

Michigan 21st Century Community Learning Centers Evaluation

2015-2016 Annual Report

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Highlights for the 2015-2016 Program Year

Michigan 21st Century Community Learning Centers (21st CCLCs) served diverse groups of primarily low-income and low-performing students.

Michigan 21st CCLC afterschool programs provide academic learning and enrichment activities such as sports, arts, youth development, technology, and health/nutrition education to youth who often do not have access to such experiences (Afterschool Alliance, 2016).¹ In 2015-16, 26,623 youth participated in 21st CCLC programs, 80% of whom qualified for free/reduced price meals and 71% of whom were academically low performing. Enrollments were evenly distributed across gender, with about one-third returning students and two-thirds new participants. The majority (71%) of students participated for more than 30 days throughout the school year.

Programs were successful in sustaining participation of both low-performing and other students.

- Almost two-thirds (70%) of low-performing students and 76% of other students attended at least 30 days.
- More than half of low-performing students attended at least 60 days, and over one-third attended 90 days or more.

Students were very satisfied with the learning opportunities at the program, but fewer mentioned that they had opportunities for making decisions about the overall program or the activities they participated in.

¹ Afterschool Alliance (2016). Afterschool fostering student success in Michigan. Washington, D.C.: The Afterschool Alliance. <http://www.afterschoolalliance.org/documents/MI-afterschool-facts.pdf>

Students at all grade levels surveyed (4th-12th grade) expressed a high degree of satisfaction with their learning experiences at the afterschool programs:

- 85-90% thought the program helped them develop mastery and build new skills.
- 80-89% said programs helped them with schoolwork, provided them with opportunities to learn in a fun way, and improved their attitudes about school and their academic performance.
- 50%-68% expressed that they had opportunities to choose their activities, make decisions about projects or the overall program, or participate in a youth advisory committee.

Programs offered a wide variety of enrichment activities but participation rates varied.

- Most students participated in sports, recreation, youth development, and arts activities.
- Although offerings around STEM are continuously increasing, far fewer students participated in technology activities compared to other types of STEM activities.
- Very few students participated in health/nutrition activities; since schools offer little in the way of health education, afterschool programs have the opportunity to encourage participation in this area.

Turnover of program staff remains relatively high from year to year.

- Within the 2015-16 program year, almost half (45%) of the program sites reported difficulty in maintaining a good staff retention rate (defined here as retaining over 75% of staff during the year), and a quarter of them (26%) lost more than half of the staff.
- Sites varied in their capacity to retain staff over the years. Approximately 40% of the sites reported that most of their staff were from the previous

year, while another 40% reported that more than half of their staff were new this year, and 20% reported having $\frac{1}{4}$ of the staff being new.

- Despite the fact that some geographic locations of programs make it easier to recruit and retain staff, programs that were successful in retaining program staff were often the ones that offered salaries comparable to school-day staff with reasonable yearly increases and that maintained a healthy pipeline for staff's professional growth.

Curriculum use and staff trainings around STEM, social-emotional learning (SEL), youth leadership, and risk prevention varied.

- Staff have gained familiarity with the concept of social-emotional learning; many received more than one training in 2015-16.
- A bit less than half of the staff used SEL and STEM curricula when working with youth.
- Trainings and curriculum use on youth leadership and risk prevention were less utilized, suggesting a need for support, especially for programs working with at-risk populations.

Introduction

The Michigan Department of Education website² 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 2015-2016 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.

Curriculum use and trainings are key to program quality and staff efficiency in preparing for activities. The last section of this report presents statewide data on staff participation in professional development trainings and curricula use around the following key topics: STEM, social-emotional learning (SEL), positive youth development and risk prevention. Implications are provided for program improvement purposes.

² 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 may 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 2015-16, contact Michigan Department of Education 21st CCLC consultants.

Grantees

Table 1 shows an overview of grantees over the past four years. In the 2015-16 program year, 73 grants were awarded to 35 grantees who oversaw 278 sites. Among the 278 sites, 275 operated during the school year and completed the Annual Report Form. This year, there were no new grantees. The largest number of grants were administered by local school districts (15), followed by nonprofit/community-based organizations (13) and public school academies (4). Two grants each were administered by intermediate school districts and universities. This distribution of grantees has remained quite stable over the past four years. As in past years, the majority of the 21st CCLC grantees served elementary grades (128) or elementary and middle school combined (25). Seventy-two served middle school students only, and 7 served both middle and high school students. The fewest number (45) served high school students.

Table 1. Characteristics of Grantees Funded, 2012-2016

<i>Characteristic</i>	2012-13 Grantees	2013-14 Grantees	2014-15 Grantees	2015-16 Grantees
Overall				
Number of funded grants	89	84	80	73
Number of grantees	44 (49 ^a)	40 (44 ^a)	36 (41 ^a)	35 (40 ^a)
Number of new grantees	14	3	0	0
Number of sites reporting on the Annual Report Form	292	266	275	275
Cohorts				
D	30			
E	89	33		
F	157	155	24	
G	54	56	53	53
H		69	71	68
I			157	157
Grantees' fiduciary organizations				
Local school district	22	20	16	15
Intermediate school district	2	2	2	2
Public school academy (charter school)	5	5	4	4
Nonprofit/community-based organization	13	11	12	13
University	2	2	2	2
Sites serving students of different grades or grade combinations^{b c}				
Elementary	135	122	139	128
Middle school	69	76	81	72
High school	60	62	47	45
Elementary and middle school	53	40	29	25
Middle and high school	11	11	8	7
Elementary, middle and high school	2	2	1	1
^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 2015-16 program year, 26,623 students enrolled in the program. This number is about 2,700 students fewer than the previous year, but four fewer

grants operated in 2015-16 compared to 2014-15. As had been true in past years, students were almost equally divided between boys (13,543; 51%) and girls (13,080; 49%). Most participants were in elementary grades (K-5th grades; 13,958; 53%), with middle school students second (6th-8th grades; 7,492; 28%), and high school students being the smallest group (9th-12th grades; 5,170; 19%). A little less than half of the students (45%) participated in the summer programming; among those who attended during summer, only 20% stayed during the school year. Regular attendees 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 but did not continue for the school year. Participation in the summer alone was unlikely to accumulate regular attendee status because summer offerings tended to be less than the required 30 days.

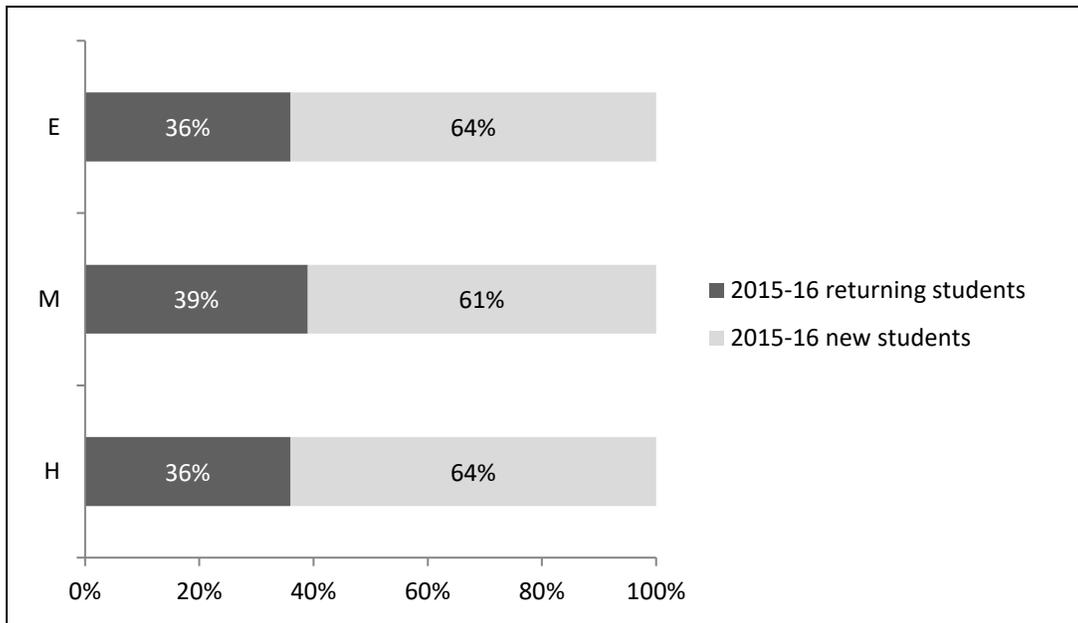
The newly established partnership with Michigan Center for Educational Performance and Information (CEPI) helped provide student demographic and school attendance and outcome data and decrease the amount of the data requested from sites. Data were available for almost all program participants with regard to whether the student received free or reduced-price lunch. The data showed that the majority (80%) 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 benefits³, 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 proportion of students who were new in 2015-16 or were returning from previous years. The data suggested that a little more than a third of students were returning students from the previous year, and programs across different school levels served about two-thirds of students who were new.

³ 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, CA: University of California, Irvine.

Figure 1. Percent of New and Returning Students

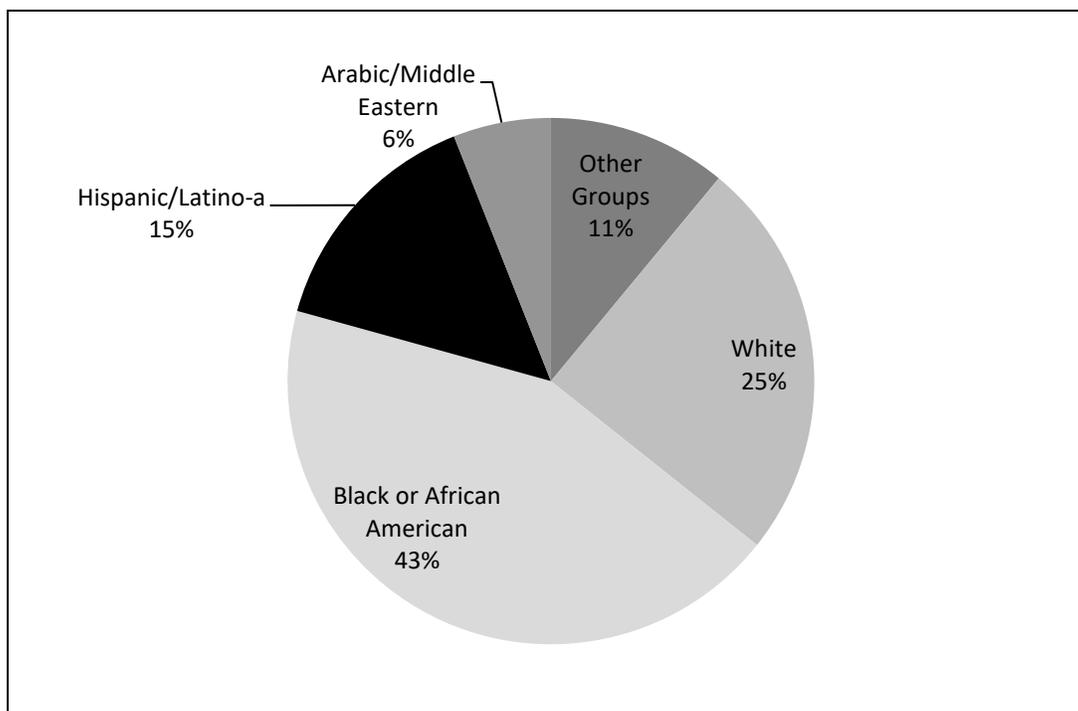


E = elementary school; M = middle school; H = high school

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; 25% as White, 15% as Hispanic/Latino-a, and 6% Arab/Middle Eastern. Eleven percent identified themselves as part of “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 with no new grants being funded.

Figure 2. Race of Student Participants



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%	93%	89%	93%
I hope it will help my child do better in school.	87%	87%	85%	87%
It will help my child stay out of trouble.	81%	80%	83%	81%
It provides dependable afterschool care.	82%	76%	72%	80%
It provides affordable afterschool care.	77%	71%	72%	75%
School staff suggested that my child enroll.	55%	55%	63%	56%
My child has a disability or learning problem that this program can help.	48%	47%	56%	49%

NOTE: E = elementary school; M = middle school; H = high school.

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 their 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 (81% overall). The proportion of parents who considered these reasons important or very important were similar at all grade levels. About three quarters of the parents also sought dependable and affordable child care, although these reasons were most important for parents of elementary school children. Almost half of parents at each grade level enrolled their children to obtain help for a disability or learning problem; this was especially true for parents of high school students. This finding suggests that programs may be serving a substantial number of students with special learning needs.

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 need 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.⁴ Academically low-performing students accounted for 71% of the total population served in the 2015-16 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 70% of low-performing students and 76% of other students attending for at least 30 days. More than half of the low-performing students (52%) sustained participation over 60 days, and over a third (37%) attended at least 90 days. Overall, low-performing students tended to participate less than students who were not struggling academically.

⁴ 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.

Table 3. Percent of Students with Sustained Participation

<i>Days of Attendance</i>	<i>Low-Performing Students</i>	<i>Other Students</i>
30 days	70% ⓘ	76%
60 days	52% ⓘ	59%
90 days	37% ⓘ	43%
NOTE: Students with enough data to determine academic performance level = 16,968; low-performing students = 11,985; other students = 4,983.		

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 (98%) 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	91%	80%	76%	85%
Academic enrichment activities focusing on embedded learning①	66%	60%	46%	61%
Homework help ①	66%	59%	48%	61%
Tutoring ①	5%	7%	16%	7%
Credit recovery	N/A	0%	10%	2%
STEM (science, technology, engineering, math)	82%	72%	60%	76%
Did not participate in any academic activities	2%	2%	3%	2%

NOTE: E = elementary school; M = middle school; H = high school. Students are counted as having participated in an activity if they attended the program for at least 10 days and attended that type of activity for at least 10 days.

The majority of the program participants (85%) participated in academic activities that are similar to or closely connected with school-day learning (i.e., lessons, tutoring, and homework help). Compared to that, fewer youth (61%) 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, STEM programming (science, technology, engineering and math) 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, 60% of high school students, 72% of middle school students and 82% of elementary school students participated in STEM activities. The increased participation reflected the state support and emphasis on STEM learning.

Program Policies for Academics

Table 5 shows program policies reported by administrators regarding participation in academics. Most program sites (87%) required homework help for all of their students, and 81% required other activities focused on academics. Seventeen percent required tutoring for all students and an additional 18% required it for students with low academic performance. However, 27% did not require tutoring for any student, and 23% did not offer academic tutoring at all.

Table 5. Percent of Sites Requiring Various Levels of Participation in Academic Activities

<i>Type of Academic Activity</i>	<i>Required for All Students</i>	<i>Required for Students with Low Academic Performance</i>	<i>Required for Some Other Group of Students but not All</i>	<i>Not Required for any Student</i>	<i>Did not Offer Activities of this Type</i>
Homework help	87%	3%	3%	5%	0%
Tutoring (remedial help for specific academic subjects with no more than 1-3 students/staff)	17%	18%	14%	27%	23%
Other activities where academic learning is the main emphasis	81%	3%	6%	10%	1%
NOTE: Rows may not sum to 100% due to rounding.					

Student Perceptions of Academic Support

Table 6 shows students' perceptions of academic support provided by the afterschool program and how it affected their in-school performance.

Table 6. 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%	90%	89%	90%
This program helps me understand what we are doing in class.	79%	78%	85%	80%
At this program, I learn school subjects in fun ways.	82%	78%	82%	81%
My grades have gotten better because of this program.	74%	75%	82%	76%
The school work I do matches the school work we do in regular class.	66%	68%	75%	69%
NOTE: E = elementary school; M = middle school; H = high school.				

Students at all grade levels were quite satisfied with the academic support programs offered. The majority of 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 school work; 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 7 shows the different types of activities offered by grade level. More than 90% 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. It should be noted that in this table, where information was reported at the site level instead of the student level, those sites crossing elementary, middle, and/or high school boundaries, such as a K-8 school, were omitted from both the elementary and the middle school categories but do appear in the All category.

Table 7. Types of Activities Offered by Program Sites

	GRADE LEVEL			
	<i>E</i> N=128	<i>M</i> N=72	<i>H</i> N=45	<i>All</i> N=278
Recreation (social events, games, free play, etc.)	94%	90%	91%	90%
Sport	95%	93%	84%	93%
Art	96%	93%	84%	93%
Youth development (character education, conflict resolution, life skills, resistance skills, etc.)	96%	97%	98%	97%
Special events	95%	92%	98%	94%
Technology	65%	71%	71%	68%
Health/nutrition	50%	47%	67%	50%

NOTE: E = elementary school; M = middle school; H = high school.

Participation in Other Enrichment Activities

Table 8 shows the percent of students at each grade level who participated in different types of enrichment activities.

Table 8. Percent 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	73%	57%	36%	62%
Sports	67%	54%	246%	56%
Arts①	56%	47%	27%	49%
Youth development ①	62%	61%	51%	60%
Technology①	16%	16%	7%	14%
Health/nutrition	8%	4%	1%	6%

NOTE: E = elementary school; M = middle school; H = high school. Students are counted as having participated in an activity if they attended the program for at least 10 days and attended that type of activity for at least 10 days.

More students participated in recreation (62%) than any other type of activity, followed by youth development (60%), sports (56%) and arts (49%). This is not surprising, as these activities were offered by the most programs. Fewer high school students than elementary or middle school students participated in any type of enrichment activity. Although quite a few sites offered technology activities, only 7-16% of students at any level actually participated. Very few students took part in health/nutrition-related activities.

Staff Priorities for Programming

Staff priorities for programming are important because they tell us where staff are likely to focus their efforts. Table 9 shows that improving academic achievement was most likely to be reported as the top priority, with 57% of staff indicating it was their first or second priority. About one-third 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 28% thought improving social and emotional development was a high priority.

Table 9. 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	57%
Enable the lowest-performing students to achieve grade-level proficiency ①	32%
Allow youth to relax, play, and socialize	35%
Improve the social and emotional development of youth	28%
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.)	13%
Provide opportunities for youth to learn STEM or other academic subjects in a fun way	13%

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.⁵ Table 10 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 60% thought they had a voice in program decisions, and half had

⁵ 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.

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 10. 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.	66%	70%	77%	70%
My opinions matter when decisions are made about the program.	63%	71%	81%	70%
I get to choose my activities.	53%	65%	81%	64%
I help decide what kinds of activities are offered.	56%	66%	76%	64%
I am involved in important decisions about this program.	54%	60%	69%	60%
I have participated in a youth advisory committee.	50%	50%	53%	51%

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 that staff will recognize both perseverance and proficiency. Table 11 shows that most participants thought the programs created an atmosphere in which students could feel free to build mastery of new skills.

**Table 11. 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.	89%	90%	94%	91%
Trying hard is very important.	88%	87%	92%	89%
How much you improve is really important.	87%	87%	91%	88%
It's important that we really understand the activities that we do.	87%	87%	91%	88%
Learning new ideas and concepts is very important.	86%	87%	92%	88%
Staff notice when I have done something well.	82%	84%	91%	85%

Sustaining Participation

Finally, being engaged helps sustain student participation (Akiva et al., 2013).⁶

Table 12 suggests that the majority of students were engaged with the program

⁶ 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.

through learning new skills, practicing critical thinking, and being exposed to new opportunities.

Table 12. 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.	77%	81%	89%	81%
The activities challenge me to learn new skills.	79%	79%	85%	81%
The activities we do really make me think.	75%	76%	85%	78%
I do things that I don't get to do anywhere else.	65%	68%	77%	69%

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 13 lists various ways that the afterschool programs connect to the school day.

**Table 13. Formal Policies for Connecting with the School Day:
Percent of Sites Selecting Each Policy Option**

	<i>Percent of Sites</i>
Policy	
<ul style="list-style-type: none"> • Site coordinator responsibilities included communicating regularly with school-day staff about student needs. 	96%
<ul style="list-style-type: none"> • School-day staff (teachers, principal, and counselors) identified and recommended students to come to the afterschool program for academic support. 	95%
<ul style="list-style-type: none"> • The objectives for the afterschool activities were intentionally influenced by grade-level content standards. 	82%
<ul style="list-style-type: none"> • The curricula used during the school day were used as part of the afterschool program's academic activities. 	81%
<ul style="list-style-type: none"> • Someone was responsible for attending teacher staff meetings at least monthly and reporting back to the afterschool program. 	61%
Program staff	
<ul style="list-style-type: none"> • Corresponded with school-day teachers at least once per week about individual students' academic progress and needs 	76%
<ul style="list-style-type: none"> • Had access to and reviewed students' grades for each marking period and standardized test scores throughout the year 	70%
<ul style="list-style-type: none"> • Had access to and use of school data systems (one example is Powerschool) that display students' progress and grades on school-day class work 	62%
<ul style="list-style-type: none"> • Had a process for identifying low-achieving students within one week of their enrollment in the afterschool program 	59%
<ul style="list-style-type: none"> • Had written policies and procedures about connecting with school-day teachers to support students' academic learning 	57%
<ul style="list-style-type: none"> • Conducted any assessments to monitor students' academic learning 	43%
<ul style="list-style-type: none"> • Used written progress reports to correspond with school-day teachers about individual students' academic progress and needs 	38%

Almost all program sites (96%) made the site coordinator responsible for communicating with school-day staff, and 95% accepted recommendations from school-day staff to enroll students in need of academic support. Most (82%) reported that their afterschool activities were intentionally influenced by grade-

level content standards, and 81% used school-day curricula in afterschool activities. Most program staff communicated regularly with school-day teachers about individual students' needs, and 61% assigned someone to attend teacher staff meetings. Although staff in a most programs had access to and reviewed student performance data, only 59% had a process in place to identify low-achieving students early in the year. Fewer sites reported having written policies for connecting with school day teachers to support their students' learning or using written progress reports to connect with school day teachers about individual students' academic progress and needs. These numbers have remained stable over the past few years.

What School or Program Factors Affected 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.

Project Director and Site Coordinator Stability

Project directors. Nine programs out of 40 (23%) grantees changed project directors during 2015-16 (Ⓢ). Among the four single-site grantees, only one used the same person as project director and site coordinator. Three grantees (8%) reported having part-time project directors. Having a full-time project director is important because frequently the project director needs to make contact with school personnel and thus needs to be there during the school day.

Site coordinators. Thirty-four percent of the site coordinators did not return for the 2015-16 program year, and 20% left during the program year (Ⓢ).

Staff Stability

Table 14 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.

Almost half (45%) of the program sites reported difficulty in maintaining a good staff retention rate (76-100% same staff) throughout the 2015-16 program year, and a quarter of them (26%) lost more than half of their staff. Sites varied in their capacity to retain staff over the year; about 40% of the sites kept most of their

staff from the previous year, while another 40% reported that more than half of their staff were new this year. High turnover is common in afterschool programs. We have learned from the field that programs that are able to retain more high-quality staff often offer salaries comparable to school-day staff, with reasonable yearly increases, and professional development opportunities. Supervisors also recognize staff contributions, give staff more responsibility to run the programs, and provide them with opportunities to grow.

Table 14. 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 2015-2016 school year?	14%	12%	19%	55%
What percent of this year's REGULAR STAFF also provided activities last year? (Omits the sites that did not continue)	24%	18%	20%	39%

Sites Reporting School-Related Changes

Changes in the host school can affect awareness of and support for the 21st CCLC program. As seen in Table 15, in 2015-16 there were few changes at the schools served by 21st CCLC programs, with the most common change being a new principal.

Table 15. Percent of Sites Reporting School-Related Changes	
<i>Changes</i>	<i>Percent of Sites</i>
Principal of the school changed ①	22%
Superintendent changed or established	13%
Host school was faced with budget cuts that affected your site	5%
School reorganized ①	2%
Program moved to a new school	1%
Other major changes at the school or district that affected your program	4%

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 $\frac{1}{2}$ 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.

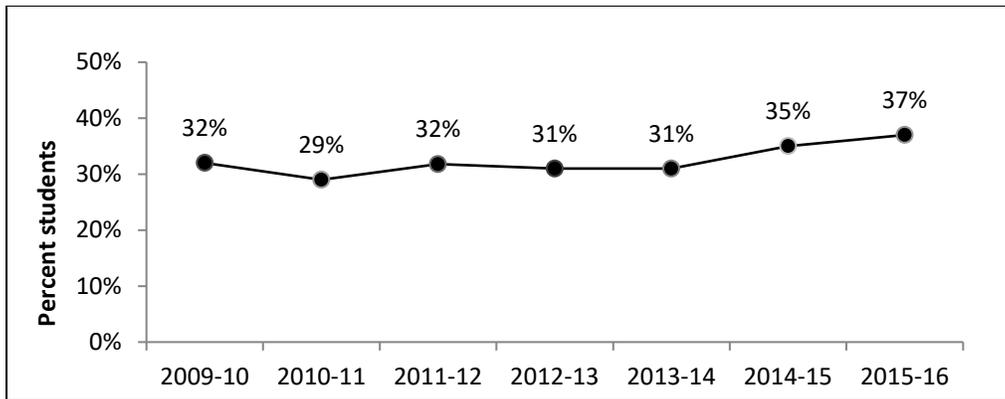
Data for this section were collected through the EZReports program reporting system, Excel files through which sites provided school grades from school records, and teacher surveys collected by 21st CCLC program staff. Data were not available on state standardized testing for 2015-16 and are not reported here.

Grades

Math Grades

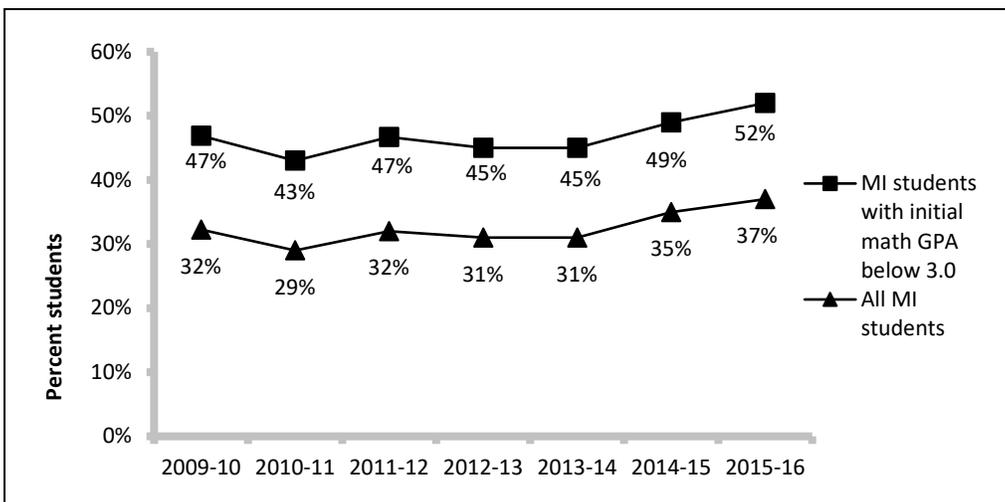
Overall. Figure 3 shows the percent of participants whose math grades improved in each year in Michigan (2009-2016). The percent showing improvement in Michigan has increased in recent years.

Figure 3. Percent Showing Improvement in Math Grades (2009-2016)



NOTE: Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days.

Figure 4. Percent Showing Improvement in Math Grades for All Students vs. Students with Room for Improvement (2009-2016)



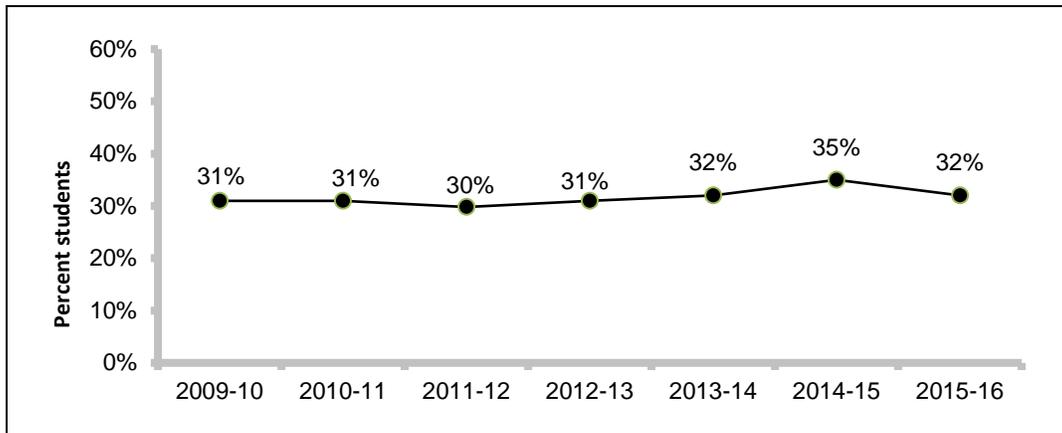
NOTE: Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days. Room for improvement is defined as having a fall grade below 3.0.

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, above, includes all regularly attending students, both those who started with the highest grades, as well as 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 15%) of those with room for improvement showed gains over the past six years.

Reading Grades

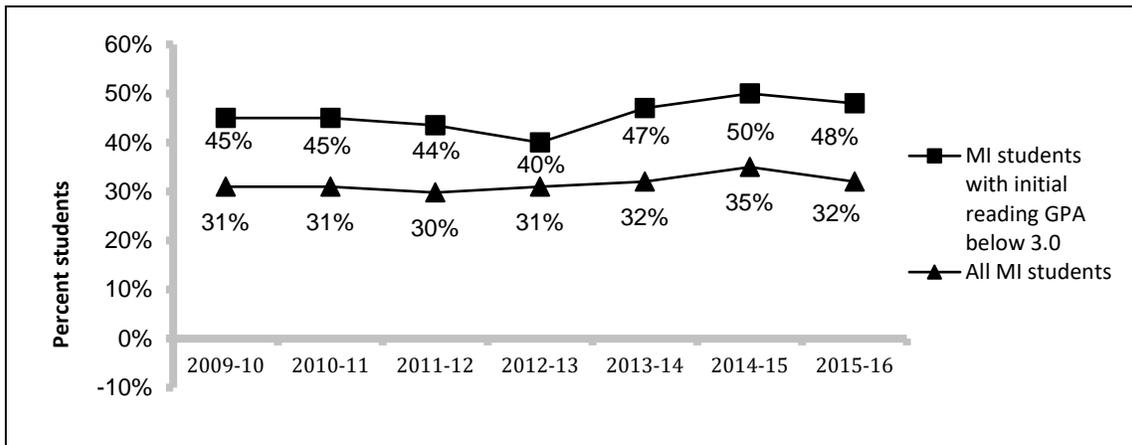
Overall. Figure 5 shows the percent of participants who improved in reading grades each year in Michigan (2009-2016). The percent who improved has been relatively stable during this period, with about one-third showing improvement.

Figure 5. Percent Showing Improvement in Reading Grades (2009-2016)



NOTE: Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days.

Figure 6. Percent Showing Improvement in Reading Grades for All Students vs. Those with Room for Improvement (2009-2016)



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.

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 students over the past six years.

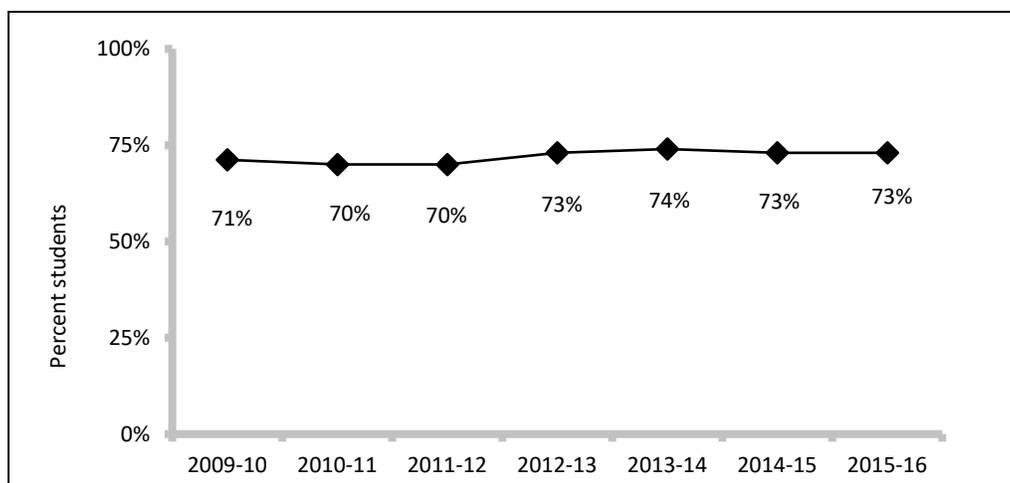
Teacher Ratings

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 70% to 74%.

Figure 7. Percent Showing Improvement in Teacher-Reported Homework Completion and Classroom Participation (2009-2016)

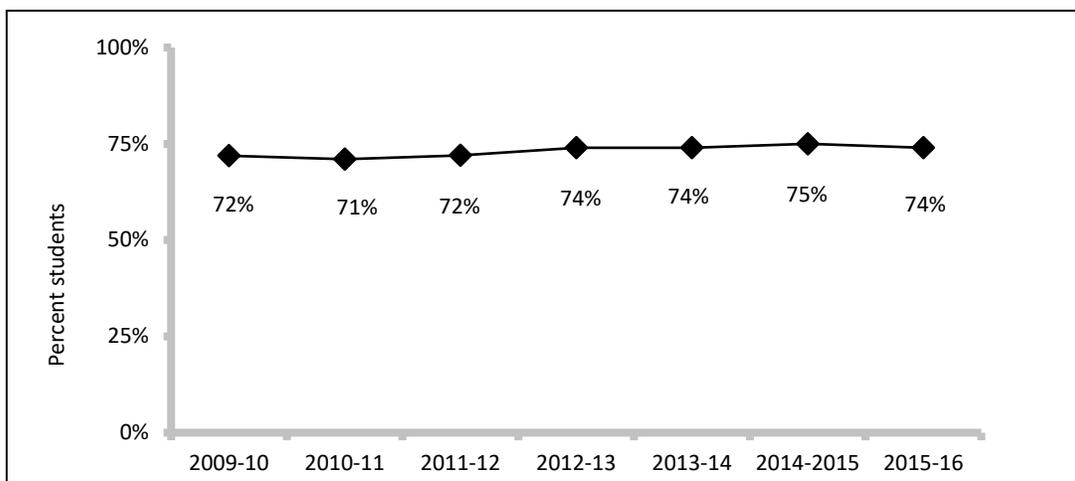


NOTE: Includes only students who participated at least 30 days and with room for improvement according to the teachers.

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 (71-75%). The analysis only includes students whose teachers indicated they had room for improvement.

Figure 8. Percent Showing Improvement in Teacher-Reported Classroom Behavior (2009-2016)



NOTE: Includes only students who participated at least 30 days and with room for improvement according to the teachers.

Student and Parent Perceptions of Program Impact

Students and parents reported on their perceptions of whether the 21st CCLC program helped them/their children improve in various aspects of their academic and non-academic performance and behavior. Note that Table 16 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 and math, science/technology, and other subjects. Large majorities said the program helped them to perform better academically and improve their attitudes about school.

**Table 16. 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%	85%
Other school subjects (history, social studies)	63%	83%
Academic engagement		
Care more about getting good grades	77%	89%
Think that doing well in school was important for having a successful career	82%	88%
Think that success in school would help you have a good life when you grow up/as an adult (parent version)	81%	90%
Want to go to college	74%	81%
Look forward to coming to school	71%	89%
Non-academic areas		
Creative skills like art, music, dance, drama	67%	86%
Sports, athletics, physical activities	68%	83%
Working with the Internet	66%	83%
Staying away from drugs and alcohol	70%	85%
Making and keeping friends	72%	91%
Positive youth development		
Social/psychological learning	46%	N/A
Pro-social skills	54%	N/A
Teamwork	61%	N/A
Leadership	54%	N/A

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, note that 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.

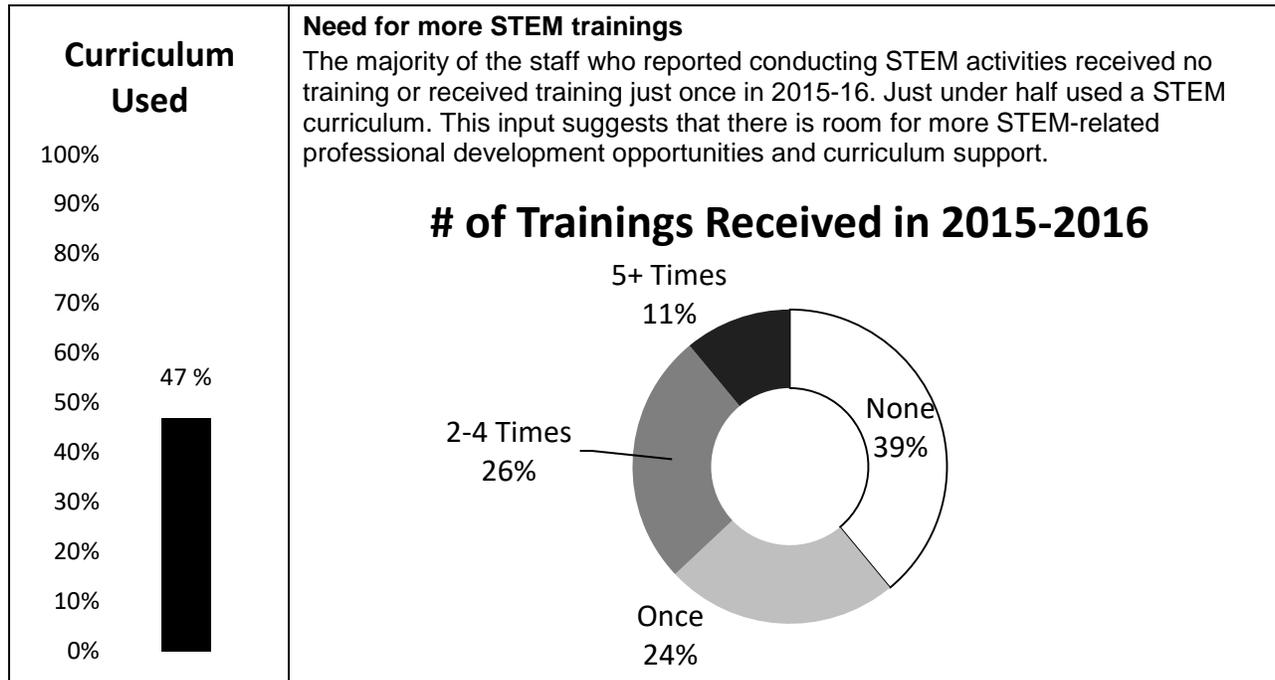
Curriculum Use and Staff Trainings Around Key Topics

In recent years, researchers and practitioners have emphasized the importance of youth developing competency around STEM (science, technology, engineering, and mathematics) areas, acquiring social-emotional and leadership skills, and avoiding risky behaviors to enhance their chance of having a productive work life and overall wellbeing as they move into adulthood. With supports from MDE and TACSS coaching assistance, Michigan 21st CCLC programs are expected to move beyond childcare service to promote exceptional learning opportunities that fulfill the educational needs of today's youth.

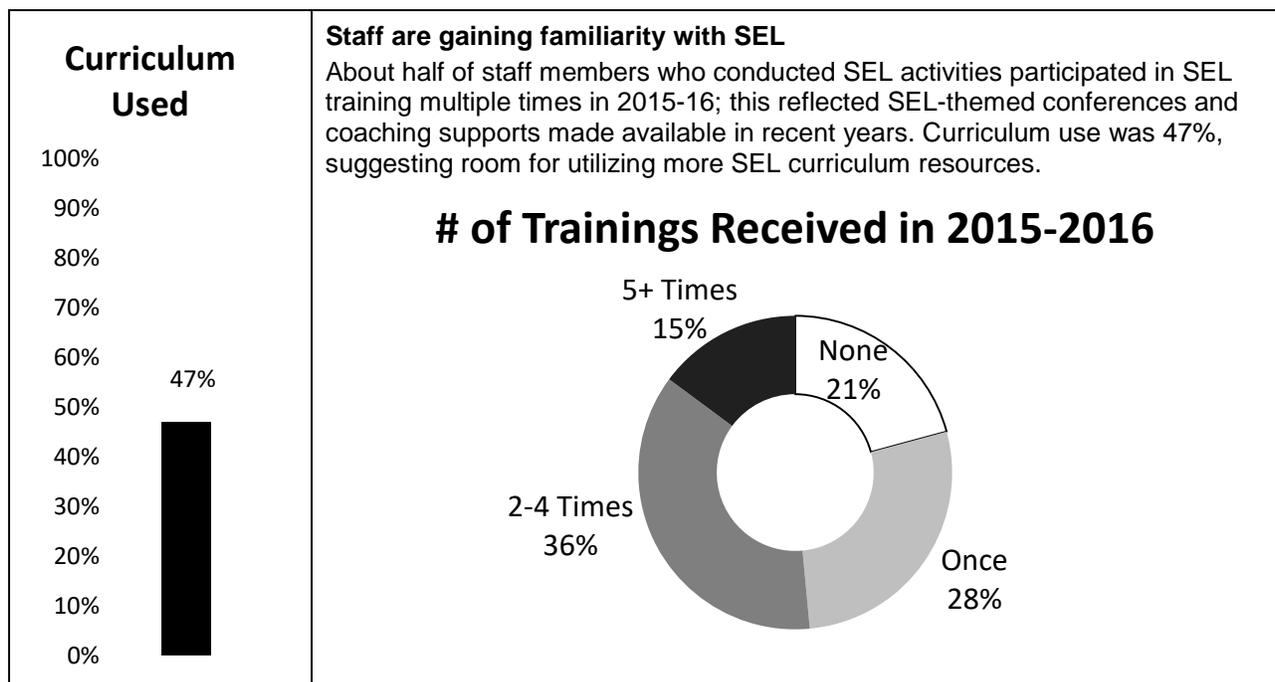
Using the staff survey, this section presents data from 974 paid staff, contractors and vendors regarding the supports and resources they utilized in 2015-16 when running specific activities for youth. The specific activities of focus include: STEM, social-emotional learning, youth leadership development, and risk prevention. Although the use of curriculum and frequency of training were not statistically linked with improved youth outcomes⁷, curriculum use and trainings are key to program quality and staff efficiency in preparing for activities.

⁷ Results from the Hierarchical Linear Modeling (HLM) testing the effects of curriculum use and training frequency on youth outcomes didn't show any statistical significance. The examined youth outcomes include: teacher ratings on school behaviors and homework completion and changes on reading and math grades.

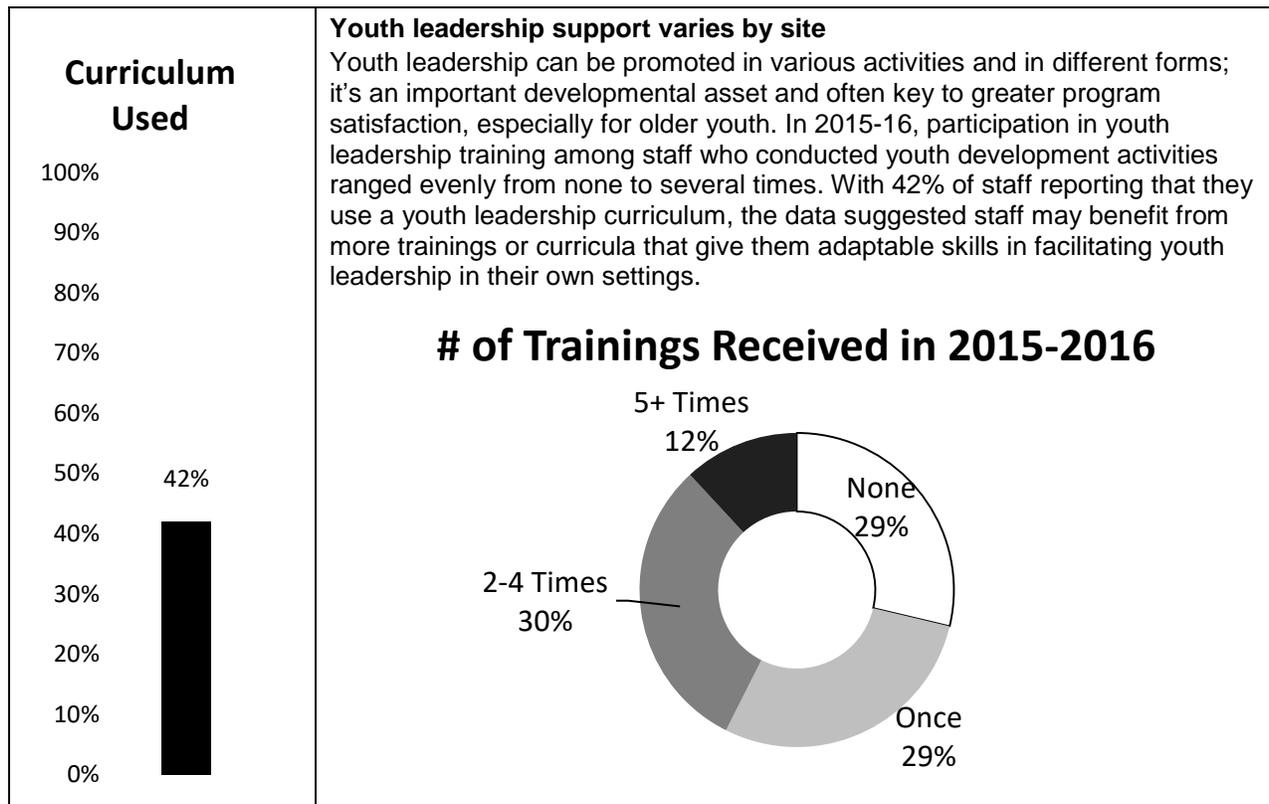
STEM



Social-Emotional Learning (SEL)



Youth Leadership



Risk Prevention

