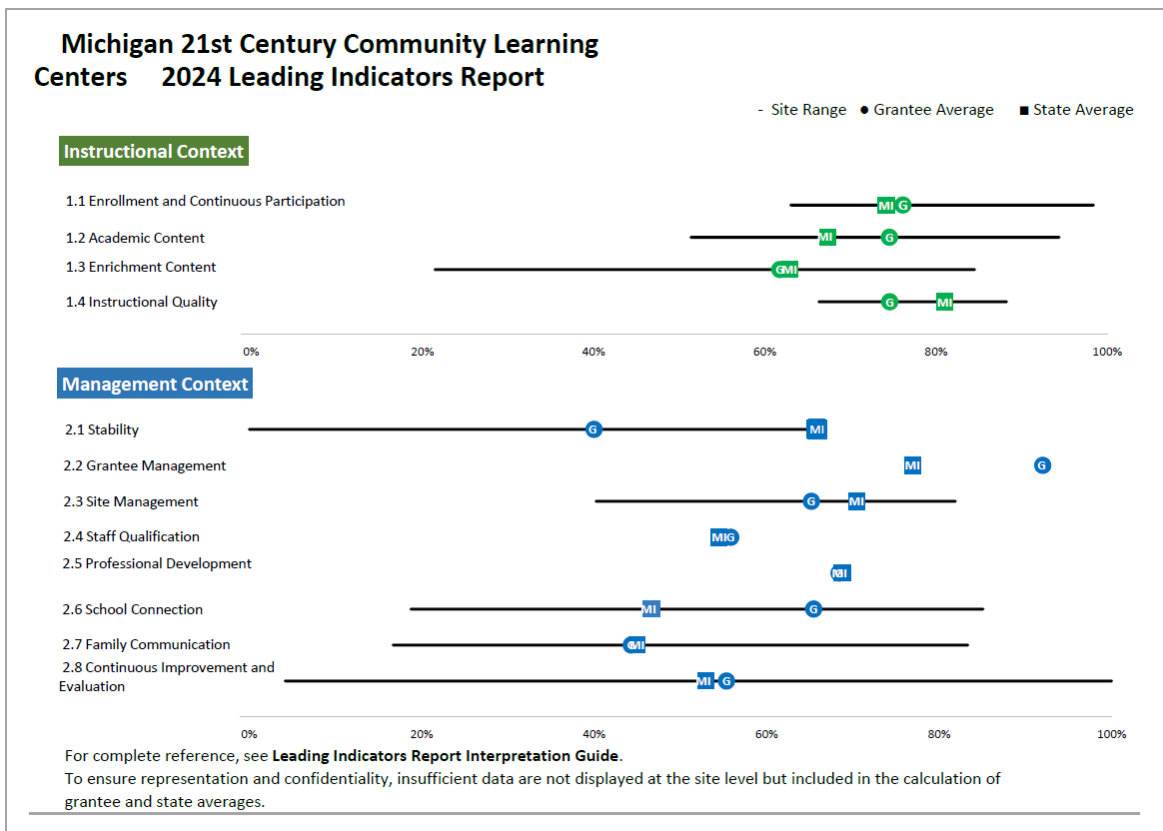


# Michigan 21st Century Community Learning Centers Leading Indicators Report Interpretation Guide

**September 2024**

### Information Page

Below is a snapshot of the Leading Indicators Report. The diagram compares your grantee and/or site to the state. The Site Range (line) is the range of all your sites' responses. The Grantee average (green/blue circle G) is an average of all sites' responses in your grantee. The State's Average (green/blue square M) is an average from all 21<sup>st</sup> CCLC programs across the state.



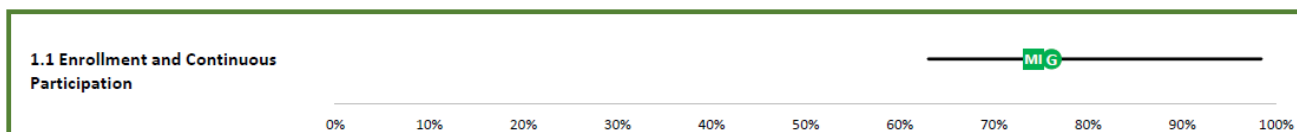
### Additional Information:

\*If there is no site info line, that means there were not enough responses to show on the graph. We need at least two responses to have a low and high range of responses.

\*This interpretation guide will also be used for referencing the Data Tables. Table numbers will be added to the document later.

\*Any sites for a grantee that are not operating in the 2024-25 school year will not be added to the site list. Their data, however, is included in the Grantee/State level data.

\* We have added a photo of the graph at the top of each indicator section in the report.



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## DOMAIN 1. INSTRUCTIONAL CONTEXT

Indicator	Definition	
Number of youth (Summer 2023-Spring 2024)	Number of youth (Summer 2023-Spring 2024)	
Number of youth with available school outcome information (Summer 2023-Spring 2024)	Number of youth with available school outcome information (Summer 2023-Spring 2024)	
Number of weeks in the summer that your sites met their ADA <sup>EZ</sup>	Number of weeks in the summer that your sites meet their ADA (Goal = at least 30 weeks for the whole year, including at least 3 weeks in the summer)	
Number of weeks in the whole year that your sites met their ADA <sup>EZ</sup>	Number of weeks in the school year that your sites meet their ADA (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 <sup>EZ,O</sup>	Academically disadvantaged youth is defined as youth whose GPA/grades in the previous year or on average is less than 2.5, 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.	<b>G: 3, 4</b> <b>S: 3, 4</b>
1.1.2 Enrollment policy is in place <sup>SC</sup>	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.	<b>G: 5</b> <b>S: 5</b>
1.1.3 Attendance policy is in place <sup>SC</sup>	Site has a formal policy on attendance, indicating specific attendance requirements.	<b>G: 6</b> <b>S: 6</b>

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Indicator 1.2 Academic Content	Definition	Table #
1.2.1 Youth participate in academic enrichment activities <sup>EZ</sup>	Youth participate in embedded or project-based learning sessions for 5+ hours <sup>1</sup> .	G: 7 S: 7
1.2.2 Youth participate in schoolwork-focused activities <sup>EZ</sup>	Youth participate in homework help, tutoring or credit recovery sessions for 5+ hours <sup>1</sup> .	G: 8 S: 8
1.2.3 Academically disadvantaged youth participate in schoolwork-focused activities <sup>EZ,O</sup>	Academically disadvantaged youth participate in homework help, tutoring or credit recovery sessions for 5+ hours <sup>1</sup> .	G: 9 S: 9
1.2.4 The academic growth of the youth is a top priority <sup>ST</sup>	<p>Staff identify academics among the following goals as top priority:</p> <ul style="list-style-type: none"> <li>• Improve the academic achievement of all youth</li> <li>• Enable the lowest-performing students to achieve grade-level proficiency</li> <li>• Provide opportunities for youth to learn STEM or other academic subjects in a fun way</li> <li>• Help youth keep up with homework</li> </ul>	G: 10 S: 10
1.2.5 Program administrator connects to school-day content <sup>SC</sup>	<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"> <li>• Someone has a specific responsibility to attend teacher staff meetings at least monthly and report back to the program.</li> <li>• Someone communicates regularly with school-day staff about individual students' academic progress and needs.</li> <li>• 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).</li> <li>• School-day curricula were used as part of the program's academic activities.</li> <li>• The objectives for program activities intentionally influenced by grade-level content standards (or learning objectives).</li> </ul>	G: 11 S: 11

<sup>1</sup>If 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 5 hours of total programming are excluded from the calculation.

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1.2.6 Staff connect to school-day content <sup>ST</sup>	<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"> <li>• On a week-to-week basis, I know what academic content will be covered during the school day with the students I work with in the after-school program.</li> <li>• I coordinate the content of the after-school activities I provide with my students' school-day work.</li> <li>• I know who to contact at my students' day-time school if I have questions about their progress or status.</li> <li>• The activities I provide in the after-school program are tied to specific learning goals that are related to the school-day curriculum.</li> <li>• I use student assessment data to provide different types of instruction to students attending my after-school activities based on their achievement level.</li> <li>• I help manage a 3-way communication system that links parents, program, and day-time school information.</li> <li>• I participate in regular joint staff meetings with school staff to discuss linkages between the school-day and after-school.</li> <li>• I meet regularly with school-day staff not working in the after-school program to review the academic progress of individual students.</li> <li>• I participate in parent-teacher conferences to provide information about how program participants are doing.</li> </ul>	<b>G: 12</b> <b>S: 12</b>
Indicator 1.3 Enrichment Content	Definition	Table #
1.3.1 Youth participate in arts activities <sup>EZ</sup>	Youth participate in art sessions for <b>5+</b> hours <sup>!</sup> .	<b>G: 13</b> <b>S: 13</b>
1.3.2 Youth participate in physical activities <sup>EZ</sup>	Youth participate in physical activity sessions for <b>5+</b> hours <sup>!</sup> .	<b>G: 13</b> <b>S: 13</b>
1.3.3 Youth participate in youth development activities <sup>EZ</sup>	Youth participate in youth development sessions for <b>5+</b> hours <sup>!</sup> .	<b>G: 13</b> <b>S: 13</b>
1.3.4 Youth participate in field trip or special event activities <sup>EZ</sup>	Youth participate in field trips or special events for <b>5+</b> hours <sup>!</sup> .	<b>G: 13</b> <b>S: 13</b>

<sup>!</sup>If 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 **5 hours** of total programming are excluded from the calculation.

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

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

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

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## DOMAIN 2. MANAGEMENT CONTEXT

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

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Indicator 2.3 Site Management	Definition	Table #
2.3.1 Site Coordinator supports staff <sup>ST</sup>	Staff report having supervisors do the following things at least once a month: <ul style="list-style-type: none"> <li>• Review your activity plans</li> <li>• Make sure that program goals and priorities are clear to you</li> <li>• Give you positive feedback</li> <li>• Be visible during activities</li> <li>• Gives you useful feedback about how you work with youth</li> </ul>	<b>G: 34</b> <b>S: 30</b>
2.3.2 Effective meetings are held by Site Coordinator <sup>ST</sup>	Staff report at least 4 on a 5-point scale (agreeing) on Site Coordinator held meetings being: <ul style="list-style-type: none"> <li>• Well organized</li> <li>• Open to input</li> <li>• Open to disagreement</li> <li>• Participants achieving agreement when necessary</li> </ul>	<b>G: 35</b> <b>S: 31</b>
2.3.3 Coworker support <sup>ST</sup>	Staff report at least 4 on a 5-point scale (agreeing) on coworker support: <ul style="list-style-type: none"> <li>• I can count on my coworkers to produce quality work</li> <li>• I consider at least one of my coworkers to be a true friend</li> <li>• I feel safe sharing feedback or concerns with my coworkers</li> </ul>	<b>G: 36</b> <b>S: 32</b>
2.3.4 Staff have high job satisfaction <sup>ST</sup>	Staff report at least 4 on a 5-point scale (agreeing) on high job satisfaction.	<b>G: 37</b> <b>S: 33</b>
2.3.5 Youth report effective program management <sup>Y</sup>	Youth report at least 3 on a 4-point scale (agreeing) on effective program management. <ul style="list-style-type: none"> <li>• Adults get mad a lot at this program*</li> <li>• Adults don't tell me the plan for the day*</li> <li>• We wait around a lot here*</li> </ul>	<b>G: 38</b> <b>S: 34</b>
2.3.6 Youth do not have negative peer experience <sup>Y</sup>	Youth report less than 3 on a 4-point scale (agreeing) on isolation and discrimination experience. <ul style="list-style-type: none"> <li>• Kids get bullied here*</li> <li>• I feel left out at this program*</li> <li>• I don't feel like I can be myself here*</li> </ul>	<b>G: 39</b> <b>S: 35</b>

\*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 <sup>ST</sup>	Staff report having at least 1 of the following qualifications: <ul style="list-style-type: none"> <li>• At least an Associate Degree in child-related field</li> <li>• MiSAYD</li> <li>• Teaching certificate</li> <li>• Social worker</li> <li>• At least 60 semester hours with 12 semester hours in a child-related field</li> </ul>	<b>G: 40</b> <b>S: 36</b>
2.4.2 Staff are experienced working with youth <sup>ST</sup>	Staff report having at least 3-year experiences working with youth.	<b>G: 41</b> <b>S: 37</b>
2.4.3 Staff are familiar with state and other standards <sup>ST</sup>	Staff report at least 4 on a 5-point scale (agreeing) on ability to: <ul style="list-style-type: none"> <li>• Describe the main points of the Michigan state standards for after-school programs to someone else</li> <li>• 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</li> <li>• 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</li> <li>• Refer to the state standards or other written standards when identifying what this program should be doing with youth</li> </ul>	<b>G: 42</b> <b>S: 38</b>
Indicator 2.5 Professional Development	Definition	Table #
2.5.1 Strong orientation for new staff <sup>ST</sup>	Staff report at least 4 on a 5-point scale (agreeing) on new staff being: <ul style="list-style-type: none"> <li>• Informed about how staff at this program are expected to work with youth</li> <li>• Mentored by more experienced staff</li> <li>• Informed about what this program is trying to accomplish</li> <li>• In daily communication with supervisors about how things are going</li> </ul>	<b>G: 43</b> <b>S: 39</b>
2.5.2 Staff frequently participate in trainings <sup>ST</sup>	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.	<b>G: 44</b> <b>S: 40</b>

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Indicator 2.6 School Connection	Definition	Table #
2.6.1 Host school invests in the program <sup>SC</sup>	Site Coordinator reports that school principals and teachers are invested or highly invested in program.	<b>G: 45</b> <b>S: 41</b>
2.6.2 Policy for connecting with the school-day administrators is in place <sup>SC</sup>	Site Coordinator reports that the site has established formal policies and procedures to follow for connecting with the school-day administrators.	<b>G: 46</b> <b>S: 42</b>
2.6.3 Site coordinator meets with school administrator regularly <sup>SC</sup>	Site Coordinator reports meeting with school-day administrators at least monthly.	<b>G: 47</b> <b>S: 43</b>
2.6.4 Staff use school records for activity planning <sup>ST</sup>	<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"> <li>• Students' academic plans</li> <li>• Students' standardized test scores</li> <li>• Students' grades</li> <li>• Input from students' school-day teachers</li> </ul>	<b>G: 48</b> <b>S: 44</b>
2.6.5 Youth report of program strengthening school connection <sup>Y</sup>	<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"> <li>• The activities here help me do better at school</li> <li>• I learn school subjects in fun ways at this program</li> <li>• I can use the things I do here during my school day</li> </ul>	<b>G: 49</b> <b>S: 45</b>

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Indicator 2.7 Family Communication	Definition	Table #
2.7.1 Staff frequently communicate with parents <sup>ST</sup>	Percent of the following activities being practiced by staff at least once a month: <ul style="list-style-type: none"> <li>• Send materials about program offerings home to parents</li> <li>• Send information home about how the student is progressing in the program</li> <li>• Hold events or meetings to which parents are invited</li> <li>• Have conversations with parents over the phone</li> <li>• Meet with a student's parents to talk about the student's progress</li> <li>• Ask for input from parents on what and how activities should be provided</li> </ul>	<b>G: 50</b> <b>S: 46</b>
2.7.2 Site Coordinator frequently communicates with parents <sup>SC</sup>	Percent of the following activities being practiced by Site Coordinators at least once a month: <ul style="list-style-type: none"> <li>• Send materials about program offerings home to parents</li> <li>• Send information home about how the student is progressing in the program</li> <li>• Hold events or meetings to which parents are invited</li> <li>• Have conversations with parents over the phone</li> <li>• Meet with a student's parents to talk about the student's progress</li> <li>• Ask for input from parents on what and how activities should be provided</li> </ul>	<b>G: 51</b> <b>S: 47</b>

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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 <sup>ST</sup>	<p>Staff participating in the following improvement processes with other staff at least once a month:</p> <ul style="list-style-type: none"> <li>• Review and interpret evaluation data</li> <li>• Conduct program planning based on a review of data</li> <li>• Use evaluation data to set program improvement goals</li> <li>• Discuss progress on meeting program improvement goals</li> <li>• Observe other after-school staff delivering programming in order to provide feedback on their practice</li> <li>• Get observed by other after-school staff while I deliver programming in order to get feedback on my practice</li> <li>• Conduct program planning in order to meet specific learning goals in coordinated ways across multiple activities</li> <li>• Share ideas on how to make programming more engaging for participating students</li> <li>• Follow up about individual students</li> <li>• Receive feedback from school-day teachers and/or administrators on how the program could better support student learning needs</li> <li>• Discuss current research-based instructional practices</li> <li>• Work with or see presentations from the local evaluator for this program</li> </ul>	<p><b>G: 52</b> <b>S: 48</b></p>
2.8.2 Staff participate in training for program assessment <sup>ST</sup>	<p>Staff report participating at least 4 of the following processes for continuous quality improvement:</p> <ul style="list-style-type: none"> <li>• I attended a formal PQA Basics training through the Weikart Center (online or live)</li> <li>• I received training on how to do self-assessment from my organization</li> <li>• I used the PQA to observe another staff member</li> <li>• I was observed by another staff member using the PQA</li> <li>• I participated in a consensus PQA scoring meeting</li> <li>• I reviewed and discussed our Leading Indicators Report</li> <li>• I reviewed and discussed our PQA scores</li> <li>• I co-developed program improvement plans with my supervisor</li> <li>• I participated in follow-up discussions or progress meetings related to our goals</li> </ul>	<p><b>G: 53</b> <b>S: 49</b></p>

**Note.** G: Grantee, S: Site, EZ: EZReports, O: Outcomes, PD: Project Director Surveys, SC: Site Coordinator Surveys, ST: Staff Surveys, Y: Youth Surveys.

<p>2.8.3 Local Evaluator is involved<sup>PD,SC</sup></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"> <li>• Interpreted reports provided by MSU</li> <li>• Collected additional feedback (e.g., surveys, interviews, focus groups)</li> <li>• Obtained School Outcomes information to submit to MSU</li> <li>• Helped us meet the grant requirements</li> <li>• Participated in the PQA process</li> <li>• Worked with us on program improvement</li> <li>• Worked with us on funding and stability</li> <li>• Used data to create professional development plans</li> <li>• Visited our sites</li> </ul> <p>[Site-level: Site Coordinator report]                  [Grantee-level: Project Director report]                  [State-level: Project Director and Site Coordinator Report]</p>	<p><b>G: 54</b> <b>S: 50</b></p>
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