

# Michigan 21st Century Community Learning Centers Evaluation

*2010-2011 Annual Report*

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# Highlights

## *Approach*

The evaluation questions are used to organize the Highlights of the 2010-2011 21st Century Community Learning Centers program year.

### What were the characteristics of students enrolled in the Michigan 21st CCLC programs?

During the 2010-2011 program year, 45,436 students participated in 21<sup>st</sup> CCLC programs. One of the criteria for being awarded a grant is the percent of low-income students in the school. In 2011-2012 84% of the students in the program were eligible for free or reduced-price meals; this is substantially the same as the prior year. The race and ethnic distribution remained relatively stable, although participation of black or African-American students declined modestly to 50%, white participation increased from 30 to 40% and the percent of Hispanic or Latino/a participants increased 2%. The percent of grantees with high school programs, which had effectively doubled in 2009-2010, remained relatively unchanged in 2010-2011. The percent of grantees serving middle school students declined while those serving elementary students grew from the prior year.

### How is the 21<sup>st</sup> CCLC Program doing in improving program quality as measured by the leading indicators?

As is well known, quality improvement is important because high quality programming in out-of-school time (OST) settings is associated with better outcomes for students. Leading indicators were piloted during the 2009-2010 program year. Toward the middle of the following year, a team of staff from MSU and the Weikart Center reviewed and revised them. While the domains did not change, there is substantial difference between the composition of them across the two program years. For example, in one instance the review resulted in a new indicator, Community Partnerships in the domain of Positive Relationships, composed of entirely new measures. In other instances, the review resulted in the separation of the indicator into two parts. One such instance is Staff Qualifications and Experience which was split into Staff Qualifications and an entirely new indicator of Professional Development. The former is composed of 3 pre-existing measures plus one new measure and the latter is composed of 7 measures addressing orientation and training for both staff and vendors. All of the domains were subjected to major adjustments. While this is entirely appropriate during pilot testing, it does make it very difficult to compare across these two program years. In the following section, we highlight findings for some of the leading indicators of program quality.

## *Indicators of Instructional Context*

### Enrollment and Retention

- The proportion of students served who were academically at risk increased from 47% to 69%
- Programs retained at-risk students at the same rate as their not-at-risk peers

### Academic Content

- Overall, 92% of the students participated in academics, with elementary students participating most (93%) and high school students least (85%)
- High school students were less likely to participate in academic enrichment activities, which offer students experiential learning opportunities
- Only 6-7% of students participated in academic tutoring, which offers individualized instruction; however 22% of sites required tutoring for at-risk students
- Two-thirds staff said academics was a top program priority and three-fourths said program activities were tied to school learning goals

### Enrichment Content

- About 40% of youth participated in arts and youth development activities but only 17% participated in technology, all of which are measures of high quality instructional context

### Connections to the school day

- About half of sites said they have written procedures for connecting with school-day teachers or meet regularly with teachers to discuss student progress
- Few sites (<30%) reported using student data in program planning

### Instructional quality

- About 3/4 of students reported having opportunities to work cooperatively with adults and take leadership, or felt challenged to learn new skills
- Although 2/3 said they were involved in making decisions about program activities, less than 1/2 have participated in an advisory council

## *Indicators of Organizational Context*

### Stability

- 68% of sites retained at least 75% of their staff over the program year

### Professional development

- A large majority of regular staff and vendors said they were informed of program goals and expectations for working with youth
- Less than 50% of vendors and 58% of staff said they had shared planning time with more experienced staff

- About half of staff had some kind of training on how to work with youth and 42-43% received professional development in their content area

#### Staff qualifications

- Half of staff have bachelor's degrees or more and  $\frac{3}{4}$  had at least 3 years experience; these numbers are down substantially from 2009-2010

#### Continuous improvement and evaluation

- Few staff reported using data to determine how to improve their programs

Again it should be noted that although the ARF was arrayed in categories related to the leading indicators, only those few grantees for whom the TACSS team were providing comprehensive services actually received detailed leading indicator reports. These reports included weighted comparisons for all the sites plus the average for the grantee. This numerical comparison allowed project directors and site coordinators to readily see the areas in which sites were succeeding and where sites needed to improve. However, the data come from many sources – EZReports data reporting system, student, staff and parent surveys – and thus are in constant flux so it is the relative ranking, not the actual numbers, which are important.

### *Indicators of Positive Relationships*

#### Relationships

- Overall, students were satisfied with the level of support provided by staff
- Two-thirds agreed with statements indicating that their program had positive peer relationships
- However, about 20% reported being teased or ignored by other kids

#### Climate

- Overall parents and students (85%) perceived their programs to be safe and provide a welcoming environment
- About 1/5 of students reported experiencing bullying and about  $\frac{1}{4}$  reported these things go on in their programs
- About 1/3 of students reported staff experiencing management problems, indicating a possible need for professional development in some programs

#### Family Communication

- A large majority (90%) of parents said their child's program communicated with them about family events and their child's progress

### How is Michigan doing in achieving student outcomes?

We have traditionally reported on the percent of students showing improvements in mathematics and English/language arts/reading grades, the percent of students whose teachers report any improvements in homework completion and participation, and the percent of students whose teachers report any improvement in classroom behavior.

The percent of students showing improvement in math grades has remained stable at approximately one-third of the population through 2009-2010, with elementary students consistently outperforming middle and high school students. However, in 2010-2011 there was an overall decline in percent of students whose math grades improved, falling from 32% to 27%. The percent improving remained relatively stable for middle and high school students but elementary school students declined from 34% to 27% with improvement. However, when those students who had below a 3.0 grade in the fall were separated out, a substantially higher proportion showed improvement compared to all Michigan participants. In 2010-2011 improvement in reading grades remained stable overall, with 31% showing improvement. Although there is little difference by grade level of students (elementary, middle and high school students all showed 30-33% improvement) when those with room to improve were separated out, 45% of them improved compared to 31% overall. This is consistent with other evaluation findings of greater benefits of OST programs for academically at-risk students.

Teacher ratings of student homework completion and participation and also classroom behavior have remained stable at 70% and 71% respectively.

# Introduction

## *The Purpose of the Program*

The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program funds schools and community organizations to offer out-of-school-time (OST) activities for K-12 students in high-poverty areas. The main focus of the program is expanding enrichment opportunities, particularly academic enrichment, for students attending low-performing schools. Specifically, the Michigan Department of Education (MDE) has consistently emphasized the following priorities in determining funding awards:

- Students live in high-poverty areas
- A high percentage of students attending the school are eligible for free or reduced-price meals
- The school has failed to achieve adequate yearly progress for two consecutive years
- Schools serve middle or high school students

Key goals of the program are:

- Improving students' academic performance
- Enhancing students' general functioning through enrichment and youth development activities

Michigan 21st CCLC programs offer homework help, tutoring, and academic enrichment activities to help students meet state academic standards in subjects such as reading and math. They also provide other enrichment activities focused on youth development, drug and violence prevention, technology, art, music, recreation, and character education to complement the academic components of the program.<sup>1</sup>

## *The Array of Programs Being Served*

**Error! Reference source not found.** compares 21st CCLC grants funded in 2010-2011 with those funded in the two previous years. In 2010-2011, MDE funded or continued to fund **91 grants to 48 different grantees operating 333 sites**. The 48 grantee organizations included 23 local school districts, 2 intermediate school districts, 6 public school academies (charter schools), 16 non-profit/community-based organizations, and 1 university. However, because Detroit and Grand Rapids used multiple subcontractors to provide their 21st CCLC programs, the number of grantees referenced throughout this report is 54.

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<sup>1</sup> Michigan Department of Education website, [http://www.michigan.gov/mde/0,1607,7-140-6530\\_35090-127653--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_35090-127653--,00.html)

**Table 1. Characteristics of Grantees Funded in 2010-2011**

<i>Characteristic</i>	<i>2007-2008 grantees</i>	<i>2008-2009 grantees</i>	<i>2009-2010 grantees</i>	<i>2010-2011 grantees</i>
# of funded grants	66	64	93	91
# of grantees	40 (46 <sup>a</sup> )	39 (46 <sup>a</sup> )	49(55 <sup>a</sup> )	48(54 <sup>a</sup> )
# of new grantees	8	7	15	0
# of sites reporting on the ARF <sup>b</sup>	235	237	333	333
<b>Cohorts</b>				
B	26	NA	NA	
C	14	15	3	
D	26	25	25	92
E	N/A	24	24	93
F	N/A	N/A	41	164
<b>Fiduciary organization<sup>c</sup></b>				
Local school district	19	19	23	23
Intermediate school district	2	3	2	2
Public school academy (charter school)	7	3	6	6
Non-profit/Community-based organization	11	13	17	16
University	1	1	1	1
<b>Grades or grade combinations of students served<sup>d</sup></b>				
Elementary	96	101	113	154
Middle School	72	63	89	78
High School	15	22	53	55
Elementary & Middle School	41	49	51	45
Middle & High School	8	3	16	14
Elementary, Middle & High School	7	0	23	3

<sup>a</sup>Numbers in parentheses treat the multiple subcontractors that Detroit Public Schools and Grand Rapids Public Schools used to provide their programs as grantees.

<sup>b</sup>ARF = Annual Report Form.

<sup>c</sup>The sum of these (349) does not equal the number of sites reporting because they were primarily summer sites or they started too late in the school year (e.g., March 2011) to have programmed a full academic year.

<sup>d</sup>In 2008-2009, 2009-2010, and 2010-2011 this was calculated based on the grades of students served. In 2007-08, this was calculated based on the grades in the schools.

The 91 grants operating during this year were funded in three separate cohorts based on the time period when the grant was first awarded. Each five-year grant could serve students in up to five different sites, so a number of the grantees had multiple grants and had grants in multiple cohorts. The 333 sites served students in the following grade levels or grade combinations: 154 elementary schools, 78 middle schools, 55 high schools, 45 elementary-middle school combinations, 14 middle-high school combinations and 3 elementary-middle-high school grades combined.

The Michigan data in this report came from the following primary sources:

- Activity, attendance, grade, gender, and race/ethnicity data entered by each grantee into the EZReports program data reporting system; we had 100% of these data.
- Survey data collected by each grantee at the end of the school year from:
  - Students in grades 4-12 (74% of students attending in the second semester of the school year)

- Parents of students in all grades (42% of parents of students attending in the second semester of the school year)
- Teachers of students in all grades who met the federal definition of a “regular attendee” by attending at least 30 days (72% of all regular attendees over the school year)
- Staff and supervisors; response rates cannot be identified due to difficulties identifying the total number of staff, as staff include short-term providers and volunteers and have high turnover rates.
- Reading and math grades were available for 77% of the students who attended at all during the program year.
- The Annual Report Form survey completed by program administrators after the year’s programming was complete.

## ***Organization of This Report***

This report is organized using the Michigan 21<sup>st</sup> CCLC Leading Indicators Framework that guides program quality measurement. Terms used within this report include:

- **Domain** - A broad grouping of indicators (e.g., the *organizational context* domain has several indicators) that forms an overall context for program quality.
- **Leading indicator or indicator** - A quantified dimension that represents a fairly broad aspect of a high-quality program that should ultimately be linked to student success (e.g., *instructional quality*).
- **Measure** - A specific component of an indicator. Each measure represents a single aspect of program quality (e.g., *instructional quality* has several measures that contribute to a single indicator). There are several measures of each indicator.
- **Data source** - The kind of data from which the measure was derived (e.g., student survey, attendance data).

The Leading Indicators Framework was revised for 2010-11. These changes will be highlighted in the text of this report.

This report includes a mix of data that were directly part of, as well as supplementary to, the leading indicators. We use the symbol ① to designate data that directly report on measures of a leading indicator. Supplementary information – including the rest of the scale when only a few items are used as measures of a leading indicator – will not be identified.

## ***Evaluation Questions***

The state evaluation of 21st CCLC was designed to gauge the success of Michigan in meeting program goals. To accomplish that end, this report addresses the following evaluation questions:

- What were the characteristics of students enrolled in Michigan 21st CCLC programs?
- How is the Michigan 21<sup>st</sup> CCLC program doing in improving program quality as measured by the leading indicators?
- In what areas were students and parents satisfied with the program?
- How is Michigan doing in achieving students' outcomes?



# Student Characteristics

Data in this section come from the EZReports program reporting system. MDE has operated 21st CCLC programs since January 2003; however, all figures show the last five years of data. This section describes the demographic characteristics of Michigan 21<sup>st</sup> CCLC programs in 2010-2011 and over time.

Income. Using data collected on individual students participating in the 2010-2011 21<sup>st</sup> CCLC programs, the proportion of participants eligible for free or reduced-price meals was 84%.

Race and ethnicity. Michigan is a diverse state, and the populations attending the 21st CCLC programs reflected that diversity. Figure 1 provides data on the racial composition of students attending during the 2010-2011 academic year. The higher-than-expected percentage of Black/African American students enrolled (50% in the program vs. ~14% in population statewide) reflected the predominantly urban focus of the 21st CCLC program. Data are collected separately from race for Hispanic/Latino and Arab ethnicities. Eleven percent of students were identified as Hispanic/Latino and 2.4% as Arab.

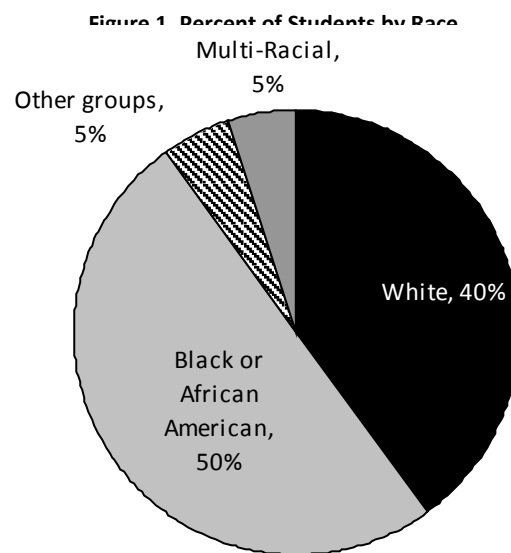
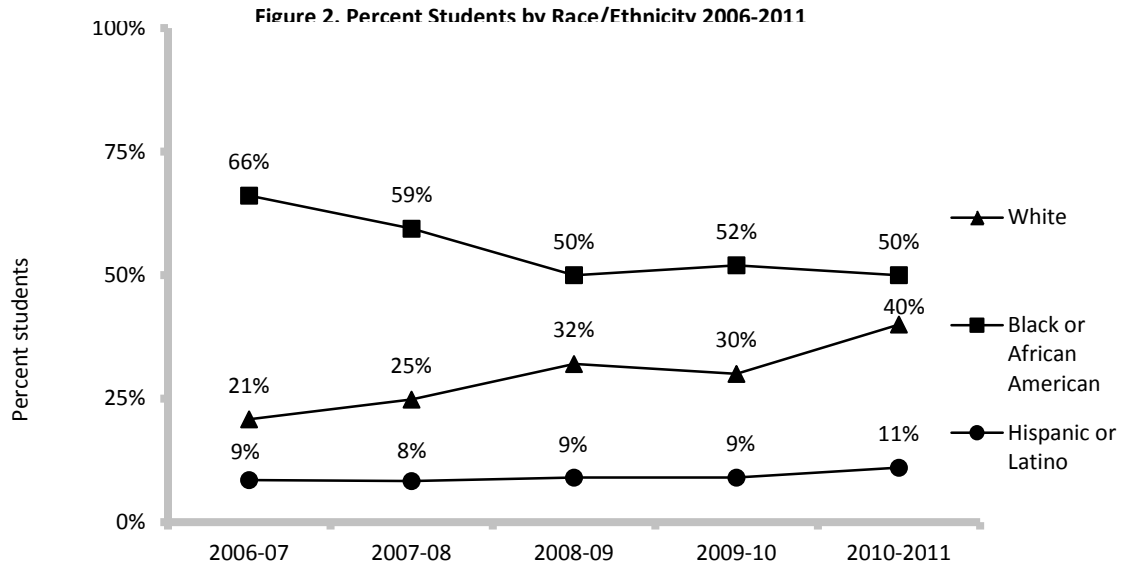


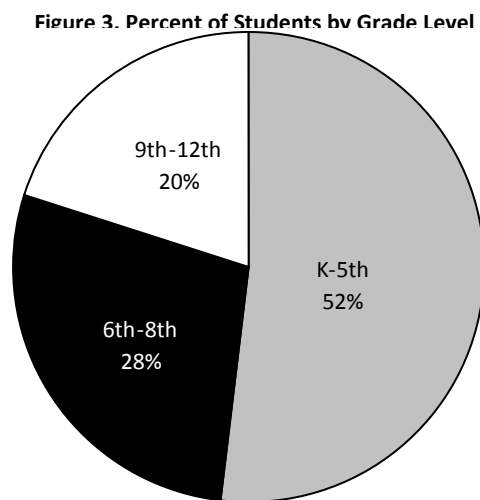
Figure 2 provides data on the composition of the program in the three primary racial/ethnic groups, Black/African American, white, and Hispanic/Latino, since 2006-2007. In 2010-2011, Black/African American student participation declined modestly to 50% while white student participation rose to 40%. Students can identify both with a race and as Hispanic/Latino.



Note. Percents summed across racial/ethnic groups may not total to 100% because they are not mutually

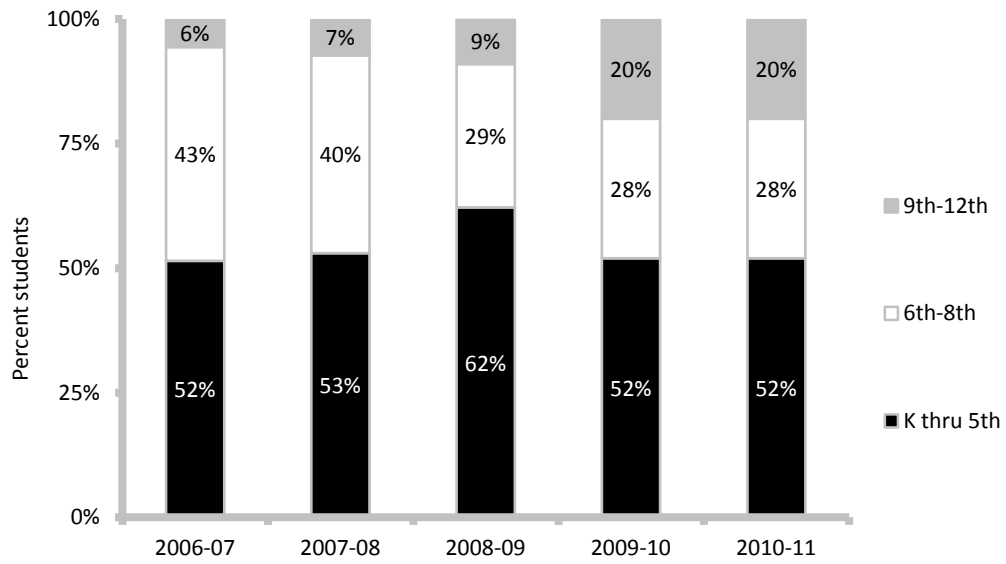
**Gender.** Although a small number of 21<sup>st</sup> CCLC programs have from time to time noted challenges in attracting either boys or girls, gender of the overall population has remained balanced. In 2010-2011, girls and boys once again participated at equal rates.

**Student grade level.** MDE has consistently emphasized provision of 21st CCLC programs for middle-school students (in grades 6 through 8). Additionally, in 2008-09, MDE for the first time awarded higher priority points to proposals intended to serve high school students. Figure 3 shows the grade distribution of students served in the 2010-2011 academic year.



The pattern over time for grades served has varied slightly. As can be seen in Figure 4, in 2010-2011 the proportion of students by grade was unchanged from 2009-2010.

**Figure 4. Percent Students by Grade Level, 2006-2011**



# Domain 1 - Instructional Context

The Instructional Context domain is composed of five indicators: Enrollment and Retention, Academic Content, Enrichment Content, Connection to the School Day, and Instructional Quality. Each is described in more detail below, including measures that constitute these leading indicators and supplementary materials related to each.

## ***Enrollment and Retention***

If a program is to be successful in improving students' academic performance, students must attend regularly enough to benefit from the programming offered. This indicator is defined as "program serves and successfully retains high-risk students." The five measures of this leading indicator ① are:

1. Percent students served who are academically at-risk
2. Percent students retained for 30 days
3. Percent academically at-risk students retained 30 days
4. Percent at-risk students retained 60 days
5. Percent at-risk students retained 90 days

In contrast to 2009-2010, when 47% of the students served by 21st CCLC programs statewide were academically at risk, in 2010-2011, 69% were academically at risk ①. Overall, the program retained 52% of students for 30 days. Table 2 shows the percent of academically at-risk students and not-at-risk students who attended at least 30, 60, and 90 days. In addition to enrolling at-risk students at considerably higher rates than in the prior year, grantees retained at-risk students at the same rate as their not-at-risk peers.

**Table 2. Percent of Students Retained**

<i>Days retained</i>	<i>At risk</i>	<i>Not at-risk</i>
30 days	67% ①	67% ①
60 days	46% ①	48%
90 days	30% ①	34%

## **Reasons for Enrollment**

**Parent Reports.** Table 3 shows the importance parents placed on various reasons for enrolling their children in the after-school programs. Most parents enrolled their children to have a safe place after school, keep them out of trouble, and help them do better in school. There was little difference between elementary and middle school parents in their reasons for enrolling their children. A considerable majority of parents of elementary and middle school children cited dependability and affordability of care as other important reasons, while parents of high school students placed less value on these reasons. About half of parents said that they enrolled their child at the suggestion of school staff, and 40-48% enrolled their child for help with a disability or learning problem.

**Table 3. 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.	93%	92%	80%	91%
I hope it will help my child do better in school.	87%	88%	82%	86%
It will help my child stay out of trouble.	78%	81%	76%	78%
It provides dependable after-school care.	80%	75%	60%	77%
It provides affordable after-school care.	75%	70%	57%	72%
School staff suggested that my child enroll.	53%	57%	52%	54%
My child has a disability or learning problem that this program can help.	43%	48%	40%	43%

Note. E=Elementary school; M=Middle school; H= High school.

**Student Reports.** Table 4 presents reasons why students said they came to the program on end-of-year surveys. Most students from all grade levels said they came to do fun activities, learn new things, and to better in school. Students also came to be with their friends, although this reason was somewhat more important for middle and high school students. It is interesting to note that about two-thirds of students at each grade level also came to be in a safe place.

**Table 4. Students’ Reasons for Attending: Percent Who Agreed or Strongly Agreed**

<i>Reason</i>	<i>GRADE LEVEL</i>			
	<i>E</i>	<i>M</i>	<i>H</i>	<i>All</i>
To do fun activities.	89%	89%	85%	88%
To learn how to do new things.	85%	81%	83%	83%
To do better in school.	81%	81%	86%	82%
To be with my friends.	74%	82%	79%	78%
To be in a safe place.	70%	65%	68%	68%

Note. E=Elementary school; M=Middle school; H= High school.

Students also reported on who determined that they would come to the program:

- About two-thirds of elementary school (61%) and middle school students (65%) said they came because they wanted to, as did 75% of high schoolers
- About one-third of elementary school students (36%), but only 14% of high schoolers said they came because their parents wanted them to come
- Very few students (6% overall; 11% of high school students) said they were referred by school staff

## Grantee and Site Policies

Although not part of the leading indicators, policies set around attendance, fees, transportation, incentives, and meals can affect enrollment and retention. Below, we present data provided by grantee

and site administrators about the policies implemented in their programs. We also asked whether policies were written and therefore formally institutionalized into program management.

**Any attendance policy.** Both the Grantee and Site ARF asked questions about whether an attendance policy was in place. Grantees were asked to indicate whether they had a grantee-wide or individual site policy for attendance; almost one-third of grantees said they did not have a grantee-wide policy. Table 5 compares the responses given on the Grantee and Site ARFs. As can be seen, the responses are highly congruent; the response chosen most often by both grantees and sites was “a formal but flexible policy.”

Among the factors that grantees said were taken into account at sites for developing their own specific attendance policies were the age of the population served; the lead partner agencies’ practices; the parents’ wishes; and transportation requirements. However, two grantees said they were unsatisfied with leaving attendance policies to the sites and had changed or were changing that practice.

**Table 5. Grantee and Site Attendance Policies**

<i>Policy</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
No formal policy; we encouraged them to attend as much as possible	14%	13%
An informal policy; enrolled students were expected to attend regularly	19%	22%
A formal but flexible policy; for example, enrolled students were expected to attend a specific part of the program	48%	43%
A formal policy about daily attendance; such as a written policy that enrolled students were to attend every day that they attend school	19%	22%

**Number of days allowed absent.** A minority of grantees (39%) and sites (37%) reported that they had a grantee-wide policy on the number of days a student would be allowed to be absent before being asked to leave. The number of allowable absences ranged from one unexcused absence per week to 50% of the program days; the most typical length of time was 3-4 unexcused absences. In almost all cases where there was a specific absence policy, it was written. Sites were asked if they had asked a student to leave in the 2010-2011 program year; fewer sites than last year said yes (50% in 2010-2011 vs. 61% in 2009-2010). The most common reason was disruptive behavior (57%), although 24% of the sites asked students to leave because they had too many absences.

**Attendance within a day.** Sites were also queried about their daily attendance policy. Table 6 shows their responses. Half selected “students were required to stay for the full program day”, but approximately one-quarter selected “something else”. An examination of the open-ended responses describing “something else” illustrated the flexibility sites had toward attendance. The responses ranged from parent pick-up, tutoring with a classroom teacher, a school-sponsored event, etc. Some sites allowed the student to return to the CCLC program once they had left and some did not. Sites were almost equal on those whose daily policies were written and those who were not.

**Table 6. Site Approaches to Attendance Policies Within a Program Day**

<i>Policy</i>	<i>Percent of sites</i>
Students were required to stay for the full program day	50%
Something else	26%
Students were required to stay for academic activities	10%
No formal daily attendance policy; students can drop in and leave at any time	11%
Students were allowed to have a snack and then leave for sports activities	4%

Note. May not add to 100% due to rounding.

**Fees charged.** Although those charging fees doubled in 2010-2011, relatively few 21<sup>st</sup> CCLC programs charged fees. Table 7 compares grantee and site responses to the fee-related questions. More sites charged fees in 2010-2011 than in 2009-2010. Those that charged fees either provided scholarships or used a sliding scale so that no student was turned away because of cost. More 21<sup>st</sup> CCLC programs also had other per/child funding sources than in the previous year.

**Table 7. Grantee and Site Approaches to Fees for Program Participation**

<i>Fee structure</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Registration fee	9%	8%
Ongoing participation fees (fees per week or month or per activity)	11%	15%
<sup>1</sup> If charged a fee, used a sliding scale (of those charging fees)	35%	21%
Any other per/child funding sources	20%	20%

<sup>1</sup>Percent is based those who reporting charging fees: 17 grantees and 113 sites.

**Providing transportation.** As shown in Table 8, substantially more grantees provided transportation *from* the program (64%) than *to* the program (14%). One of the response options was “our students do not need transportation.” Forty-one percent of grantees reported that their students did not need transportation *to* the programs—the majority of programs are located at the school that the students attend—but only 4% reported that their students did not need transportation *from* the program. Most grantees that provided transportation used school buses (75%) while “public transportation” and “something else” were equally split. “Something else” was defined as a combination of bus and public transportation, being picked up by parents, and walking home.

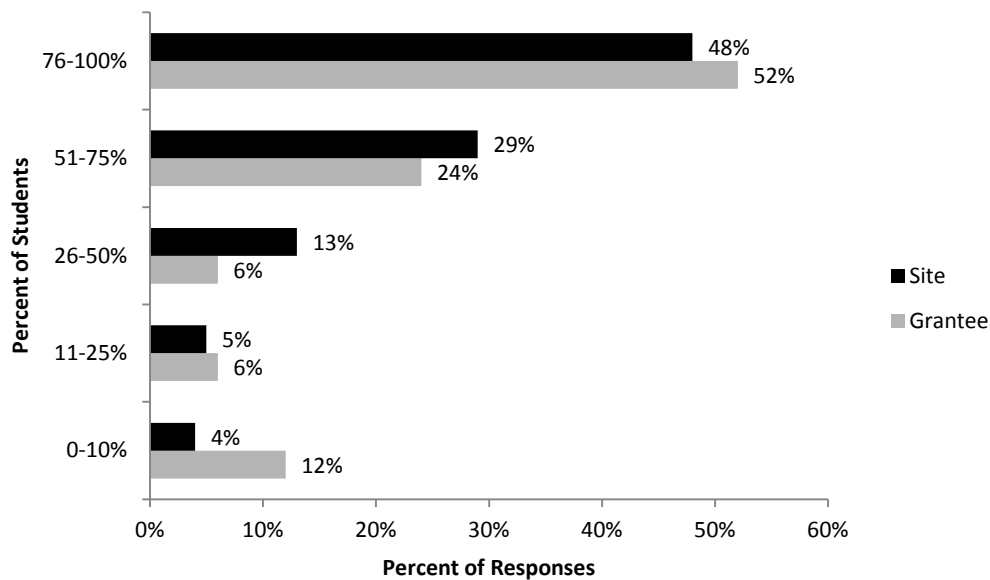
**Table 8. Transportation Policies**

<i>Policy</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Have a (grantee-level policy to) provide transportation TO your program	14%	19%
Have a (grantee-level policy to) provide transportation FROM your program	62%	60%
Used school buses to transport students	75%	86%

Further analysis showed that 11% of grantees provided transportation both to and from their programs; 50% of grantees provided transportation home from their program; and 27% of grantees provided no transportation either way.

Figure 5 shows that in about half of the programs, most students used the program-provided transportation. Funds supporting transportation came most often from the 21<sup>st</sup> CCLC grant (66%). Other sources included contributed by the grantee, either school or community organization (7 grantees) as well as from a Native American grant to support bussing (one grantee).

**Figure 5. Percent of Students Using Transportation**



**Providing incentives.** Half of grantees (49%) did not use incentives for either recruitment or retention, while 13% used them for both recruitment and retention. However, when using incentives for only one purpose, grantees were much more likely to use incentives to retain students than to recruit them initially. Only one grantee (2%) used incentives solely to recruit students to their programs while 36% used them solely to retain students. A greater proportion of sites than grantees reported using incentives for both recruitment and retention (31%), indicating that to some extent, sites made decisions about incentives based on their own needs rather than adhering to a grantee-wide policy.



The most commonly used incentives for recruitment were talking up the fun activities and field trips, school supplies (in some cases, school supplies included backpacks) and various gifts, trinkets and raffles. Field trips (linked to attendance and special events like pizza parties) and school supplies were used most frequently to retain students.

**Snacks and suppers.** Most (81%) grantees reported using the Child and Adult Care Food Program. Twenty-one percent used it for snacks only, 35% for dinner only, and 44% for both. At the site level, 90% of sites used the program; 26% of sites used the food program for snacks only and 40% for suppers only, with only 24% of the sites serving both snacks and suppers in their programs. Of the sites that did not use the program, 5% indicated that they did not know they were eligible, 3% said it would have added to the cost of the program, and one site said there was too much paperwork.

## Improvement Goals: Enrollment and Retention

In the Grantee ARF, grantees were asked to select from a number of improvement options for enrollment and retention of their students; they could select more than one goal. The option “None at the grantee level; enrollment and retention is not an issue for our program at all” was selected only by 2 grantees. Table 9 shows the ranking of the responses selected by the grantees and sites. The most common goal was to increase the number of academically at-risk students who attend regularly. Between a quarter and a third wanted to serve more students academically at-risk, increase the average daily number of students, and increase the number of days students attended. Five percent of the sites (17) did not respond to this question. It should be noted that in this and subsequent Improvement Goals Tables the denominator will differ based on the questions: grey is used to signify no site received this question; there were 9 one-site grantees; there were 8 sites that did not continue the following year. Thus depending on the notes, there could be a total of X denominators: one-site grantees that continued, one-site grantees not continuing,

**Table 9. Improvement Goals for Enrollment and Retention**

<i>Improvement goals</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Increasing the number of academically at-risk students who attend regularly	41%	42%
Serving more students who are academically at risk	30%	29%
Increasing the average daily number of students you serve	26%	32%
Increasing the number of students who attend more than 30 days/60 days/90 days	26%	34%
Meeting the specific attendance goals set forth in the grant	20%	20%
None at the grantee level; enrollment and retention are issues at certain sites <sup>1</sup>	15%	
None; enrollment and retention is not an issue for our program at all <sup>1</sup>	4%	

<sup>1</sup>Was not included for grantees who had only one site; grey box indicates an item that was not on the Site ARF.

## Academic Content

The leading indicator for academic content ①, defined as “the program demonstrates that academics are a high priority,” had four new measures added in 2010-2011. It now includes the following:

1. Academic activity participation
2. Homework help/tutoring participation for academically at-risk students
3. Academic enrichment participation
4. Activities informed by grade-level content standards
5. Student reports of academic support quality
6. Academics is top priority
7. Supervisor connection to school-day content
8. Staff connection to school-day content

## Academic Activity Participation

**Amount of Participation by Activity Type.** Overall, 92% of students participated in academics, with elementary students participating most (93%) and high school students participating least (85%). Table 10 indicates the percent of students participating in the various types of academic activities offered by the CLCC programs. Although most students at all grade levels engaged in academics, high school students were more likely than other grade levels to not participate in academics. High school students were much less likely than middle or elementary school students to participate in academic enrichment focused on specific subjects; also fewer high school students participated in homework help or embedded learning. Credit recovery was only offered at the high school level; six percent of high school students participated.

**Table 10. 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 enrichment focused on specific subjects ①	70%	62%	34%	62%
Homework help	43%	40%	31%	40%
Embedded learning (academic activities occurring within non-academic enrichment) ①	12%	10%	5%	10%
Tutoring (remedial instruction for 1-3 students per adult)	6%	6%	7%	6%
Credit recovery	NA	NA	6%	1%
Did not participate in any academic activities	7%	7%	15%	8%

Note. E=Elementary school; M=Middle school; H= High school.

**Requirement for Participation.** Sites were asked to indicate what level of participation was required for each of their academic offerings. As can be seen in Table 11, requirements varied widely by type of activity. Three quarters of sites required homework help for all students, while 5% required it only academically at-risk students; most sites (65%) also required students to participate in other activities where academics were the main focus. Half of the sites required tutoring for at least some students, predominantly academically at-risk students or other special groups.

**Table 11. Percent of Sites Requiring Various Levels of Participation in Academic Activities**

<i>Type of academic activity</i>	<i>Was required for ALL students</i>	<i>Was required for academically at-risk students</i>	<i>Was required for some other group of students but not all</i>	<i>Was NOT required for any student</i>	<i>We did not offer activities of this type</i>
Homework help	75%	5% ⓘ	8%	11%	1%
Tutoring (remedial help for specific academic subjects with no more than 1-3 students/staff)	13%	22% ⓘ	17%	28%	20%
Other activities where academic learning is the MAIN emphasis	65%	8%	6%	17%	3%

Note. Rows may not sum to 100% due to rounding.

## Use of Grade-level Content Standards ⓘ

Alignment of afterschool activities with grade-level standards is likely to lead to improved academic outcomes. Eighty percent of the sites reported that grade-level standards inform the objectives of their activities.

## Student Reports of Academic Support Quality ⓘ

Students reported on their perceptions of the quality of academic support provided by their afterschool program (see

Table 12). Three quarters or more of students at all levels reported that the program helped them stay caught up on homework, understand what they are doing in class, and learn school subjects in fun ways. A smaller percentage of elementary and middle school students thought that the program work matched their school work.

**Table 12. Students’ Perceptions of the Quality of the Academic Support Provided by their 21<sup>st</sup> 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 stay caught up on my homework.	84%	82%	85%	83%
This program helps me understand what we are doing in class.	79%	74%	81%	77%
I learn school subjects in fun ways.	82%	74%	75%	77%
The school work I do matches the school work we do in regular class.	64%	66%	74%	67%

Note. E=Elementary school; M=Middle school; H= High school.

## Staff Priorities for Academics

Staff priorities can influence what is emphasized in after-school programming. In the annual survey, program staff were asked to rank their program priorities. The percent of staff who list “improving academic achievement of youth,” “enable the lowest-performing students to achieve grade-level proficiency,” or “help youth keep up with homework” in the top two program priorities is a measure of the indicator “academic content.” Table 13 shows the percent of staff who ranked each item as a first or second priority. The majority (68%) of staff ranked improving students’ academic performance as their first or second priority, and almost half (44%) ranked enabling the lowest-performing students to achieve grade-level proficiency as a top priority. Only one-quarter (26%) ranked helping students keep up with homework as a high priority. One-third (33%) said improving youth’s social and emotional development was a top priority.

**Table 13. 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	68%
Enable the lowest-performing students to achieve grade-level proficiency ①	44%
Improve the social and emotional development of youth	33%
Help youth keep up with homework ①	26%
Allow youth to relax, play, and socialize	9%
Develop the artistic abilities of youth	9%
Develop the sports skills of youth	3%

## Supervisor and Staff Connection to School Day Content ①

Afterschool programs are more likely to help students improve their academic performance if their activities align with and extend content presented during the school day. Supervisors can lead staff to be more intentional in connecting activities to the school day. Three-quarters of supervisors and staff said their program’s activities are tied to specific learning goals related to the school-day curriculum (Table 14). Slightly fewer said they know the content covered on a weekly basis and coordinated activities with school-day work.

**Table 14. Percent of Supervisors and Staff Reporting Connections to the School-day Content**

	<i>Percent of supervisors</i> <sup>①</sup>	<i>Percent of staff</i> <sup>①</sup>
The activities I provide in the after-school program are tied to specific learning goals that are related to the school-day curriculum.	76%	77%
I coordinate the content of the afterschool activities I provide with my students' school day work.	69%	66%
On a week-to-week basis, I know what academic content will be covered during the school day with the students I work with in the after-school program.	65%	67%

## Improvement Goals: Academic Content

Table 15 shows responses to the query “What areas for the indicator Academic Content will you target for improvement at the Grantee Level?” Only one grantee checked “None; academic content is not an issue for our program at all.” Sites and grantees felt that the most important improvement they could make was better coding of activities to ensure that their academic activities were correctly represented in data findings. Sites placed relatively greater emphasis than grantees on having more students participate regularly in academic enrichment activities (43%) and about the same emphasis on making students’ academic improvement a top priority for staff in the program (35%).

**Table 15.Improvement Goals for Academic Content**

<i>Improvement goals</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Coding activities more specifically so that MSU can interpret the purpose of the activity.	37%	37%
Making students’ academic improvements a top priority of more staff in the program.	37%	35%
Having more students participate regularly in academic enrichment activities (focused on a particular subject or embedded learning).	30%	43%
Having more students participate regularly in academic activities in general.	28%	31%
Having more students participate regularly in homework help.	20%	23%
Having more students participate regularly in tutoring.	17%	20%
None at the grantee level; academic content is only an issue for certain sites. <sup>1</sup>	11%	
None at the grantee level; academic content is not an issue for our program at all. <sup>1</sup>	0%	

<sup>1</sup>Was not included for grantees who had only one site; grey box indicates an item that was not on the Site ARF.

## Enrichment Content

High-quality programs offer a wide variety of activities designed to support and enhance youth development and learning. The indicator Enrichment Content is defined as “program has comprehensive set of activities that facilitate achievement and development in which most students participate.” Measures of the leading indicator ① include:

1. Participation in youth development activities
2. Participation in arts activities
3. Participation in technology activities
4. The variety of activities available to students

### Enrichment Activity Participation

**Amount of participation.** Table 16 shows the percent of students who participated in different types of enrichment activities. The highest proportion of students participated in recreational activities (49%). Arts (42%) and youth development activities (41%), such as character education and life skills development, had the second highest participation rates. About one-third took part in sports activities, with fewer students participating in activities related to technology (17%) or health and nutrition (8%). Participation rates were higher at the elementary school level for most types of activities. It may be of some concern that only 25% of high school students participated in arts, 33% in youth development, and 11% in technology.

**Table 16. 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)	56%	46%	27%	49%
Arts ①	50%	34%	25%	42%
Youth development (character education, conflict resolution, life skills, resistance skills, etc) ①	44%	40%	33%	41%
Sports	37%	32%	18%	33%
Technology ①	18%	18%	11%	17%
Health/nutrition	11%	7%	3%	8%

Note. E=Elementary school; M=Middle school; H= High school.

**Requirement for participation.** As Table 17 shows, the two types of enrichment activities most likely to be required for all students were youth development (64% of the sites) and recreation (63% of the sites). Sites were least likely to require participation in arts or sports (33%) and technology (31%). It is interesting to note that 55% of the sites reported that health/nutrition is a required activity for all students given the low participation rates shown in Table 16.

**Table 17. Percent of Sites by Enrichment Activity Requirements**

<i>Type of enrichment activity</i>	<i>Was required for ALL students</i>	<i>Was required for some students but not all</i>	<i>Was NOT required for any student</i>	<i>We did not offer activities of this type</i>
Youth development (character education, conflict resolution, life skills, resistance skills, etc.)	64%	9%	26%	1%
Recreation (including social events, games, playgroup time, etc.)	63%	4%	33%	0%
Health/nutrition	55%	9%	34%	2%
Cultural enrichment	42%	9%	41%	8%
Community service	40%	12%	39%	8%
Family involvement	36%	5%	55%	4%
Arts (visual art, dance, music, theater	33%	12%	54%	1%
Sports (organized individual or team sports)	33%	8%	51%	8%
Technology (computer programming, sound engineering, video editing – NOT academic games played on computers)	31%	8%	49%	12%

Note. Rows may not sum to 100% due to rounding.

### **Activity Variety** ⓘ

One indicator of high quality enrichment content is the breadth—variety—of enrichment opportunities provided. Site activity data were used to determine the number of types of activities offered from art, health/nutrition, sports, youth development, recreation, and special events/field trips. On average, sites offered about four to five of the six activity types. Table 18 shows the activities that were offered by type of school program.



**Table 18. Activity Variety**

	<i>School Level</i>					
	<i>Elementary</i> <i>K-6/3-5/3-6</i> <i>N=154</i>	<i>K-8/3-8</i> <i>N=45</i>	<i>Middle</i> <i>5-9</i> <i>N=78</i>	<i>7-12</i> <i>N=14</i>	<i>High</i> <i>9-12</i> <i>N=55</i>	<i>All combined</i> <i>K-12</i> <i>N=3</i>
Art	147	42	77	14	48	3
	96%	93%	99%	100%	87%	100%
Youth Development	129	43	72	14	50	3
	84%	96%	92%	100%	91%	100%
Technology	104	32	60	10	38	1
	68%	71%	77%	71%	69%	33%
Health	63	17	36	7	17	3
	41%	38%	46%	50%	31%	100%
Sport	128	36	68	12	44	3
	83%	80%	87%	86%	80%	100%
Recreation	129	36	73	13	51	3
	84%	80%	94%	93%	93%	100%
Special Events	154	45	78	14	55	3
	100%	100%	100%	100%	100%	100%

## Improvement Goals: Other Enrichment

As shown in Table 18, the top improvement goal was to increase the variety of enrichment activities available to youth. Having more students participate regularly in technology activities was second most frequent improvement goal for grantees, while sites gave greater priority to having more students participate regularly in youth development. Coding activities more specifically so the state evaluators can interpret the purpose of the activity was chosen by 26% of grantees and 32% of sites. Fifteen percent of grantees said that enrichment content is not an issue for their program.

**Table 18. Improvement Goals for Academic Enrichment**

<i>Improvement goals</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Increasing the variety of enrichment activities (for example, arts, technology and youth development)	46%	58%
Having more students participate regularly in technology activities	30%	26%
Coding activities more specifically so that MSU can interpret the purpose of the activity.	26%	32%
Having more students participate regularly in youth development activities	26%	32%
Having more students participate regularly in arts activities	13%	17%
None at the grantee level; enrichment content is only an issue for certain sites. <sup>1</sup>	4%	
None at the grantee level; enrichment content is not an issue for our program at all. <sup>1</sup>	15%	

<sup>1</sup>Was not included for grantees who had only one site; grey box indicates an item that was not on the Site ARF.

## Connections to the School Day

This leading indicator ① is defined as “the program has structures and resources that ensure alignment between school-day and after-school learning.” It is composed of five measures:

1. Existence of formal policies for connecting with the school day
2. Supervisor communications with the school
3. Staff communications with the school
4. School investment in the program
5. Student assessment data used in planning

### Existence of Formal Policies for Connecting with the School Day ①

Table 19 shows the percent of sites that checked each policy option for connecting with the school day. Almost all of the sites (91%) made the site coordinator responsible for regular communication with school-day staff about students’ needs. In addition, 70% of sites have someone who is responsible for attending teacher staff meetings and reporting back. About half have written policies for connecting with teachers (51%) and/or use written communications about students’ needs (49%). The state consultants might focus on increasing written policies to institutionalize the process of aligning the program with students’ school-day needs.

**Table 19. Formal Policies for Connecting with the School Day: Percent of Sites Selecting Each Policy Option**

<i>Policy</i>	<i>Percent of sites</i>
Site coordinator responsibilities include communicating regularly with school-day staff about student needs.	91%
Someone is responsible for attending teacher staff meetings at least monthly and report back to the after-school program.	70%
Have written policies and procedures about connecting with school-day teachers to support students’ academic learning.	51%
Use written progress reports to correspond with school-day teachers about individual students’ academic progress and needs.	49%

### Supervisor and Staff Communications with the School ①

Table 20 shows the percent of supervisors and staff who agreed or strongly agreed with statements about how they communicate with the school. Although 97% of supervisors and 85% of staff said they know who to contact at the school with questions about student progress, far fewer said they meet regularly with school-day staff to discuss aligning daytime and after-school instruction or to review progress of individual students. Forty-six percent of supervisors and one-third of staff said they attend parent-teacher conferences to report on students’ progress.

**Table 20. Supervisor and Staff Communication with School: Percent Who Agreed or Strongly Agreed**

<i>Item</i>	<i>% of supervisors</i> ①	<i>% of staff</i> ①
I know who to contact at our students' day-time school if we have a question about their progress or status.	97%	85%
I meet regularly with school-day staff not working in the after-school program to review the academic progress of individual students.	56%	43%
I participate in regular joint staff meetings for after-school and day-time school staff where steps to discuss linkages between the school day and after-school are discussed.	53%	46%
We participate in parent-teacher conferences to provide information about how individual students are doing (NOTE: If you are a school-day teacher, please answer this question in relation to student you do not have in your school-day classroom).	46%	33%

## Formal Policies

Connections to the school day are important for helping students improve academically. Table 21 shows ways that grantees and sites report monitoring students' academic needs and progress.

- Programs were generally split on whether they had access to school data systems that showed progression on work and whether they assessed student progress themselves, with about half not using these types of links.
- About one-third of programs reported corresponding with school-day teachers at least once per week about individual students' for all students, and another third reported doing so only for academically at-risk students; the final third of programs did not talk to school-day teachers regularly about individual students.
- One quarter of programs used written progress reports to correspond with school-day teachers, and another 15% did so for academically at-risk students.

**Table 21. Staff Academic Support Practices for All Students vs. Academically At-Risk students**

<i>After-school staff...</i>	<i>ALL STUDENTS</i>		<i>ACADEMICALLY AT-RISK STUDENTS ONLY</i>		<i>NO STUDENTS</i>	
	<i>Percent of grantees</i>	<i>Percent of sites</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
	Have access to and use of school data systems that display progress and grades on school day work	44%	46%	4%	6%	53%
Corresponded with school-day teachers at least ONCE PER WEEK about individual students' academic progress ①	35%	37%	32%	39%	33%	25%
Conducted any assessments to monitor students' academic progress	35%	38%	9%	8%	56%	54%
After-school staff used written progress reports to correspond with school-day teachers about individual students' academic progress	26%	26%	15%	22%	60%	52%

Rows may not sum to 100% because of rounding.

Approximately half (51%) of the grantees reported having written policies and procedures for connecting with school-day teachers to support academic learning; however, only 43% of the sites reported having formal written policies. That number jumped to 70% when grantees were asked if they had someone assigned to attend teacher staff meetings and report back to the afterschool program staff; 60% of the sites also reported attending teacher staff meetings. Most of the grantees (86%) made that a task for the site coordinator; 91% of the sites reported that they communicated regularly with teachers about students' needs. Almost two-thirds of the grantees and 67% of the sites reported using curricula that were also used by school-day teachers. More than half (56%) of the grantees and two-thirds of the sites reported using grade-level content standards (or learning objectives) explicitly to inform the objectives of the afterschool activities. Forty percent of the grantees and two-thirds of the sites reported doing both. Two-thirds of the grantees and sites reported that they had a process for identifying low-achieving students within one week of their enrollment in the after-school program, and 58% of the grantees and 66% of the sites had access to and reviewed their students' grades at the end of each marking period throughout the year.

## School Investment in the Program

Sites were also asked how supportive of the afterschool program the school-day staff were. Most (61%) sites reported that school staff were invested in the afterschool program, and 94% said school-day staff – including teachers, the principal, and counselors – identified and recommended students to come to the program. When asked how invested the principal was in the program, 77% of the sites said that he/she acted as an advocate for CLC program. Teachers, however, were less invested; 66% of the sites reported that teachers were strongly invested and 33% said they were indifferent to the program. Nonetheless, only 3 sites reported that their teachers viewed the CLC as competition for scarce resources.

## Student Assessment Data Used in Planning

Table 22 shows the percent of staff who reported using various kinds of data in planning their afterschool program. Staff were most likely to use individual input from school-day teachers (29%) or students' grades (26%), although a relatively small number reported using individual students' academic plans or standardized data in planning.

**Table 22. Percent of Staff Who Agreed or Strongly Agreed They Use Student Assessment Data in Planning**

	<i>Percent of staff</i>
Input from individual students' school-day teachers.	29%
Individual students' grades.	26%
Individual students' academic plans.	18%
Individual students' standardized test scores.	10%

## Improvement Goals: Connection to the School Day

Table 23 shows that, when asked to identify their improvement goals, increasing the frequency of contact between teachers and program staff about the needs of low-achieving students received the highest number of selections from both grantees and sites. However, while 38% of sites chose the goal of improving the quality of academic support offered to students, only 17% of grantees chose it; it is unclear what accounts for this difference. Eleven percent of grantees said connections to the school day were only a problem for certain sites and 9% said that is was not a problem for the program at all.

**Table 23. Improvement Goals for Connecting to the School Day**

<i>Improvement goals</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Increasing the frequency of communications between teachers and program staff about the needs of low-achieving students.	56%	59%
Assessing data systems that provide ongoing information about students' progress in school-day classes.	22%	23%
Putting into place a formal written policy for regular information sharing between teachers and program staff about students' academic needs.	20%	12%
Improving the quality of academic support offered to students.	17%	38%
Participating in a school improvement planning committee.	4%	20%
Establishing formal/regular meeting times and keeping records of minutes and agendas from administrative meetings between school day and after-school staff.	13%	16%
None; connections to the school day is an issue for certain sites. <sup>1</sup>	11%	
None; connections to the school day is not an issue for our program at all. <sup>1</sup>	9%	
Implementing a full-time site coordinator whose responsibilities include communicating with teachers and school day staff about students' academic needs.	2%	4%
Increasing the number of academic activities taught by certified teachers.	7%	8%

<sup>1</sup>Was not included for grantees who had only one site; grey box indicates an item that was not on the Site ARF.

## ***Instructional Quality***

The leading indicator Instructional Quality is defined as “the program has high levels of point-of-service engagement and interaction during activities.” The seven measures of this are:

1. Self-assessed observation of instructional quality
2. Student-reported opportunities for interaction
3. Student-reported opportunities for engagement
4. Student-reported opportunities for governance, decision-making and choice
5. Student-reported program mastery focus
6. Staff-reported interaction practices
7. Staff-reported engagement practices

### **Self-Assessed Observation of Instructional Quality**

The Youth Program Quality Assessment (YPQA) is an observational self-assessment done annually by all sites. The scale selected for leading indicators was self-assessed interaction, measured on a 1-5 behaviorally anchored rating scale. Across the state, 47% of the sites achieved an average score of 3.9 on self-assessed interaction.

### **Student-Reported Opportunities for Interaction**

As Table 24 shows, the majority of students perceived that they had opportunities to work cooperatively with adults and peers and to take leadership. However, only about half felt they had opportunities to act as teachers and coaches.

**Table 24. Opportunities for Interaction - Percent of Students who Agreed or Strongly Agreed ①**

<i>Survey item: At this program...</i>	<i>Percent of students</i>
Kids and staff set goals for what should happen.	79%
I get to work in small groups of just a few kids.	78%
I have opportunities to be a leader.	75%
Kids and staff have group discussions about what we learned.	68%
I get to teach or coach other kids.	47%

### **Student-Reported Opportunities for Engagement**

As Table 25 shows, most students reported being highly engaged in the program. The highest percent (79%) said that they get to do things they like to do. Seventy-eight percent said the program’s activities challenged them to learn new skills, and 74% said the activities made them think. Challenging activities are associated with increased engagement and learning, as long as they are not *too* challenging to ultimately be completed successfully.



**Table 25. Engagement - Percent of Students who Agreed or Strongly Agreed ①**

<i>Survey item: At this program...</i>	<i>Percent of students</i>
I get to do things I like to do.	79%
The activities challenge me to learn new skills.	78%
The activities we do really make me think.	74%
I do things that I don't get to do anywhere else.	63%

## Student-Reported Opportunities for Governance, Decision-Making and Choice

Table 26 shows student perceptions of the opportunities they have in their program for governance, decision-making and choice. Students were most likely to say that they had input in how activities were carried out and that their opinions mattered in decision-making. About half of the students said they had participated in a youth advisory committee; however, this seems like a substantial overestimate and may reflect confusion on the part of students regarding what a youth advisory committee is.

**Table 26. Opportunities for Choice, Decision-Making, and Governance - Percent of Students who Agreed or Strongly Agreed ①**

<i>Survey item: At this program...</i>	<i>Percent of students</i>
I get to decide how to complete some projects or activities.	66%
My opinions matter when decisions are made about the program.	66%
I get to choose my activities.	63%
I help decide what kinds of activities are offered.	60%
I am involved in important decisions about this program.	58%
I have participated in a youth advisory committee.	48%

## Student-Reported Opportunities for Skill-Building and Mastery

Table 27 shows that most students thought that programs encouraged active learning and emphasized improvement and understanding of new ideas and concepts.

**Table 27. Skill-Building and Mastery Orientation - Percent of Students Who Agreed or Strongly Agreed ①**

<i>Survey item: At this program...</i>	<i>Percent of students</i>
It's ok to make mistakes as long as you're learning.	89%
Trying hard is very important.	88%
How much you improve is really important.	87%
It's important that we really understand the activities that we do.	86%
Learning new ideas and concepts is very important.	85%
Staff notice when I have done something well.	84%

## Staff-Reported Interaction Practices

Table 28 shows the extent to which staff reported encouraging practices to promote positive adult-

youth interactions. These tended to be relatively rare. The most frequent practices reported by staff involved staff consulting with youth and publically recognizing youth’s accomplishments. About one-third said they involve youth as mentors for other youth.

**Table 28. Practices for Interaction: Percent of Staff Who Reported “Extremely Important” ①**

<i>Survey item: At this program...</i>	<i>Percent of staff</i>
Staff actively and continuously consult and involve youth.	39%
Staff provide opportunities for the work, achievements, or accomplishments of youth to be publicly recognized.	37%
Staff have youth help or mentor other youth in completing a project or task.	32%
Staff listen to youth more than talk at them.	30%
Staff facilitate youth to lead activities.	27%
Staff have youth make formal presentations to the larger group of students.	20%

## Staff-Reported Engagement Practices

Table 29 reports on practices staff reported they engage in to promote student engagement. These also tended to be fairly infrequent, with about one-third of staff reporting engaging in a number of different practices to promote peer collaboration and to involve youth in goal setting and decision making. Least commonly, one-quarter of the staff reported allowing time for students to reflect on their experiences in the activities.

**Table 29. Practices for Engagement: Percent of Staff Who Reported “Strongly Agreed” ①**

<i>Survey item: At this program...</i>	<i>Percent of staff</i>
Staff have youth work collaboratively with other youth in small groups.	36%
Staff are effective at providing youth with meaningful choices during activities.	35%
Staff have youth work on group projects that take more than one day to complete.	35%
Staff provide structured and planned activities explicitly designed to help youth get to know each other.	32%
Staff ask for and listen to student opinions about the way things should work in the program.	32%
Staff are effective at providing youth with opportunities to set goals and make plans within the program.	30%
Staff include time in activities for youth to reflect on their experiences (e.g., formal journal writing, conversational feedback)	25%

## Improvement Goals: Instructional Quality

As shown in Table 30, both grantees and sites ranked providing more opportunities for youth to make goals and set plans, reflect on their activities and experiences, and make choices within activities as their top improvement goals. Slightly more grantees than sites selected providing opportunities for leadership and mentoring as a goal, while more sites than grantees selected increasing opportunities for student choice and decision making. The least-selected option by both groups was making activities more challenging for students.

**Table 30. Improvement Goals for Instructional Quality**

<i>Improvement goals</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
More opportunities for youth to make goals and set plans, reflect on their activities and experiences, and make choices within activities.	59%	54%
Providing more opportunities for youth to develop activities and lead, mentor and participate in small groups and partner with adults.	44%	41%
Increasing opportunities for students to make choices and participate in governance and decision making for the program as a whole	41%	45%
Making activities more challenging for students	9%	12%
None at the grantee level; instructional quality is only an issue for certain sites. <sup>1</sup>	9%	
None at the grantee level; instructional quality is not an issue for our program at all. <sup>1</sup>	0%	

<sup>1</sup>Was not included for grantees who had only one site; grey box indicates an item that was not on the Site ARF.

# Domain 2 - Organizational Context

The domain Organizational Context is composed of six indicators: Stability, Grantee Program Management, Site Program Management, Professional Development, Staff Qualifications, and Continuous Improvement and Evaluation. Each is described in more detail below, including measures that comprise these leading indicators and supplementary materials related to each.

## ***Stability***

Stability is defined as “the program has consistent management, staffing, and school structure.” Stability helps programs develop and build continuity in program implementation and consistently monitor program quality. Measures of the indicator “stability” include:

1. Retaining the same project director and site coordinators from the previous year
2. Retaining at least 75% of program staff over the year
3. No changes in the school circumstances (change of principal, school closing or reorganization)

### **Administrator Stability**

No project directors changed in 2010-11. Three (6%) grantees reported having part-time ( $\leq 35$  hrs/week) project directors. Among the 9 single-site grantees, five used the same person as project director and site coordinator; four did not.

Twenty percent of the site coordinators left during the 2010-2011 program year, and 27% did not return for the 2011-2012 program year<sup>①</sup>.<sup>2</sup>

### **Staff Stability**

As

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<sup>2</sup> These figures were calculated omitting the programs that ended in 2010-2011 whose staff could not be expected to return.

Table 31 shows, more than two-thirds of sites reported that they retained most (76%-100%) of their staff and service providers/partners/vendor staff for all or most of the program year ①. About half of staff and service providers/partners/vendor staff were retained into the next program year (2011-12). This is not necessarily a bad outcome; for example, activity staff might have been unreliable, the students' needs changed, or some new opportunities became available.

**Table 31. Staff Stability: Percent of Sites**

<i>Staff changes</i>	<i>PERCENT OF SITES</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 2010-11 school year? That is, what percent of last year's staff stayed all of LAST SCHOOL YEAR?	6%	6%	20%	68%
What percent of your paid REGULAR STAFF who provided activities in the 2010-11 school year CAME BACK for the 2011-12 school year? (Omits the sites that did not continue)	12%	14%	27%	47%
What percent of the individuals from SERVICE PROVIDERS, PARTNERS, AND VENDORS who provided activities STAYED for most or all of the 2010-11 school year?	13%	10%	11%	65%
What percent of the individuals from SERVICE PROVIDERS, PARTNERS, AND VENDORS who provided activities in the 2010-11 school year CAME BACK for the 2011-12 school year?	19%	15%	17%	49%

## Stable School Settings

Eighty percent of sites did not experience a change in school principal and 92% did not have a change in school ① (see Table 32). However, many sites experienced other changes that had implication for the 21<sup>st</sup> CCLC program. All of the changes listed as “other major changes...” that could be have been recoded into the categories in Table 32; only those that could not be recoded appear the 7%.

**Table 32. Percent of Sites Reporting School-Related Changes**

<i>Changes</i>	<i>Percent of sites</i>
Host school was faced with budget cuts that affected your site	22%
Principal of the school changed ①	20%
Superintendent changed	18%
School reorganized ①	8%
Program moved to a new school	8%
Other major changes at the school or district that affected your program.	7%

## Improvement Goals: Stability

Table 33 shows the improvement goals chosen by grantees and sites related to stability. When asked what grantee-wide action they would take to improve program stability, the largest percent selected improving their partnerships with outside vendors. Identifying, coping with or managing the effects/impacts of school changes was the second most selected improvement option by grantees. For sites, the top priority by far was improving retention among front-line staff, followed by improving partnerships with outside vendors and retaining the program director.

**Table 33. Improvement Goals for Stability**

<i>Improvement goals</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
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Improving partnerships with outside vendors	33%	34%
Identifying, coping with or managing the effects/impacts of changes on the school program	32%	26%
Improving retention among front-line staff	24%	46%
Improving retention among site coordinators	26%	
Improving partnerships with the school district(s)	22%	
Retaining the program director	7%	32%
None; stability is only an issue for certain sites <sup>1</sup>	9%	
None; stability is not an issue for our program at all. <sup>1</sup>	6%	

<sup>1</sup>Was not included for grantees that had only one site; grey box indicates an item that was not on the Site ARF.

## Grantee Program Management

The leading indicator Grantee Program Management is defined as “the overall program management being guided by standards, having effective supervision, and being collaborative internally and externally.” There are five measures of this leading indicator ①:

1. Grantee-level staff meetings are effective
2. Program directors refer to state standards when designing the program
3. Program directors are familiar with the objectives outlined in their grant
4. The network of sites within the grantee is viewed as quality-focused, collaborative, and a learning community
5. Site coordinators have high job satisfaction

### Grantee-Level Staff Meetings are Effective

Staff meetings are important because they are a foundation for consistent communication about expectations, policies, and procedures, as well as providing a venue for professional development and determining how to handle particular issues. Table 31 shows the percent of site coordinators who agreed or strongly agreed with statements about the effectiveness of grantee-level staff meetings ①. For the most part, site coordinators reported a high level of satisfaction with staff meetings in terms of their organization, openness to input, and mechanisms for resolving disagreement.

**Table 34. Perceptions of Staff Meetings: Percent of Supervisors Who Agreed or Strongly Agreed ①**

<i>Survey item</i>	<i>Percent of supervisors</i>
Open to input from staff	93%
Able to achieve agreement from all participants when necessary	90%
Well organized	89%
Open to disagreement from staff	83%

### Knowledge and Use of Program Objectives and Standards



Table 35 shows whether program directors' reported being familiar with and using their specific grant objectives and state standards. As shown, nearly all reported being knowledgeable about their programs approved objectives. Most reported being familiar with state standards for after-school programs as well as other standards for after-school or youth development work. However, a somewhat smaller percent said they refer to state standards when planning programs.

**Table 35. State Standards and Objectives: Percent of Program Directors Who Agreed or Strongly Agreed ①**

<i>Survey item</i>	<i>Percent of project directors</i>
I would be able to describe the specific objectives for this program, as written in the proposal that this program's organization submitted to the Michigan Department of Education, to someone else.	97%
I would be able to describe the main points of the Michigan state standards for after-school programs to someone else.	90%
I would be able to describe the main points of at least one other written standard that applies to after-school or youth development work (for example, National After School Association, American Camping Association) to someone else.	78%
I refer to the state standards or other written standards when identifying what this program should be doing with youth.	73%

## Strong, Collaborative Site Network

Table 36 shows the extent to which supervisors agreed or strongly agreed with statements about the degree to which the program—across all sites—emphasized quality, collaboration, and adequate preparation for supervisors and staff. A large majority of supervisors perceived that their program network had well-prepared staff and supervisors, focused on collaboration on shared goals, and promoted and monitored program quality. About three-quarters said their program had a formal process for observation and feedback to staff about quality.

**Table 36. The Network of Sites Within this Grantee: Percent of Supervisors Who Agreed or Strongly Agreed**

<i>Survey item</i>	<i>Percent of supervisors</i>
Everyone in our network is working together toward common goals.	94%
Sites in our network are held accountable for the quality of their services.	94%
Collaboration across sites in our network is strongly encouraged by program administrators.	91%
Within this network, most site coordinators share the same vision about the central mission of the program.	87%
In our network, lead administrators make sure that all staff are familiar with standards of quality.	86%
Site coordinators in our network are adequately trained and prepared to manage their sites.	81%
Staff who provide youth activities in our network are adequately trained and prepared to work with our youth.	78%
Our site is routinely monitored by higher-level administrators.	76%
Supervisors in our network use a formal process to observe their staff and provide feedback about the quality of the program as a whole.	76%

## Site Coordinators' Job Satisfaction

Most of site coordinators (79%) agreed or strongly agreed that they were satisfied with their jobs ①.

## Sustainability

As shown in Table 37, 41% of grantees reported that they were successful in getting additional grant funding for their 21<sup>st</sup> CCLC programs, and 22% reported submitting grant proposals that were not

funded. One-quarter reported developing co-funded programs, such as a summer program partnership between the 21<sup>st</sup> CCLC program and YouthCorps; three grantees reported that they tried to set up such programs but were not successful. Many grantees (37%) set up a community service program where high school students did community service with their program every week; two additional grantees had tried to set one up but had not been successful. Six grantees reported other sustainability activities, including developing partnerships with high schools to obtain high school students as volunteers or through summer employment programs, partnering with business, schools, and community organizations, and participating in community-wide strategic planning.

**Table 37. Sustainability Actions**

<i>Sustainability Actions</i>	<i>PERCENT OF GRANTEES</i>		
	<i>Yes</i>	<i>No</i>	<i>Tried; not successful</i>
Submitted proposals to get additional funding for this program (beyond 21st CCLC funding) that WERE funded	41%	57%	2%
Submitted proposals to get additional funding for this program (beyond 21st CCLC funding) that WERE NOT funded	22%	69%	9%
Developed co-funded student opportunities (for example, a summer program partnership between the 21st Century program and YouthCorps)	25%	70%	6%
Set up a program where high school students did community service with your program every week	37%	60%	4%
Fund-Other	29%	71%	

## **Improvement Goals: Grantee Program Management**

Information in this section is drawn solely from the Grantee ARF. The most common goal (50%) was to hold regularly scheduled meetings with site coordinators, and perhaps staff, with clear goals aligned with improvement plans (see Table 39). About a third intended to improve the support provided to site coordinators to conduct quality programs and/or get additional funding, and about a quarter targeted building partnerships with vendors/providers and/or including site coordinators in the program’s decision-making processes. Six percent indicated that grantee program management was not an issue for their program at all and 4% thought it was an issue only at certain sites.

**Table 38. Improvement Goals for Grantee Program Management**

<i>Improvement goal</i>	<i>Percent of grantees</i>
Holding regularly scheduled meetings with site coordinators, and perhaps staff, with clear goals aligned with improvement plans	50%
Improving the support provided to site coordinators to conduct quality programs	35%
Getting additional funding	32%
Building partnerships with vendors/providers	28%
Including site coordinators in the program’s decision-making processes	22%
Making sure project director knows and uses state program standards in program design and implementation	7%
Implementing a food program	7%
Improving grantee-level management and training processes with vendors	7%
Familiarizing program director with grant objectives	2%
None at the grantee level; grantee program management is not an issue for our program at all <sup>1</sup>	6%
None at the grantee level; grantee program management is only an issue for certain sites <sup>1</sup>	4%

<sup>1</sup>Was not included for grantees that had only one site.

## Site Program Management

The Site Program Management indicator is defined as “the site is guided by standards, has effective supervision over staff, and is collaborative”<sup>①</sup>. The measures of the indicator are similar to those for grantee program management but at the site level:

1. Site coordinators provide effective support to staff
2. Site staff meetings are conducted effectively
3. Site coordinators refer to standards when designing the program
4. Site coordinators are familiar with the objectives outlined in their grant
5. Staff have high job satisfaction

### Effective Support to Staff

As

Table 39 shows, staff generally perceived that their supervisors were familiar with and supportive of their work and encouraged them to focus on program priorities. Most staff also reported that their supervisors observed their work and gave them specific feedback about how to improve.

**Table 39. Supervisor Supports for Working with Youth: Percent of Staff Reporting Nearly Every Week or Once a Month <sup>①</sup>**

<i>Survey item: My supervisor...</i>	<i>Percent of staff</i>
Is visible during the activities.	89%
Gives me positive feedback.	84%
Gives me useful feedback about how I work with youth.	81%
Reviews my activity plans.	77%
Makes sure that program goals and priorities are clear to me.	76%

### Effective Staff Meetings

Staff were very satisfied with how staff meetings are run in their sites. They believed that site coordinators were open to input from staff and worked to achieve consensus (see Table 40).

**Table 40. Perceptions of Staff Meetings: Percent of Staff Who Agreed or Strongly Agreed <sup>①</sup>**

<i>Survey item</i>	<i>Percent of staff</i>
Open to input from staff.	94%
Able to achieve agreement from all participants when necessary.	90%
Well organized.	86%
Open to disagreement from staff.	81%

### Site Coordinators Refer to Standards and Are Familiar with Grant Objectives

Seventy-four percent of the site coordinators agreed or strongly agreed with the statement “I refer to the state standards or other written standards,” and 86% agreed or strongly agreed that “I would be

able to describe the specific objectives for this program.”

### **Staff Job Satisfaction**

In the staff survey, staff responded to one item related to their job satisfaction. A large proportion of staff (84%) agreed or strongly agreed with the statement that they had high levels of job satisfaction.

### **Site- Level Problems with Service Providers**

On the Site ARF, from a list of potential problems, sites were asked to identify which problems with services providers, partners or vendors had caused disruptions in their programs. Overwhelmingly, among sites with outside providers, there were no major disruptions (90%). Four percent of the sites reported problems with service providers/vendors being tardy, another 2% reported they were regularly unprepared, and a final 2% said vendors were not able to work with their students. One percent said the vendors unexpectedly left.

### **Improvement Goals: Site Program Management**

Improvement goals for site program management varied somewhat for the grantee and site levels. On the site ARF, options focused on improvement goals for that site; on the grantee ARF, options addressed support for and development of site coordinators grantee-wide. Single-site grantees only received the site ARF options. The percent of grantees and sites selecting each goal is presented in

Table 41. Six percent of grantees said that site program management was not an issue for their sites, and 17% said it was an issue only for certain sites.

At the grantee level, the most common goal was to improve site coordinator support to staff to create quality interactions and activities. Additionally, 17-25% of grantees reported goals related to helping site coordinators use state standards, know the program objectives according to the grant, and improving site coordinator meeting quality and collaboration with staff around decision-making for quality improvement.

At the site level, goals focused on improving meeting quality, collaboration with staff for decision-making around program quality, and improving site coordinator support to program staff. Sites were also more likely than grantees to see a need for improving site coordinators' ability to train and manage vendors.

**Table 41. Improvement Goals for Site Program Management**

<i>Improvement goals</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Helping site coordinators provide better support to program staff to create quality interactions and activities	33%	34%
Increasing site coordinators' ability to use state standards to guide program design	26%	14%
Improving the quality of meetings convened by site coordinators	19%	39%
Increasing site coordinators collaboration with staff in the program's decision making processes around quality improvement	17%	40%
Educating site coordinators about the program's current objectives as described in the grant proposal (or updated in MEGS)	17%	9%
Improving site coordinators' ability to manage and train vendors/providers	6%	20%
None at the grantee level; site program management is only an issue for certain sites	17%	
None at the grantee level; site program management is not an issue for our program at all	6%	

Note. These questions were not asked of grantees with one site. Grey box indicates an item that was not on the Site ARF.

## Professional Development

The leading indicator Professional Development is defined as “staff receive professional development upon hiring and on an ongoing basis in youth development and activity content.” This is a new indicator. Seven measures are used to assess professional development:

1. Strong orientation to the program for the staff (supervisor report)
2. Strong orientation to the program for the vendors (supervisor report)
3. Strong orientation to the program for the staff (staff report)
4. Strong orientation to the program for the vendors (vendor staff report)
5. Ongoing professional development about how to work with youth
6. Ongoing professional development in content areas
7. Discuss current research-based instructional practices

### Staff and Vendor/Partner Orientation

Table 42 show the percent of supervisors and staff reporting whether orientation approaches were provided/received for both regular staff and vendors/partners.

**Regular staff.** Both supervisors and staff reported that new staff were in daily communication with supervisors and informed about expectations for working with youth and what the program is trying to accomplish. However, for most items, supervisors were much more likely to say that these training pieces occurred than were staff themselves.

**Vendors/partners.** 21<sup>st</sup> CCLC supervisors were less likely to report providing orientation to vendors/partners than to regular staff, and when they did so, it generally took the form of informing vendors/partners about expectations and goals. The vendor/partner staff were somewhat more likely than the 21<sup>st</sup> CCLC supervisors to say that they had received orientation, however.

**Table 42. New Staff Training: Percent of Who Agreed or Strongly Agreed**

<i>Survey item: When staff begin working at this program, they are...</i>	<i>REGULAR STAFF</i>		<i>VENDORS/ PARTNERS</i>	
	<i>Supervisors</i> ①	<i>Staff</i> ①	<i>Supervisors</i> ①	<i>Staff</i> ①
In daily communication with you or another supervisor at this program about how things were going.	91%	83%	69%	72%
Informed about how staff at this program are expected to work with youth.	90%	86%	80%	80%
Informed about what this program is trying to accomplish with youth.	90%	90%	81%	88%
Given shared planning time with a staff member who had been here longer.	73%	47%	31%	47%
Offered a “beginners seminar” or pre-service orientation about how to work with youth.	70%	51%	44%	52%
Mentored by more experienced staff.	67%	59%	40%	51%

Note. Survey items presented above are from supervisor survey. Staff survey items reframed each item into first person (e.g., “I was mentored by more experienced staff...”). Supervisors reporting about vendors/partners are the 21<sup>st</sup> CCLC program administrators.



## Ongoing Professional Development About How to Work with Youth

The definition of this measure is the percent of staff who agree that they participated in professional development about how to work with youth at least twice during the past year. Only 14% of staff reported ever participating in the High/Scope Youth Worker methods training; however, about half reported receiving other training related to working with youth.

## Ongoing Professional Development in Content Areas

As Table 43 shows, 42-43% of staff reported participating at least twice during the year in training related to the content of the activities they lead.

**Table 43. Ongoing Professional Development: Percent of Staff Who Reported Training at Least Twice Per Year**

<i>Survey item: In the past year, have you participated in:</i>	<i>Percent of staff</i>
Other training on how to work with youth (such as conflict resolution, behavior management, relationship building, etc.) led by someone FROM your program	47%
Other training on how to work with youth (such as conflict resolution, behavior management, relationship building, etc.) led by someone OUTSIDE your program	48%
Training related to the content of the specific kinds of activities you lead (such as disguised learning, science activities, arts activities, etc.) led by someone FROM your program	43%
Training related to the content of the specific kinds of activities you lead (such as disguised learning, science activities, arts activities, etc.) led by someone OUTSIDE your program	42%

## Discuss Current Research-Based Instructional Practices

Only 30% of both supervisors and staff reported discussing research-based instructional practices at least once per month.

## ***Staff Qualifications***

The leading indicator Staff Qualifications is defined as “staff are educated, experienced, and knowledgeable about quality standards for youth programs ①.” The expertise of program staff has a direct impact on the quality of program activities. Four measures are used to assess staff qualifications:

1. Bachelor’s degrees or higher
2. Experience working with youth
3. Familiarity with state and other standards
4. Teaching certificate

### **Bachelor’s Degrees or Higher**

About half (57%) of afterschool staff have at least a bachelor’s degree; this is down substantially from the year before, when 78% of staff met criteria.

### **Experience Working with Youth**

More than three-quarters (76%) of staff have at least three years of experience working with youth. Only 14% had 1 year or less and 38% had more than ten years experience working with youth.

### **Familiarity with Standards and Objectives**

When asked about their familiarity with state and other standards for youth programs, 61% said they were familiar with Michigan state standards for afterschool programs, and 51% said they were familiar with other standards for afterschool or youth development programs. Most staff (68%) reported that they could describe the specific objectives of their own program’s grant proposal.

### **Teaching certificate**

About one-third (32%) of staff who ran activities had a teaching certificate.

## Continuous Improvement and Evaluation

The indicator Continuous Improvement and Evaluation is defined as “processes and quality infrastructures are in place for data-driven program improvement and evaluation.” While this indicator appeared in the 2009-2010 report, all five measures for this indicator are new in 2010-2011:

1. Supervision of practice
2. Data-driven quality improvement process (supervisors)
3. Data-driven continuous quality improvement (staff)
4. Local evaluator involvement
5. Self-assessment and improvement plan

### Supervision of Practice

Supervisors reported being highly involved in supervising staff practice, as shown in Table 44. However, they were somewhat less likely to report giving staff positive feedback about their work at least once per month.

**Table 44. Supervision of Staff Practice: Percent of Supervisors Who Reported Practice Occurring at Least Once Per Month**

<i>How frequently you do the following things for each staff?</i>	<i>Percent of supervisors</i>
Be visible during their activities.	93%
Gives them useful feedback about how they work with youth.	92%
Make sure that program goals and priorities are clear to them.	92%
Review their activity plans.	82%
Give them positive feedback.	77%

### Data-Driven Continuous Quality Improvement

Data-driven program improvement enables programs to identify their strengths and target specific areas where improvement is needed. In high-quality programs, staff believe that using data can help make their program better and have an opportunity to review and comment on data about their program.

As Table 44 showed, the majority of supervisors reported engaging in activities designed to give staff feedback so they can improve their practice.

As shown in

Table 45, fewer staff than supervisors reported engaging in program improvement activities. As shows, the most frequent activity staff reported was sharing ideas on how to make programming more engaging. This is not necessarily a data-driven process. Somewhat less than half (42-47%) reported engaging in planning to meet specific program improvement goals or learning objectives. One-third or less reported using data, such as evaluation data or peer observations, in planning for program improvement.

**Table 45. Data-Driven Quality Improvement Process: Percent of Staff Who Reported Practice Occurring at Least Once Per Month**

<i>How frequently do you do the following with other staff working in the after-school program?</i>	<i>Percent of supervisors</i>	<i>Percent of staff</i>
Share ideas on how to make programming more engaging for participating students.	77%	64%
Conduct program planning in order to meet specific learning goals in coordinated ways across multiple activities.	42%	42%
Discuss progress on meeting program improvement goals.	37%	47%
Observe other afterschool staff delivering programming in order to provide feedback on their practice.	30%	28%
Get observed by other afterschool staff while they deliver programming in order to get feedback on their practice.	27%	33%
Conduct program planning based on a review of data.	25%	33%
Use evaluation data to set program improvement goals.	18%	32%
Review and interpret evaluation data.		30%
Work with or see presentations from the local evaluator for this program.	20%	25%

Note. Survey items presented above are from supervisor survey. Staff survey items reframed each item into first person.

## Local Evaluator Involvement

A large majority of grantees reported involvement of their local evaluator in gathering and reporting data required by the state and federal evaluators, as well as additional information requested by the grantee (see

Table 46). Ninety-six percent said the local evaluator also worked with them on program improvement, presumably using data from the evaluation.

**Table 46. Local Evaluator Involvement: Percent of Grantees Who Reported Did Some of This and Did a Lot of This**

	<i>Percent of grantees</i>
Worked with us on program improvement	96%
Analyzed and reported on the data collected for the state evaluation and given back to us by MSU	94%
Collected additional information (e.g., surveys, interviews, or focus groups)	91%
Helped us interpret the data in the Annual Report Form Data Tables	88%
Helped us meet state and federal reporting requirements	86%
Got school outcomes information to submit to the state	67%
Worked with us on funding and sustainability	65%
Facilitated our YPQA process	51%

## Self-Assessment and Improvement Plan

Ninety-nine percent completed the YPQA survey, which is a self-assessment of program quality.

### Improvement Goals: Continuous Improvement and Evaluation

Options for improvements were offered in both the grantee-level and the site-level ARFs. Many of the items are similar.

Table 47 shows improvement goals by grantee and site. Only the responses of the 48 multiple-site grantees are reported as grantees; the single-site grantees are reported with the site data.

The most important grantee-level option for moving forward continuous improvement and evaluation was working with their local evaluator to translate data into improved program practice, selected by 39% of grantees; however, only 22% of sites selected this goal, probably reflecting low levels of interaction between site coordinators and local evaluators. The option sites selected most was improving program directors' and site coordinators' opportunities to learn about and understand evaluation data. About one-third of grantees and sites selected helping program administrators learn to translate data into actions that can improve the program as a goal.

**Table 47. Improvement Goals for Continuous Improvement and Evaluation**

<i>Improvement goals</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Working more closely with our local evaluator to translate data into improved program practices	39%	22%
Helping program administrators learn how to translate data results into actions that can improve the program	30%	31%
Improve program administrators (PD and SCs) to learn about and understand evaluation data	28%	32%
Increasing the quality of the data we have so it can be useful to our program	19%	21%
Providing opportunities for program administrators to work together to plan and help each other improve their practice	9%	
Increasing the degree to which staff work together to plan and help each other improve their practice 2	7%	26%
None at the grantee level; continuous improvement and evaluation is not an issue for our program at all 1	6%	
Giving the program staff opportunities to learn about and understand data about the program 2	4%	28%
None at the grantee level; continuous improvement and evaluation is only an issue for certain sites 1	4%	

<sup>1</sup>Not asked of grantees with one site. <sup>2</sup>Only asked of grantees with one site. Grey box indicates an item that was not on the Site ARF.

# Domain 3 - Positive Relationships

The domain Positive Relationships is composed of four indicators: Relationships, Climate, Community Partnerships and Family Communications. Each is described in more detail below including measures that comprise these leading indicators and supplementary materials related to each.

Responses from the 10,015 4th- to 12th-grade students who participated in 21<sup>st</sup> CCLC programs across the state and returned surveys are presented; this number represents 74% of the total students participating in the program. Measures of this indicator use data drawn from student and parent satisfaction surveys, staff/supervisor survey, and program data reported in EZreports program database and in the grantee ARF Data Tables. Students reported on their overall satisfaction with the program, program environment, and program management problems. We will report on all of the scales. It is important to remember that these represent the statewide averages and that results for individual sites and grantees can vary substantially from this average.

## Relationships

This measure is defined as relationships among staff and participants are supportive and warm. Three measures make up this leading indicator:

1. Student report of supportive relationships with staff
2. Student report of supportive relationships with peers
3. Parent report of students relationships with staff

### Student Report of Staff Support

Overall, students were positive about their interactions with 21<sup>st</sup> CCLC program staff (Table 48); most students (86-90%) agreed that they trusted staff, felt that staff cared about them and could turn to staff for help. The smallest percent (73%) said they could tell staff about their problems.

**Table 48. Staff Support - Percent of Students who Agreed or Strongly Agreed** ⓘ

<i>Survey item: At this program...</i>	<i>Percent of students</i>
Staff care about me.	90%
I trust the staff.	88%
If a kid is being mean to me, staff will help me.	86%
I can tell the staff in this program about my problems.	73%

### Student Report of Peer Relationships

Peer interactions are a critical part of the overall milieu in which the 21<sup>st</sup> CCLC program operates. Approximately two-thirds of the students agreed that peers solved problems together, helped each other, and told each other when they did a good job (Table 49). Over half said peers made sure everyone followed the rules and said they trusted each other. Slightly more than a quarter of the students reported that kids hit or pushed other kids in a mean way; slightly more than a fifth reported

being teased or made fun of; and one-fifth reported being left out or ignored by others. These results suggest that the program provided a positive social climate for many students, although a significant proportion (about 35% to 40%) may not have experienced a supportive, engaging peer climate.

**Table 49. Peer Support: Percent of Students who Agreed or Strongly Agreed ①**

<i>Survey item: At this program...</i>	<i>Percent of students</i>
Kids tease or make fun of me	21%
I get left out or ignored by other kids.	19%
Kids work together to solve problems.	68%
Kids help me when I'm having a hard time.	67%
Kids tell each other when they do a good job	65%
Kids make sure that other kids follow the rules.	59%
I trust the kids.	59%

### **Parent Report of Student Relationships with Staff**

As Table 50 shows, parents were even more positive than students about their children's relationships with program staff.

**Table 50. Staff and Program: Percent of Parents who Agreed or Strongly Agreed ①**

<i>Survey item:</i>	<i>Percent of parents</i>
Staff in this program know how to work with a child like mine.	97%
Staff in this program give my child individual attention.	93%
At least one staff in this program has a strong relationship with my child.	92%

## Climate

Climate was a leading indicator in the 2009-2010 Annual Report but only the title remains the same. The new definition is the program environment is safe and welcoming. The four new measures of this indicator are:

1. Safe environment (as measured with the YPQA scale)
2. Parent report of welcoming environment
3. Minimal bullying
4. Minimal student perceptions of program management problems

### Safe Environment (YPQA) ⓘ

Safe environment is one of the rating scales on the Youth Program Quality Assessment (YPQA). All programs complete YPQA self-assessments each year. The average program self-assessment was high, 4.5 on a 5 point scale.

### Parent Report of Welcoming Environment

The parent satisfaction survey asks parents about the extent to which they feel the programs are safe for their children and welcoming to parents. As Table 51 shows, most parents rated their children's programs very positively in all of these areas.

**Table 51. Welcoming Environment: Percent of Parents who Agreed or Strongly Agreed ⓘ**

<i>Survey item:</i>	<i>Percent of parents</i>
I feel my child is safe in this program.	99%
Staff treat me in a positive way.	98%
When I go to the program, staff are doing things with the kids.	96%
When I go to the program, staff greet me.	96%
Staff at this program do a good job of preventing bullying.	95%

### Minimal Bullying

The student survey asks three items related to negative peer interactions or bullying: hitting and pushing each other, or teasing or ignoring some youth. As Table 52 shows, one quarter to one fifth of students agreed that these things go on in their programs. Although this is not a large percentage of the students, we think that any student experiencing these bullying behaviors is a cause of concern.

**Table 52. Bullying: Percent of Students who Agreed or Strongly Agreed ⓘ**

<i>Survey item:</i>	<i>Percent of students</i>
At this program, kids hit or push other kids in a mean or angry way.	26%
At this program, kids tease or make fun of me.	21%
At this program, I get left out or ignored by other kids.	19%



## Student Report of Program Management Problems

Students are unable to learn in a program that is not well governed. In

Table 53 below, students reported their perceptions of staff control issues. Any instance of these behaviors should not be tolerated, and sites where high percentages of students report these issues may benefit from additional staff training and supervision. Just under one-third of students agreed with statements indicating that program staff were not managing programs with a high degree of skill. This is a cause for concern and indicates some staff may need additional professional development to build program management skills.

**Table 53. Program Management Problems: Percent of Students who Agreed or Strongly Agreed ①**

<i>At this program...</i>	<i>Percent of students</i>
Things get out of control.	31%
Staff yell a lot.	29%
Kids have to wait around a lot.	28%
Staff punish kids without finding out what really happened.	28%

## Student Report of Program Satisfaction

For students to get the full benefits of program activities, they have to participate regularly over a period of time. One component of retention is participant satisfaction with the program. As can be seen in

Table 54, a high percent of students who took the survey said they have fun, feel safe and really like coming to the program. A slightly lower but still substantial percent reported that they miss the program when they don't come.

**Table 54. Program Satisfaction: Percent of Students who Agreed or Strongly Agreed**

<i>Survey item</i>	<i>Percent of students</i>
At this program, I feel safe.	87%
I really like coming to this program.	85%
I have fun when I'm at this program.	87%
I miss being at this program when I don't come.	68%

## Student Report of Program Environment

Another component of climate for students is the program's structural environment – that is, conditions that indicate that a program has sufficient space, resources, and physical safety to provide a wholesome environment. In general, students were quite satisfied with their program's environment (Table 58). However, monitoring may be necessary in those sites whose students responded that the program space was uncomfortable or dirty.

**Table 55. Program Environment: Percent of Students who Agreed or Strongly Agreed ①**

<i>At this program...</i>	<i>Percent of Students</i>
Kids have enough room to do the activities.	81%
Supplies are available when we need them.	82%
We get healthy drinks and snacks.	84%
This program space is physically uncomfortable.	20%
The program space here is dirty.	16%

## Improvement Goals: Climate

Both the Grantee ARF and the Site ARF asked staff to identify what improvements they would make in their climate for the coming year. As Table 56 shows, the grantee and site climate targets are somewhat different. The highest percent of both grantees and sites selected improving youth peer relationships as a goal. However, while the second most frequently selected option among grantees was improving staff relationships with students, a higher percent of sites selected helping staff develop common values and goals for the program. Eleven percent of grantees said climate was only a problem for certain sites and 11% said it was not an issue for their program at all.

**Table 56. Improvement Goals for Climate**

<i>Improvement goals</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Improving youth peer relationships in the program	43%	47%
Improving staff relationships with students	35%	31%
Helping staff develop common values and common goals for the program	20%	38%
Increasing job satisfaction among program staff	19%	15%
None at the grantee level; climate is only an issue for certain sites <sup>1</sup>	11%	
None at the grantee level; climate is not an issue for our program at all <sup>1</sup>	11%	

<sup>1</sup>Not asked of grantees with one site. Grey box indicates an item that was not on the Site ARF.

## Community Partnerships

This is a new leading indicator and is defined as (the 21<sup>st</sup> CCLC program) has relationships with community partners that contribute to sustainability and quality. It has three measures:

1. Co-funded student opportunities
2. Advisory committee represents multiple stakeholder groups
3. In-kind contributions

### Co-funded Student Opportunities

As

Table 57 shows, about one-quarter of the grantees were successful in developing co-funded student opportunities with other community partners. If all who had attempted to develop such partnerships had been successful, the percentage would have grown to almost one third of the grantees.

**Table 57. Co-funded Student Opportunities: Percent of Grantees in Each of 3 Categories ①**

<i>Percent of Grantees</i>	<i>2010-11</i>
Yes	24%
No	70%
Tried to, but have not been successful	6%

### Advisory Committees

Since the 2006-2007 program year (the last time this question was asked of grantees), grantees have made great strides in adopting advisory/policy committees at both the grantee and site levels; in the former year only 34% had both levels of advisory committees while this year 58% had both of them (Table 58). In 2010-2011 only 13% still do not have an advisory or policy level committee as compared to nearly one-quarter in 2006-2007.

**Table 58. Advisory or Policy Committees: Percent Change from 2006-07 to 2010-11**

<i>Item</i>	<i>2006-07</i>	<i>2010-11</i>
Advisory or Policy Committees at both the Grantee- and Site Levels	34%	58%
Advisory or Policy Committees solely at the Grantee Level	30%	6%
Advisory or Policy Committees solely at the Site Level	22%	23%
No Advisory or Policy Committees	24%	13%

### Grantee Level Advisory Committees

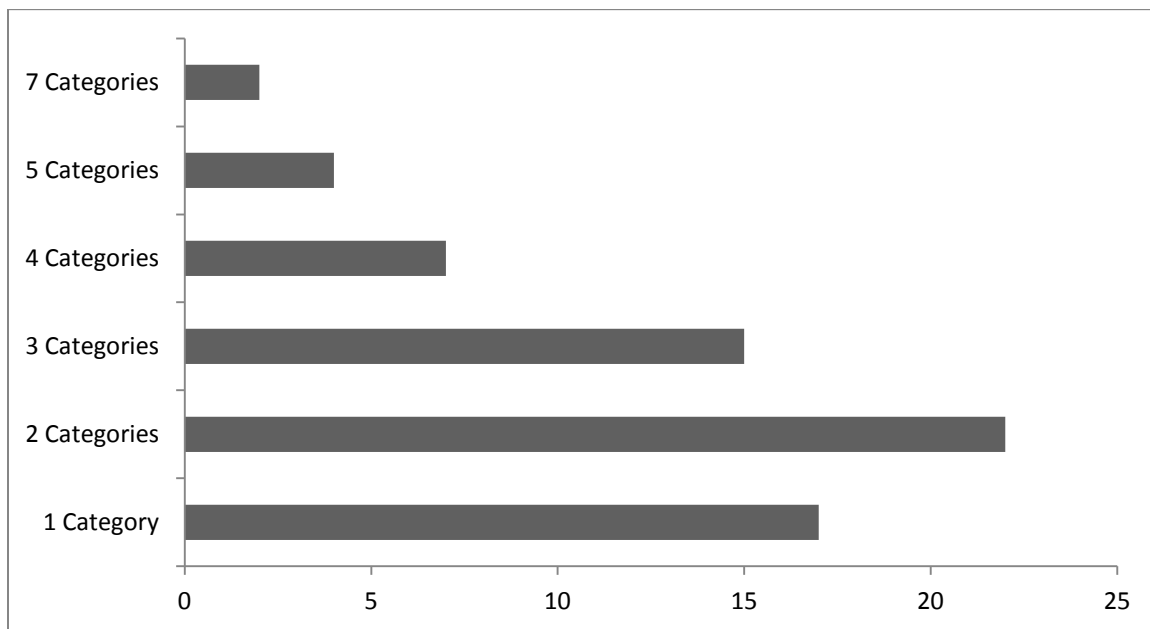
This year for the first time the leading indicator report included a requirement that all grantees have advisory committees, and further that the following eight groups be represented①:

1. Both project and site coordinator(s)
2. Parents
3. Program providers/vendors

4. School district staff including school district superintendent, ISD or school district staff, principal, host school staff not in the 21<sup>st</sup> CCLC program, and school board representation
5. Community agency staff
6. Local government officials
7. Business people
8. Faith-based organization representatives

As can be seen in Figure 6 below, no grantee had all these represented on their board, and only one had seven different categories represented. Because the requirement did not take effect until Fall 2011, those grantees who had not planned for an Advisory Committee would have been unlikely to have made any changes based on these requirements. We will anticipate greater compliance in the 2011-2012 program year.

**Figure 6. Percent of Grantees with the following Advisory Committee/Policy Board Categories Represented ①**



A further examination of the data (Table 62) showed the following. Grantees were most likely to have both the grantee director and site coordinator(s) (54%), parent representatives (28%) and program providers/vendors (26%) on their advisory committee/board. They were least likely to have faith-based organization representatives (7%) and local government officials (9%).

**Table 59. Composition of Advisory Committee/Policy Board: Percent reporting “Yes” ①**

<i>Group</i>	<i>Percent</i>
Both program director and site coordinator	54%
21 <sup>st</sup> CCLC parent representatives	28%
21 <sup>st</sup> CCLC program providers/vendors	26%
Community agency staff (not service providers for the program)	19%
Business people	13%
3 or more of the following: School district superintendent, ISD or school staff, host school principal(s), host school staff not working with the 21 <sup>st</sup> CCLC program, school board members	11%
Local government officials	9%
Faith-based organization representatives	7%

### **In-Kind Contributions ①**

By far the most common school district contributions were use of the school building (89% of grantees), office space for the 21<sup>st</sup> CCLC program (85%), computers and internet access (80%), and custodial/maintenance services (76%). Slightly more than half of the grantees (57%) said their districts also provided food, snacks and/or meals. In contrast, only 7% of grantees reported that they received partial payment for after-school teachers’ wages and 30% reported partial payment for other staff to assist in the 21<sup>st</sup> CCLC program; 4% of the grantees said their districts paid both partial teachers’ and partial staff salaries.

## Family Involvement

Family involvement is defined as family members are informed about their child and about opportunities for involvement. There are two measures of this indicator:

1. Staff report of communication with parents
2. Parent report of staff communication with parents

On the parent survey, parents of students of any age were asked to comment on three factors: (a) staff communications with parents, (b) perceptions of the program and the staff; and (c) the overall grade they would give the program. These responses came from 8,248 parents, a response rate of 42% of the parents with students in 21<sup>st</sup> CCLC programs at the time surveys were given.

### Staff Report of Communications with Parents

Almost two-thirds or more of the staff reported that they had conversations with parents over the telephone, held events or meetings to which parents were invited, or sent home program offerings to parents (Table 60). More than half of the grantees also met with parents to talk about their student's progress or sent home information on how the student was doing in the program.

**Table 60. Parent Communication: Percent of Staff Who Reported At Least 3 to 5 Times Per Year ①**

<i>Survey item</i>	<i>Percent of parents</i>
Send materials about program offerings home to parents.	77%
Hold events or meetings to which parents are invited.	66%
Have conversations with parents over the phone.	63%
Meet with a student's parents to talk about the student's progress.	57%
Send information home about how the student is progressing in the program.	56%
Ask for input from parents on what and how activities should be provided.	47%

### Parent Report of Staff Communications

Table 61 lists the percent of parents statewide who agreed or strongly agreed with positive statements about program communication and family involvement opportunities. According to parents who responded, programs did very well in keeping them informed about their child's activities and about family events they could attend, and over 75% of them attended events. However, because many programs use family events as opportunities to collect survey responses from parents, these results may be an overestimate of the percent of parents who attend family events out of all parents of participating students.

**Table 61. Parent Communication: Percent of Parents Who Agreed or Strongly Agreed ①**

<i>Survey item</i>	<i>Percent of parents</i>
The program informs me about family events that I can go to.	91%
Staff keep me informed about how my child is doing.	88%
I attend family events at this program.	77%

## Parent Grade for the Program

Each year parents of students enrolled in the 21<sup>st</sup> CCLC program are asked to give the program a grade, using the letters that their students receive. As can be seen in Table 62, most parents rated the program their child was enrolled in as either good (31%) or excellent (62%); very few rated the program as fair (6%) and only 1% gave their program a failing grade.

**Table 62. Percent of Parents by Grade They Gave Program**

<i>Grade</i>	<i>Percent of parents</i>
A Excellent	62%
B Good	31%
C Fair	6%
D/F Unsatisfactory or F Failing	1%

## Improvement Goals: Family Involvement

Table 63 shows that the option most grantees selected for improvement at the grantee level was increasing opportunities for family involvement; 21 grantees (57%) chose this option. Two other options also captured a similar amount of responses: increase opportunities for activities focused on parent learning (33%) and improve communications to parents about family events (35%). The two “none at the grantee level” responses – family involvement is only an issue for certain sites and family involvement is not an issue for our program at all – were selected by 7 grantees (13%) and 2 grantees (4%) respectively.

The top option for improvement selected by sites was the same: increasing opportunities for family involvement; 183 sites or 52% chose this option. From there on the choices differed between sites and grantees. The second option for sites was to improve communication between staff and parents regarding children’s progress; this was selected by 122 sites (37%). And the third option selected was improving communication to parents about family events (29%).

**Table 63. Improvement Goals for Family Communications**

<i>Improvement goals</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Increase opportunities for family involvement	57%	52%
Improve communication between staff and parents regarding children’s progress	35%	37%
Increase opportunities for activities focused on parent learning	33%	22%
Improve communication to parents about family events	20%	29%
None at the grantee level; family involvement is only an issue for certain sites <sup>1</sup>	6%	
None at the grantee level; family involvement is not an issue for our program at all <sup>1</sup>	6%	

<sup>1</sup>Not asked of grantees with one site. Grey box indicates an item that was not on the Site ARF.

# Student Outcomes

We report on students' academic performance for 21<sup>st</sup> 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 report any improvement in homework completion and class participation
- Percent of students whose teachers report any improvement in student classroom behavior

As a rule of thumb, a minimum of 5% increase or decrease will be considered as a meaningful change for assessing improvements in grades or teachers' reports within the academic year. Michigan data were collected through EZReports program reporting system, Excel files through which sites provided school grade and test data from school records, and teacher surveys collected by 21<sup>st</sup> CCLC program staff.

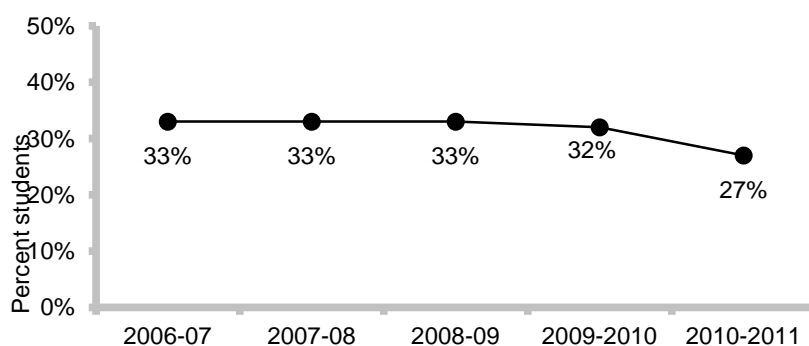
Finally, we present the students' and parents' perceptions of how the 21<sup>st</sup> CCLC program helped them improve in various aspects of their academic and non-academic performance and behavior.

## Grades

### Math Grades

**Overall.** Figure 7 shows the percent of participants who improved in each year in Michigan. The percent showing improvement in Michigan has been stable, with just over a third of students improving in math; however it is slightly lower in 2010-2011.

Figure 7. Percent Showing Improvement in Math Grades (2006-2011)



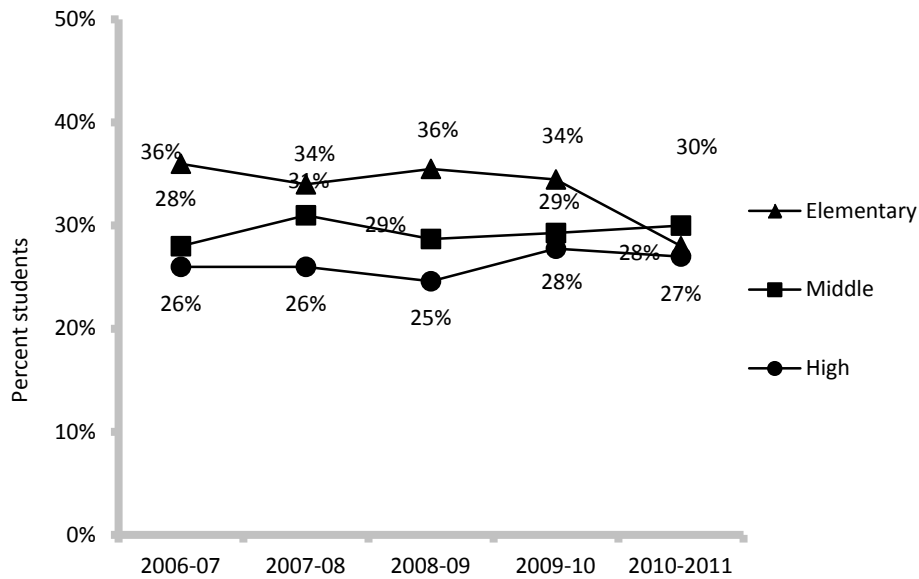
Note. Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days.

**By grade level.** Figure 8 shows the percent of Michigan students who improved in math grades by grade



level. The percent of elementary school (K-5<sup>th</sup> grade) and middle school students' fall-to-spring grade improvement, as well as that of high school students have remained relatively consistent over time. However, in 2010-2011 the percent of elementary school students declined noticeably. Now all students are similar in their achievement.

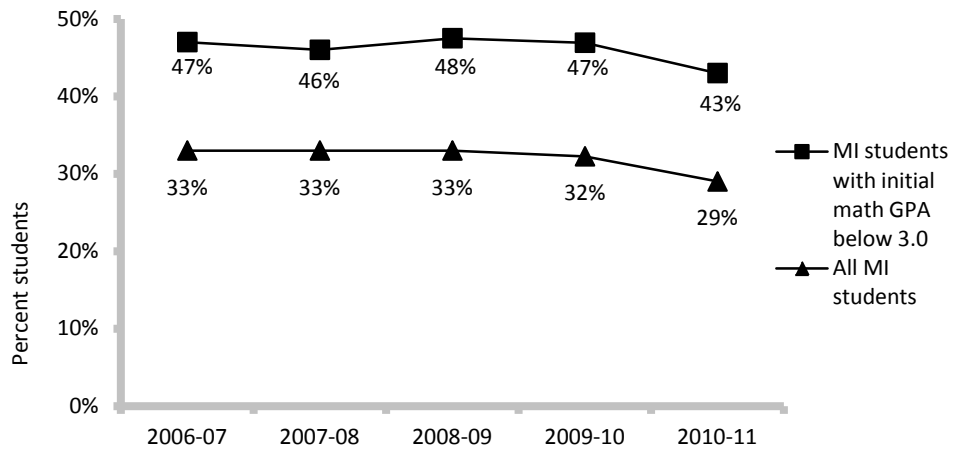
**Figure 8. Percent Showing Improvement in Math Grades by Grade Level (2006-2011)**



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

**Students with room for improvement.** Figure 9 includes all regularly attending students, both those who started with the highest grades as well as those who had room to improve. As shown in Figure 9, when Michigan students with room for improvement were compared with all Michigan students, a substantially higher percentage of those with room for improvement showed gains (13-15%).

**Figure 9. Percent Showing Improvement in Math Grades for All Students vs. Students with Room for Improvement (2006-2011)**

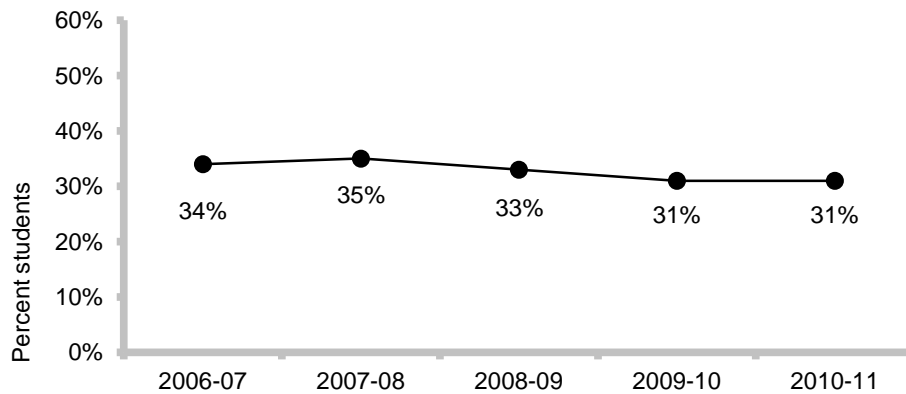


Note. Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days. Room for improvement is defined as having a fall grade below 3.0.

## Reading Grades

**Overall.** Figure 10 shows the percent of participants who improved in reading grades each year in Michigan. In 2009-2010 and 2010-2011 there was a slight decrease in the percent who improved. However, it is within our +/- 5% range.

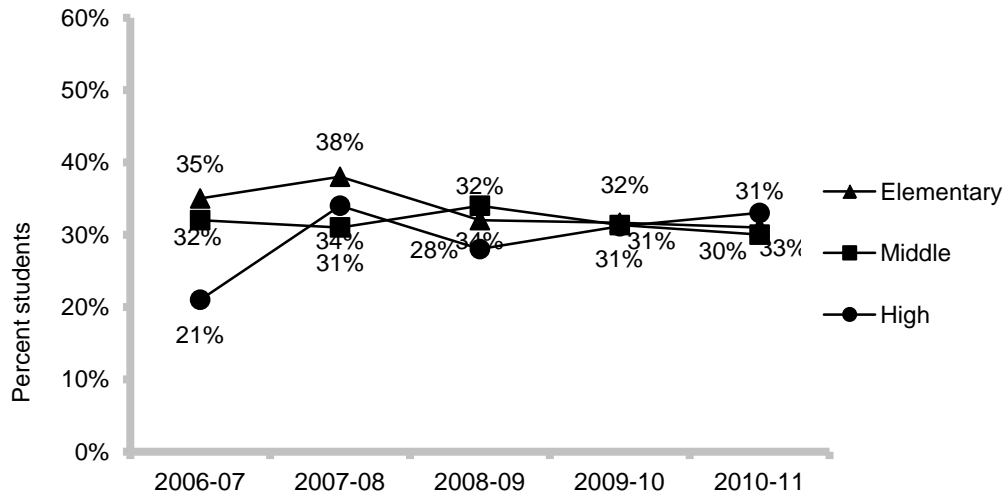
**Figure 10. Percent Showing Improvement in Reading Grades (2006-2011)**



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

**By grade level.** In previous years, when student reading grades were separated by grade level – elementary school (K-5<sup>th</sup> grade), middle school (6<sup>th</sup>-8<sup>th</sup> grade) and high school (9<sup>th</sup>-12<sup>th</sup> grade) – there were differences in the percent showing improvement in reading grades. As shown in Figure 11, in 2009-10, for the first time, students’ grade improvement at all levels converged. In 2010-11, high school students’ grades rose slightly while elementary and middle school students’ grades fell slightly.

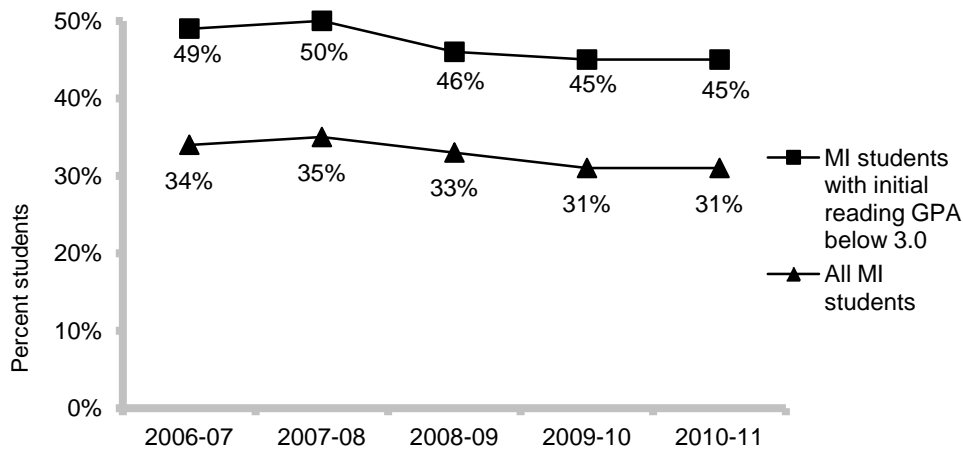
**Figure 11. Percent Showing Improvement in Reading Grades by Grade Level (2006-2011)**



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

**Students with room for improvement.** When we compare the performance of Michigan regular participants students with room for improvement to that of all regular Michigan participants in Figure 12, a substantially higher percentage of students with room for improvement showed at least a half grade gain in reading compared to all students.

**Figure 12. Percent Showing Improvement in Reading Grades for All Students vs. those with Room for Improvement (2006-2011)**



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.

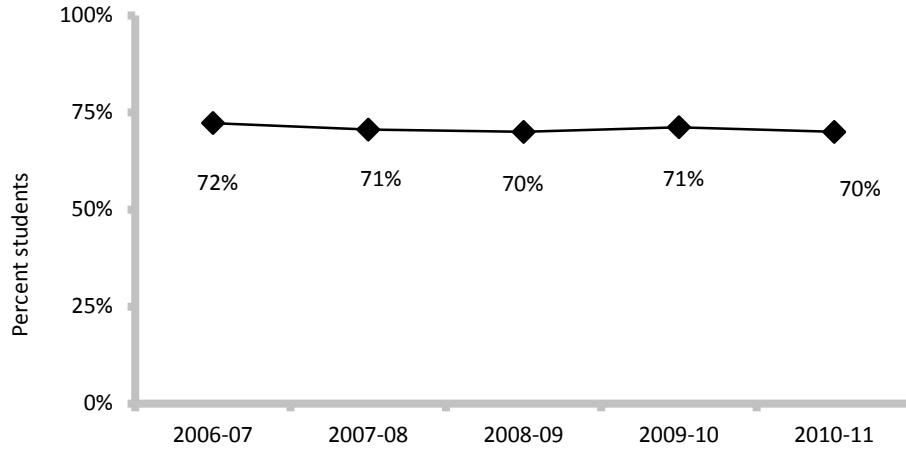
## Teacher Ratings

Each year, teachers rate students attending the 21st CCLC program on the extent to which their performance has changed over the year in homework completion/classroom participation and classroom behavior. Teachers may rate student performance or behavior as improved, unchanged, or declined. Although data have been collected since 2004-2005, beginning in 2006-2007, a question was added that allowed teachers to indicate for each item whether students did not need to improve. Therefore, teacher ratings collected prior to 2006-2007 are not comparable to data from subsequent years. We present data only from that point forward.

### Homework Completion/Classroom Participation

Homework completion/classroom participation includes 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 13 shows the percent of students who improved in homework completion/classroom participation according to teachers over the past five years. The percent of Michigan students improving remained stable over the entire time period.

**Figure 13. Percent Showing Improvement in Teacher-Reported Homework Completion and Classroom Participation (2006-2011)**

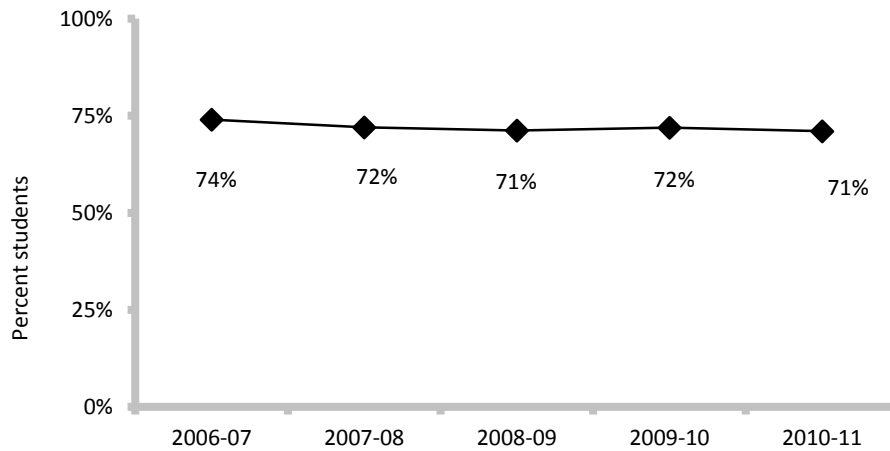


Note. Includes only students who participated at least 30 days.

## Classroom Behavior

Classroom behavior includes items such as behaving well in class and getting along with other students. As shown in Figure 14, Michigan students' performance remained stable.

**Figure 14. Percent Showing Improvement in Teacher-Reported Classroom Behavior (2006-2011)**



Note. Includes only students who participated at least 30 days.

## Student and Parent Perceptions of Program Impact

Students and parents reported on their perceptions of whether the 21<sup>st</sup> CCLC program helped them improve in various aspects of their academic and non-academic performance and behavior. Results are shown in

Table 64. Over half of students reported improvements in academic engagement. Fifty percent indicated that their ability to plan, set goals and be organized improved. Between 45% and 49% of students who had room for change reported improvements on all other items. The 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 perception of her/his improvement in all categories except for behavior, and were especially high for academic engagement.

Table 64. Student and Parent Perceptions of Program Impact - Percent Who Reported Improving

<i>Outcome</i>	<i>Percent of students</i>	<i>Percent of parents</i>
<b>ACADEMIC AREAS</b>		
Reading, English, language arts, writing	47%	56%
Math	47%	56%
Other school subjects (science, social studies)	46%	51%
<b>ACADEMIC ENGAGEMENT</b>		
Care about getting good grades	58%	85%
Think that doing well in school was important for having a successful career	58%	84%
Think that success in school would help you have a good life when you grow up/as an adult (parent version)	57%	86%
Want to go to college	52%	81%
Look forward to coming to school	48%	86%
<b>NON-ACADEMIC AREAS</b>		
Creative skills, like art, music, dance, drama	49%	52%
Leadership skills	47%	51%
Communication skills	47%	52%
Sports, athletic, physical activities	47%	50%
Working with computers/internet	46%	53%
<b>BEHAVIOR</b>		
Planning, setting goals, and being organized	52%	54%
Staying away from drugs and alcohol	5%	55%
Taking action to help your community or school	49%	52%
Having a healthy lifestyle	48%	47%
Making and keeping friends	47%	49%
Dealing with your emotions in positive ways	49%	52%

Note. For each item, percent improved is out of the number indicating that improvement was possible.

# Summary

The evaluation questions are used to organize the Summary Section of the 2010-2011 21<sup>st</sup> Century Community Learning Centers program year.

## **What were the characteristics of students enrolled in the Michigan 21<sup>st</sup> CCLC programs?**

During the 2010-2011 program year, 45,238 students participated in 21<sup>st</sup> CCLC programs. One of the criteria for being awarded a grant is the percent of low-income students in the school. In 2010-2011 84% of the students in the program were eligible for free or reduced-price meals; this is substantially the same as the prior year. The race and ethnic distribution remained relatively stable, although participation of black or African-American students declined modestly to 50%, white participation increased from 30 to 40% and the percent of Hispanic or Latino/a participants increased 2%. The percent of grantees with high school programs, which had effectively doubled in 2009-2010, remained relatively unchanged in 2010-2011. The percent of grantees serving middle school students declined while those serving elementary students grew from the prior year.

## **How is the 21<sup>st</sup> CCLC Program doing in improving program quality as measured by the leading indicators?**

Quality improvement is important because high quality programming in out-of-school time (OST) settings is associated with better outcomes for students. Again, this document was organized around the three domains which are Instructional Context, Organizational Context and Positive Relationships. Although we had hoped to be able to compare 2010-11 with 2009-10, that was very difficult to do because substantial changes were made to the Leading Indicators document. For example, Climate, an indicator in the Positive Relationships domain, remained but its composition was entirely different from the previous year. No domain was left untouched though no indicator was modified as greatly as was Climate.

We offer the following as a summary of the 21<sup>st</sup> CCLC programs' accomplishments in 2010-2011.

### Indicators of Instructional Context

#### Enrollment and Retention

- The proportion of students served who were academically at risk increased from 47% to 69%
- Programs retained at-risk students at the same rate as their not-at-risk peers

#### Academic content

- Overall, 92% of the students participated in academics, with elementary students participating most (93%) and high school students least (85%)

- High school students were less likely to participate in academic enrichment activities, which offer students experiential learning opportunities
- Only 6-7% of students participated in academic tutoring, which offers individualized instruction; however 22% of sites required tutoring for at-risk students
- Two-thirds staff said academics was a top program priority and three-fourths said program activities were tied to school learning goals

#### Enrichment content

- About 40% of youth participated in arts and youth development activities but only 17% participated in technology, all of which are measures of high quality instructional context

#### Connections to the school day

- About half of sites said they have written procedures for connecting with school-day teachers or meet regularly with teachers to discuss student progress
- Few sites (<30%) reported using student data in program planning

#### Instructional quality

- About 3/4 of students reported having opportunities to work cooperatively with adults and take leadership, or felt challenged to learn new skills
- Although 2/3 said they were involved in making decisions about program activities, less than ½ have participated in an advisory council

#### Indicators of Organizational Context

##### Stability

- 68% of sites retained at least 75% of their staff over the program year

##### Professional development

- A large majority of regular staff and vendors said they were informed of program goals and expectations for working with youth
- Less than 50% of vendors and 58% of staff said they had shared planning time with more experienced staff
- About half of staff had some kind of training on how to work with youth and 42-43% received professional development in their content area

##### Staff qualifications

- Half of staff have bachelor's degrees or more and ¾ had at least 3 years experience; these numbers are down substantially from 2009-2010

#### Continuous improvement and evaluation

- Few staff reported using data to determine how to improve their programs

#### Indicators of Positive Relationships

##### Relationships



- Overall, students were satisfied with the level of support provided by staff
- Two-thirds agreed with statements indicating that their program had positive peer relationships
- However, about 20% reported being teased or ignored by other kids

#### Climate

- Overall parents and students (85%) perceived their programs to be safe and provide a welcoming environment
- About 1/5 of students reported experiencing bullying and about ¼ reported these things go on in their programs
- About 1/3 of students reported staff experiencing management problems, indicating a possible need for professional development in some programs

#### Family communication

- A large majority (90%) of parents said their child's program communicated with them about family events and their child's progress

### **How is Michigan doing in achieving student outcomes?**

We have traditionally reported on the percent of students showing improvements in mathematics and English/language arts/reading grades, the percent of students whose teachers report any improvements in homework completion and participation, and the percent of students whose teachers report any improvement in classroom behavior.

The percent of students showing improvement in math grades has remained stable at approximately one-third of the population through 2009-2010, with elementary students consistently outperforming middle and high school students. However, in 2010-2011 there was an overall decline in percent of students whose math grades improved, falling from 32% to 27%. The percent improving remained relatively stable for middle and high school students but elementary school students declined from 34% to 27% with improvement. However, when those students who had below a 3.0 grade in the fall were separated out, a substantially higher proportion showed improvement compared to all Michigan participants. In 2010-2011 improvement in reading grades remained stable overall, with 31% showing improvement. Although there is little difference by grade level of students (elementary, middle and high school students all showed 30-33% improvement) when those with room to improve were separated out, 45% of them improved compared to 31% overall. This is consistent with other evaluation findings of greater benefits of OST programs for academically at-risk students.

Students and parents were asked their perceptions of the greatest areas of program impact. Improving academic engagement received the highest percent of support from both groups. For parents, their rating of improvements in academic engagement averaged 33% higher than their ratings for improvements in academic achievement, non-academic areas and behavior. While this was also the area where students thought they had improved the most, the difference between academic achievement and the rest of the topics ranged from only 5%-7% greater.

## **What is next?**

As we have noted throughout the report, while the domains remain the same (instructional context, organizational context, positive relationships), there has been substantial modification throughout the indicators for those domains. This reflects the MSU Evaluation and TACSS teams' better understanding of the components that make up the domains, especially incorporating the responses to the 2009-2010 Annual Report.

Last year we also reported that we were hoping to receive students' school outcomes data directly from CEPI (MDE Center for Educational Performance and Information). This would have several benefits: less work for the grantees, more and more consistent data, and gaining the data in the same approximate time period. That has not yet occurred, but some progress has been made. While we were tardy in developing them, MSU has provided a list of the desired variables and submitted those to MDE.

When these two actions have been accomplished, the data should be available to test which components lead to better outcomes for students in the 21<sup>st</sup> CCLC program.