

2024-25 Staff Survey

Evaluation of 21st Century Community Learning Centers Staff Survey 2025

PURPOSE OF RESEARCH. This survey will help us understand how after-school programs work from the perspective of staff. This is not a test. YOUR SUPERVISOR WILL NOT BE INFORMED of your individual answers. You have been selected as a possible participant because you are a paid or volunteer staff member or vendor providing activities at a Michigan 21st Century Community Learning Centers (21st CCLC) site.

WHAT YOU WILL DO. If you agree to participate in this research study, we will ask you to complete a survey about your experiences at the 21st CCLC site. The survey will take 15-20 minutes to complete.

POTENTIAL BENEFITS. You will not directly benefit from your participation in this research study. However, your participation will help your program and Michigan Department of Education understand what working conditions are like for those who work in 21st CCLC programs and the kinds of practices that staff report about working with youth. They will use this information to improve the program. The information also may contribute to the understanding of what aspects of staff interaction and activities are associated with positive student outcomes.

POTENTIAL RISKS. One risk of participating in this study is breach of confidentiality. We take many steps to protect the privacy of your information, including assigning code numbers, keeping information locked in file cabinets and on password-protected computers, only allowing research team members to see the data, and **never** reporting any individual responses. Summarized responses will be reported to your program administrators only if at least three people answered the question. You may skip any questions you do not feel comfortable answering. This study is completely voluntary.

PRIVACY AND CONFIDENTIALITY. The data for this project will be kept confidential. Information about you will be kept confidential to the maximum extent allowable by law. Your supervisors will not be able to see your individual survey responses. After code numbers are assigned, all identifying information will be removed and the key destroyed. The results of this study may be published or presented at professional meetings and in reports, but the identities of all research participants will remain anonymous. Data will be kept at MSU for at least 7 years, and at least 3 years after the end of the project. Data will be stored in a locked file cabinet and on secure password-protected computers in the research office on the MSU campus. The only people who will have access to identified data are members of the research team and MSU's Institutional Review Board, which monitors protection of human subjects.

If you need to come back to the survey later, close the browser to exit. To re-enter the survey, use the same link.

This survey is **NOT** for Site Coordinators or Project Directors. Do not proceed if you are a Site Coordinator or Project Director.

Are you a **staff member** according to the following definition?:

Staff: You have direct contacts with youth working at the after-school program (whether you are paid or not) and you don't serve in a supervisory role (Not a Site Coordinator, Assistant Site Coordinator, etc.).

NOTE: If you check NO for this, then you will be logged off the survey. If you have received this link in error and you do not work for the 21st Century Program, check NO.

☐ Yes

☐ No

Q1. What is your gender?

- ☐ Male
- ☐ Female

Q2. Please check the box if you have any professional certifications below.

- ☐ 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
- ☐ ☒ NONE of above
- ☐ Others _____

Q3. Do you currently work as a certified teacher during the school-day?

- ☐ Yes
- ☐ No

Q4. Are you of Hispanic, Latino(a), or Spanish origin?

- ☐ Yes
- ☐ No

Q5. What race(s) do you identify with? (Check all that apply)

- ☐ White or Caucasian
- ☐ Black or African American
- ☐ Middle Eastern/Arabic
- ☐ Asian (Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Hmong, Laotian, etc.)
- ☐ Native Hawaiian or Pacific Islander
- ☐ American Indian or Native Alaskan
- ☐ Unknown
- ☐ Other (Please specify) _____

Q6. Which of the following is most like your position in THIS program? (Select the ONE that is closest to your situation)

- ☐ I am a regular staff hired and paid by this program
- ☐ I am from another organization that has agreed to provide enrichment activities at this program
- ☐ I am an independent contractor who has agreed to provide enrichment activities at this program
- ☐ I am a volunteer
- ☐ Other (please specify) _____

Q7. Which of the following BEST represents you? (Select the ONE that is closest to your situation at THIS program)

- ☐ School-day/substitute teacher
- ☐ Retired school teacher
- ☐ Supporting staff (Librarian, counselor, paraprofessional, etc)
- ☐ Youth worker, youth activity/program leader, youth development specialist
- ☐ College student
- ☐ High-school student
- ☐ Family member
- ☐ Other member of the community (business person, etc)
- ☐ Other (please specify) _____

Q8. How many years have you worked in **ANY program** or school with youth?
(Select "0" if this is your first year)

▼ 0 ... 25 or more

Q9. How many years have you worked in **THIS program** with youth?
(Select "0" if this is your first year)

▼ 0 ... 25 or more

Q10. As a staff member, on average how many hours do you spend **weekly** for session planning?

Q11. Indicate how much you agree or disagree with the following.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
I am paid for enough hours to prepare for the activities that I lead.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12. Indicate how much you agree or disagree with the following.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	I don't Know
New staff are informed about how staff at this program are expected to work with youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New staff are mentored by more experienced staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New staff are informed about what this program is trying to accomplish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New staff are in daily communication with my supervisors about how things are going.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13. In the past year, how often did you participate in training or professional development on:

	I am not sure	Never	Once	2-4 times	More than 4 times
Social-emotional learning/Youth leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavioral management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health/Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth work method (i.e., reframing conflicts, ask-listen-encourage, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14. I participated in our continuous quality improvement process in the following ways: (check all that apply)

- ☐ 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

Q15. I am familiar with after-school standards; I would be able to...

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Describe the main points of the Michigan state standards for after-school programs to someone else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refer to the state standards or other written standards when identifying what this program should be doing with youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16. Rate how much you agree or disagree with the following statements about coworker support?

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
I can count on my coworkers to produce quality work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider at least one of my coworkers to be a true friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe sharing feedback or concerns with my coworkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17. Below, we ask about how you feel about your job. Remember, no one at the program will be given your individual answers. Your answers will be kept private.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
I am satisfied with this job at this after-school program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18. Staff Meetings at this site are...

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Open to disagreement from staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open to input from staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to achieve agreement from all participants when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19. In your view, what is the order of importance of goals for this 21st CCLC program as a whole (not just the activities you provide)?

DRAG and DROP items to reflect your priority. Move **the most important goal to the top (1)**, and **reorder the rest so the bottom one is the least important goal (7)** to you.

- _____ 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
- _____ Engage youth in fun leisure activities otherwise unavailable to them (i.e., arts, music, fitness, sports, etc.)
- _____ Keep youth in a safe environment that allows them to relax, play, and socialize
- _____ Improve the social and emotional development of youth

Q20. How often are the activities that you lead or participate in....

	Rarely	Sometimes	Frequently	Always
Well-planned in advance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based on written plans for the session, assignments, and projects?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tied to specific learning goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meant to build upon skills cultivated in a prior activity or lesson?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explicitly designed to promote skill-building and mastery in relation to one or more state standard?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explicitly meant to address students' social-emotional developmental needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structured to respond to youth feedback on what the content or format of the activity should be?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informed by the expressed interests, preferences, and/or satisfaction of the participating youth?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21. How often do you or other staff do the following:

	Never	Quarterly	Bi-monthly	Monthly	Weekly
Send materials about program offerings home to parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send information home about how the student is progressing in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold events or meetings to which parents are invited.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have conversations with parents over the phone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet with a student's parents to talk about the student's progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask for input from parents on what and how activities should be provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22. Rate how much you agree or disagree with the following statements about linkages between the after-school program and the school-day:

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree	Not sure
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I coordinate the content of the after-school activities I provide with my students' school-day work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know who to contact at my students' day-time school if I have questions about their progress or status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities I provide in the after-school program are tied to specific learning goals that are related to the school-day curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use student assessment data to provide different types of instruction to students attending my after-school activities based on their achievement level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23. Rate how much you agree or disagree with the following statements about linkages between the after-school program and the school-day: *(Continued)*

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not sure
I help manage a 3-way communication system that links parents, program, and day-time school information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in regular joint staff meetings with school staff to discuss linkages between the school-day and after-school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I meet regularly with school-day staff not working in the after-school program to review the academic progress of individual students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in parent-teacher conferences to provide information about how program participants are doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24. Please indicate whether you receive each of the following, and to what extent you use it in planning for activities you provide.

	Do not receive/use	Use occasionally	Use regularly
Individual students' academic plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual students' standardized test scores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual students' grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Input from individual students' school-day teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25.1. How frequently do you do the following with other staff working in the after-school program?

	Never	A couple of times per year	About three to five times per year	About once a month	Nearly every week
Review and interpret evaluation data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct program planning based on a review of data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use evaluation data to set program improvement goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss progress on meeting program improvement goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observe other afterschool staff delivering programming in order to provide feedback on their practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get observed by other afterschool staff while I deliver programming in order to get feedback on my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25.2. How frequently do you do the following with other staff working in the after-school program? (*Continued*)

	Never	A couple of times per year	About three to five times per year	About once a month	Nearly every week
Conduct program planning in order to meet specific learning goals in coordinated ways across multiple activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share ideas on how to make programming more engaging for participating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow up about individual students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive feedback from school-day teachers and/or administrators on how the program could better support student learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss current research-based instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with or see presentations from the local evaluator for this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26. How frequently does your supervisor do the following things?

	Never	A couple of times per year	About three to five times per year	About once a month	Nearly every week
Review your activity plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make sure that program goals and priorities are clear to you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give you positive feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be visible during activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give you useful feedback about how you work with youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27.1. At this program...

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not sure
Staff listen to youth more than talk at them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff actively and continuously consult and involve youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff facilitate youth to lead activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff have youth help or mentor other youth in completing a project or task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff provide opportunities for the work, achievements, or accomplishments of youth to be publicly recognized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff have youth make formal presentations to the larger group of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27.2. At this program...(Continued)

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not sure
Staff include time in activities for youth to reflect on their experiences (e.g., formal journal writing, conversational feedback).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are effective at providing youth with meaningful choices during activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff provide structured and planned activities explicitly designed to help youth get to know each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are effective at providing youth with opportunities to set goals and make plans within the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff ask for and listen to student opinions about the way things should work in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff have youth work collaboratively with other youth in small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff have youth work on group projects that take more than one day to complete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27.3. At this program...(Continued)

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Not sure
Youth are able to take responsibility for their own program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth can set goals for what they want to accomplish in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth help make plans for what activities are offered at the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth make choices about WHAT content is covered in program offerings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth make choices about HOW content is covered in program offerings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth help create rules and guidelines for the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28. Is there anything else that you would like to share about this program, working with youth, etc.?

Q29. Please enter your name here. This is optional, this is for tracking and quality control purposes only and will be deleted from all data files.

Thank you very much for completing this survey. Your answers will be used to help improve 21st Century and other youth programs in Michigan.