i>Percent of Grantees</i>	<i>Percent of Sites</i>
Leading indicators report	91%	89%
Data tables	88%	86%
Attendance data	100%	95%
Activity data	94%	90%
Student surveys	91%	86%
Parent surveys	94%	86%
Teacher surveys	85%	86%
Staff surveys	100%	90%
School outcomes data	97%	88%
NOTE. N= 33 grantees, N= 255 sites.		

The Helpfulness of Local Evaluators

Each program was required to have a local evaluator to assist with program specific evaluation needs; however, about 4% of the site coordinators were not aware of local evaluators' existence. On average, 21% of the project directors, 14% of the site coordinators, and 10% of the afterschool program staff reported that they had meetings with local evaluators at least once a month. Table 20 indicates the frequency of communications between the local evaluators and project directors/site coordinators.

The areas local evaluators assisted the most included working on program improvement, analyzing/interpreting state evaluation data, collecting additional information, and helping programs meet the state and federal reporting requirements. Although local evaluators could be extremely helpful with securing funding and/or developing professional development plans, only 46%-60% of the program sites and grantees worked frequently with local evaluators on these matters. Notably, 24% of the project directors were not clear about local evaluators' involvement in the YPQA process, while 58% of the site coordinators received frequent services, suggesting a potential disconnect the project directors might have with local evaluators' activities at local sites.

Table 20. The Frequency of Communications between the Local Evaluator and PD/SC

	<i>Percent of Grantees (Project Directors)</i>			<i>Percent of Sites (Site Coordinators)</i>		
	Some/A lot	No	NA	Some/A lot	No	NA
Worked with us on program improvement	85%	12%	3%	74%	23%	3%
Analyzed and reported on the data collected for the state evaluation and given back to us by MSU	79%	12%	9%	76%	21%	3%
Collected additional information	79%	6%	15%	73%	23%	4%
Helped us interpret the data in the Annual Report Form Data Tables	76%	15%	9%	66%	24%	10%
Helped us meet state and federal reporting requirements	76%	12%	12%	74%	23%	3%
Got school outcomes information to submit to the state	70%	21%	9%	62%	34%	4%
Worked with us on funding and sustainability	58%	24%	18%	46%	44%	11%
Used data to inform professional development plans	58%	30%	12%	60%	35%	5%
Facilitated our YPQA process	42%	33%	24%	58%	35%	8%

NOTE. N = 33 grantees, N = 227 sites.

How Did Students' Academic Performance Change?

We report on students' academic performance for 21st CCLC programs in the following categories:

- Percent of students showing improvement in mathematics and English/language arts/reading grades of at least ½ grade (e.g., 2.5 to 3.0) from fall to spring.
- Percent of students whose teachers reported any improvement in homework completion and class participation.
- Percent of students whose teachers reported any improvement in student classroom behavior

We also present students' and parents' perceptions of how the 21st CCLC program helped students improve in various aspects of their academic and non-academic performance and behavior.

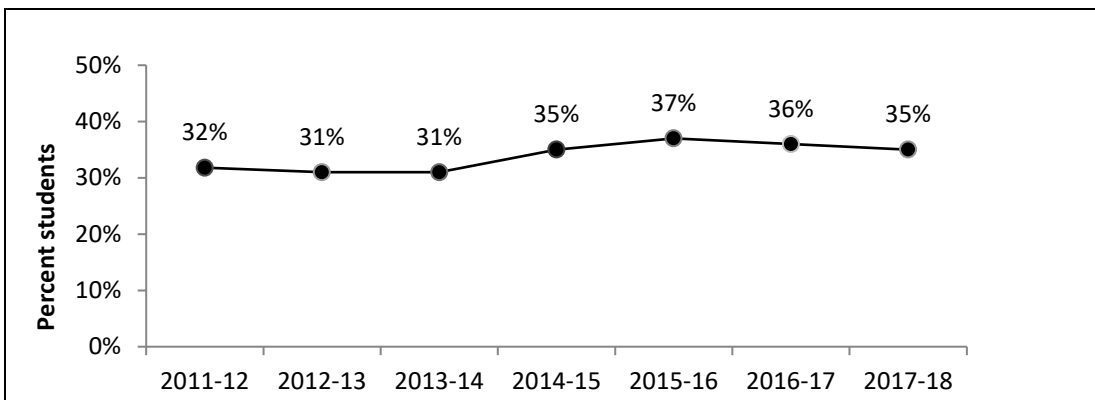
Data for this section were collected through the EZReports program reporting system, Excel files through which sites provided school grades from school records, and teacher surveys collected by 21st CCLC program staff. Data were not available on state standardized testing for 2017-2018 and are not reported here.

Grades

Math Grades

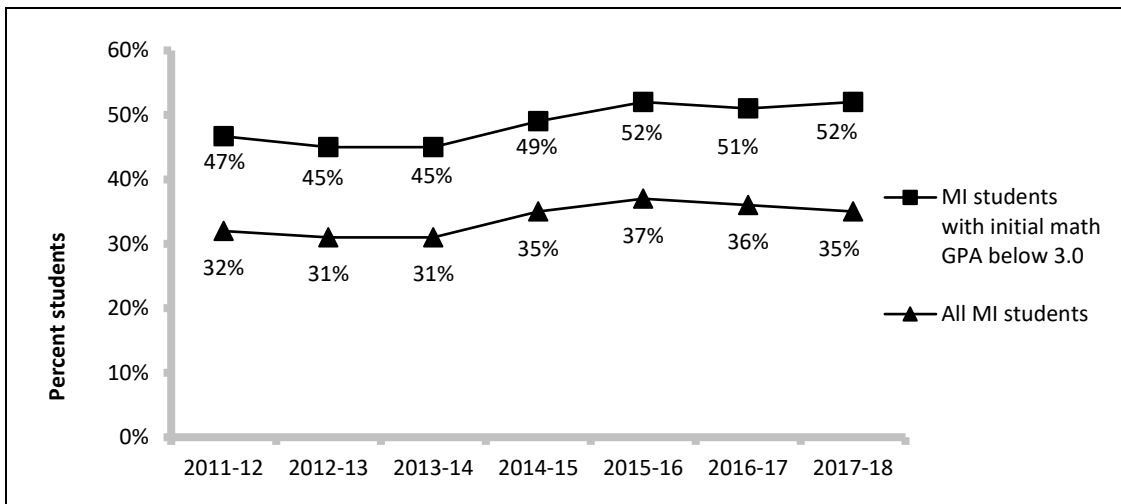
Overall. Figure 3 shows the percent of regular participants whose math grades improved in each year in Michigan (2011-2018). The percent showing improvement in Michigan has increased in recent years.

Figure 3. Percent of Regular Students Showing Improvement in Math Grades (2011-2018)



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 = 8,601 in 2017-2018)

Figure 4. Percent of Regular Students Showing Improvement in Math Grades for All Students vs. Students with Room for Improvement (2011-2018)



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=6,205 in 2017-2018)

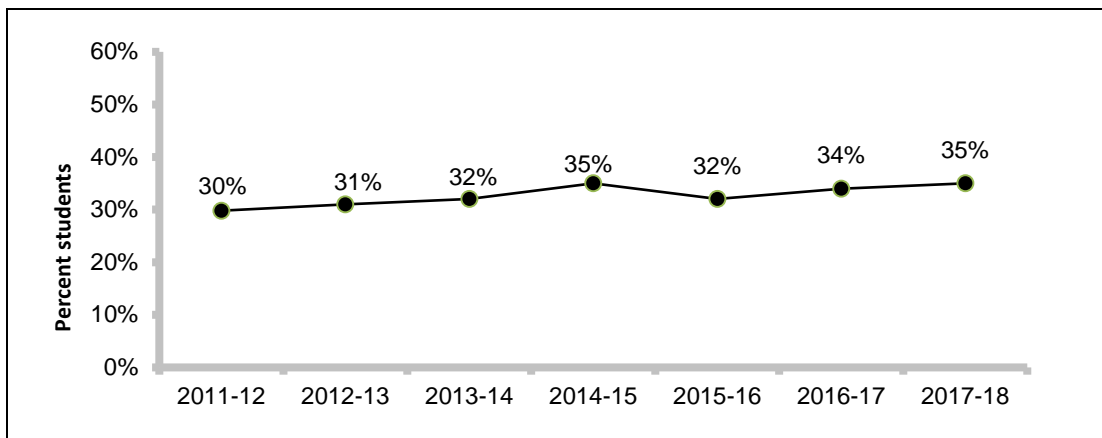
Students with room for improvement. Students who had lower grades when they entered the program had more room for improvement during the program year. Figure 3 includes all regularly attending students, both those who started with the highest grades and those who had room to improve (defined as having a GPA in math of less than 3.0 at the beginning of the year). When Michigan students with room for improvement were compared with all Michigan students (Figure 4), a substantially higher percentage (about 17%

difference) of those with room for improvement showed gains and the finding has been consistent over the past six years.

Reading Grades

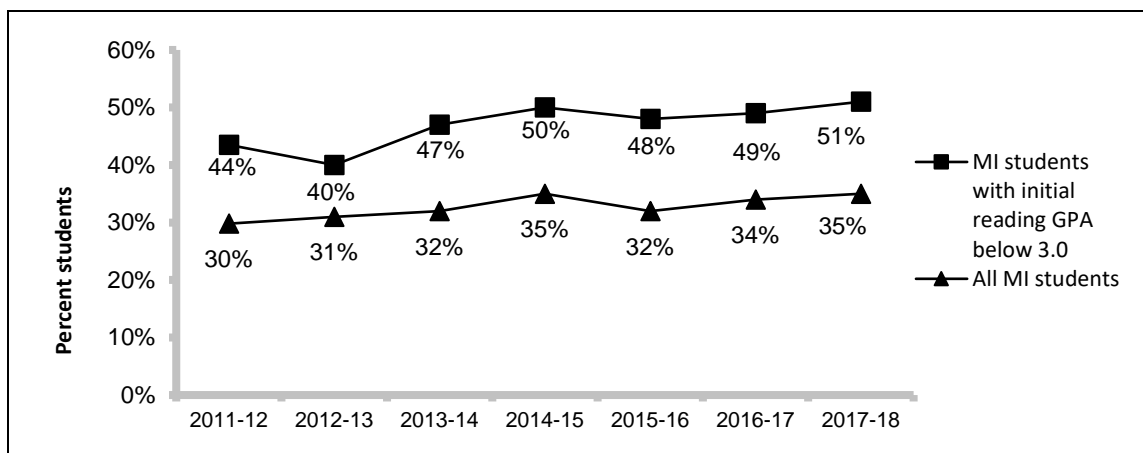
Overall. Figure 5 shows the percent of participants who improved in reading grades each year in Michigan (2011-2018). The percent who improved has been relatively stable during this period, with about one-third showing improvement.

Figure 5. Percent of Regular Students Showing Improvement in Reading Grades (2011-2018)



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 = 8,721 in 2017-2018)

Figure 6. Percent of Regular Students Showing Improvement in Reading Grades for All Students vs. Those with Room for Improvement (2011-2018)



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 = 6,324 in 2017-2018)

Students with room for improvement. When we compare the performance of Michigan regular participants with room for improvement to that of all regular Michigan participants (Figure 6), a substantially higher percentage (9%-16%) of students with room for improvement showed at least a half-grade gain in reading compared to all and the finding has been consistent over the past six years.

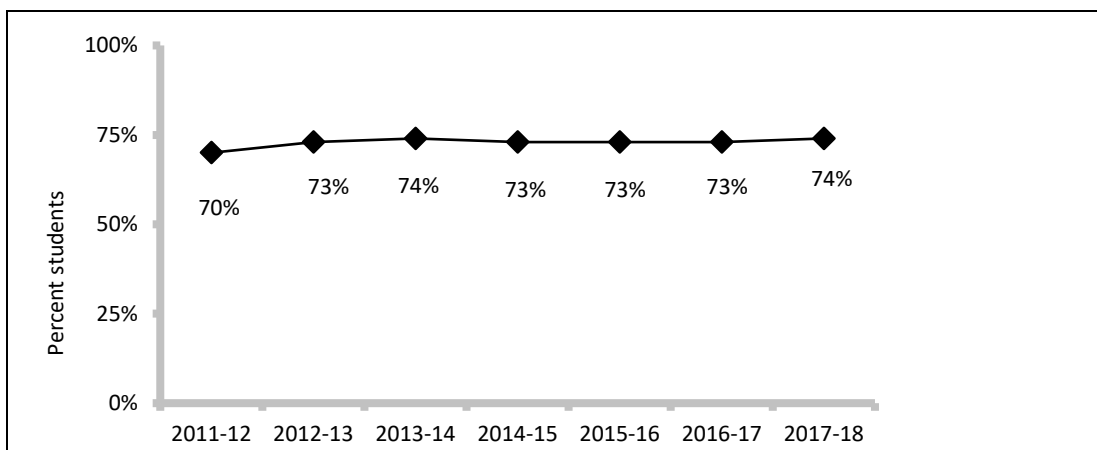
Teacher Ratings

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. Teachers may rate student performance or behavior as improved, unchanged, declined, or did not need to improve.

Homework Completion/Classroom Participation

Homework completion/classroom participation included behaviors such as turning in homework on time and completing it to the teacher's satisfaction as well as participating and volunteering in class. Figure 7 shows the percent of students who initially had room for improvement and demonstrated improvement in homework completion/classroom participation according to teachers over the past seven years. The percent of Michigan students improving has remained stable at for several years.

Figure 7. Percent of Regular Students Showing Improvement in Teacher-Reported Homework Completion and Classroom Participation (2011-2018)

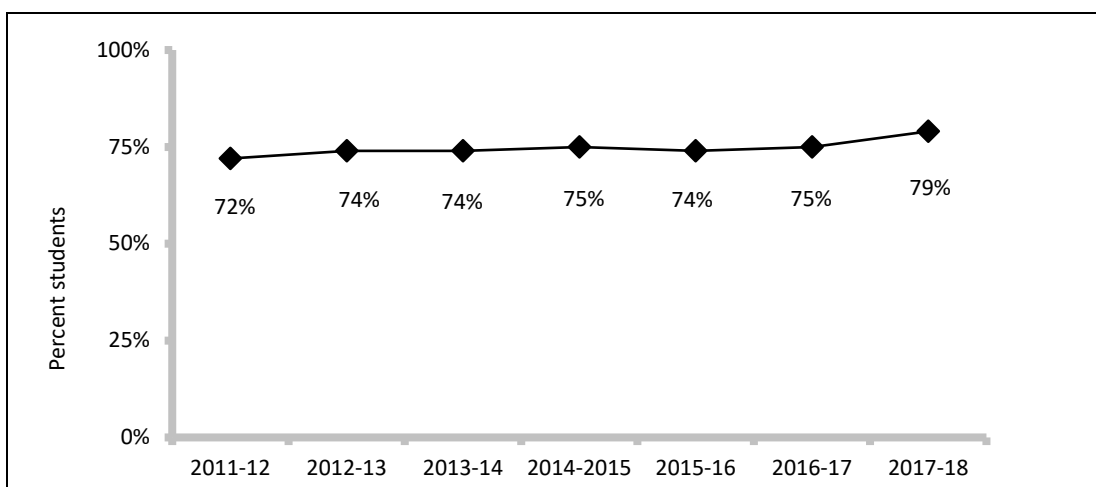


NOTE. Includes only students who participated at least 30 days and with room for improvement according to the teachers (N = 8,939 in 2017-2018).

Classroom Behavior

Classroom behavior included items such as behaving well in class and getting along with other students. As shown in Figure 8, the proportion of Michigan students who showed improvement has remained stable for several years. The analysis only includes students whose teachers indicated they had room for improvement.

Figure 8. Percent of Regular Students Showing Improvement in Teacher-Reported Classroom Behavior (2011-2018)



NOTE. Includes only students who participated at least 30 days and with room for improvement. (N = 8,939 in 2017-2018)

Student and Parent Perceptions of Program Impact

Students and parents reported on their perceptions of whether the 21st CCLC program helped improve in various aspects of academic and non-academic performance and behavior. Note that Table 21 includes only results from those students with room for academic improvement. About two-thirds of students said the program helped them improve in academic areas including reading (69%) and math (69%), science/technology (65%), and other subjects (63%). Large majorities said the program helped them to perform better academically and improve their attitudes about school.

**Table 21. Student and Parent Perceptions of Program Impact:
Percent who Reported the Program Helped “Some” or “A Lot”**

<i>Outcome</i>	<i>Percent of Students</i>	<i>Percent of Parents</i>
Academic areas		
Reading, English, language arts, writing	69%	90%
Math	69%	88%
Science/technology	65%	84%
Other school subjects (history, social studies)	63%	83%
Academic engagement		
Care more about getting good grades	78%	89%
Think that doing well in school was important for having a successful career	81%	87%
Think that success in school would help you have a good life when you grow up/as an adult (parent version)	81%	89%
Want to go to college	73%	80%
Look forward to coming to school	70%	89%
Non-academic areas		
Creative skills like art, music, dance, drama	65%	85%
Sports, athletics, physical activities	68%	84%
Working with the Internet	65%	81%
Staying away from drugs and alcohol	69%	85%
Making and keeping friends	70%	91%
Positive youth development		
Social/psychological learning	47%	N/A
Pro-social skills	56%	N/A
Teamwork	62%	N/A
Leadership	56%	N/A
NOTE. Students N: 5,405, Parents N: 5,421. Data only includes students with room for improvement.		

Somewhat fewer, but still a majority, said the program was helpful with other types of skills, such as creativity, physical fitness, and technology. They were least likely to say the program helped them to improve their social skills. However, these results do not take into account whether students actually participated in activities designed to improve the specific outcomes listed.

Parent perceptions of their student’s improvement were generally higher than the student’s own perception of her/his improvement in most categories. Parents do not report on positive youth development outcomes.