

Michigan 21st Century Community Learning Centers Leading Indicators Report Interpretation Guide

September 2023

DOMAIN 1. INSTRUCTIONAL CONTEXT

Indicator	Definition	
Number of youth (Summer 2022-Spring 2023)	Number of youth (Summer 2022-Spring 2023)	
Number of youth with available school outcome information (Summer 2022-Spring 2023)	Number of youth with available school outcome information (Summer 2022-Spring 2023)	
Number of weeks in the summer meeting 30 average daily attendance ^{EZ}	Number of weeks in the summer meeting 30 average daily attendance (Goal = at least 30 weeks for the whole year, including at least 3 weeks in the summer)	
Number of weeks in the school year meeting 30 average daily attendance ^{EZ}	Number of weeks in the school year meeting 30 average daily attendance (Goal = at least 30 weeks for the whole year, including at least 3 weeks in the summer)	
Indicator 1.1 Enrollment and Continuous Participation	Definition	Table #
1.1.1 Academically disadvantaged youth are served ^{EZ,O}	Academically disadvantaged youth is defined as youth whose GPA/grades in the previous year or on average is less than 2.52.5, which is equivalent to B-/C+ on a Letter Grade system or 75~79 out of 100 score or M-STEP score is one or two.	G: 3, 4 S: 3, 4
1.1.2 Enrollment policy is in place ^{SC}	Site has a formal policy on enrollment, giving priorities to participants with at least one condition: chronic absenteeism, academically low performing, behavioral issues, special education, economic disadvantage, English as Second Language, homelessness or repeat participants.	G: 5 S: 5
1.1.3 Attendance policy is in place ^{SC}	Site has a formal policy on attendance, indicating specific attendance requirements.	G: 6 S: 6

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Indicator 1.2 Academic Content	Definition	Table #
1.2.1 Youth participate in academic enrichment activities ^{EZ}	Youth participate in embedded or project-based learning sessions for 15+ hours ¹ .	G: 7 S: 7
1.2.2 Youth participate in schoolwork-focused activities ^{EZ}	Youth participate in homework help, tutoring or credit recovery sessions for 15+ hours ¹ .	G: 8 S: 8
1.2.3 Academically disadvantaged youth participate in schoolwork-focused activities ^{EZ,O}	Academically disadvantaged youth participate in homework help, tutoring or credit recovery sessions for 15+ hours ¹ .	G: 9 S: 9
1.2.4 The academic growth of the youth is a top priority ST	<p>Staff identify academics among the following goals as top priority:</p> <ul style="list-style-type: none"> • Improve the academic achievement of all youth • Enable the lowest-performing students to achieve grade-level proficiency • Provide opportunities for youth to learn STEM or other academic subjects in a fun way • Help youth keep up with homework 	G: 10 S: 10
1.2.5 Program administrator connects to school-day content ^{SC}	<p>Site Coordinators identify percent of the following statement represents program efforts in connecting to the school-day contents:</p> <ul style="list-style-type: none"> • Someone has a specific responsibility to attend teacher staff meetings at least monthly and report back to the program. • Some communicates regularly with school-day staff about individual students' academic progress and needs. • Program has access to review students' grades for each marking period and standardized test scores throughout the year (not only for end-of-year reporting). • School-day curricula were used as part of the program's academic activities. • The objectives for program activities intentionally influenced by grade-level content standards (or learning objectives). 	G: 11 S: 11

¹If a youth participates in multiple sessions of the same activity type, days of attendance are combined to show total attendance. If multiple sessions of the same activity type occur within a day, only one day is counted. Unless noted, calculations do not include field trips or special events. To ensure the representation of attendance, youth who attend less than 15 hours of total programming are excluded from the calculation.

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1.2.6 Staff connect to school-day content ST	<p>Staff report at least 4 on a 5-point scale (agreeing) on their efforts in connecting to school-day content:</p> <ul style="list-style-type: none"> • On a week-to-week basis, I know what academic content will be covered during the school day with the students I work with in the afterschool program. • I coordinate the content of the afterschool activities I provide with my students' school day work. • I know who to contact at my students' day-time school if I have a question about their progress or status. • The activities I provide in the ASP are tied to specific learning goals that are related to the school-day curriculum. • I use student assessment data to provide different types of instruction to students attending my after-school activities based on their achievement level. • I help manage a 3-way communication system that links parents, program, and day-time school information. • I participate in regular joint staff meetings for after-school and day-time school staff where steps to discuss linkages between the school day and after-school are discussed. • I meet regularly with school-day staff not working in the ASP to review the academic progress of individual students. • I participate in parent-teacher conferences to provide information about how program participants are doing. 	<p>G: 12 S: 12</p>
Indicator 1.3 Enrichment Content	Definition	Table #
1.3.1 Youth participate in arts activities ^{EZ}	Youth participate in art sessions for 15+ hours ¹ .	<p>G: 13 S: 13</p>
1.3.2 Youth participate in physical activities ^{EZ}	Youth participate in physical activity sessions for 15+ hours ¹ .	<p>G: 13 S: 13</p>
1.3.3 Youth participate in youth development activities ^{EZ}	Youth participate in youth development sessions for 15+ hours ¹ .	<p>G: 13 S: 13</p>
1.3.4 Youth participate in field trip or special event activities ^{EZ}	Youth participate in field trips or special events for at 15+ hours ¹ .	<p>G: 13 S: 13</p>

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Indicator 1.4 Instructional Quality	Definition	Table #
1.4.1 Staff report of high-quality sessions ST	<p>Staff report at least 3 on a 4-point scale (frequency) on the quality of the activities they lead:</p> <ul style="list-style-type: none"> • Well-planned in advance • Based on written plans for the session, assignments, and projects • Tied to specific learning goals • Meant to build upon skills cultivated in a prior activity or lesson • Explicitly designed to promote skill-building and mastery in relation to one or more state standard • Explicitly meant to address students' social-emotional developmental needs • Structured to respond to youth feedback on what the content or format of the activity should be • Informed by the expressed interests, preferences, and/or satisfaction of the participating youth 	<p>G: 14 S: 14</p>
1.4.2 Youth report of program satisfaction ^Y	<p>Youth report at least 3 on a 4-point scale (agreeing) on program satisfactions:</p> <ul style="list-style-type: none"> • I like coming to this program. • I choose to attend this program. • I miss being at this program when I don't come. 	<p>G: 15 S: 15</p>
1.4.3 Staff report of providing youth with leadership opportunities ST	<p>Staff report at least 4 on a 5-point scale (agreeing) on program's general approach to support youth leadership:</p> <ul style="list-style-type: none"> • Staff listen to youth more than talk at them. • Staff actively and continuously consult and involve youth. • Staff facilitate youth to lead activities. • Staff have youth help or mentor other youth in completing a project or task. • Staff provide opportunities for the work, achievements, or accomplishments of youth to be publicly recognized. • Staff have youth make formal presentations to the larger group of students. 	<p>G: 16 S: 16</p>

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1.4.4 Youth report of collaboration experience ^Y	Youth report at least 3 on a 4-point scale (agreeing) on collaboration experience: <ul style="list-style-type: none"> • I get to work in small groups here. • I get to be a leader at this program. • We work together to get things done. 	G: 17 S: 17
1.4.5 Staff report of providing youth with meaningful interaction and engagement opportunities ST	Staff report at least 4 on a 5-point scale (agreeing) on program's general approach to engage youth: <ul style="list-style-type: none"> • Staff include time in activities for youth to reflect on their experiences. • Staff are effective at providing youth with meaningful choices during activities. • Staff provide structured and planned activities explicitly designed to help youth get to know each other. • Staff are effective at providing youth with opportunities to set goals and make plans within the program. • Staff ask for and listen to student opinions about the way things should work in the program. • Staff have youth work collaboratively with other youth in small groups. • Staff have youth work on group projects that take more than one day to complete. 	G: 18 S: 18
1.4.6 Youth report of having adult support ^Y	Youth reporting at least 3 on a 4-point scale (agreeing) on adult support: <ul style="list-style-type: none"> • Adults here care about me. • Adults here listen to both sides when there is a disagreement. • I can tell the adults here about my problems. 	G: 19 S: 19
1.4.7 Youth report of developing growth mindsets ^Y	Youth report at least 3 on a 4-point scale (agreeing) on developing growth mindsets: <ul style="list-style-type: none"> • This program encourages me to be the best I can be. • At this program, it's ok to ask questions. • At this program, it's ok to make mistakes. • I get to do things I like to do here. • I learn new skills here. 	G: 20 S: 20

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1.4.8 Youth report of quality peer interaction ^Y	Youth report at least 3 on a 4-point scale (agreeing) on peer support: <ul style="list-style-type: none"> • I have good friends here. • This program helps me make new friends. • My friends and I tell each other when we do a good job here. 	G: 21 S: 21
1.4.9 Staff report of creating opportunities for youth decision-making and governance ST	Staff report at least 4 on a 5-point scale (agreeing) on program's general approach to involve youth in decision-making: <ul style="list-style-type: none"> • Youth are able to take responsibility for their own program. • Youth can set goals for what they want to accomplish in the program. • Youth help make plans for what activities are offered at the program. • Youth make choices about WHAT content is covered in program offerings. • Youth make choices about HOW content is covered in program offerings. • Youth help create rules and guidelines for the program. 	G: 22 S: 22
1.4.10 Youth report of opportunities for youth voice ^Y	Youth report at least 3 on a 4-point scale (agreeing) on youth voice: <ul style="list-style-type: none"> • I get to choose my activities here. • I get to help plan activities, projects or events here. • Adults ask what we think about activities here. 	G: 23 S: 23
1.4.11 Youth report of program benefits around social-emotional learning ^Y	Youth report at least 3 on a 4-point scale (agreeing) on program benefits around SEL: <ul style="list-style-type: none"> • At this program, we learn about my feelings. • At this program, we learn how to get along with others. • At this program, we learn how to deal with a conflict without fighting. • We learn here that you don't have to like someone in order to work with them. • This program gave me the opportunity to do something good for others. 	G: 24 S: 24

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DOMAIN 2. MANAGEMENT CONTEXT

Indicator 2.1 Stability	Definition	Table #
2.1.1 Seasoned Program Director ^{EZ}	The Program Director is the same from last year and stays for the entire program year. [Data displayed at the Grantee-level only]	G: 26
2.1.2 Seasoned Site Coordinator ^{SC}	The Site Coordinator is the same from last year and stays for the entire program year.	G: 27 S: 26
2.1.3 Staff retention rate is at least 75% ^{PD}	The number of paid-staff remained employed in proportion to the number of paid-staff positions managed for the entire program year is at least 75%.	G: 28 S: 27
2.1.4 Program or the host school did not relocate or face challenges ^{SC}	Program remained on the same site. Host school was not reorganized or faced with budget cuts that affect the program.	G: 29 S: 28
2.1.5 School administration did not change ^{SC}	The superintendent or the school-day administration did not change since last year.	G: 30 S: 29
Indicator 2.2 Grantee Management	Definition	Table #
2.2.1 Project Director supports Site Coordinators ^{SC}	Site Coordinator reports at least 4 on a 5-point scale (agreeing) on Project Director: <ul style="list-style-type: none"> • Challenges me to innovate and try new ideas • Makes sure that program goals and priorities are clear to me • Provides me with opportunities to collaborate with other site coordinators or co-plan with my team • Visits my site regularly • Is available during the program hours • Gives me useful feedback about how I work with my staff [Data displayed at the Grantee-level only]	G: 31
2.2.2 Effective meetings are held by Project Director ^{SC}	Site Coordinator reports at least 4 on a 5-point scale (agreeing) on Project Director held meetings being: <ul style="list-style-type: none"> • Well organized • Open to input • Open to disagreement • Participants achieving agreement when necessary [Data displayed at the Grantee-level only]	G: 32
2.2.3 Site coordinators have high job satisfaction ^{SC}	Site Coordinator reports at least 4 on a 5-point scale (agreeing) on high job satisfaction. [Data displayed at the Grantee-level only]	G: 33

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Indicator 2.3 Site Management	Definition	Table #
2.3.1 Site Coordinator supports staff ST	Staff report having supervisors do the following things at least once a month: <ul style="list-style-type: none"> • Review your activity plans • Make sure that program goals and priorities are clear to you • Give you positive feedback • Be visible during activities • Gives you useful feedback about how you work with youth 	G: 34 S: 30
2.3.2 Effective meetings are held by Site Coordinator ST	Staff report at least 4 on a 5-point scale (agreeing) on Site Coordinator held meetings being: <ul style="list-style-type: none"> • Well organized • Open to input • Open to disagreement • Participants achieving agreement when necessary 	G: 35 S: 31
2.3.3 Staff have high job satisfaction ST	Staff report at least 4 on a 5-point scale (agreeing) on high job satisfaction.	G: 36 S: 32
2.3.4 Youth report effective program management ^Y	Youth report at least 3 on a 4-point scale (agreeing) on effective program management. <ul style="list-style-type: none"> • Adults get mad a lot at this program* • Adults don't tell me the plan for the day* • We wait around a lot here* 	G: 37 S: 33
2.3.5 Youth do not have negative peer experience ^Y	Youth report less than 3 on a 4-point scale (agreeing) on isolation and discrimination experience. <ul style="list-style-type: none"> • Kids get bullied here* • I feel left out at this program* • I don't feel like I can be myself here* 	G: 38 S: 34

*Scores were reverse coded so the higher the better.

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Indicator 2.4 Staff Qualification	Definition	Table #
2.4.1 Staff have at least one professional qualification ST	Staff report having at least 1 of the following qualifications: <ul style="list-style-type: none"> • At least an Associate Degree in child-related field • MiSAYD • Teaching certificate • Social worker • At least 60 semester hours with 12 semester hours in a child-related field 	G: 39 S: 35
2.4.2 Staff are experienced working with youth ST	Staff report having at least 3-year experiences working with youth.	G: 40 S: 36
2.4.3 Staff are familiar with state and other standards ST	Staff report at least 4 on a 5-point scale (agreeing) on ability to: <ul style="list-style-type: none"> • Describe the main points of the Michigan state standards for after-school programs to someone else • 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 • Describe the specific objectives for this program, as written in the proposal that this program's organization submitted to the Michigan Department of Education, to someone else • Refer to the state standards or other written standards when identifying what this program should be doing with youth 	G: 41 S: 37
Indicator 2.5 Professional Development	Definition	Table #
2.5.1 Strong orientation for new staff ST	Staff report at least 4 on a 5-point scale (agreeing) on new staff being: <ul style="list-style-type: none"> • Informed about how staff at this program are expected to work with youth • Mentored by more experienced staff • Informed about what this program is trying to accomplish • In frequent communication with supervisors about how things are going 	G: 42 S: 38
2.5.2 Staff frequently participate in trainings ST	Staff report participating in training at least twice a year across different areas: SEL/Youth leadership, STEM, Behavioral management, Health/Safety, and Youth work method.	G: 43 S: 39

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Indicator 2.6 School Connection	Definition	Table #
2.6.1 Host school invests in the program ^{SC}	Site Coordinator reports that school principals and teachers are invested or highly invested in program.	G: 44 S: 40
2.6.2 Policy for connecting with the school-day administrators is in place ^{SC}	Site Coordinator reports that the site has established formal policies and procedures to follow for connecting with the school-day administrators.	G: 45 S: 41
2.6.3 Site coordinator meets with school administrator regularly ^{SC}	Site Coordinator reports meeting with school-day administrators at least monthly.	G: 46 S: 42
2.6.4 Staff use school records for activity planning ST	<p>Staff report using the following school records regularly for activity planning: (3 on a 3-point scale ranged from 1/Do not receive, 2/Use occasionally, 3/Use regularly).</p> <ul style="list-style-type: none"> • Students' academic plans • Students' standardized test scores • Students' grades • Input from students' school-day teachers 	G: 47 S: 43
2.6.5 Youth report of program strengthening school connection ^Y	<p>Youth report at least 3 on a 4-point scale (agreeing) on the program helping build school connection:</p> <ul style="list-style-type: none"> • The activities here help me do better at school • I learn school subjects in fun ways at this program • I can use the things I do here during my school day 	G: 48 S: 44

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Indicator 2.7 Family Communication	Definition	Table #
2.7.1 Staff frequently communicate with parents ST	Percent of the following activities being practiced by staff at least once a month: <ul style="list-style-type: none"> • Send materials about program offerings home to parents • Send information home about how the student is progressing in the program • Hold events or meetings to which parents are invited • Have conversations with parents over the phone • Meet with a student's parents to talk about the student's progress • Ask for input from parents on what and how activities should be provided 	G: 49 S: 45
2.7.2 Site Coordinator frequently communicates with parents ^{SC}	Percent of the following activities being practiced by Site Coordinators at least once a month: <ul style="list-style-type: none"> • Send materials about program offerings home to parents • Send information home about how the student is progressing in the program • Hold events or meetings to which parents are invited • Have conversations with parents over the phone • Meet with a student's parents to talk about the student's progress • Ask for input from parents on what and how activities should be provided 	G: 50 S: 46

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Indicator 2.8 Continuous Improvement and Evaluation	Definition	Table #
2.8.1 Staff participate in data-driven continuous quality improvement process with other staff ST	<p>Staff participating in the following improvement processes with other staff at least once a month:</p> <ul style="list-style-type: none"> • Review and interpret evaluation data • Conduct program planning based on a review of data • Use evaluation data to set program improvement goals • Discuss progress on meeting program improvement goals • Observe other afterschool staff delivering programming in order to provide feedback on their practice • Get observed by other afterschool staff while I deliver programming in order to get feedback on my practice • Conduct program planning in order to meet specific learning goals in coordinated ways across multiple activities • Share ideas on how to make programming more engaging for participating students • Follow up about individual students • Receive feedback from school-day teachers and/or administrators on how the program could better support student learning needs • Discuss current research-based instructional practices • Work with or see presentations from the local evaluator for this program 	<p>G: 51 S: 47</p>
2.8.2 Staff participate in training for program assessment ST	<p>Staff report participating at least 4 of the following processes for continuous quality improvement:</p> <ul style="list-style-type: none"> • I attended a formal PQA Basics training through the Weikart Center (online or live) • I received training on how to do self-assessment from my organization • I used the PQA to observe another staff member • I was observed by another staff member using the PQA • I participated in a consensus PQA scoring meeting • I reviewed and discussed our Leading Indicators Report • I reviewed and discussed our PQA scores • I co-developed program improvement plans with my supervisor • I participated in follow-up discussions or progress meetings related to our goals 	<p>G: 52 S: 48</p>

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<p>2.8.3 Local Evaluator is involved^{PD, SC}</p>	<p>Project Directors and Site Coordinators report some or a lot on Local Evaluator’s involvement in the following things: (2 on a 3-point scale ranged from 1/Did not do this at all, 2/Did some of this, 3/Did a lot of this).</p> <ul style="list-style-type: none"> • Interpreted reports provided by MSU • Collected additional feedback (e.g., surveys, interviews, focus groups) • Obtained School Outcomes information to submit to MSU • Helped us meet the grant reporting requirements • Participated in the PQA process • Worked with us on program improvement • Worked with us on funding and stability • Used data to create professional development plans • Visited our sites <p>[Site-level: Site Coordinator report] [Grantee-level: Project Director report] [State-level: Project Director and Site Coordinator Report]</p>	<p>G: 53 S: 49</p>
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