

# Michigan 21<sup>st</sup> Century Community Learning Centers Evaluation

*2009-2010 Annual Report*

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# Highlights

## ***Approach***

The evaluation questions are used to organize the Highlights of the 2009-2010 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 2009-2010 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 2009-10 85% 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 ethnicity are also unchanged from the prior year: 52% black or African-American, 30% white and 9% Hispanic or Latino/a. This distribution reflects the predominantly urban nature of the program. The percent of grantees with high school programs doubled from 9% in 2008-09 to 20% in 2009-10. The percent of grantees serving middle school students was basically unchanged while those serving elementary students declined 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. To answer this question, it is first necessary to give an overview of what the leading indicators were designed to do and what they are. In 2009 the MSU Evaluation Team was commissioned to develop a set of leading indicators that represented measurable aspects of program quality to support the Technical Assistance and Coaching Support Services (TACSS) Initiative. The TACSS Initiative was being implemented by the David P. Weikart Center for Youth Program Quality and supported by MDE. A leading indicator is a measurable dimension that represents a fairly broad aspect of a high quality program that should ultimately

be linked to student success. Instructional quality is an example of a leading indicator. Twelve leading indicators were organized into three domains (defined as broad groupings of indicators); the three domains are Instructional Context, Organizational Context and Positive Relationships. More background is given in the Introduction and each of the domains, with its associated indicators, is discussed further in its own chapter.

Because 2009-10 was the first year that leading indicators were used, all of the data developed should be thought of as baseline data. For this year, the question might well have been, “What program quality improvements were prompted by grantees seeing their data?” For example, enrollment and retention, which is an indicator in the domain instructional context, was the top target for improvement at the grantee and site levels. That is, staff completing both the grantee and site ARFs selected the statement “Increasing the number of students who attend more than 30/60/90 days” as their top option for improving enrollment and retention actions. Similarly, grantee-level program management is an indicator within the domain of organizational context. One of the measures of grantee level program management is the percent of site coordinators who report that their project director provides effective support to them; according to the Staff Survey 77% of the site coordinators agree. This was this highest priority grantees selected to improve their program management. The third domain, positive relationships, is discussed below in the question relating to what do students and parents think of the program.

It should also 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 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.

## **In what areas were students and their parents satisfied with the program?**

Overall, students were very positive about their interactions with program staff, particularly noting that they trusted the staff (89%) and felt the staff cared about them (90%). Two-thirds of the students agreed that the peer climate in their programs was good: kids solved problems together, helped each other and told each other when they did a good job. Most students are highly satisfied with the program as evidenced by their agreement with the following statements: 87% said they had fun at the program, 86% feel safe at the program and 85% really like coming to the program.

According to parents who responded, programs did very well in keeping them informed about their child's activities, how their child was doing, and about family events they could attend. Overwhelmingly parents agreed that they felt their child was safe in the program, that they themselves were treated positively and greeted by staff, and that staff interacted positively with their child as well as children in general. When grading the program, 60% of the parents gave the program an A/excellent and 30% gave the program a B/good.

## **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, with elementary students consistently outperforming middle and high school students (34% elementary students vs. 29% middle and 28% high school students). However, when those students who had below a 3.0 grade in the fall were separated out, 47% of them showed improvement by spring compared to 32% improvement for all Michigan students. In 2009-10 reading grades were lower than the prior year by 6%; 31% showed improvement from fall to spring compared to 37% the year before.

Although there is no difference by grade level of students (elementary, middle and high school students all showed 31% 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 71% and 72% 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 21<sup>st</sup> 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>

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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)

## The Array of Programs Being Served

Table 1 compares 21st CCLC grants funded in 2009-2010 with those funded in the two previous years. In 2009-2010, MDE funded **93 grants to 49 different grantees**. However, because Detroit and Grand Rapids used multiple subcontractors to provide their 21st CCLC programs, the number of grantees shown here is 55. The 55 grants operating during this year were funded in four separate cohorts based on the time period when the grant was first awarded. Each 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 49 grantee organizations included 23 local school districts, 2 intermediate school districts, 6 public school academies (charter schools), 17 non-profit/community-based organizations, and 1 university. The 333 21<sup>st</sup> CCLC sites served students in the following grade levels or grade combinations: 113 elementary schools, 89 middle schools, 53 high schools, 51 elementary-middle school combinations, 16 middle-high school combinations and 23 elementary-middle-high school grades combined.

The Michigan data in this report came from three primary sources. Activity, attendance, grade, gender, and race/ethnicity data were entered by each grantee into EZReports; we had 100% of these data. Survey data were collected by each grantee from: (a) students in grades 4-12 (72% of students attending in the second semester of the school year); (b) parents of students in all grades (41% of parents of students attending in the second semester of the school year); and (c) teachers of students in all grades who met the federal definition of a “regular attendee” by attending at least 30 days (67% of all regular attendees over the school year). We also report on program staff surveys; 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 grades were available for 76% and math grades were available for 75% of the students who attended at all during the program year.

**Table 1. Characteristics of Grantees Funded Between 2007 and 2009**

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

<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>Cohort is used to identify groups of grantees funded in the same year

<sup>d</sup>In 2009-2010 this was calculated based on the grades of students served rather than the grades in the schools.

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

### **The Use of Leading Indicators ⓘ as an Organizing Framework**

In this year's Annual Report, we depart from the approach used in previous reports. While we still analyze all the data presented in the Annual Report Form, for the first time, we present the results within a framework of "leading

indicators,” identified throughout this document by the symbol ①. To support the Technical Assistance and Coaching Support Services (TACSS) initiative being implemented among Michigan 21st CCLC programs in fall 2009 by MDE and the Weikart Center for Youth Program Quality, the state evaluation team was commissioned to develop a set of leading indicators designed to represent measureable aspects of program quality. The following assumptions guided the development of the indicators:

- They would highlight components noted by MDE as representative of high-quality programs, particularly of programs that promote academic success.
- They would inform the data-driven process used for program improvement in which programs are trained through the TACSS initiative.
- They would be developed through a collaborative process among the Weikart Center, MDE, MSU, and the 21st CCLC advisory council, including program administrators.
- They would be reported at both the grantee and site level. Grantees would be able to examine site-level data in more detail through the Annual Report Form (ARF) Data Tables received from MSU and by having their local evaluators analyze the raw data files provided by MSU.
- They would be limited in number (10 to 15), with grantees able to look more closely at specific data and items through the ARF Data Tables and the raw data files.
- They would be created from data collected by the MSU 21st CCLC Evaluation Team and the Youth Program Quality Assessment (YPQA) data coordinated by the Weikart Center.
- Each would be comprised of multiple measures and weighted in accordance with the importance of the measure in contributing to the indicator.

Terms used throughout this report include:

**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*)

**Domain** - A broad grouping of indicators (e.g., the *organizational context*)



domain has several indicators)

**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)

### ***Domain 1: Instructional Context***

Instructional context encompasses all of the factors that are presumed to make 21st CCLC programs able to accomplish their primary goal of raising students' academic achievement. There are five indicators in the domain:

1. **Enrollment and Retention:** Program serves and successfully retains high-risk students
2. **Academic Content:** Program demonstrates that academics are a high priority
3. **Enrichment Content:** Program has a comprehensive set of activities that facilitate achievement and development in which most students participate
4. **Connection to School Day:** Program has structures and resources that ensure alignment between school-day and after-school learning
5. **Instructional Quality:** Program has high levels of point-of-service engagement and interaction during activities

### ***Domain 2: Organizational Context***

Organizational context is the management and support system in which the academic programming occurs. It includes the following five indicators:

1. **Stability:** Program has consistent management, staffing, and school structure
2. **Grantee Program Management:** Overall program management is guided by standards, has effective supervision, and is collaborative internally and

- externally
3. **Site Program Management:** Site management is guided by standards, has effective supervision, and is collaborative
  4. **Staff Experience and Training:** Staff are educated, experienced, and have sufficient professional development
  5. **Continuous Improvement and Evaluation:** Processes and quality infrastructure are in place for data-driven program improvement and evaluation

### ***Domain 3: Positive Relationships***

The atmosphere of the program has been shown to have an impact on not only the quality of the service experienced by the students and their families, but also by the staff. The two indicators for this domain are:

1. **Climate:** Program climate is positive and cooperative
2. **Family Involvement:** Family members are informed about their children and about opportunities for involvement

Each domain serves as a chapter in this report. The Leading Indicator chapters are preceded by a chapter on student characteristics and followed by a chapter on students' status on outcomes. See Table 2 for a summary of this information. For more information on how the Leading Indicators were constructed, please contact the authors.

**Table 2. Leading Indicators**

<i>Domain</i>	<i>Indicator</i>	<i>Measure</i>
Instructional Context	Enrollment & Retention	% served who are academically at risk
		% students retained for 30 days
		% academically at-risk students retained 30 days
		% academically at-risk students retained 60 days
		% academically at-risk students retained 90 days
	Academic Content	Academic activity participation
		Homework help participation
		Academic enrichment participation
		Tutoring participation
		Academics is top priority
	Enrichment Content	Arts participation
		Youth development participation
		Technology participation
	Connection to School Day	Connection to school
		Formal policy for connecting with teachers
		Full-time site coordinator
		Certified teachers provide academic support
		Student reports of academic quality
	Instructional Quality	Observed engagement (YPQA self report)
		Observed interaction (YPQA self report)
Student reported opportunities for governance, decision-making and choice		
Student reported opportunities for engagement		
Student reported opportunities for interaction		
Organizational Context	Stability	Same program director from previous year
		Same site coordinators from previous year
		Staff retention
		School did not change or reorganize
		Principal did not change
	Grantee Program Management	Program directors (PDs) provide effective supports to site coordinators
		Effective staff meetings
		Site coordinators are part of decision-making process
		PDs refer to state standards when designing the program
		PDs are familiar with the objectives outlined in their grant
The network of sites within this grantee is viewed as collaborative, strong, a learning community		

<i>Domain</i>	<i>Indicator</i>	<i>Measure</i>
	Site Program Management	Site coordinators (SCs) provide effective support to staff Effective staff meetings Staff are part of the decision-making process SCs refer to state standards when designing the program SCs are familiar with the objectives outlined in their grant
	Staff Experience and Training	Bachelor's degrees Master's degrees Experience working with youth Familiarity with state and other standards Professional Development Training provided when hired
	Continuous Improvement and Evaluation	PD exposure to evaluation data PD attitudes about importance of data-driven continuous improvement SC exposure to evaluation data SC attitudes about importance of data-driven continuous improvement Staff exposure to evaluation data Staff attitudes about importance of data-driven continuous improvement Staff collaboration for continuous improvement
Positive Relationships	Program climate is positive and cooperative	Student report of staff support Student report of peer relationships Staff job satisfaction Staff consensus
	Family involvement	Staff inform parents about child regularly Staff inform parents about family activities

## **Determination of Grade Levels Served**

Another change in this report is how the grade levels of students served by the program are determined. In the past the grade level of the program represented the grade level of students in the school, whether or not the 21<sup>st</sup> CCLC had students from all grades in the program. This year we have moved to reporting on only those grades actually served by the program.

## ***Summary***

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 their parents satisfied with the program?
- How is Michigan doing in achieving students outcomes?

# Student Characteristics

Data in this section come from the EZReports data 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 2009-2010 and over time.

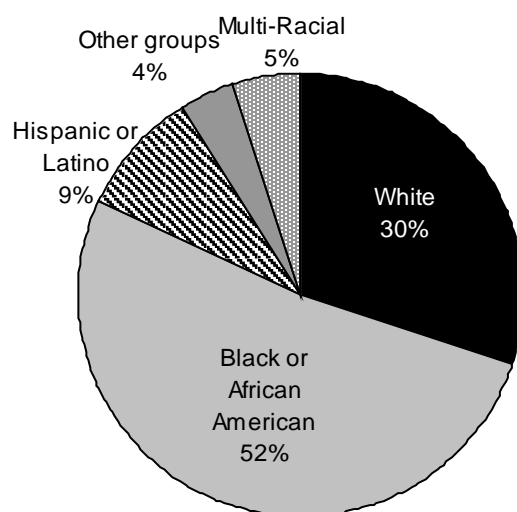
## ***Income***

Using data collected on individual students participating in the 2009-2010 21<sup>st</sup> CCLC programs, the proportion of participants eligible for free or reduced price meals was 85%.

## ***Race and Ethnicity***

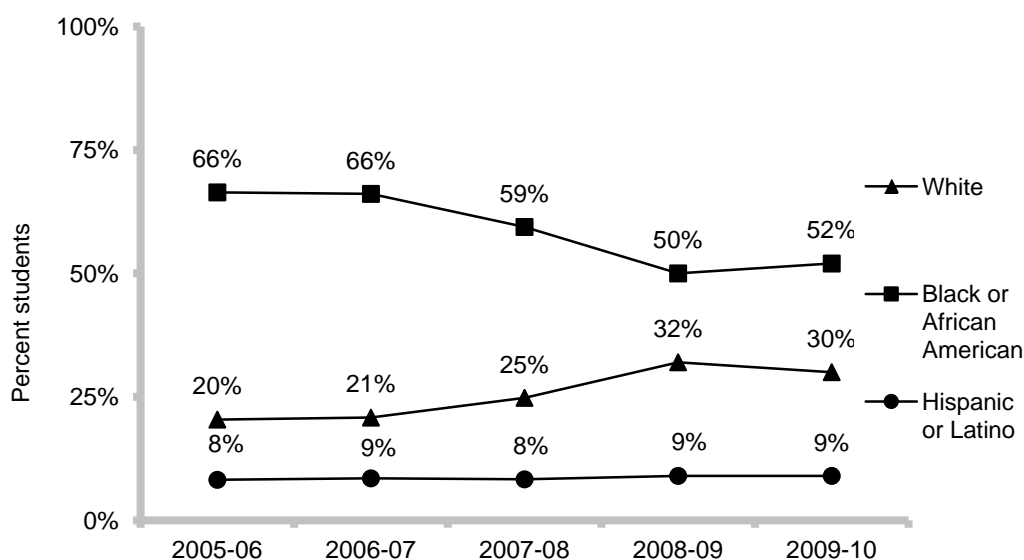
Michigan is a diverse state, and the populations attending the 21st CCLC programs reflected that diversity. Figure 1 provides data on the racial and ethnic composition of students attending during the 2009-2010 academic year. The higher-than-expected percentage of Black/African American students enrolled (~52% in the program vs. ~14% in population statewide) reflected the predominantly urban focus of the 21st CCLC program.

Figure 1. Participant Race and Ethnicity (2009-10)



Although the majority of participants were African American or white, substantial proportions identified as Hispanic/Latino (9%) or multi-racial (5%). This pattern has been consistent in Michigan 21st CCLC programs over time. Figure 2 provides data on the composition of the program in the three primary racial/ethnic groups since the program began. In 2009-2010, Black/African American student participation rose modestly to 52% with a proportional decline in white student participation to 30%.

Figure 2. Participation Rates by Race/Ethnicity 2005-2010



### ***Gender***

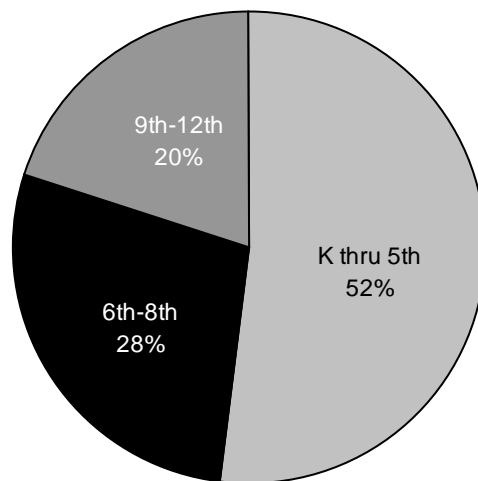
Although a small number of 21<sup>st</sup> CCLC programs have from time to time noted challenges in attracting either boys or girls, gender of the overall population has remained balanced. In 2009-2010, girls and boys once again participated at approximately equal rates.

### ***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

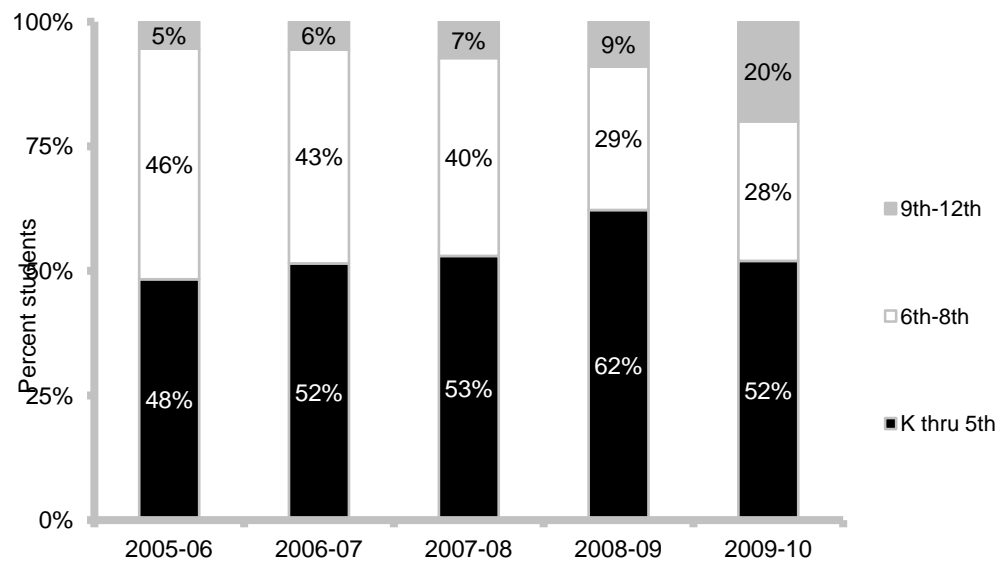
school students. Figure 3 shows the grade distribution of students served in the 2009-2010 academic year.

Figure 3. Participant Grade Levels (2009-10)



The pattern over time for grades served has varied slightly. As can be seen in Figure 4, over a five-year period, the proportion of elementary school students served has declined and the proportion of middle-school students served has stayed the same. The recent emphasis on serving high school students has substantially increased the percent of programs serving this group.



**Figure 4. Participation Rates by Grade Level 2005-2010**

# Domain 1 - Instructional Context

In this chapter, we report on a mix of data that were directly part of, as well as supplementary to, the leading indicators. We use the symbol  $\textcircled{\text{D}}$  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.

## *Grantee and Site Policies*

### **Attendance Policies**

Both the Grantee and the 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; 20% of the grantees did not answer this question. Among those who did answer, 80% reported they had a grantee-wide policy, and 20% reported that their policies were site-specific. Sites were asked the same questions. Table 3 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 (~1/3 of the programs) was “a formal but flexible policy” best described their program.

Among the factors that grantees said were taken into account at sites for developing attendance policies were: the age of the population served, with less structure for those in middle and high school than for elementary students; the parents' wishes; and transportation requirements.

**Table 3. Grantee and Site Attendance Policies**

<i>Survey Item</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
No formal policy; we encouraged them to attend as much as possible	19%	16%
An informal policy; enrolled students were expected to attend regularly	19%	23%
A formal but flexible policy; for example, enrolled students were expected to attend a specific part of the program...	32%	34%
A formal policy about daily attendance; such as a written policy that enrolled students were to attend every day that they attend school	24%	25%

A minority of grantees (38%) and sites (35%) 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 to 50% of the program days; the most typical length of time was 2-3 unexcused absences. In almost all cases, the number of absence days was a written policy. Sites were asked if they had asked a student to leave in the 2009-10 program year; 61% (203 sites) said yes. By far the most common reason was disruptive behavior (73%); only 15% of the sites asked students to leave because they had too many absences.

Sites were also queried about their daily attendance policy. Table 4 shows their responses. About half (53%) selected “students were required to stay for the full program day”, but approximately one third selected “something else”. An examination of the open-ended responses describing “something else” illustrated the flexibility sites had toward attendance. The responses ranged from coming for snack but then leaving for sports, parent pick-up, tutoring with a classroom teacher, a school-sponsored event, etc. Some sites allowed the student to return to the CCLC program and some did not.

**Table 4. Site Approaches to Attendance Policies Within a Program Day**

<i>Survey Item</i>	<i>Percent of sites</i>
Students were required to stay for the full program day	53%
Something else	34%
Students were required to stay for academic activities	7%
No formal daily attendance policy; students can drop in and leave at any time	6%
Students were allowed to have a snack and then leave for sports activities	2%

## Fees Required

Few sites charged fees for 21<sup>st</sup> CCLC programs. Table 5 compares grantee and site responses to the fee-related questions. Many of the sites charged fees exclusively for their summer program. Those that charged fees either provided scholarships or used a sliding scale so that no student was turned away because of cost.

**Table 5. Grantee and Site Approaches to Fees for Program Participation**

<i>Survey Item</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Registration fee	4%	3%
Ongoing participation fees (fees per week or month or per activity)	7%	8%
If charged a fee, used a sliding scale <sup>1</sup> (of those charging fees)	18%	21%
Any other per/child funding sources	15%	11%

<sup>1</sup>Percent is not given because the denominator is 17 rather than 55 for the grantees and 118 rather than 333 for the sites

## Transportation

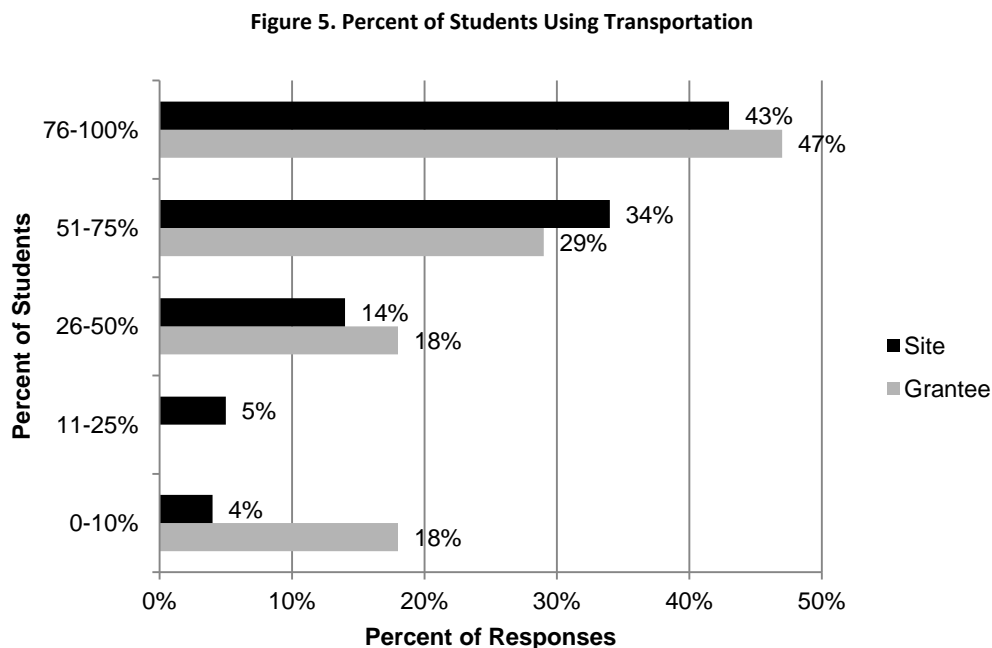
More grantees provided transportation *from* the program (57%) than *to* the program (18%). One of the response options was “our students do not need transportation.” While only 4% of grantees chose this response *from* the programs, 38% selected it *to* the programs. This is not surprising because the majority of the programs are located at the school the student attends (see Table 6 for more data). Most grantees who provided transportation used school buses (83%) 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. Data from the sites is comparable to that of grantees.

**Table 6. A Comparison of the Grantee and Site Affirmative Responses to Transportation-related Items**

<i>Survey Item</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Have a (grantee-level policy to) provide transportation TO your program	18%	15%
Have a (grantee-level policy to) provide transportation FROM your program	57%	64%
Used school buses to transport students	83%	83%

On further examination, 38% of grantees either did not provide transportation or reported that it was not needed *TO* their program but did provide transportation home *FROM* their program; 33% of grantees provided no transportation (either to their program or home from their program), and 18% of grantees provided transportation to and from their programs.

Figure 5 shows the range reported for students using transportation. As can be seen in the figure, the response almost half of the time was 76-100% of the students used the transportation. The funds for supporting transportation came most often from the 21<sup>st</sup> CCLC grant (85%); other sources included contributed by the grantee, either school or community organization (3 grantees); from a Native American grant to support bussing (one grantee); and provided by the school district (one grantee).



## Use of Incentives

Half of grantees (51%) did not use incentives for either recruitment or retention; 22% used incentives 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 two grantees (4%) used incentives solely to recruit students to their programs while 24% used them solely to retain students. This occurred most often during summer programs, where many programs offered Friday field trips to students who attended the rest of the week. At the site level, fewer sites (30%) reported not using incentives for either recruitment or retention and more reported using incentives for both recruitment and retention (27%), the same overall pattern applies. Only 3% of the sites used incentives for recruitment but did nothing for retention, while 40% used incentives solely for retention. The most commonly used incentive for recruitment was school supplies (in some cases, school supplies included backpacks); the most commonly used incentives for retention were field trips or special events like pizza parties.

## ***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. There are five measures of this leading indicator<sup>①</sup>:

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

Statewide, 21<sup>st</sup> CCLC programs served 47% of students who were academically at risk. Overall, the program retained 47% of the students for 30 days. Table 7 shows the percent of academically at-risk students and not-at-risk students who attended at least 30, 60, and 90 days. Overall, programs were somewhat more successful in retaining students who were not at risk; however, over 50% of at-risk students attended at least 30 days. Fewer students attended longer, with only one quarter of not-at-risk students and one fifth of at-risk students attending for 90 days.

Table 7. Enrollment and Retention Among Academically At-Risk and Not-At-Risk Students

	<i>At risk</i> <sup>①</sup>	<i>Not at-risk</i>
30 days	56%	62%
60 days	34%	42%
90 days	19%	26%

## Reasons for Enrollment

### *Parent Reports*

Table 8 shows the importance parents of elementary, middle, and high school students placed on various reasons for enrolling their children in their after-school programs. There was little difference between parents in these three groups in why they enrolled their children. Most parents enrolled their children to have a safe place after school and to help them do better in school. Not surprisingly, parents of elementary school children were somewhat more likely to be seeking dependable and affordable after-school care. One notable finding is that almost half of the parents in at all three grade levels enrolled their child for help with a disability or learning problem.

Table 8. Parents' Reasons for Enrollment: 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%	88%	86%	92%
I hope it will help my child do better in school.	87%	86%	85%	87%
It will help my child stay out of trouble.	80%	83%	82%	80%
It provides dependable after-school care.	79%	70%	69%	77%
It provides affordable after-school care.	74%	66%	68%	72%
School staff suggested that my child enroll.	53%	58%	63%	55%
My child has a disability or learning problem that this program can help.	45%	49%	48%	46%

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

## ***Student Reports***

Table 9 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 do 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 (and 70% of elementary school students) also came to be in a safe place.

**Table 9. 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.	87%	89%	87%	88%
To learn how to do new things.	86%	83%	85%	85%
To do better in school.	81%	81%	84%	81%
To be with my friends.	73%	80%	79%	77%
To be in a safe place.	70%	63%	66%	67%

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 (63%) and middle school students (68%) said they come because they want to, as did 80% of high schoolers
- About one-third of elementary school students, but only 12% of high schoolers said they come because their parents want them to come
- Very few students (5% overall, 8% of high school students) were referred by school staff

## **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. It should be noted that the 11 grantees with single sites were only able to select one option; grantees with multiple sites were given the direction to select 1-2 options. The



option “None at the grantee level; enrollment and retention is not an issue for our program at all” was not selected by any grantee. Table 10 shows the ranking of the responses selected by the grantees state wide. Over one-third want to increase the number of academically at-risk students who attend regularly and the same proportion want to increase attendance rates overall. Almost one-quarter want to increase their average daily attendance and a similar percent want to serve more students academically at-risk. Sites were similar in their rankings, although increasing retention was the top proposed strategy. Six percent of the sites (21) did not respond to this question.

**Table 10. Improvement Goals for Enrollment and Retention**

<i>Improvement goals</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Increasing the number of students who attend more than 30 days/60 days/90 days	37%	53%
Increasing the number of academically at-risk students who attend regularly	37%	40%
Increasing the average daily number of students you serve	24%	35%
Serving more students who are academically at risk	24%	28%
None at the grantee level; enrollment and retention are issues at certain sites	22%	
Meeting the specific attendance goals set forth in the grant	19%	15%

Grey box indicates an item that was not on the ARF report.

## ***Academic Content***

The leading indicator for academic content<sup>Ⓞ</sup>, defined as the program demonstrates that academics are a high priority, includes the following measures:

- Percent of students across grantees and sites attending at least 10 days who participated in any form of academic activities at least 10 days
- Percent of students across grantees and sites attending at least 10 days who participated in at least 10 days of homework help, academic enrichment (focused on specific subjects or embedded in non-academic activities) or tutoring
- Percent of staff and supervisors across grantees and sites who indicated that academics is a priority (either 1<sup>st</sup> or 2<sup>nd</sup> ranking)

## Student Academic Participation

### *Amount of Participation*

Overall, 89% of the students participated in academics, with elementary students participating most (90%) and high school students participating least (84%). Table 11 indicates the percent of students participating in the various types of academic activities offered by the CLCC programs. Credit recovery was a new offering in 2009-2010 and was only offered at the high school level.

**Table 11. 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>
Homework help ①	56%	52%	49%	54%
Academic enrichment focused on specific subjects ①	42%	36%	24%	38%
Embedded learning (academic activities occurring within non-academic enrichment) ①	29%	25%	14%	25%
Tutoring (remedial instruction for 1-3 students per adult) ①	1%	0%	1%	1%
Credit recovery	NA	NA	6%	1%
Did not participate in any academic activities	10%	11%	16%	11%

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 12, requirements varied widely by type. Homework help was required for all students by over two-thirds of the sites; 62% of the sites reported that they required students to participate in other activities where academics were the main focus. In contrast, it is no surprise that the enrollment rates for tutoring are so low, given that 29% of the sites do not offer it as an academic activity and another 35% do not require it for any students.

**Table 12. 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, but not all</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	68%	4%	11%	14%	2%
Tutoring (remedial help for specific academic subjects with no more than 1-3 students/staff)	9%	14%	14%	35%	29%
Other activities where academic learning is the MAIN emphasis	62%	8%	9%	18%	3%

Rows may not sum to 100% due to rounding.

## Staff Priorities

Staff priorities can influence what is emphasized in after school programming. In annual surveys, program staff are asked to rank their program priorities. The percent of staff who list improving academic achievement of youth as a top program priority 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. In 2009-2010, the majority (84%) of staff ranked improving students’ academic performance as their first or second priority, and almost half (48%) ranked helping students keep up with homework as a high priority. Over half (55%) also 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	84%
Improve the social and emotional development of youth	55%
Help youth keep up with homework	48%
Allow youth to relax, play, and socialize	13%
Develop the artistic abilities of youth	7%
Develop the sports skills of youth	5%

## Improvement Goals: Academic Content

Table 14 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.” Slightly more than half checked that they were going to improve the coding so that the state evaluator could do a better job of interpreting and categorizing their activity purposes. The second most frequent response was having more students participate regularly in academic enrichment activities (33%); only a few grantees (9%) checked the box for “academic content is only an issue for specific sites.” Again, grantees with single sites were only able to select one option; grantees with multiple sites were given the direction to select 2-3 options.

Sites concurred with grantees that the most important improvement they could make was better coding of activities. They placed relatively greater emphasis on making students’ academic improvement a top priority for staff in the program than grantees did. Six percent of the sites did not respond to this item.

Table 14. 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.	58%	54%
Having more students participate regularly in academic enrichment activities (focused on a particular subject or embedded learning).	33%	34%
Having more students participate regularly in academic activities in general.	26%	28%
Having more students participate regularly in tutoring.	20%	29%
Making students’ academic improvements a top priority of more staff in the program.	20%	30%
Having more students participate regularly in homework help.	16%	23%
None at the grantee level; academic content is only an issue for certain sites.	9%	
None at the grantee level; academic content is not an issue for our program at all.	2%	

Grey boxes indicate items that were not on the ARF report.

## ***Enrichment Content***

### **Amount of Participation**

High-quality programs offer a wide variety of activities designed to support and

enhance youth development and learning. Measures of the leading indicator “enrichment content” include participation in youth development, arts, and technology activities①, which have been shown to predict more positive academic outcomes. Table 15 shows the percent of students who participated in different types of enrichment activities. The highest proportion of students participated in youth development activities, such as character education and life skills development, followed closely by recreation and sports. About one-third took part in arts activities, with fewer participating in activities related to technology or health and nutrition.

**Table 15. Percent of Students Who Participated in Each Type of Activity**

<i>Type of activity</i>	<i>GRADE LEVEL</i>			
	<i>E</i>	<i>M</i>	<i>H</i>	<i>All</i>
Youth development (character education, conflict resolution, life skills, resistance skills, etc) ①	46%	39%	35%	43%
Recreation (social events, games, free play, etc)	45%	37%	25%	40%
Sports	44%	38%	22%	40%
Arts ①	43%	30%	21%	36%
Technology ①	21%	18%	11%	19%
Health/nutrition	3%	1%	2%	2%

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

## **Requirement for Participation**

As Table 16 shows, the two types of enrichment activities most likely to be required for all students were recreation (61% of the sites) and youth development (55% of the sites). Sites were least likely to require participation in sports (23%) and technology (24%).

**Table 16. Percent of Sites by Enrichment Activity Requirements**

<i>Type of academic 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>
Recreation (including social events, games, playgroup time, etc.)	61%	7%	31%	2%
Youth development (character education, conflict resolution, life skills, resistance skills, etc.)	55%	13%	30%	3%
Health/nutrition	45%	14%	35%	7%
Family involvement	34%	6%	56%	4%
Cultural enrichment	31%	16%	46%	8%
Arts (visual art, dance, music, theater)	29%	15%	51%	4%
Community service	29%	20%	36%	14%
Technology (computer programming, sound engineering, video editing – NOT academic games played on computers)	24%	14%	48%	15%
Sports (organized individual or team sports)	23%	12%	56%	9%

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

## **Improvement Goals: Other Enrichment**

The responses to improvements in enrichment content tend to mirror those for academic content. Once more, only one grantee (although a different grantee from academic content) indicated that enrichment content was not an issue for their program at all, and slightly more grantees (69%) selected the coding option as their area for improvement in enrichment compared to academic content. Slightly more than one-third identified increasing the variety of enrichment activities and slightly less than one-third identified having more students regularly participate in technology activities. See Table 17 for the ranking of the responses generated by grantees statewide. Grantees with single sites were only able to select one option; grantees with multiple sites were given the direction to select 2-3 options. Sites again followed the pattern of grantees, selecting the option of better coding as their priority improvement strategy. Six percent of the sites did not answer this question.

**Table 17. Improvement Goals for Academic Enrichment**

<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.	69%	59%
Increasing the variety of enrichment activities (for example, arts, technology and youth development)	35%	46%
Having more students participate regularly in technology activities	31%	24%
Having more students participate regularly in youth development activities	24%	27%
Having more students participate regularly in arts activities	9%	16%
None at the grantee level; academic enrichment content is only an issue for certain sites.	7%	
None at the grantee level; academic enrichment content is not an issue for our program at all.	2%	

Grey boxes indicate items that were not on the ARF report.

## ***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. Connecting with school-day teachers more than once a month for low-achieving students
2. Existence of a formal policy for connecting with school-day teachers (not including “as needed”)
3. Full-time site coordinator, who is then assumed to have time to make school connections
4. Certified teachers provide academic support for 21<sup>st</sup> CCLC homework help, tutoring, and academic enrichment focused on traditional subjects (not including academics embedded in non-academic activities)
5. Student reports of academic support quality

## **Connections to the School**

Grantees and sites reported on the ARF about practices with all students,

academically at-risk students, or no students (Table 18). The most common practice (44% of grantees) reported for all students was access to and use of school data systems that display progress and grades on school-day work. The most common practice for academically at-risk students only was corresponding with school-day teachers at least once per week on their progress. For grantees, the rates were almost equal among all students (35%), academically at-risk students (32%) and no students (33%). The rates reported by sites were slightly higher for at-risk students (39%) and lower for no students (25%). The practice least used by after-school staff was written progress reports on individual students' academic progress; 60% of the grantees said they did this with none of their students.

## **Formal Policies**

Connections to the school day are important for helping students to do better academically, and grantees reported medium-to-strong linkages. 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<sup>①</sup>. 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 coordinator and the sites internalized that role; 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.



**Table 18. 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.

Sites were also asked how supportive of the afterschool program the school-day staff were. Ninety-two percent 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, 70% of the sites said that he or she acted as an advocate for CLC program. Teachers, however, were less invested; 57% of the sites reported that teachers were strongly invested and 41% said they were indifferent to the program, but only 5 sites reported that their teachers viewed the CLC as competition for scarce resources.

## **Full-time Site Coordinator**

The primary reason for having a full-time site coordinator is having a person on-site when school staff are available ①. Only 45% of the sites reported that they had a full-time site coordinator.

## **Certified Teachers**

The measure for use of certified teachers only specifies their teaching of homework help, tutoring and traditional enrichment①; it does not include embedded learning or credit recovery. It can be seen in Table 19 that

approximately 40-44% of the academic activities are taught by school-day or retired teachers.

**Table 19. Percent of Academic Activities Led by School-Day or Retired Teachers**

<i>Type of academic activity</i>	<i>Percent of activities</i>
All academic activities ①	41%
Homework help ①	44%
Tutoring ①	40%
Academic enrichment focused on specific subjects ①	40%
Embedded learning activities (academic activities occurring within non-academic enrichment)	26%
Credit recovery	30%

## **Student Reports of Academic Quality**

It is also important for students to perceive that they receive useful academic support in the CCLC programs; thus, student perceptions of the academic support they receive are another measure of the indicator “connections to the school day.” Table 20 shows student reports of academic support quality. There is general agreement among students at all levels that they receive assistance in staying caught up with their homework and get help understanding their class material. Although the item “I learn school subjects in fun ways” has a higher overall score than the previous item, it is clear that elementary students are having more fun than their middle or high school counterparts. Finally, two-thirds of students overall and almost three-quarters of high school students think that what they do in the CCLC program matches what they do in the school day. It is important that the afterschool program support and facilitate school-day instruction. However, an advantage of the out-of-school time program is that learning may take place in many different ways than is done in the classroom. A mix of both matching and different academic activities may be optimal.

**Table 20. Academic Support - Percent of Students who Agreed or Strongly Agreed ①**

<i>Survey 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%	83%	83%
This program helps me understand what we are doing in class.	77%	75%	79%	76%
I learn school subjects in fun ways.	82%	74%	74%	77%
The school work I do matches the school work we do in regular class.	65%	65%	73%	67%

## Improvement Goals: Connection to the School Day

Table 21 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. The top three grantee choices had in common putting structures in place; the top three site choices had in common better service to students. Implementing a full-time site coordinator was fairly far down on the grantee list and at the bottom on the site list; apparently site administrators see no problems arising from their part-time status.

**Table 21. 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.	55%	62%
Assessing data systems that provide ongoing information about students' progress in school-day classes.	31%	25%
Putting into place a formal written policy for regular information sharing between teachers and program staff about students' academic needs.	24%	14%
Improving the quality of academic support offered to students	24%	39%
Participating in a school improvement planning committee.		22%
None; connections to the school day is an issue for certain sites.	15%	
Establishing formal/regular meeting times and keeping records of minutes and agendas from administrative meetings between school day and after-school staff.	9%	10%
Implementing a full-time site coordinator whose responsibilities include communicating with teachers and school day staff about students' academic needs.	9%	8%
Increasing the number of academic activities taught by certified teachers.	9%	10%
None; connections to the school day is not an issue for our program at all.	6%	

Grey boxes indicate an item that was not in the ARF report.

## ***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 five measures of this are:

1. Point-of-service engagement (Youth Program Quality Assessment [YPQA] self-assessment engagement score)
2. Point-of-service interaction (Youth Program Quality Assessment [YPQA] self-assessment interaction score)
3. Student report of opportunities for governance, decision-making and choice
4. Student-reported opportunities for engagement
5. Student-reported opportunities for interaction

### **Point-of-Service Quality (YPQA)**

The YPQA is an observational self-assessment done annually by all sites. The two scales selected for leading indicators ① were observed engagement and observed interaction, measured on a 1-5 behaviorally anchored rating scale. Across the state, sites achieved an average score of 3.5 on observed engagement and a 3.9 on observed interaction.

### **Student Report of Governance, Decision-making and Choice Opportunities**

Table 22 shows student perceptions of the opportunities they have in their program for governance, decision-making and choice. The highest proportion of students said that they had input in how activities were carried out and felt that their opinions mattered in decision making. About half of the students said they had participated in a youth advisory committee.

**Table 22. 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	70%
My opinions matter when decisions are made about the program.	68%
I get to choose my activities.	63%
I help decide what kinds of activities are offered.	59%
I am involved in important decisions about this program.	58%
I have participated in a youth advisory committee.	50%

## Student Report of Engagement Opportunities

As Table 23 shows, most students reported being highly engaged in the program. Most often, they reported having opportunities to try new things and learn new skills. The fewest percent, but still a majority, said the program's activities are challenging; challenging activities are associated with increased engagement and learning, as long as they are not *too* challenging to be ultimately be completed successfully.

**Table 23. Engagement - Percent of Students who Agreed or Strongly Agreed ①**

<i>Survey item: At this program...</i>	<i>Percent of students</i>
I get a chance to try new things.	87%
I pay attention to what we are doing.	86%
At this program, I get to do things I like to do.	81%
The activities challenge me to learn new skills.	79%
The activities we do really make me think.	77%
At this program, I do things that I don't get to do anywhere else.	65%
At this program, the activities are challenging.	60%

## Student Report of Interaction Opportunities

As Table 24 shows, the majority of students perceive that they have opportunities to work cooperatively with adults and peers and to take leadership. However, only about half feel they have 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.	80%
I get to work in small groups of just a few kids.	77%
I have opportunities to be a leader.	75%
Kids and staff have group discussions about what we learned.	71%
I get to teach or coach other kids.	52%

## **Student Report of Skill-Building and Mastery Opportunities**

Although these topics are not included in the leading indicators, they are important for student growth and learning. Table 25 shows that most students do not merely see the program as child care, but feel that programs encourage active learning and students' positive perceptions of learning, trying hard, and staff noticing when they are doing well.

**Table 25. Skill-Building and Mastery Orientation - Percent of Students who Agreed or Strongly Agreed**

<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.	87%
Learning new ideas and concepts is very important.	87%
How much you improve is really important.	87%
It's important that we really understand the activities that we do.	86%
Staff notice when I have done something well.	85%

## **Improvement Goals: Instructional Quality**

As shown in Table 26, both grantees and sites ranked the options in the same order, beginning with more opportunities for youth to make goals and set plans, reflect on their activities and experiences, and make choices within activities. The least-selected option by both groups was making activities more challenging for students.

**Table 26. 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.	56%	55%
Increasing opportunities for students to make choices and participate in governance and decision making for the program as a whole	36%	44%
Providing more opportunities for youth to develop activities and lead, mentor and participate in small groups and partner with adults.	35%	38%
Making activities more challenging for students	15%	23%
None at the grantee level; enrollment and retention are issues at certain sites	13%	
Meeting the specific attendance goals set forth in the grant	4%	

Grey boxes indicate items that were not on the ARF Report.

# Domain 2 - Organizational Context

The domain Organizational Context is composed of five indicators: Stability, Grantee Program Management, Site Program Management, Staff Experience and Training, 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 to 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)

## **Stable Staff**

When asked if the project director remained the same through the 2009-10 program year, nearly all (92%) said yes; however, seven single-site grantees did not answer this question. The same grantees also did not answer the indicator question regarding retention of the project director into the 2010-11 program year ①. (We think this is due to an error in the way the ARF survey was designed.) The response mirrored that of the first question, as nearly all said yes (92%). However, although the number of grantees who said no was the same, the grantees themselves were not. Two of the grantees whose project directors stayed all year in 2009-10 did not return in 2010-11; two of the grantees whose project



director did not stay all year did return the following year (presumably this was their new project director who came back).

Eight (17%) grantees reported having part-time ( $\leq 35$  hrs/week) project directors; the same seven single-site grantees did not answer this question. Among the 11 single-site grantees, seven used the same person as project director and site coordinator; four did not.

Seventeen percent of the site coordinators left during the 2009-10 program year, and 27% did not return for the 2010-11 program year ①. These figures are calculated omitting the programs that ended in 2009-10 whose staff could not be expected to return.

Almost two-thirds (64%) of the sites reported that they retained 76%-100% of their staff from 2009-10 to the 2010-11 program year ①. In addition, almost the same percent reported that their service providers, partners, and vendors who provided activities stayed throughout the year. A smaller percent (50%) of activity staff came back in the 2010-11 program year. 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.

## **Stable School Settings**

The principal did not change in 64% of the sites and the school did not change in 90% of the cases ① (see Table 27). Forty-five percent of the sites reported changes in the administrative staff of the school or district, the program moving to a new school, or other major changes. Many of the changes listed as "other major changes..." were merely an elaboration of one of the other items; for example, "new principal" or "middle school merged with high school." A number of the others are about changes in the 21<sup>st</sup> CCLC program, not the school. "New site coordinator" and "new 21<sup>st</sup> CCLC staff" are not school-related. Finally, some comments reported no such changes in their schools. Among those that were not duplicative are issues like construction at the school which resulted in the 21<sup>st</sup> CCLC location being changed, an elementary school being closed whose teachers were then distributed throughout the district, an announcement that the school

would be closing at the end of the year, which was disruptive for students and their parents. Table 27 below shows the percent of time each of these was selected by the 151 sites reporting changes.

**Table 27. Percent of Sites Reporting School-Related Changes**

<i>Changes</i>	<i>Percent of sites</i>
Other major changes at the school or district that affected your program.	37%
Principal of the school changed ①	36%
Superintendent changed	32%
Host school was faced with budget cuts that affected your site	16%
School reorganized ①	10%
Program moved to a new school	7%

## **Improvement Goals: Stability**

Sites were given only four of the eight improvement options that grantees were. When asked what grantee-wide action they would take to improve program stability, the largest percent selected improving their partnerships with outside vendors (Table 28). Identifying, coping with or managing the effects/impacts of school changes was the second most selected improvement option by grantees and the most selected by sites.

**Table 28. Improvement Goals for Stability**

<i>Improvement goals</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Improving partnerships with outside vendors	29%	
Identifying, coping with or managing the effects/impacts of changes on the school program	24%	47%
Improving retention among front-line staff	17%	21%
Improving retention among site coordinators	14%	39%
Improving partnerships with the school district(s)	14%	
Retaining the project director	9%	36%
None; stability is only an issue for certain sites	6%	
None; Stability is not an issue for our program at all.	4%	

Grey boxes indicate items that were not on the ARF report.

## ***Grantee Program Management***

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 six measures of this leading indicator ①:

1. Project directors provide effective support to site coordinators
2. Grantee-level staff meetings are effective
3. Site coordinators are part of the decision-making process
4. Project directors refer to state standards when designing the program
5. Project directors are familiar with the objectives outlined in their grant
6. The network of sites within the grantee is viewed as collaborative, strong, a learning community

### **Grantee Level Program Management**

As Table 29 shows, most project directors who completed the 2009-2010 supervisor survey reported that they were familiar with their specific program objectives but somewhat less likely to use broader state standards when designing the program. Overall, site coordinators believed that their project directors provided effective supervision and worked collaboratively with them in making program decisions. Fifty-seven- percent of administrators (project directors and supervisors) perceived that sites within their program networked to benefit from mutual learning.

**Table 29. Grantee Program Management ①**

<i>Grantee program management measures</i>	<i>Percent of grantees</i>
Site Coordinators are part of decision-making process (SC reports)	87%
Project director is familiar with grant objectives (PD report)	87%
Effective staff meetings (SC reports)	85%
Project director provides effective support to Site Coordinators (SC reports)	77%
Project director refers to state standards when designing the program (PD report)	67%
Network of sites within grantee is viewed as collaborative, strong; a learning community (PD and SC report combined)*	57%

\* This figure excludes single-site grantees where no networking would have been possible

## **School District Contributions**

By far the most common school district contributions were use of the school building (96% of grantees), office space for the 21<sup>st</sup> CCLC program (81%), custodial/maintenance services (79%), and computers and internet access (77%). Slightly more than half of the grantees (53%) said their districts also provided food, snacks and/or meals. In contrast, only 15% of grantees reported that they received partial payment for after-school teachers' wages and the same percent reported partial payment for other staff to assist in the 21<sup>st</sup> CCLC program; 9% of the grantees said their districts paid both partial teachers' and partial staff salaries. Two grantees did not answer this question.

## **Advisory Committees**

Half (53%) of the grantees reported having a grantee-level advisory committee or policy board. Generally, project directors and site coordinators were members of the committee/policy board; 87% of the committees included project directors and 63% included site coordinators. Least represented on grantee-level advisory/policy committees were host school staff not working in the 21<sup>st</sup> CCLC program (23%), 21<sup>st</sup> CCLC student representatives (20%), school board members (20%), business people (20%), faith-based organization representatives (20%), and local governmental officials (17%).

## **Snacks and Suppers**

Most (84%) of grantees reported using the Child and Adult Care Food Program. An error in data collection forestalls us from reporting on the percent who used it for snacks only versus both snacks and suppers.

## **Sustainability**

About a quarter (24%) of grantees reported that they submitted proposals to get additional funding for their 21<sup>st</sup> CCLC programs. Three grantees reported that they had not yet been successful but ten grantees (77%) had been successful. Grantees were more successful in their development of co-funded programs, such as a summer program partnership between the 21<sup>st</sup> CCLC program and

YouthCorps. One-third of grantees reported that they had developed such programs; one additional grantee tried but was not successful. Finally, grantees were asked if they had tried to set up a community service program where high school students did community service with their program every week. Again, 13 grantees reported that they had such a program (24%) but this time, two additional grantees had tried to set one up but not been successful.

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

Information in this section is drawn solely from the Grantee ARF. The most common goal (40%) was to improve the support provided to site coordinators to conduct quality programs (see Table 30). Thirty-five percent of grantees intended to hold regularly scheduled meetings with site coordinators – and perhaps other staff – with clear goals aligned with improvement plans, 29% targeted including site coordinators in the program’s decision-making processes, and 27% selected getting additional funding. Four grantees indicated that grantee program management was not an issue for their program at all.

**Table 30. Improvement Goals for Grantee Program Management**

<i>Improvement goal</i>	<i>Percent of grantees</i>
Improving the support provided to site coordinators to conduct quality programs	40%
Holding regularly scheduled meetings with site coordinators, and perhaps staff, with clear goals aligned with improvement plans	35%
Including site coordinators in the program’s decision-making processes	29%
Getting additional funding	27%
Making sure project director knows and uses state program standards in program design and implementation	16%
Building partnerships with vendors/providers	15%
Implementing a food program	11%
Improving grantee-level management and training processes with vendors	9%
None at the grantee level; grantee program management is not an issue for our program at all	7%
None at the grantee level; grantee program management is only an issue for certain sites	6%

## Site Program Management

Site program management is defined as being the site being guided by standards, having effective supervision over staff, and being collaborative internally and externally ①. The measures of the indicator “site program management” are similar to those for grantee program management but at the site level:

1. Site coordinators provide effective supervision to staff
2. Site staff meetings are conducted effectively
3. Staff are included in decision-making processes
4. Site coordinators refer to state standards when designing the program
5. Site coordinators are familiar with grant program objectives

### Effective Supervision

As Table 31 shows, in general, staff perceive that their supervisors are familiar with and supportive of their work and encourage them to focus on program priorities. Fewer (55 – 66%) reported that their supervisors observe their work and give them specific feedback about how to improve.

**Table 31. Supervisor Supports for Working with Youth - Percent of Staff Reporting Often or Always ①**

<i>Survey item: My supervisor...</i>	<i>Percent of staff</i>
Knows what I am trying to accomplish with youth.	85%
Makes sure that program goals and priorities are clear to me.	80%
Tells me that I’m good at my job.	72%
Gives me useful feedback about how I work with youth.	66%
Reviews my activity plans.	65%
Challenges me to innovate and try new ideas.	65%
Is visible during the activities that I lead/co-lead.	55%

### Effective Staff Meetings

Staff were very satisfied with how staff meetings are run in their sites; they believe that coordinators are open to input from staff and work to achieve consensus (see Table 32).

**Table 32. Perceptions of Staff Meetings - Percent of Staff Reporting**

**True or Very True ①**

<i>Survey item</i>	<i>Percent of staff</i>
Open to input from staff.	93%
Well organized.	85%
Able to achieve agreement from all participants when necessary.	85%
Open to disagreement from staff.	79%

**Staff Decision Making and Control**

Although about three-quarters of staff say they have input about program rules and policies, fewer perceive that they have regular involvement in making decisions about program design and implementation (43-55%; Table 33).

**Table 33. Staff Decision-Making and Control - Percent of Staff who Agreed or Strongly Agreed ①**

<i>Survey item</i>	<i>Percent of staff</i>
I have a significant role in shaping this program's rules and policies.	74%
I regularly have an active role in planning about this program.	59%
I am regularly involved in making decisions that affect this program.	55%
I decide the content and purpose of the activities that I lead for youth.	43%

**Site Coordinators Refer to State Standards and Are Familiar with Grant Objectives**

Each of these was a one-item scale ①. Sixty percent of the site coordinators agreed or strongly agreed with the statement "I refer to the state standards or other written standards" and 84% reported "I would be able to describe the specific objectives for this program."

**Site Level Advisory Committees**

Sixty-one percent of the sites reported having their own advisory or policy committees. The membership of the site-level Advisory Committees differed from the grantee-level advisory committees; site coordinators were members of most site-level advisory committees (83%) and students were members of many (71%). Very few (from 5% or less) advisory committees had the following as members:

ISD or school district staff, school board members, community agency staff not participating in the program, local government officials, business people, or representatives of faith-based organizations.

Overall, 46% of the grantees had both grantee-level and site-level advisory committees, 16% had only a grantee-level advisory committee, 15% had only site-level advisory committees, and 23% had no advisory or policy committee at all. This question was last asked in 2006-07 ARF; Table 34 compares this year with that prior data. The percent of grantees with both grantee- and site-level advisory/policy committees has increased. However, the percent who have no advisory committee at any level has not changed.

**Table 34. Advisory or Policy Committees: Change from 2006-07 to 2009-10**

<i>Item</i>	<i>2006-07</i>	<i>2009-10</i>
Advisory or Policy Committees at both the Grantee- and Site Levels	34%	46%
Advisory or Policy Committees solely at the Grantee Level	30%	16%
Advisory or Policy Committees solely at the Site Level	22%	15%
No Advisory or Policy Committees	24%	23%

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

Sites were asked to check all the problems with services providers, partners or vendors that caused disruptions in their programs. Overwhelmingly, there were no major disruptions or the site did not use outside staff to deliver its activities (84%). Four percent of the sites reported problems with service providers/vendors being tardy, another 4% reported they were regularly unprepared, and a final 4% said vendors were not able to work with the 21<sup>st</sup> CCLC students. Only 1% said the vendors unexpectedly left.

## **Snacks and Suppers**

The majority of sites used the Child and Adult Care Food Program (CACFP). Although a data collection error makes these figures an estimation, about 36% of sites used the food program for snacks only and 27% for suppers only, with only 20% of the sites serving both snacks and suppers in their programs.



Ten percent of sites did not use the CACFP; 67% of these indicated that they did not know they were eligible. The other sites gave the following reasons for not using the food program: 24% of those who did not use CACFP said it would have added to the cost of the program, two sites said there was too much paperwork, and one site said they didn't have a place to serve food in their setting.

### **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 around the option. The 11 single-site grantees only received the site ARF options.

At the grantee level, half of grantees identified the goal to improve site coordinator support to staff to create quality interactions and activities, and 21% to 25% identified educating site coordinators about the program's objectives and state standards for program design as well as developing their ability to include staff in decision making around quality. Among sites, the top improvement goals were increasing support to staff for quality interactions and activities, including staff in decision-making, and holding regular, effective staff meetings (see Table 35).

## ***Staff Experience and Training***

The leading indicator staff experience and training is defined as staff are educated, experienced, and have sufficient professional development ①. The expertise of program staff has a direct impact on the quality of program activities. Six measures are used to assess staff expertise:

1. Bachelor's degrees
2. Master's degrees
3. At least two years experience working with youth

**Table 35. Improvement Goals for Site Program Management**

<i>Improvement goals</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Improving site coordinator support to program staff to create quality interactions and activities	50%	43%
Educating site coordinators about the program's current objectives as described in the grant proposal (or updated in MEGS)	25%	11%
Including staff in the program's decision making processes around quality improvement	23%	40%
Using state standards to guide program design	21%	21%
None at the grantee level; site program management is only an issue for certain sites (Grantee only)	14%	
Improving site meeting quality (Grantee wording)		
Holding regularly scheduled site staff meetings with clear goals aligned with improvement plans (Site wording)	11%	41%
Improving management and training processes with vendors	11%	18%
None at the grantee level; site program management is not an issue for our program at all (Grantee only)	11%	

Grey boxes indicate items that were not on the ARF report.

4. Familiarity with state and other standards
5. Professional development
6. Training provided when hired

## **Qualifications**

Although there are no defined targets for the percent of staff having a Bachelor's or Master's degree, 55% percent of the recorded staff have BAs or BSs; 23% have a Master's degree ①. There is a target for experience; 84% have two or more years of experience working with youth in either schools or programs ①.

## **Familiarity with Standards, Professional Development and Training**

To be effective, staff of high-quality programs should be familiar with the objectives their program is intended to accomplish. They must also be aware of what quality after-school programs look like and the specific expectations that the program has for staff. Professional development opportunities for staff

should build general skills in how to work with youth as well as content-specific knowledge. Table 36 shows the percent of staff who are familiar with state program objectives and state standards. It is notable that only 62% of staff said they would be able to describe the program objectives written into their grant proposal, although it should be noted that objectives may have changed since the initial proposal was submitted. Just over half of staff responding to the survey were familiar with state standards for after-school programs and somewhat fewer had knowledge of other types of standards for youth development work.

**Table 36. Staff Familiarity with State Standards and Program Objectives – Percent of Staff who Reported “Yes” ①**

<i>Survey item</i>	<i>Percent of staff</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 MDE, to someone else.	62%
I would be able to describe the main points of the Michigan state standards for after-school programs to someone else.	57%
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.	47%

Tables 37 and 38 present information about the types of professional development opportunities that staff participated in pre-service and in the past two years. When they first began working with the programs, most staff received orientation to program goals and expectations for staff as well as regular feedback from supervisors (Table 37). Fewer had opportunities to work together with other staff or received orientation to working with youth. Sixty percent have participated in ongoing professional development related to working with youth, and about half have had professional development specific to the content area(s) in which they work (Table 38).

## ***Continuous Improvement and Evaluation***

The indicator continuous improvement and evaluation is defined as processes and quality infrastructure are in place for data-driven program improvement and

**Table 37. Staff Initial Professional Development - Percent of Staff who Reported “Yes” ①**

<i>When you began working at this program, were you:</i>	<i>Percent of staff</i>
Informed about what this program is trying to accomplish with youth.	80%
Informed about how staff at this program are expected to work with youth.	77%
In daily communication with your supervisor at THIS program about how things were going.	75%
Mentored by more experienced staff.	49%
Given shared planning time with a staff member who had been here longer.	49%
Offered a “beginners seminar” or pre-service orientation about how to work with youth.	43%

**Table 38. Staff Ongoing Professional Development - Percent of Staff who Reported “Yes” ①**

<i>In the past 2 years, 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.)	60%
Training related to the content of the specific kinds of activities you lead (such as disguised learning, science activities, arts activities, etc.)	53%
The High/Scope Youth Worker Methods training by the High/Scope Foundation	9%

evaluation. There are seven measures of this indicator:

1. Project director exposure to evaluation data
2. Project director attitudes about the importance of data-driven continuous improvement
3. Site coordinator exposure to evaluation data
4. Site coordinator attitudes about the importance of data-driven continuous improvement
5. Staff exposure to evaluation data
6. Staff attitudes about the importance of data-driven continuous improvement
7. Staff collaboration for continuous 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.

## Administrator and Staff Exposure to Data

Table 39 shows administrators' reports about their exposure to data. It is interesting to note that site coordinators report being more exposed to data than the project directors do, except for interviews or focus groups with parents, where they are the same. The largest difference is with the YPQA, where site coordinators (94%) are much more likely to see the results than are the project directors (67%). There is also a difference in the number who report seeing the results of youth surveys (85% site coordinators vs. 75% project directors).

The table also shows the extent to which staff have opportunities to review data about their programs. About half see data about youth perceptions and satisfaction with the program and youth outcomes, as well as results from their own program quality assessments. Fewer see data about parent perceptions; however this may be because of lower response rates for the parent surveys. A few staff see additional information collected locally from youth (35%) or parent (24%) focus groups.

**Table 39. Percent of Administrators and Staff Exposed to Data at Least Once During the Program Year ①**

<i>Type of data</i>	<i>Percent of project directors</i>	<i>Percent of site coordinators</i>	<i>Percent of staff</i>
Youth surveys	75%	85%	49%
Youth outcomes	70%	78%	42%
Program quality assessment (YPQA)	67%	94%	48%
Interviews or focus groups with youth	62%	70%	35%
Parent surveys	61%	66%	36%
Interviews or focus groups with parents	49%	49%	24%

## Administrator and Staff Attitudes Toward Data-Driven Continuous Improvement

Table 40 shows that both project directors and site coordinators view collecting and using data to make decisions as very useful.

**Table 40. Attitudes Toward Data-Driven Continuous Improvement – Percent of Administrators and Staff Who Reported Pretty Useful or Extremely Useful ①**

<i>Survey item</i>	<i>Percent of project directors</i>	<i>Percent of site coordinators</i>	<i>Percent of staff</i>
Collecting data on what happens at the program.	88%	83%	83%
Using data to decide where we want to improve.	88%	86%	86%

## Staff Collaborative Practices

Over 90% of regular staff agree that it is useful for staff to have planning time and for staff and supervisors to work together in setting goals for the program. A smaller but still significant majority think that using data in their planning is useful (Table 41).

**Table 41. Staff Collaborative Practices for Program Improvement – Percent of Staff who Reported “Often” or “Always”**

<i>Survey item: How often do you do the following?</i>	<i>Percent of staff</i>
I discuss teaching problems or practices with another staff member.	61%
I work on plans for program policies/activities with other staff.	43%
I plan activities with another staff member.	44%
A co-worker observes my activities and offers feedback about my performance.	33%
I observe a co-worker’s activities and give feedback about his/her performance.	31%

## 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 42 shows improvement goals by grantee and site. Only the responses of the 44 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; however, that was the least frequently selected option by the sites, probably reflecting low levels of interaction between

site coordinators and local evaluators. The option sites selected most was to give program staff opportunities to learn about and understand data about the program; that was one of the lesser priorities for grantees.

**Table 42. Improvement Goals for Continuous Improvement and Evaluation**

<i>Improvement goals</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Work more closely with our local evaluator to translate data into improved program practices	50%	16%
Help [grantee-level: program administrators; site-level: program staff] learn how to translate data results in actions that can improve the program	32%	36%
Increase the quality of the data we have so it can be useful to our program	27%	17%
Improve program administrators (PDs and SCs) to learn about and understand evaluation data (grantee version)	18%	41%
Give the program staff opportunities to learn about and understand data about the program (site version)	18%	37%
Provide opportunities for program administrators to work together to plan and help each other improve their practice (grantee version)	18%	37%
Increase the degree to which staff work together to plan and help each other improve their practices (site version)		
Improve the site coordinator's understanding of how to use data for continuous improvement (site only)		29%
None at the grantee level; continuous improvement and evaluation is only an issue for certain sites (grantee only)	7%	
None at the grantee level; continuous improvement and evaluation is not an issue for our program at all (grantee only)	2%	

Grey boxes indicate items that were not on the ARF Report.

# Domain 3 - Positive Relationships

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

## *Climate*

Program climate is defined as a positive and cooperative program climate helps create an environment in which children and youth can develop and learn. Four measures make up the leading indicator:

1. Student report of staff support
2. Student report of peer relationships
3. Staff job satisfaction
4. Staff consensus on values and goals of the program

Responses from the 9,973 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 72% of the total students participating in the program. In addition to the two student measures of the indicator, students also 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.

In addition to the two staff scales that are used in calculating the leading indicators, two other scales were reported in the ARF Data Tables. We report data on all four scales from 2047 staff surveys collected in the 2009-10 program year.



## Student Perceptions of Climate

### *Student Report of Staff Support*

Overall, students were positive about their interactions with 21st CCLC program staff (Table 43), particularly noting that they trusted staff and felt that staff cared about them. The percent of students who appeared to feel that they could turn to staff to talk about problems and issues was lower, but still relatively high.

**Table 43. Staff Support - Percent of Students who Agreed or Strongly Agreed** ①

<i>Survey item: At this program...</i>	<i>Percent of students</i>
Staff care about me.	90%
I trust the staff.	89%
If a kid is being mean to me, staff will help me.	86%
I can tell the staff in this program about my problems.	71%

### *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 44). 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 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 44. Peer Climate - Percent of Students who Agreed or Strongly Agreed ①**

<i>Survey item: At this program...</i>	<i>Percent of students</i>
Kids work together to solve problems.	68%
Kids help me when I'm having a hard time.	66%
Kids tell each other when they do a good job	64%
Kids make sure that other kids follow the rules.	58%
I trust the kids.	57%
At this program, kids hit or push other kids in a mean or angry way.	28%
At this program, kids tease or make fun of me.	23%
At this program, I get left out or ignored by other kids.	20%

### ***Student Report of Program Satisfaction***

For students to get the full benefits of program attendance, they have to keep participating. One component of retention is participant satisfaction with the program. As can be seen in Table 45, a very high percent of students 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 45. Program Satisfaction - Percent of Students who Agreed or Strongly Agreed**

<i>Survey item</i>	<i>Percent of students</i>
I have fun when I'm at this program.	87%
At this program, I feel safe.	86%
I really like coming to this program.	85%
I miss being at this program when I don't come.	69%

### ***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 46). However, monitoring may be necessary in those sites whose students responded that the program space was uncomfortable or dirty.

**Table 46. Program Environment - Percent of Students who Agreed or Strongly Agreed**

<i>At this program...</i>	<i>Percent of students</i>
We get healthy drinks and snacks.	83%
Kids have enough room to do the activities.	82%
Supplies are available when we need them.	82%
This program space is physically uncomfortable.	21%
The program space here is dirty.	17%

### ***Student Report of Program Management Problems***

Students are unable to learn in a program that is not well governed. In Table 47 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.

**Table 47. Program Management Problems - Percent of Students who Agreed or Strongly Agreed**

<i>At this program...</i>	<i>Percent of students</i>
Staff yell a lot.	31%
Staff punish kids without finding out what really happened.	29%
Things get out of control.	28%
Kids have to wait around a lot.	28%
Staff don't do anything if kids break the rules.	16%

## **Staff Perceptions of Climate**

### ***Staff Job Satisfaction***

In the staff survey, staff responded to three items related to their job satisfaction. As can be seen in Table 48, a large proportion of staff reported high levels of job satisfaction.

**Table 48. Staff Job Satisfaction - Percent of Staff who Agreed or Strongly Agreed ①**

<i>Survey item</i>	<i>Percent of staff</i>
I am satisfied with this job at this after-school program.	89%
In most ways, this job (at this after-school program) is close to my ideal.	72%
Looking back at my career, I would basically do the same things.	70%

### ***Staff Consensus on Values and Goals***

For programs to be consistent and coherent, staff must agree on the basic values and goals of the program. As can be seen in Table 49, across the state a large proportion of staff in programs agree that everyone is working together toward common goals, and have similar beliefs about the kinds of relationships that staff and youth should have with each other. To a slightly lesser extent, staff agree how much youth should be involved in making decisions about the program and how youth should be disciplined. Sites where consensus is low are likely to benefit from more staff training and supervision.

**Table 49. Staff Consensus - Percent of Staff who Agreed or Strongly Agreed ①**

<i>Survey item</i>	<i>Percent of staff</i>
Everyone in our program is working together toward common goals.	82%
Most staff at this site have similar beliefs about the kinds of relationships that staff and youth should have with each other.	77%
Most staff at this site have similar beliefs about how much youth should be involved in making decisions about the program.	70%
Most staff at this site have similar beliefs about how to discipline youth.	69%

### ***Staff Practices for Support and Belonging***

Staff were also asked to rate the importance of a number of practices that are supportive of youth. As can be seen in Table 50, there was almost unanimous support for each of these positive practices.

**Table 50. Practices for Support and Belonging - Percent of Staff Who Reported “Extremely Important”**

<i>Practice</i>	<i>Percent of staff</i>
Keep youth safe and secure.	99%
Let youth know when they do a good job.	99%
Make sure that youth act respectfully toward each other.	98%
Set ground rules at beginning of the activity.	97%
Make sure that youth feel like they belong to the group.	96%
Help youth learn to resolve conflicts.	95%
Get to know each individual youth.	94%

## **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 51 shows, the grantee and site climate targets are different. Two options for improvement at the grantee level tied for the most responses from grantees: improving staff relationships with students and helping staff develop common values and common goals for the program. The two “none at the grantee level” responses – climate is only an issue for certain sites and climate is not an issue for our program at all – were selected by 16% and 13% of grantees, respectively.

In contrast, site staff were much more concerned than grantees about improving youth peer relationships in the program. To a lesser extent, they shared the concern for improving staff relationships with students.

## ***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 inform parents about child regularly
2. Staff inform parents about family activities

**Table 51. Improvement Goals for Climate**

<i>Improvement goals</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Improving staff relationships with students	40%	46%
Helping staff develop common values and common goals for the program	40%	32%
Improving youth peer relationships in the program	26%	58%
Increasing job satisfaction among program staff	7%	13%
None at the grantee level; climate is only an issue for certain sites	16%	
None at the grantee level; climate is not an issue for our program at all	13%	

Grey boxes indicate items that were not in the ARF Report

On the parent survey, parents of students of any age were asked to comment on three factors: (b) 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 8,436 parents, a response rate of 41% of the parents with students in 21<sup>st</sup> CCLC programs at the time surveys were given.

## **Communications/Family Involvement**

Table 52 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.

## **Parent Perceptions of Staff and Program**

Table 53 shows the percent of parents who agreed with the series of statements regarding staff in the program. Overwhelmingly, parents agreed that they felt their child was safe in the program, that they – themselves – were treated

**Table 52. Communications/Family Involvement - Percent of Parents who Agreed or Strongly Agreed**

<i>Survey item</i>	<i>Percent of parents</i>
The program informs me about activities that my child can participate in.	93%
The program informs me about family events that I can go to. ①	91%
Staff keep me informed about how my child is doing. ①	87%
I attend family events at this program.	77%

positively and greeted by staff, and that staff interacted positively with their child as well as children in general. However, given that parents who were unsatisfied with the program are likely to have removed them prior to completing the survey, these results do not inform us of the perceptions of parents for all students who were enrolled.

**Table 53. Staff and Program - 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.	97%
When I go to the program staff are doing things with the kids.	96%
When I go to the program staff greet me.	95%
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%

## 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 54, most parents rated the program their child was enrolled in as either good (33%) or excellent (60%); very few rated the program as fair (6%) and only 1% gave their program a failing grade.

**Table 54. Percent of Parents by Grade They Gave Program**

<i>Grade</i>	<i>Percent of parents</i>
A Excellent	60%
B Good	33%
C Fair	6%
D/F Unsatisfactory or F Failing	1%

## Improvement Goals: Family Involvement

Table 55 shows the option most grantees selected for improvement at the grantee level was increasing opportunities for family involvement; 21 grantees (38%) chose this option. Two other options also captured a similar amount of responses: increase opportunities for activities focused on parent learning (35%) and improve communications to parents about family events (33%). 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 59% 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 (39%). The 313 sites that responded to this set of items generated 464 responses in total.

**Table 55. Improvement Goals for Family Involvement**

<i>Improvement goals</i>	<i>Percent of grantees</i>	<i>Percent of sites</i>
Increase opportunities for family involvement	38%	59%
Increase opportunities for activities focused on parent learning	33%	26%
Improve communication to parents about family events	33%	25%
Improve communication between staff and parents regarding children’s progress	29%	39%
None at grantee level; family involvement is only an issue for certain sites	13%	
None at grantee level; family involvement is not an issue for our program at all	2%	

Grey boxes indicate items that were not in the ARF Report



# 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 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, 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.

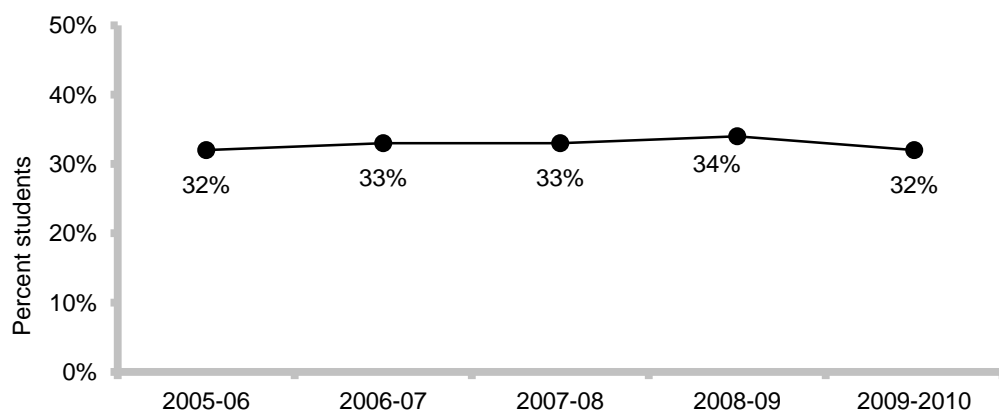
## *Grades*

### **Math Grades**

**Overall.** Figure 6 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.

**By grade level.** Figure 7 shows the percent of students who improved in math grades by grade level. The percent of elementary school (K-5<sup>th</sup> grade) students' fall-to-spring grade improvement, as well as those of middle school (6<sup>th</sup>-8<sup>th</sup> grade) students, have remained relatively consistent over time. The percent of high

Figure 6. Percent Showing Improvement in Math Grades (2005-2010)

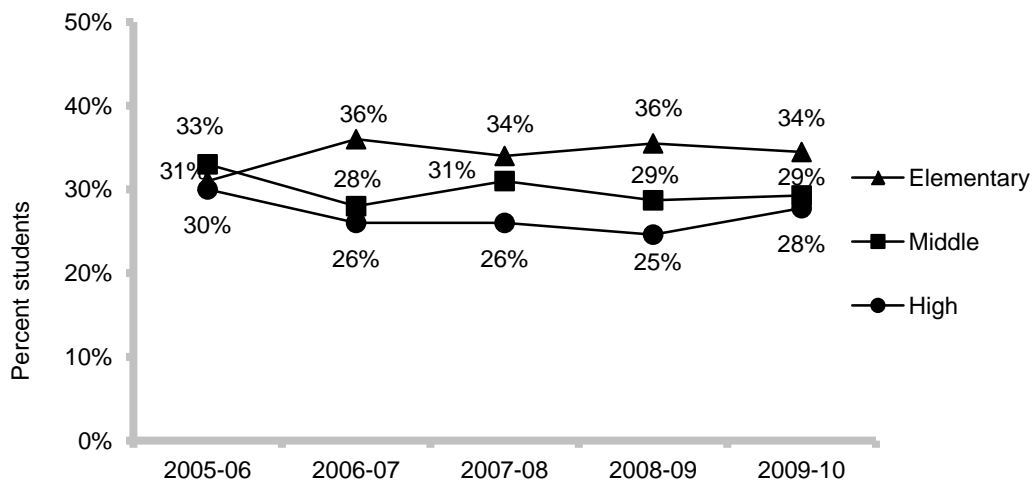


Note. Improvement is defined as  $\frac{1}{2}$  grade increase from fall to spring within a year. Includes only students who participated at least 30 days.

school (9<sup>th</sup>-12<sup>th</sup> grade) students who improved now approaches middle school students' improvement, but the proportion of both groups who showed improvement is lower (7%) than that of the elementary school students.

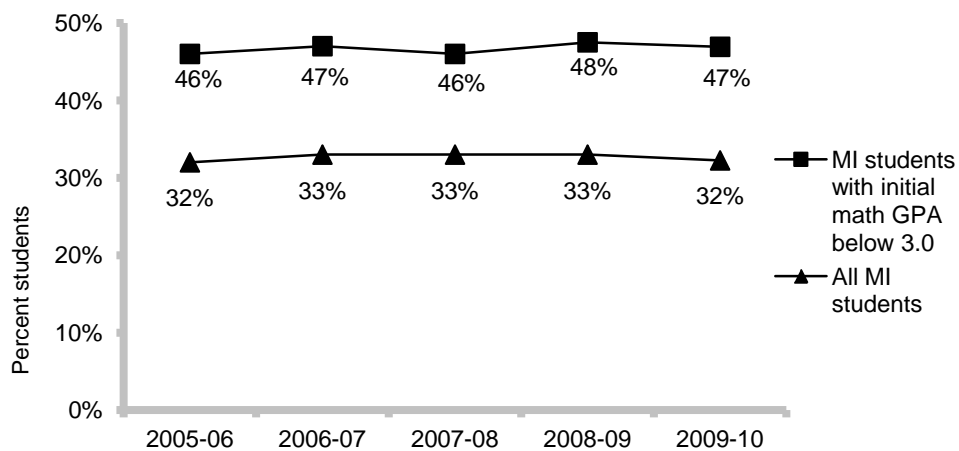
***Students with room for improvement.*** Figure 8 includes all regularly attending students, both those who started with the highest grades as well as those who had room to improve. As shown in Figure 4, when Michigan students with room for improvement were compared with all Michigan students, a substantially higher percentage of those with room for improvement showed gains (15%).

**Figure 7. Percent Showing Improvement in Math Grades by Grade Level (2005-2010)**



Note. Improvement is defined as  $\frac{1}{2}$  grade increase from fall to spring within a year. Includes only students who participated at least 30 days.

**Figure 8. Percent Showing Improvement in Math Grades for All Students vs Students with Room for Improvement (2005-2010)**

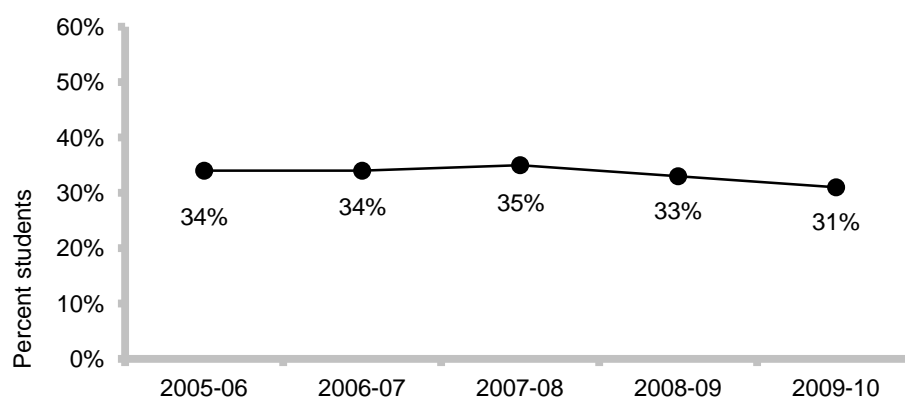


Note. Improvement is defined as  $\frac{1}{2}$  grade increase from fall to spring within a year. Includes only students who participated at least 30 days. Room for improvement is defined as having a fall grade below 3.0.

## Reading Grades

**Overall.** Figure 9 shows the percent of participants who improved in reading grades each year in Michigan. In 2009-10 there was a slight decrease in the percent who improved. However, it is within our +/- 5% range.

Figure 9. Percent Showing Improvement in Reading Grades (2005-2010)

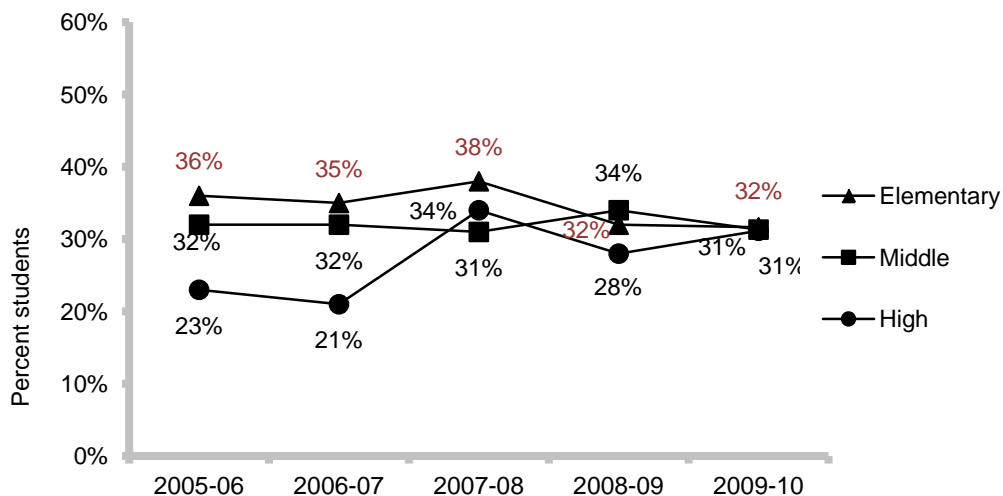


Note. Improvement is defined as  $\frac{1}{2}$  grade increase from fall to spring within a year. Includes only students who participated at least 30 days.

**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 10, in 2009-10, for the first time, students' grade improvement at all levels converged. This was due to stable improvement levels in elementary and middle students' grades and a slight rise in the percent of high school students who improved.

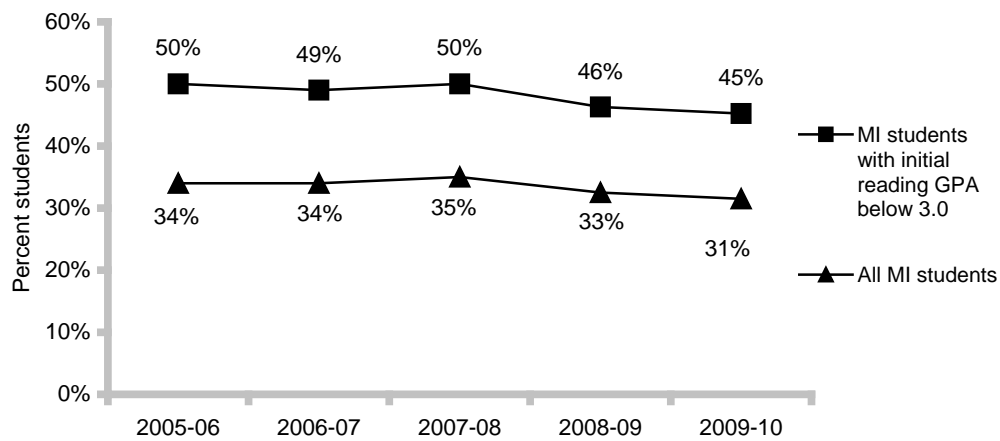
**Students with room for improvement.** When we compare the performance of Michigan regular students with room for improvement to that of all regular Michigan students in Figure 11, a substantially higher percentage of students with room for improvement showed at least a half grade gain in reading compared to all students.

**Figure 10. Percent Showing Improvement in Reading Grades by Grade Level (2005-2010)**



Note. Improvement is defined as  $\frac{1}{2}$  grade increase from fall to spring within a year. Includes only students who participated at least 30 days.

**Figure 11. Percent Showing Improvement in Reading Grades for All Students vs Students with Room for Improvement (2005-2010)**



Note. Improvement is defined as  $\frac{1}{2}$  grade increase from fall to spring within a year. Includes only students who participated at least 30 days. Room for improvement is defined as having a fall grade below 3.0.

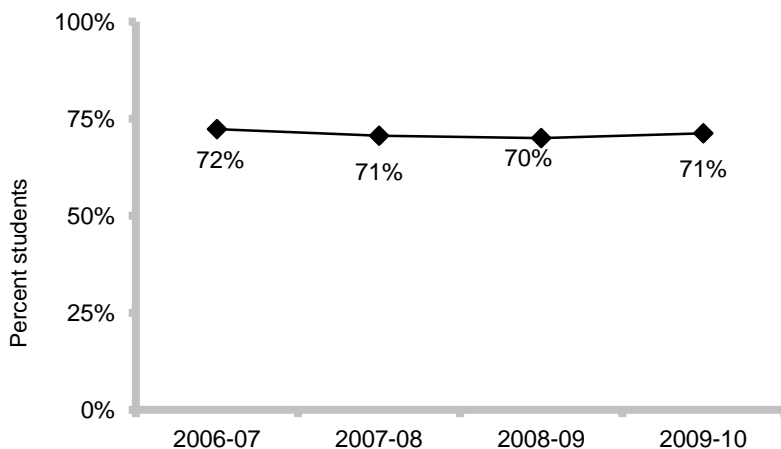
## Teacher Ratings

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 2004-05, beginning in 2006-07, 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 2006-07 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 12 shows the percent of students who improved in homework completion/classroom participation according to teachers over the past two years. The percent of Michigan students improving remained stable over the entire time period.

Figure 12. Percent Showing Improvement in Teacher-Reported Homework Completion and Classroom Participation (2006-2010)

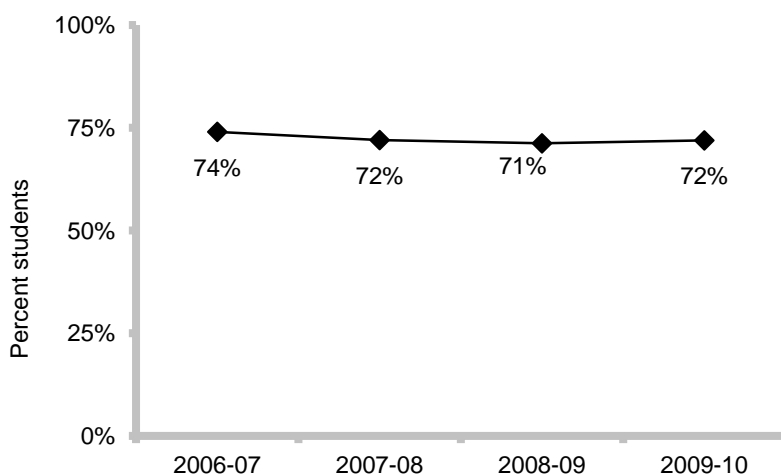


Note. Includes only students who participated at least 30 days.

## Classroom Behavior

Classroom behavior includes items such as behaving well in class and getting along with other students. As shown in Figure 13, Michigan students' performance remained stable.

Figure 13. Percent Showing Improvement in Teacher-Reported Classroom Behavior (2006-2010)



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 56. 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 56. 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%	58%
Math	47%	56%
Other school subjects (science, social studies)	45%	51%
<b>ACADEMIC ENGAGEMENT</b>		
Care about getting good grades	57%	86%
Think that doing well in school was important for having a successful career	56%	85%
Think that success in school would help you have a good life when you grow up/as an adult (parent version)	55%	87%
Want to go to college	52%	82%
Look forward to coming to school	47%	87%
<b>NON-ACADEMIC AREAS</b>		
Creative skills, like art, music, dance, drama	47%	52%
Leadership skills	46%	51%
Communication skills	46%	46%
Sports, athletic, physical activities	45%	49%
Working with computers/internet	45%	53%
<b>BEHAVIOR</b>		
Planning, setting goals, and being organized	50%	54%
Staying away from drugs and alcohol	49%	59%
Taking action to help your community or school	48%	52%
Having a healthy lifestyle	48%	48%
Making and keeping friends	47%	50%
Dealing with your emotions in positive ways	45%	53%



# Conclusions

The evaluation questions are used to organize the Conclusions Section of the 2009-2010 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 2009-2010 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 2009-10 85% 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 ethnicity are also unchanged from the prior year: 52% black or African-American, 30% white and 9% Hispanic or Latino/a. This distribution reflects the predominantly urban nature of the program. MDE's emphasis on high school programs was evident this year. The percent of grantees with high school programs doubled from 9% in 2008-09 to 20% in 2009-10. The percent of grantees serving middle school students was basically unchanged while those serving elementary students declined 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. This document was organized around the three domains (defined as broad groupings of indicators) which are Instructional Context, Organizational Context and Positive Relationships.

Because 2009-10 was the first year that leading indicators were used, all of the data developed should be thought of as baseline data. For this year, the question might well have been, "What program quality improvements were prompted by grantees seeing their data?" For example, enrollment and retention, which is an

indicator in the domain instructional context, was the top target for improvement at the grantee and site levels. That is, staff completing both the grantee and site ARFs selected the statement “Increasing the number of students who attend more than 30/60/90 days” as their top option for improving enrollment and retention actions. Similarly, grantee-level program management is an indicator within the domain of organizational context. One of the measures of grantee level program management is the percent of site coordinators who report that their project director provides effective support to them; according to the Staff Survey 77% of the site coordinators agree. This was this highest priority grantees selected to improve their program management. The third domain, positive relationships, is discussed below in the question relating to what do students and parents think of the program.

It should also 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 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, student, staff and parent surveys – and thus are in constant flux, so it is the relative ranking, not the actual numbers, which are important.

### **In what areas were students and their parents satisfied with the program?**

Overall, students were very positive about their interactions with program staff, particularly noting that they trusted the staff (89%) and felt the staff cared about them (90%). Two-thirds of the students agreed that the peer climate in their programs was good: kids solved problems together, helped each other and told each other when they did a good job. Most students are highly satisfied with the program as evidenced by their agreement with the following statements: 87% said they had fun at the program, 86% feel safe at the program and 85% really like coming to the program.

According to parents who responded, programs did very well in keeping them informed about their child's activities, how their child was doing, and about family events they could attend. Overwhelmingly parents agreed that they felt their child was safe in the program, that they themselves were treated positively and greeted by staff, and that staff interacted positively with their child as well as children in general. When grading the program, 60% of the parents gave the program an A/excellent and 30% gave the program a B/good.

### **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, with elementary students consistently outperforming middle and high school students (34% elementary students vs. 29% middle and 28% high school students). However, when those students who had below a 3.0 grade in the fall were separated out, 47% of them showed improvement by spring compared to 32% improvement for all Michigan students. In 2009-10 reading grades were lower than the prior year by 6%; 31% showed improvement from fall to spring compared to 37% the year before. Although there is no difference by grade level of students (elementary, middle and high school students all showed 31% 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 71% and 72% respectively.

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?**

Two actions are underway that should improve the MSU Statewide Evaluation Team's ability to document improved performance of 21<sup>st</sup> CCLC programs. The first is a revision of the leading indicators. While the domains remain the same (instructional context, organizational context, positive relationships), based on the comprehensive use of the indicator document in 2009-2010 some additional indicators have been added and/or reweighted. This reflects the MSU Evaluation and TACSS teams' better understanding of the components that make up the domains.

The second action is an attempt 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. For example, currently because of the size of their school system, there is some delay receiving Detroit Public School's grades.

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.

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