

Michigan 21st Century Community Learning Centers Evaluation

2018-2019 Annual Report

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Key Findings of the Year

Demographics

Michigan 21st CCLC programs served predominantly minority (75%), academically low-performing (71%), and economically disadvantaged students (87%).

Participation

Participation was consistent with previous years. About one-third of the participants were returning students, and about two-thirds were new to the programs this year. High school programs continued to encounter greater mobility and attrition rates compared to programs serving younger grades. Academically low-performing students participated less or were more likely to drop out of the program compared to students who were not struggling academically.

Academic Learning

Almost every student participated in at least one academic activity for more than 10 days, and about half of high school students (47%) participated in credit recovery sessions. Students provided overwhelmingly positive feedback on programs supporting them academically, and this was especially true based on high school students' perspectives. Also, STEM activities were popular, with even participation across grade levels on engineering, and a heavier participation from younger students on science, technology and math. Altogether, the results suggested that Michigan 21st CCLC programs have demonstrated strong capacity in providing academic enrichment opportunities to the participants.

Recreation and Youth Development

Recreation and youth development were the top two non-academic activities that were most frequently offered and utilized by programs at all grade levels. These activities tend to have a focus on socialization, relaxation, leadership, social-emotional learning and life skills development. Prior research suggested having these experiences can lead to positive youth outcomes, especially for disadvantaged students.

Student Participation in Decision-Making

High school students were given significantly more choice and decision-making opportunities than other age groups. Most decision-making happened at the activity programming level rather than the organizational governance level.

Supervisor Stability

A higher turnover rate among program administrators happened this year, with six out of 27 project directors and more than 50% of the site coordinators being new to the program. This suggested a great demand for support from the state leadership team (MDE, TACSS, and MSU).

Staff Priorities for Programming

Staff identified the top two program priorities as “Allow youth to relax, play and socialize” (52%) and “Improve the academic achievement of youth” (51%).

School Connection

Most programs maintained regular communications with school-day staff and were interested in getting more professional development opportunities around connecting to school-day curriculum and contents.

Youth Outcomes

Positive changes in reading and math grades have been consistent over the past few years, with about 50% of the academically low-performing students showing improvement on reading and math grades versus the state average of 35%. Teacher ratings on improved homework help and classroom behaviors remained consistent with the previous years’ results, with a bit more than 70% of the program participants showing improvement. Students’ social-emotional outcomes were assessed by self-evaluation surveys. Overall, students reported very positive feedback around programs providing them with the opportunities to be responsible for their actions, try new things, work together, and help others.

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 2018-2019 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.

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

Who Participates in the Program?

Participation in the 21st Century Community Learning Centers (CCLC) program statewide is influenced by both the types of programs that receive grants (grantees) and the characteristics of students that they recruit into their respective programs. The Michigan Department of Education (MDE) provides guidelines for entities applying for 21st CCLC grants, specifying: (1) types of organizations that may apply (such as public schools, charter schools, community organizations); (2) program factors that qualify for priority points (such as serving a school eligible for Title I school-wide funding, serving students in 6th-8th grades, or having a faith-based organization as a partner); and (3) status of students and families served by the program (such as eligibility for free/reduced price meals and/or living in poverty). Priority is given to programs serving low-performing schools in high-poverty areas. For details about priority points relevant to grantees who participated in 2018-2019, contact Michigan Department of Education 21st CCLC consultants.

Grantees

Table 1 shows an overview of grantees over the past four years. In the 2018-2019 program year, 76 grants were awarded to 30 grantees who oversaw 277 sites. Among the 277 sites, 259 operated during the school year. The largest number of grants were administered by local school districts (14), followed by nonprofit/community-based organizations (11). 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 (147) or elementary and middle school combined (24). Fifty served middle school students only, and 10 served both middle and high school students. The fewest number (46) served high school students only.

Table 1. Characteristics of Grantees Funded (2015-2019)

<i>Characteristic</i>	<i>2015-16 Grantees</i>	<i>2016-17 Grantees</i>	<i>2017-18 Grantees</i>	<i>2018-19 Grantees</i>
Overall				
Number of funded grants	73	73	73	76
Number of grantees	35 (40 ^a)	35(40 ^a)	33(37 ^a)	30(34 ^a)
Number of new grantees	0	0	7	2
Number of sites	278	278	260	277
Number of sites operated during the school year	275	275	248	259
Site counts by cohort				
G	53	52	21	
H	68	67	68	27 ^d
I	157	159	159	158
J			25	25
K				78
Grantees' fiduciary organizations				
Local school district	15	15	15	14
Intermediate school district	2	2	2	2
Public school academy (charter school)	4	4	2	1
Nonprofit/community-based organization	13	12	12	11
University	2	2	2	2
Sites serving students of different grades or grade combinations^{b c}				
Elementary	128	132	137	147
Elementary and middle school	25	28	28	24
Middle school	72	63	49	50
Middle and high school	7	10	7	10
High school	45	44	39	46
Elementary, middle and high school	1	1	0	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). ^d A total of 11 cohort H sites operated during summer 2019 and continued in the fall under cohort K.				

Participating Students

Gender, Grade Level, and Family Income

In the 2018-2019 program year, 19,639 students enrolled in the program. This number is about 1,775 students fewer than the previous year, although the same grants were operating. As in past years, students were equally divided between boys (9,747; 49.6%) and girls (9,888; 50.3%). Most participants were in elementary grades (K-5th grades; 10,779; 55%), with middle school students second (6th-8th grades; 4,444; 23%), and high school students being the smallest group (9th-12th grades; 4,415; 23%). Most students participated across semesters: 25% only participated in the summer, 9% only participated in the fall and 12% only participated in the spring semester. Regular attendees, defined as students who attended at least 30 program days, accounted for 71% of the school-year participants and 53% for the whole year; the difference was due to the 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.

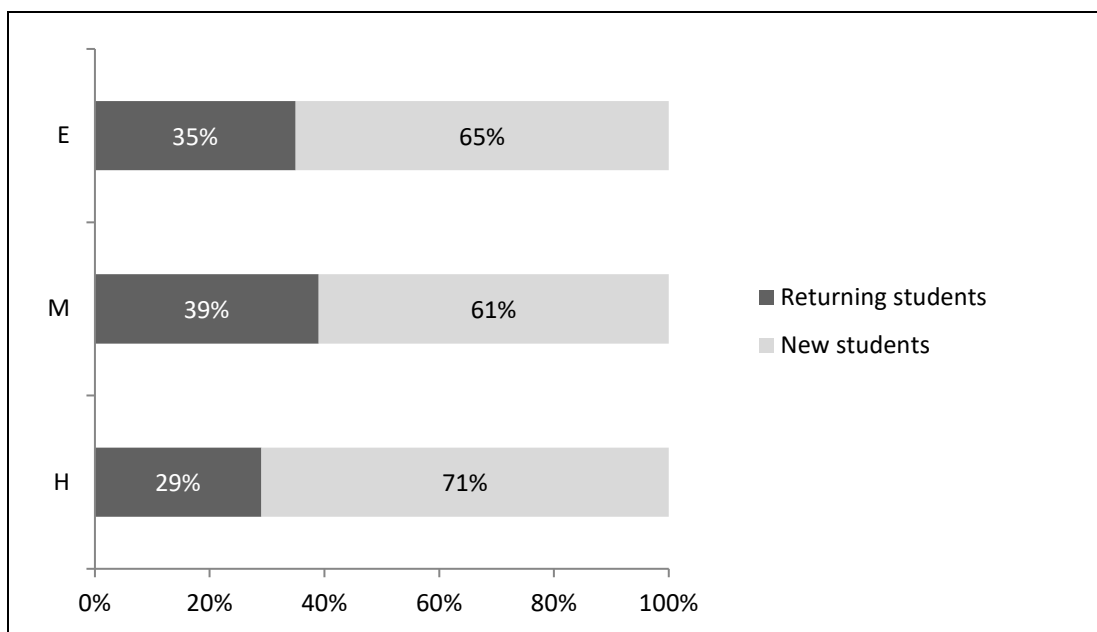
The established partnership with the Michigan Center for Educational Performance and Information (CEPI) helped provide student demographics, school attendance, and outcome data, decreasing the amount of the data requested from sites. With combined efforts from site entries and CEPI's submissions, data were available for almost all program participants (97%) regarding their free or reduced-price lunch status. The data showed that the majority (87%) of students received free or reduced-price meals, reflecting that Michigan 21st CCLC programs primarily serve economically disadvantaged students.

New vs. Returning Students

Participants could be either newly enrolled in this program year or returning for a second or third year. 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 2018-2019 or were returning from previous years. The data suggest that about a third of students were returning from the previous year, and about two-thirds were new. High school programs continued to encounter greater mobility or attrition rates among participants compared to programs serving younger grades. This pattern has been consistent across years.

Figure 1. Percent of New and Returning Students



NOTE. E = Elementary school (N=10,779); M = Middle school (N=4,444); H = High school (N=4,415).

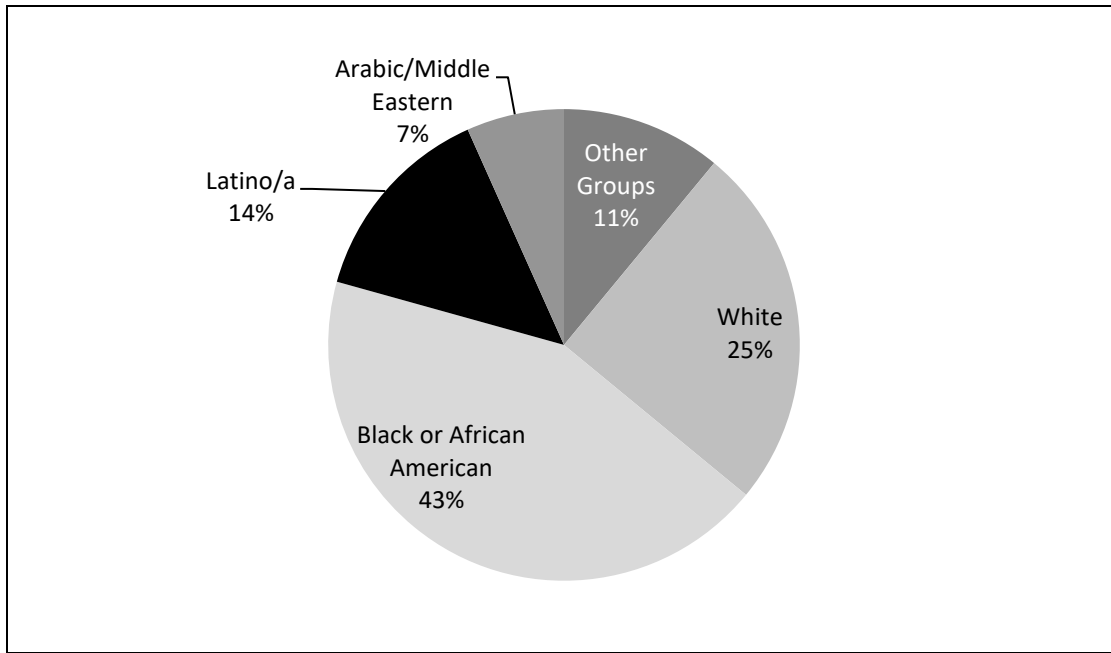
Race/Ethnicity

Figure 2 shows the distribution of participants according to race/ethnicity. Almost half (43%) of students were identified as Black or African American; 25% as White, 14% as Hispanic/Latino-a, and 7% Arab/Middle Eastern. Eleven% were identified as “some other group.” Michigan 21st CCLC programs served

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

predominantly minority students, and the population has remained stable over the past few years.

Figure 2. Race of Student Participants



NOTE. N=19,639.

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. This group may benefit from the 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.³

Academically low-performing students accounted for 71% of the total population whose school outcomes data were available in the 2018-2019 school year. Table 2 shows the percent of low-performing students and other students who attended

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.

for 30, 60, and 90 days. Programs were successful in sustaining participation for 30 days, with 71% of low-performing students and 79% of other students attending for at least 30 days. Close to half of the low-performing students (46%) sustained participation over 60 days, and almost a third (30%) attended at least 90 days. Overall, low-performing students tended to participate less or to be more likely to stop coming to the program compared to students who were not struggling academically, which is consistent with research findings.⁴

Table 2. Percent of Students with Sustained Participation

<i>Days of Attendance</i>	<i>Low-Performing Students</i>	<i>Other Students</i>
30 days	71% ⓘ	79%
60 days	46% ⓘ	56%
90 days	30% ⓘ	40%
NOTE. Students with academic performance data = 9,991; Low-performing students = 7,094; Other students = 2,897.		

⁴ Weisman, S. A., & Gottfredson, D. C. (2001). Attrition from after school programs: Characteristics of students who drop out. *Prevention Science, 2*, 201–205.

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 STEM enrichment, social-emotional learning opportunities, arts education, and recreation.

Academics

Participation in Academics

All 21st CCLC programs were required to offer academics, and Table 3 presents the percentage of students who participated in the specific type of academic activities for at least 10 days⁵. The data suggest that a wide variety of academic activities were offered, and that almost every student (99%) participated in at least one academic activity for more than 10 days. Students' participation in lesson-based learning was most prevalent among all three groups, followed by homework help and academic project-based enrichment. Notably, almost half of the students in the high school sites (47%) participated in credit recovery sessions, suggesting the need for such services for older students. Also, STEM activities have been popular, with even participation across grade levels on engineering, and a heavier participation from younger students on science, technology and math.

⁵Only calculated for activity types offered for at least 10 days for that site.

Table 3. 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 (Traditional)				
Lessons ①	85%	79%	66%	80%
Homework help ①	71%	61%	46%	64%
Tutoring ①	39%	28%	29%	34%
Credit recovery	N/A	16%	47%	39%
Academic (Enrichment)				
Project-based enrichment ①	73%	62%	45%	65%
- Science	37%	27%	15%	31%
- Technology (learning computer programs, video and media)	18%	15%	7%	15%
- Engineering	24%	21%	19%	22%
- Math	34%	32%	14%	30%
Did not participate in any academic activities	1%	1%	3%	1%
NOTE. E = Elementary school students (N=9,662); M = Middle school students (N=3,751); H = High school students (N=3,367). Students are counted as having participated in an activity type if they attended sessions for at least 10 days.				

Student Perceptions of Academic Support

Table 4 shows students' perceptions of academic support provided by the afterschool program and how it affected their in-school performance. Students provided overwhelmingly positive feedback on programs supporting them academically, especially high school students. This might coincide with their heavy utilization of credit recovery activities and suggests programs are providing essential academic enhancement opportunities.

Table 4. 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>
The activities here help me do better at school.	79%	78%	91%	82%
I learn school subjects in fun ways at this program.	84%	79%	89%	84%
I can use the things I do here during my school day.	79%	78%	88%	81%
I don't get help on my schoolwork here.*	83%	85%	88%	85%
NOTE. E = Elementary school students (4 th - 5 th Grade, N=2,317); M = Middle school students (6 th - 8 th grade, N=1,785); H = High school students (9 th - 12 th grade, N=1,762).				
*Scores were reverse coded (the higher the better).				

Other Enrichment Activities Offered

Program sites varied in the types of activities they offered to students in addition to academic activities. Table 5 shows the different types of non-academic activities offered by grade level. The data suggested that recreation, sports, art, youth development, and special events were very prevalent among all programs, with the only exception being fewer sport offerings in high school sites. The youth development category, which includes a wide range of activities from social-emotional learning, life skills training, financial literacy, to mentoring, safety, and risk prevention sessions, was most common. Almost all sites offered youth development sessions to students. Studies have found that these experiences can be important mediators leading to positive youth outcomes, especially for disadvantaged students.⁶ Although sports were less likely to be offered in high school sites, activities with a focus on health and nutrition were much more available than in sites serving younger students.

Table 5. Types of Non-Academic Activities Offered by Sites

	<i>GRADE LEVEL</i>			
	<i>E</i>	<i>M</i>	<i>H</i>	<i>All</i>
Recreation (social events, games, free play, etc.)	94%	86%	76%	88%
Sports	92%	92%	44%	83%
Art	95%	92%	94%	92%
Youth development (social-emotional learning, life skills, conflict resolution, resistance skills, etc.)	97%	100%	98%	96%
Health/nutrition	33%	26%	63%	35%
Special events	95%	88%	91%	92%
Field trips	95%	92%	96%	94%
NOTE. E = Elementary school sites (N=147 sites); M = Middle school sites (N=50 sites); H = High school sites (N=46 sites); All (N=277 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.				

⁶ Gottfredson, D. C., Gerstenblith, S., Soulé, D. A., Womer, S., & Lu, S. (2004). Do after school programs reduce delinquency? *Prevention Science*, 5, 253–266.

Participation in Other Enrichment Activities

Table 6 shows the percent of students at each grade level who participated in different types of enrichment activities. Recreation and youth development were the two major types of activities that students participated in the most. Fewer high school students than elementary or middle school students participated in most activities. Participation in health/nutrition activities remained low across all groups.

Table 6. 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 (social events, games, free play, etc.)	76%	62%	25%	65%
Sports①	50%	38%	23%	44%
Art①	57%	48%	16%	47%
Youth development① (social-emotional learning, life skills, conflict resolution, resistance skills, etc.)	69%	64%	58%	66%
Health/nutrition	6%	4%	5%	5%
Special events①	20%	13%	20%	18%
Field Trip①	29%	28%	10%	25%
NOTE. E = Elementary school students (N=9,662); M = Middle school students (N=3,751); H = High school students (N=3,367). 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's priorities for the program are important because they show where staff are likely to focus their efforts. When compiling staff's top two priorities, two statements stood out: "Allow youth to relax, play and socialize" (52%) and "Improve the academic achievement of youth" (51%). About one third of the staff chose "Improve the social and emotional development of youth" (34%) as one of their top two priorities, followed by to "Enable the lowest-performing students to achieve grade-level proficiency" (24%) and "Help youth keep up with homework" (16%). Overall, staff recognized programs as contexts for both learning and relaxation for students (See Table 7 for details).

Table 7. 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>
Allow youth to relax, play, and socialize	52%
Improve the academic achievement of youth ①	51%
Improve the social and emotional development of youth	34%
Enable the lowest-performing students to achieve grade-level proficiency ①	24%
Help youth keep up with homework ①	16%
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	11%
NOTE. Staff N=942.	

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.⁷ Table 8 shows the percent of participants who said the program offered them various opportunities for choice and decision making.

The majority of students across all age groups expressed that they had been asked what types of activities they liked; this was especially true for high school students. In general, high school students were given significantly much more choice and decision-making opportunities than other age groups, which reflected their developmental needs. However, decision-making mostly happened at the activity programming level rather than the organizational planning or decision-making level.

⁷ 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 8. 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 am asked what kinds of activities I like.	76%	78%	92%	81%
I get to choose my activities.	61%	70%	83%	70%
I get to help plan activities, projects or events.	62%	63%	80%	68%
I am asked to make decisions about this program.	57%	61%	77%	64%
NOTE. E = Elementary school students (4 th - 5 th Grade, N=2,317); M = Middle school students (6 th - 8 th grade, N=1,785); H = High school students (9 th - 12 th grade, N=1,762).				

Skill Building

It is important to recognize that skill building and mastery are gradual processes that occur by working toward goals and gaining knowledge. Staff need to be accomplished at creating an environment where students know that it is permissible to make mistakes during learning and are expected to try their best. Table 9 shows that most participants thought the programs created an atmosphere in which students could feel free to build mastery of new skills, and this was especially true for high school students.

Table 9. 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>
I'm encouraged to be the best I can be.	89%	87%	94%	90%
Asking questions is welcomed.	91%	91%	98%	93%
It's ok to make mistakes.	92%	90%	95%	92%
Adults ask me about my goals.	72%	75%	91%	79%
NOTE. E = Elementary school students (4 th - 5 th Grade, N=2,317); M = Middle school students (6 th - 8 th grade, N=1,785); H = High school students (9 th - 12 th grade, N=1,762).				

Enjoyment of the Learning Experience

Finally, students' enjoyment of their learning experiences and their perception of how these experiences might benefit them could greatly reflect their program satisfaction and help sustain participation. Table 10 suggests that most students were able to do things they liked to do and believed they had learned useful skills. The positive feedback was especially evident among high school students; 90%

The Use of Evaluation and TACSS Services

The Michigan 21st CCLC programs utilize a low-stake evaluation model to encourage the use of evaluation for continuous improvement. Almost all project directors (96%) and site coordinators (94%) reported that evaluation was important to their decision-making about the programs. Project directors also reported positive feedback on Technical Assistance and Coaching Support System (TACSS) services.

The Usefulness of State Evaluation Data

The state evaluation team provides year-round support on data collection, reporting and monitoring. Table 16 indicates the usefulness of each piece of data as perceived by project directors and site coordinators. The attendance data were considered most useful, as 100% of the project directors and 90% of the site coordinators thought so. Activity coding received the lowest rating (69-79%), suggesting MSU should provide additional supports and clarifications for programs to better understand the coding processes.

Table 16. Data Usefulness: Percent Reported as “Somewhat Useful” or “Very Useful ”

<i>Use of the Following Sources of Data</i>	<i>Percent of Project Directors</i>	<i>Percent of Site Coordinators</i>
Leading Indicators Report	96%	81%
Data Tables	96%	81%
Attendance Data	100%	90%
Activity Coding	79%	69%
Student Surveys	89%	79%
Teacher Surveys	86%	75%
Staff Surveys	93%	86%
School Outcomes Data	93%	81%
NOTE: Project director N= 28, site coordinator N= 256.		

The Helpfulness of Local Evaluators

Table 17 describes use of local evaluators by project directors and site coordinators. The areas where the local evaluators assisted the most included working on program improvement, helping programs meet the grant requirements, and analyzing or interpreting state evaluation data. The data also suggest that, for the most part, local evaluators worked more closely with project directors than with site coordinators. The only exception was local evaluators' participation in the YQPA process; about 61% of the project directors reported that the local evaluator was involved in the process, while 69% of the site coordinators reported such involvement. Survey results show that using data to create professional development plans was the least frequently utilized service based on both project directors' and site coordinators' reports.

Table 17. Local Evaluators' Involvement: What Local Evaluators Did in Each Area

	<i>Percent of Project Directors</i>			<i>Percent of Site Coordinators</i>		
	Some/A lot	No	NA	Some/A lot	No	NA
Worked with us on program improvement	89%	11%	0%	76%	25%	3%
Helped us meet the grant reporting requirements	86%	11%	3%	71%	26%	4%
Interpreted reports provided by MSU	75%	14%	11%	64%	33%	4%
Analyzed and reported on the state evaluation data provided by MSU	75%	14%	11%	65%	32%	3%
Obtained school outcomes information to submit to MSU	75%	11%	14%	55%	41%	5%
Worked with us on funding and stability	75%	18%	7%	41%	52%	7%
Visited our sites	75%	18%	7%	64%	33%	3%
Collected additional feedback (e.g., surveys, interviews, focus groups)	71%	29%	0%	72%	25%	3%
Participated in the YPQA process	61%	32%	7%	69%	28%	3%
Used data to create professional development plans	57%	36%	7%	50%	46%	4%

NOTE: Project directors N= 28; site coordinators N= 218.

The Usefulness of TACSS Services

The major goal of TACSS services is to promote a culture of continuous improvement and assist grantees with the program improvement processes. Because most point-of-service occurred at the grantee level, project directors were asked to evaluate the usefulness of TACSS services across their major activities. Table 18 indicates the percent of project directors who reported “Somewhat Useful” or “Very Useful” in different areas. Project directors overwhelmingly preferred site-based, in-person training and coaching over virtual coaching.

Table 18. Usefulness of TACSS Services: Percent of Project Directors Who Reported “Somewhat Useful” or “Very Useful ”

In-service/site-based training	96%
Regional training	96%
In-person coaching	89%
Online training	79%
Peer mentoring & networking	75%
Virtual coaching	59%
NOTE. N= 28 project directors.	

In addition, project directors were asked to report what services they would like to see TACSS coaches spend more time on, and what administrative skills they would like to improve during next year. Table 19 presents the kind of TACSS services that project directors would like to increase for the next year. Developing staff capacity and personal professional development were the top two things that project directors would like TACSS coaches to assist with. Table 20 indicates the subjects on which project directors would like to focus more for improvement. Building connections to school day curriculum and content stood out as the most important subject.

Table 19. Focus of TACSS Services: Percent of Project Directors Who Would Like to Focus on the Subject for Next Year

Developing staff capacity	61%
Personal professional development	61%
Developing partnerships and sustainability	50%
Managing your grant or other administrative activities	18%
NOTE. N=28 project directors.	

Table 20. Enhancement of Administrative Skills: Percent of Project Directors Who Would Like to Focus on the Subject for Next Year

Connections to school day curriculum and content	61%
Creating professional development plans based on data	43%
Applying quality standards to hiring and supervising staff	39%
Coaching staff on instructional quality	39%
Social-emotional learning for managers	39%
Staff evaluations	36%
Partnerships with community, stakeholders, etc.	36%
Incorporating the PQA into standard organizational operations	36%
Connections to parents and families	29%
Marketing your program	25%
Building youth governance or a Youth Advisory Council	25%
Connections to schools	25%
Communication with and among staff	21%
NOTE. N= 28 project directors.	

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

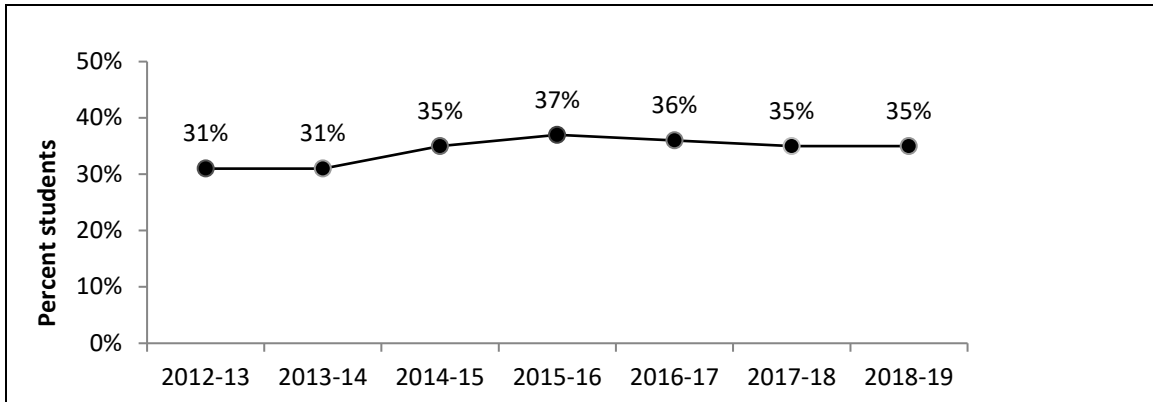
Data for this section were collected through the EZReports program reporting system, Excel files through which sites provided school grades from school records, and teacher surveys collected by 21st CCLC program staff. Data were not available on state standardized testing for 2018-2019 from CEPI and 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 (2012-2019). The percent shows that improvement in Michigan has increased in recent years. Looks like it's been fairly stable. It hasn't increased.

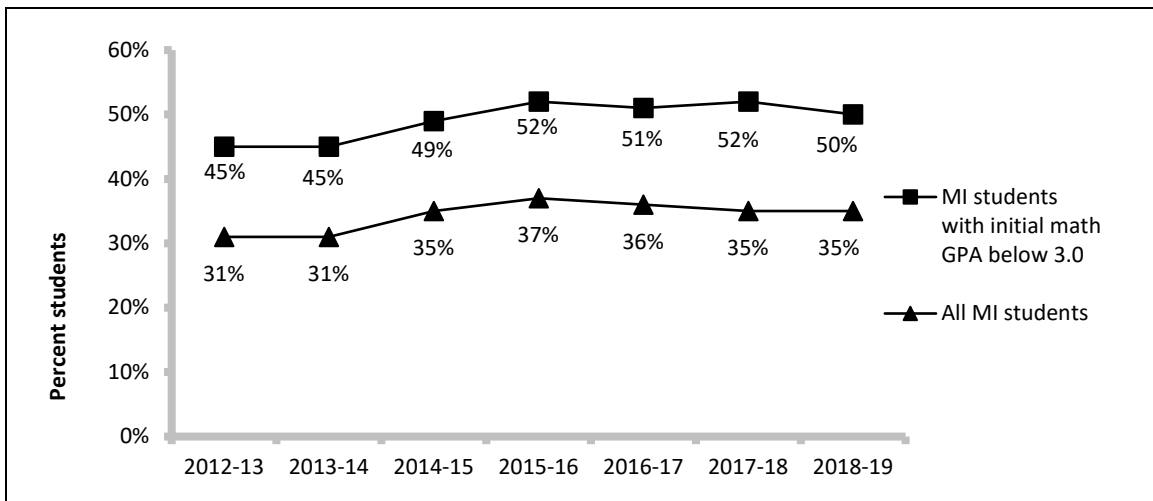
Figure 3. Percent of Regular Students Showing Improvement in Math Grades (2012-2019)



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=6,878 in 2018-19)

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 15% difference) of those with room for improvement showed gains. This finding has been consistent over the past six years.

Figure 4. Percent of Regular Students Showing Improvement in Math Grades for All Students vs. Students with Room for Improvement (2012-2019)

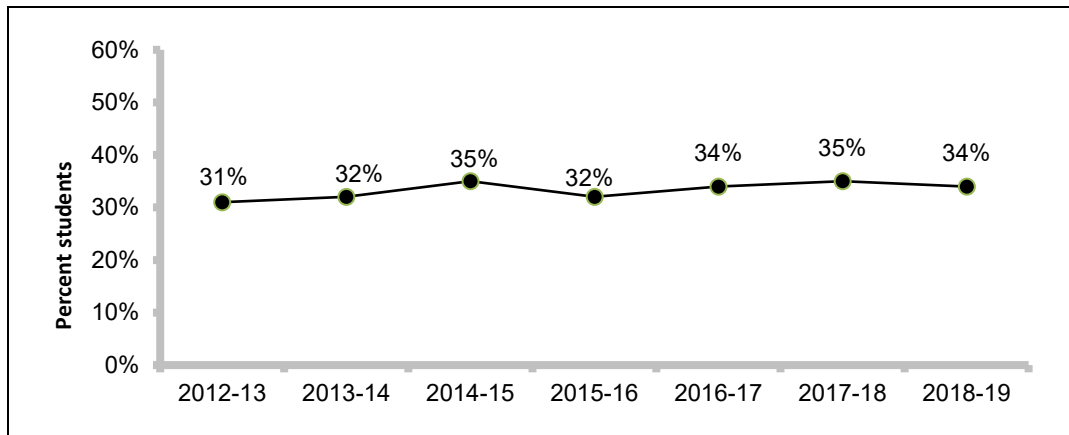


NOTE. Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days. Room for improvement is defined as having a fall grade below 3.0. (N=3,826 in 2018-19).

Reading Grades

Overall. Figure 5 shows the percent of participants who improved in reading grades each year in Michigan (2012-2019). The percent who improved has been relatively stable during this period, with about one-third showing improvement.

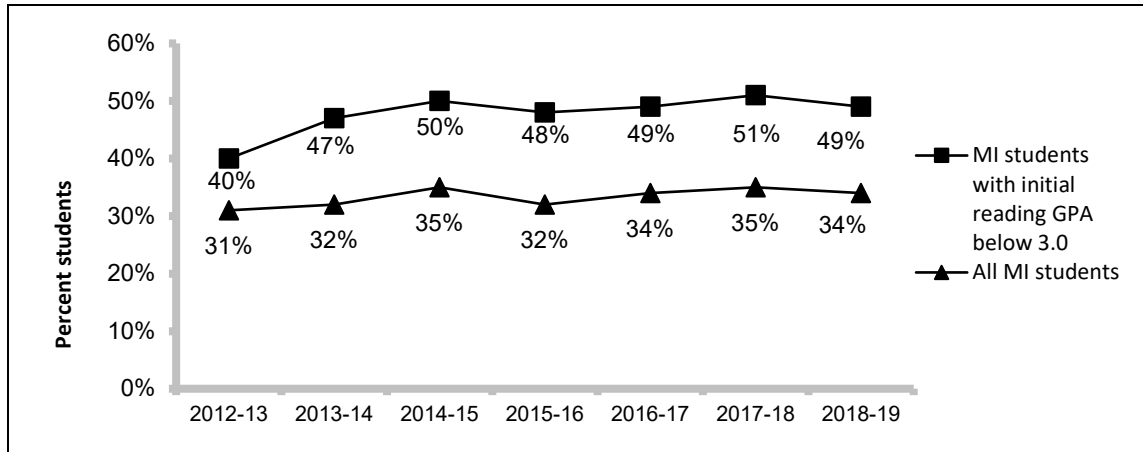
Figure 5. Percent of Regular Students Showing Improvement in Reading Grades (2012-2019)



NOTE. Improvement is defined as $\frac{1}{2}$ grade increase from fall to spring within a year. Includes only students who participated at least 30 days. (N=6,845 in 2018-19)

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 and this finding has been consistent over the past six years.

Figure 6. Percent of Regular Students Showing Improvement in Reading Grades for All Students vs. Those with Room for Improvement (2012-2019)



NOTE. Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days. Room for improvement is defined as having a fall grade below 3.0. (N=3,677 in 2018-19)

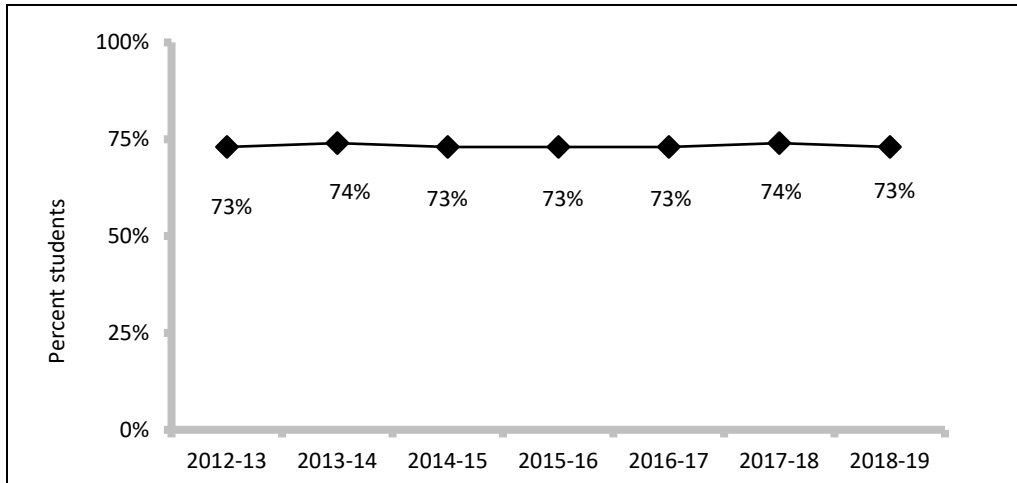
Teacher Ratings

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 for several years.

Figure 7. Percent of Regular Students Showing Improvement in Teacher-Reported Homework Completion and Classroom Participation (2012-2019)

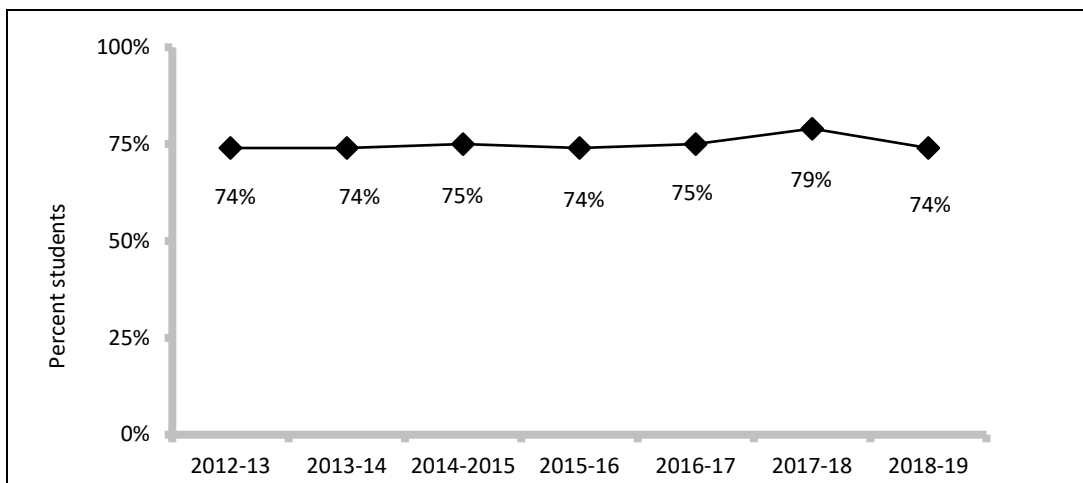


NOTE. Includes only students who participated at least 30 days and with room for improvement according to the teachers (N=6,417 in 2018-19).

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, with the exception of a jump in 2017-18. 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 (2012-2019)



NOTE. Includes only students who participated at least 30 days and with room for improvement. (N=6,016 in 2018-19)

Student Perceptions of Program Impact on Social-emotional Outcomes

Students were asked in the survey whether the program helped them with various social-emotional learning outcomes. Table 21 presents the percent of students who agreed or strongly agreed on each item. Overall, students reported very positive feedback around learning to be responsible for their actions, trying new things, working together, helping others, etc. The result also suggest that students could use more opportunities to learn about managing emotions.

Table 21. Student Perceptions of Program Impact: Percent of Students who Reported “Agree” or “Strongly Agree” on Programs Help Them Get Better at...

Being responsible for my actions.	91%
Trying new things.	90%
Working together.	89%
Helping others.	89%
Solving problems.	88%
Standing up for what is right.	88%
Not giving up.	87%
Making and keeping friends.	87%
Making my school or community better.	84%
Understanding how other people feel.	79%
Managing my emotions.	72%
NOTE. Students N: 5,864.	