

Evaluation Update

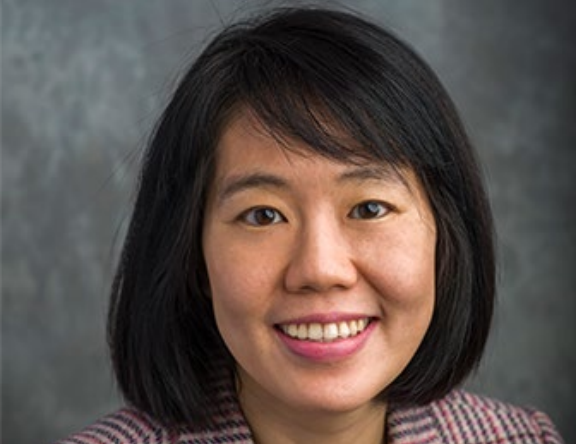
2026 Kickoff

MSU Evaluation Team

Engaged Research and Evaluation Center
University Outreach and Engagement
Michigan State University
8/5/2026 Traverse City, MI



MSU Team



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Special thanks to the
mapping and data
support provided by:

- ❖ Teresa Herbowicz
- ❖ Holli Schlukebir
- ❖ Xuran Wang

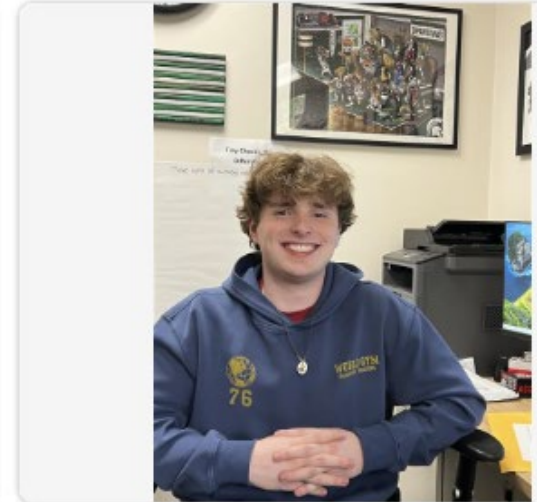
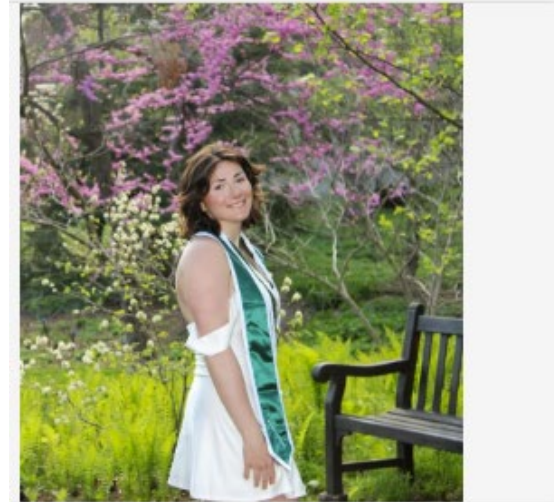
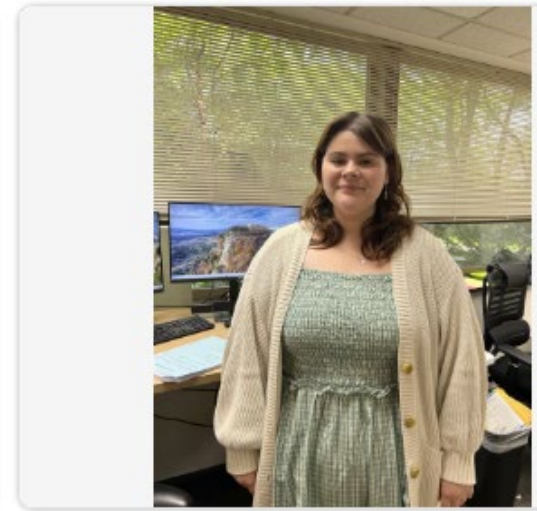
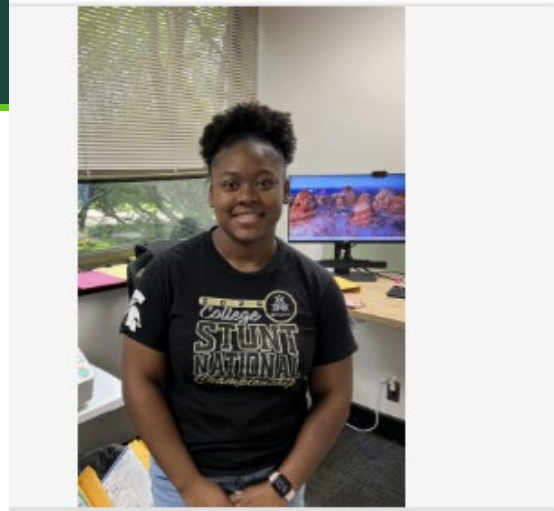
Also, thanks to...

4 Undergraduates

+

1 Dead scanner

to finish survey scanning early



Celebrating Success

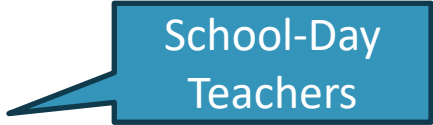
#1. Changes in School Engagement and Soft Skills Development

To what extent has this youth changed their behavior this year?

- Attends school/class regularly.
- Actively engaged in school-day activities.
- Completes homework on time.
- Gets better grades.
- Believes abilities can be improved through effort.
- Effectively regulates emotions.
- Willing to learn about others' perspectives.
- Develops healthy friendships.
- Wants to be helpful to others.



Caregivers



School-Day Teachers

Declined No Change Improved





EZReports

Michigan Afterschool 2025-2026

Email

Password 

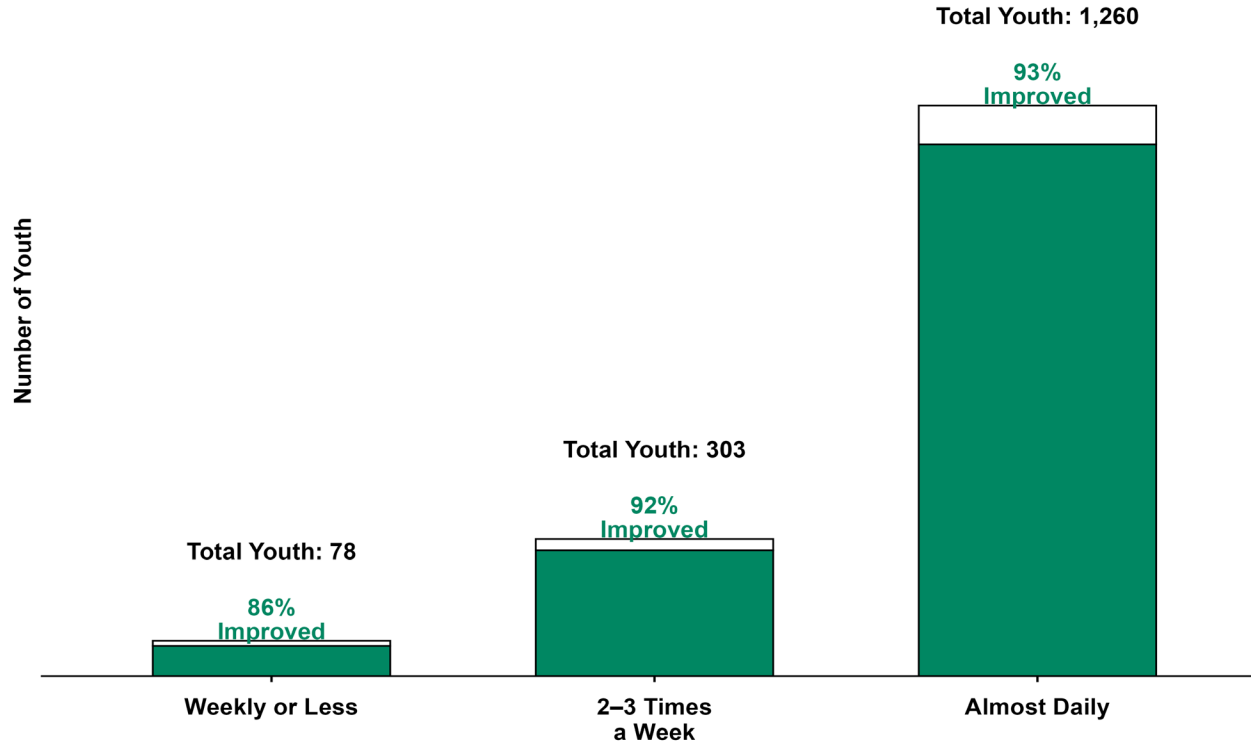
[Forgot password?](#) [Sign In](#)

21st CCLC
Attendance



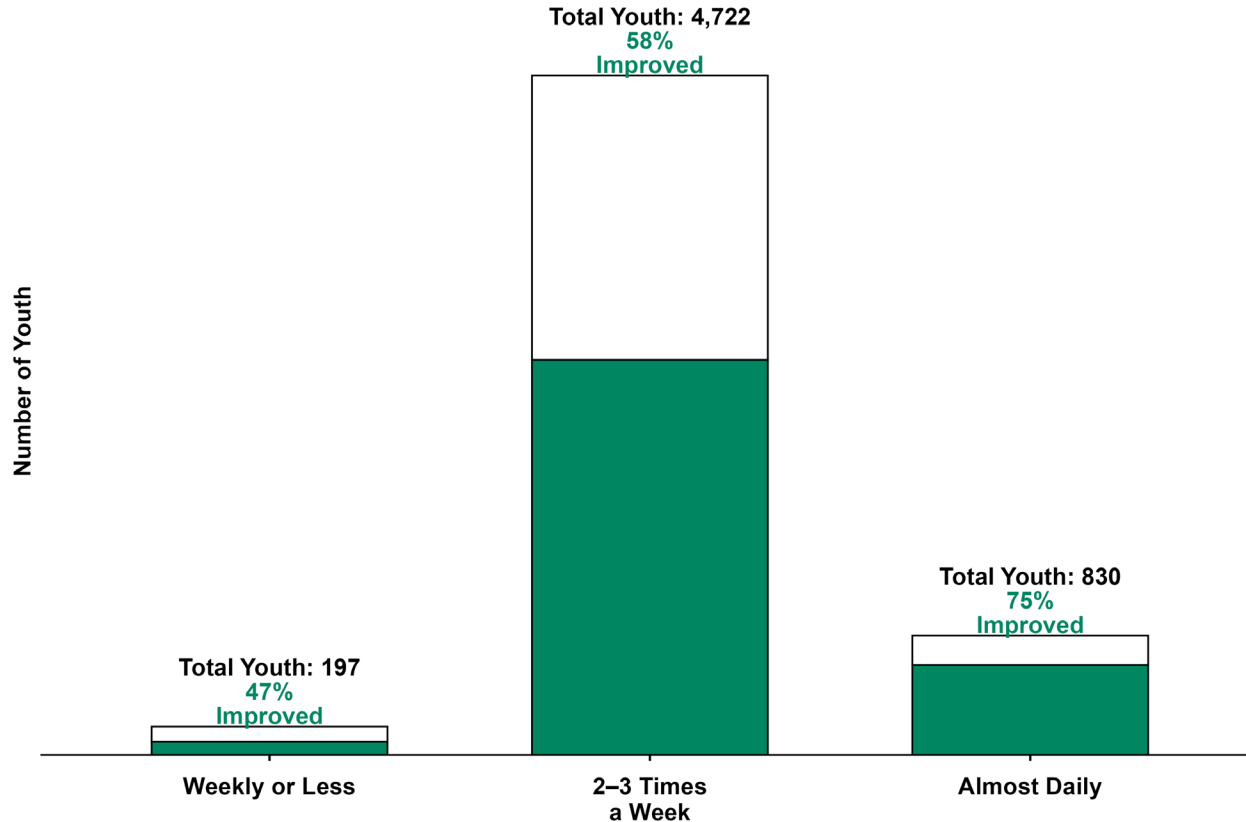
School
Behavioral
Improvement

Youth School Behavioral Outcomes (rated by families)



Families of youth who attended the program more frequently were slightly more likely to report improvements in their child's school-related behaviors.

Youth School Behavioral Outcomes (rated by school-day teachers)



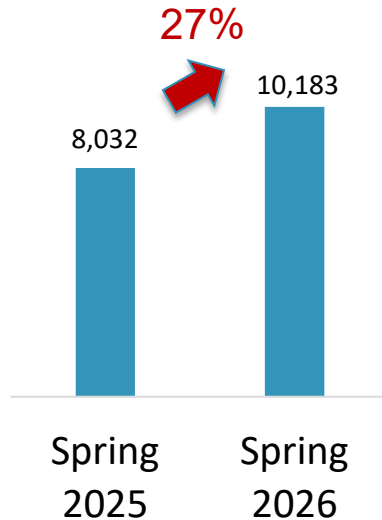
Teachers were more likely to report improved school behaviors among youth who attended the program almost daily.

Celebrating Success

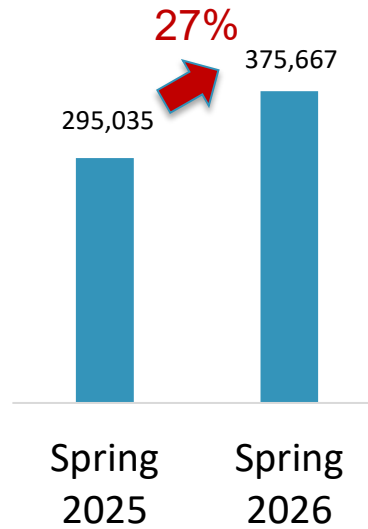
#2. STEM Efforts

Since STEM Initiatives Began in Spring 2026

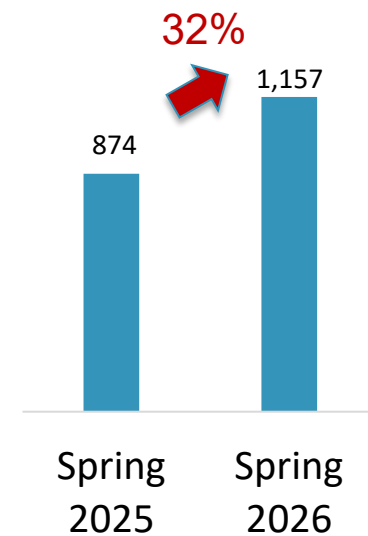
STEM Activity
Offered Hours



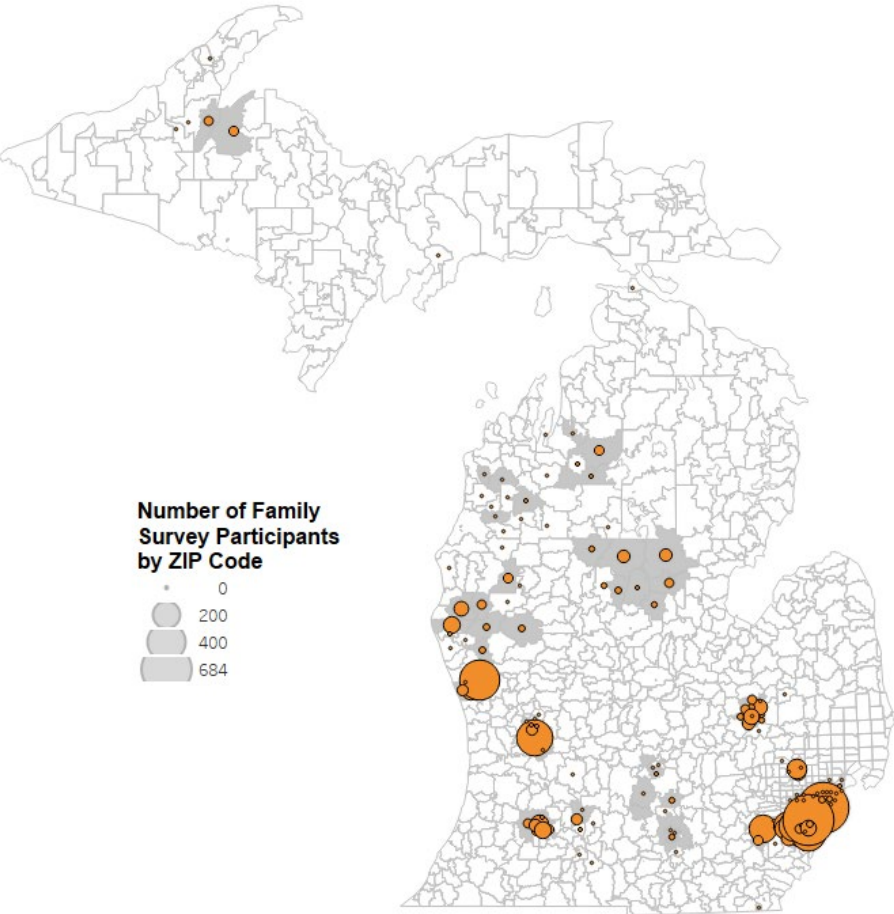
STEM Activity
Attended Hours



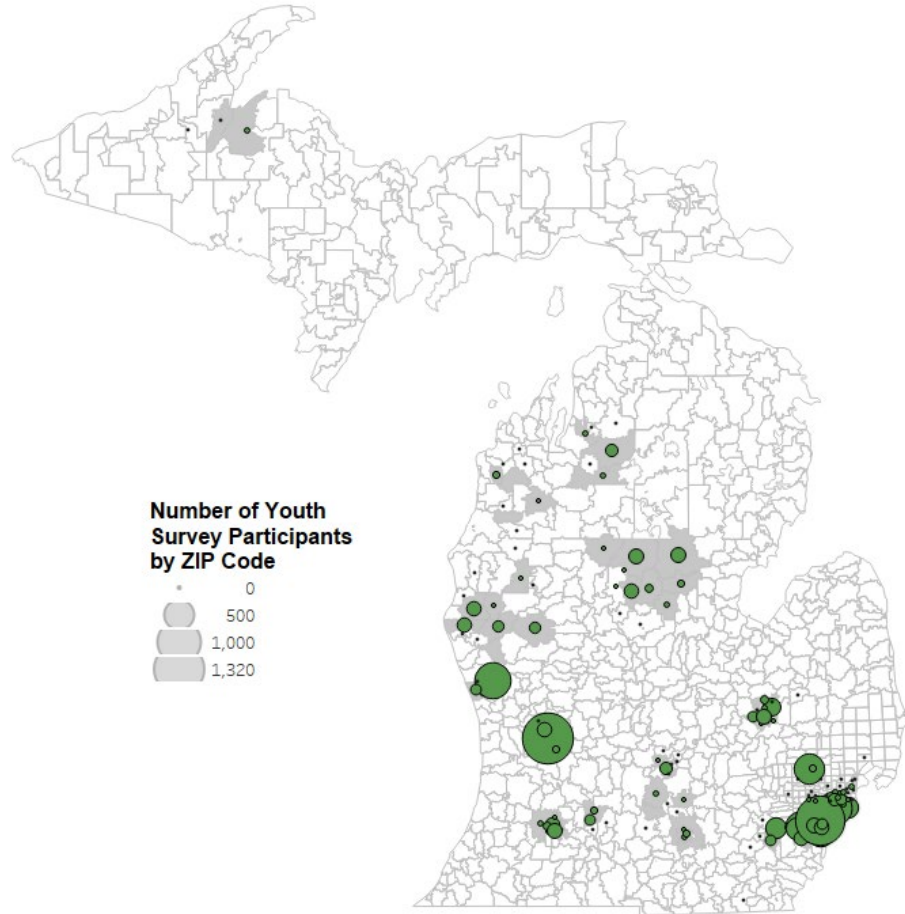
STEM-themed
Special Event Hours



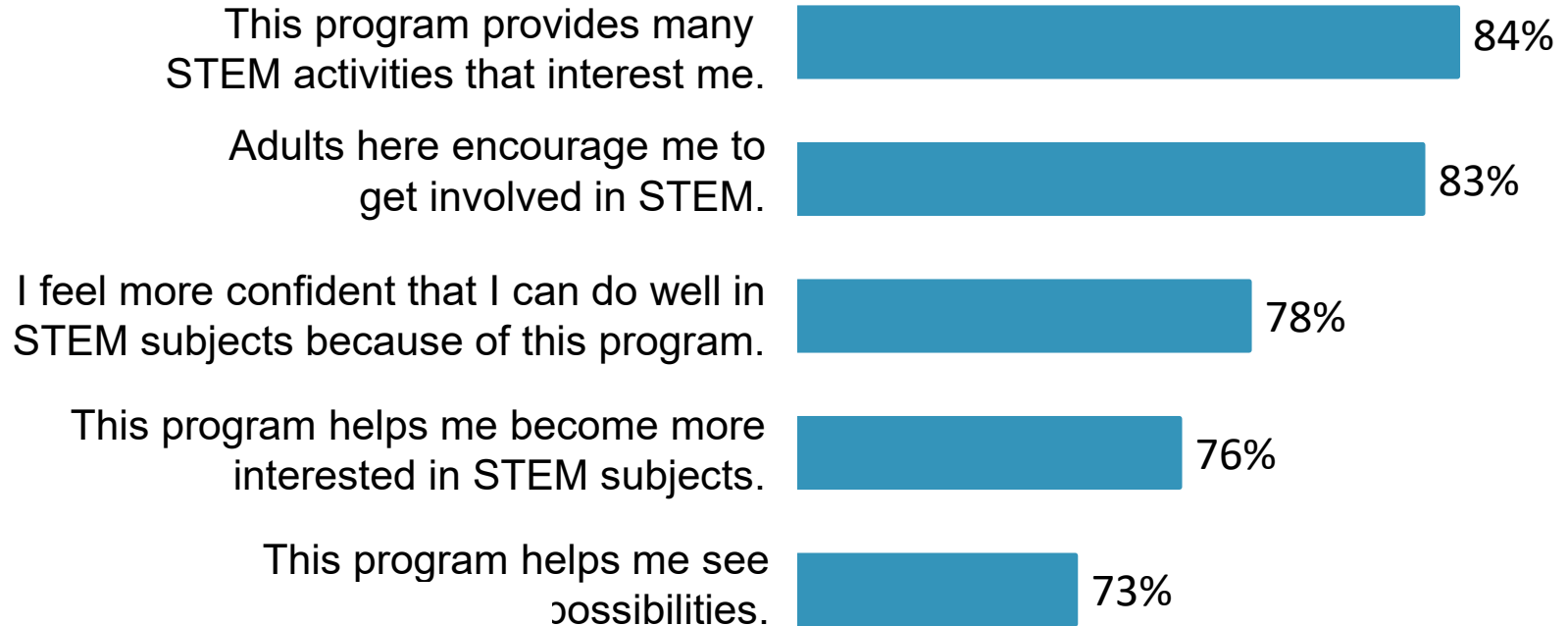
Participation in the 2025-26 21 CCLC Family Survey, by ZIP Code



Participation in the 2025-26 21 CCLC Youth Survey, by ZIP Code



What Did Youth Say about Our STEM Efforts?



What Did Families Say about Our STEM Efforts?

I know there have been increased STEM opportunities for my child to participate in this program.  91%

This program involves me in the STEM activities my child does.  85%



STEM is vital to Michigan's economic future.

8% - 35% growth rates among STEM jobs through 2032, and all pay well above the state's median wage.

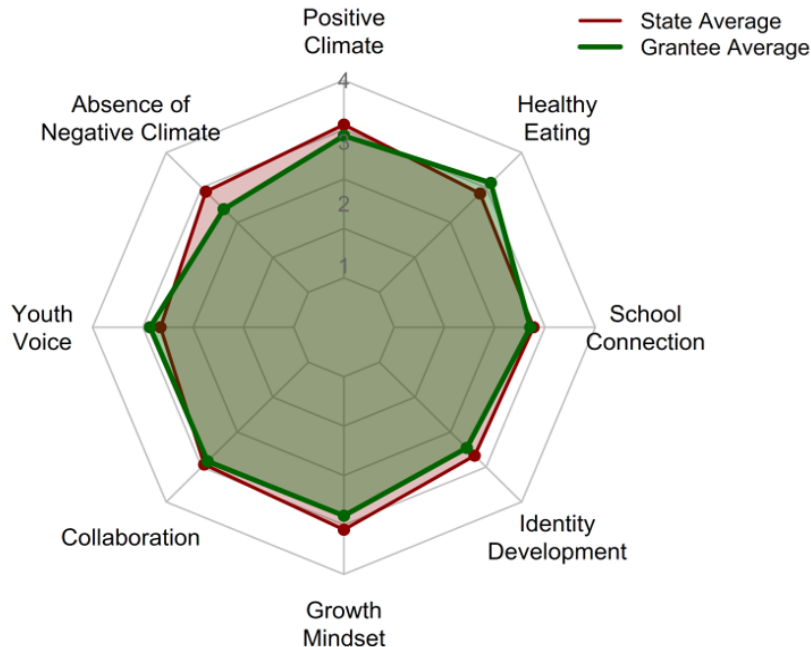
23,000 STEM Workers are needed in Michigan every year.

Updates

NEW Site and Grantee Reports

Program Quality Profile

Your Average VS. State Average



RESULTS FROM THE FAMILY SURVEY

69 GRANTEE RESPONSES AND 5100 STATEWIDE RESPONSES

Family Surveys were distributed to the caregivers of youth who participated in your before- or after-school OST program. Results are reported only when at least five family members responded to a question. The graph compares your grantee's average score with **the state average of other 32n grantees serving similar age groups as yours**. The survey covered four areas that high-quality OST programs provide with youth and families: economic impacts, benefits of youth participation, family engagement and positive youth outcomes.

Economic Impact

How would your family be impacted if this program was no longer available?

% Agreeing

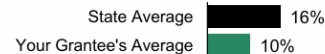
Q24: We would have to reduce work hours.

Your Score Relative to the State Average Serving Similar Grades: **About the same**



Q25: We would have to stop working or find another job.

Your Score Relative to the State Average Serving Similar Grades: **About the same**



Q26: We would have to pay for other services or programs.

Your Score Relative to the State Average Serving Similar Grades: **About the same**



NEW Site and Grantee Reports

Combines the **Leading Indicators Report** with **site and grantee data tables** to provide charts, comparisons, and interpretation.

Site Report (Part I): Late July

Grantee Report & Site Report (Part I + More Outcomes): Early Nov.

- A new Data Sharing Agreement has been developed this year with CEPI.
- Access to **UIC**-connected outcomes: **school-day attendance, retention, M-STEP**
- Access to data on similar nonparticipating youth in the same school.

Tentative Timeline

NEW! Summer Youth Outcomes Survey

(new federal reporting requirement; starting 8/3)

Congratulations to Wayne Metro – Mark Twain, the 1st site to complete all surveys!

This survey is designed to collect information about changes in a particular student's **behavior** and **level of engagement** during **summer programming**. Please select only one response per row.

Compared to the beginning of the summer program, to what extent do you agree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree
This youth follows plans and instructions with more focus.	☐	☐	☐	☐
This youth demonstrates more confidence and initiative.	☐	☐	☐	☐
This youth collaborates more with others.	☐	☐	☐	☐

NEW! Activity Primary and Secondary Categories

- Greater program input:** Programs now select an **optional secondary focus** for each session, replacing the previous MSU-assigned coding based on activity descriptions and session names.

Edit Session [Reflection and Journaling](#) [← Prev](#) [Next →](#) [CR](#) [i](#)

1. Session

2. Staff & Providers

Session Information (Activity: ACADEMIC ENRICHMENT: ENGLISH LANGUAGE ARTS) [Delete](#)

Program Summer 2026	Session Name Reflection and Journaling	Grade Level 2 to 5	Delivery Method Face-to-face (In-Person at site)
Staffing Level 1:2-7	Max Enrollment (Optional)	Location/Room No. (Optional)	Secondary Focus (Optional) Youth Development

☐ Content provided via a computerized or online program

Enrollment
☐ Manual Enrollment
 ☒ Auto Enrollment

Description (Optional)
 Students will have the opportunity to think about and process what they have learned throughout the program. Through guided reflection activities, writing prompts, discussions, and personal journaling, participants will identify key takeaways, celebrate accomplishments, and set goals for continued growth.

