Michigan 21st Century Community Learning Centers Evaluation

2016-2017 Annual Report

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Highlights for the 2016-2017 Program Year

Michigan 21st Century Community Learning Centers (21st CCLCs) served diverse groups of primarily low-income and low-performing students.

24,776 youth served

88% received free/reduced price meals

83% academically low performing

% Students Attended # Days

71% — 30+ days

54% — 60+ days

39% — 90+ days

12% — 120+ days
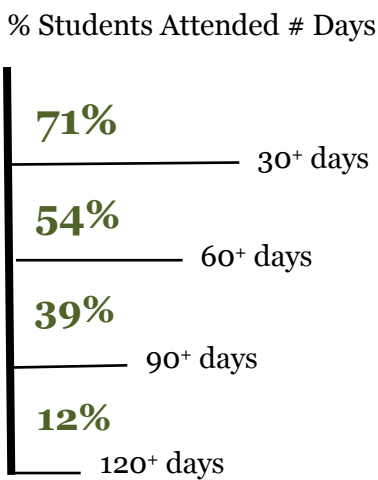
Most students participated regularly across various activities

Academic Lessons — 85%
Project-based Learning — 72%
STEM — 71%
Recreation — 62%
Youth Development — 51%
Sports — 48%
Arts — 40%
Computer / Media — 11%
Health / Nutrition — 8% (% Participated)

Many students showed improved grades during the past six years.

(% of Academically Low Performing Students With Improved Grades, Year 2011-2017)

Reading
45% 44% 40% 47% 50% 48% 49%

Math
43% 47% 45% 45% 49% 52% 51%
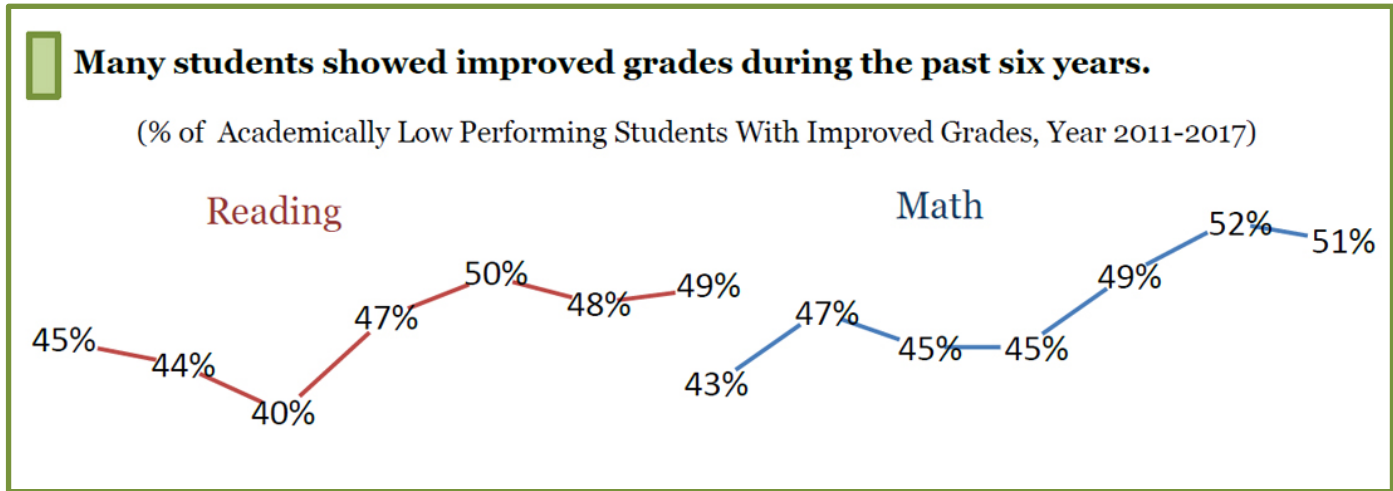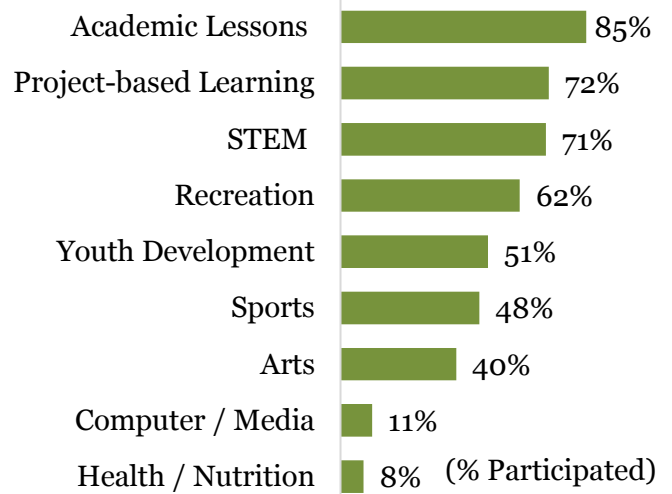
Teachers saw improved school behaviors among **73%** of students

89% of parents thought that their child wanted to attend school more because of this program

94% of students feel that program adults care about them

Introduction

The Michigan Department of Education describes the 21st CCLC program as follows:

> The 21st Century Community Learning Centers (21st CCLC) Grant Program's focus is to provide expanded academic enrichment opportunities for children attending low-performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. In addition, 21st CCLC programs provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling, and character education to enhance the academic component of the program.

This report describes the organizations that received grants, the organizations that operated the program sites, and the types of activities that program sites provided. It also describes who participated in the program, the types of activities they took part in, and the outcomes that program participants have achieved.

Following the same approach used in previous years, the 2016-2017 Annual Report continues the use of the leading indicators (with the symbol ⓘ) to highlight program-level quality characteristics that are known from research and practice to affect student development. Although these quality measures are important to creating a context for overall development, they are not necessarily directly related to academic improvement.

Curriculum use and trainings are key to program quality and staff efficiency in preparing for activities. The last section of this report presents statewide data on staff participation in professional development trainings and curricula use around the following key topics: STEM, social-emotional learning (SEL), positive youth development and risk prevention. Implications are provided for program improvement purposes.

Who Participates in the Program?

Participation in the 21st Century Community Learning Centers (CCLC) program statewide is influenced by both the types of programs that receive grants (grantees) and the characteristics of students that they recruit into their respective programs. The Michigan Department of Education (MDE) provides guidelines for entities applying for 21st CCLC grants, specifying: (1) types of organizations that may apply (such as public schools, charter schools, community organizations); (2) program factors that may qualify for priority points (such as serving a school eligible for Title I school-wide funding, serving students in 6th-8th grades, or having a faith-based organization as a partner); and (3) status of students and families served by the program (such as eligibility for free/reduced price meals and/or living in poverty). Priority is given to programs serving low-performing schools in high-poverty areas. For details about priority points relevant to grantees who participated in 2016-17, contact Michigan Department of Education 21st CCLC consultants.

Grantees

Table 1 shows an overview of grantees over the past four years. In the 2016-17 program year, 73 grants were awarded to 35 grantees who oversaw 278 sites. Among the 278 sites, 275 operated during the school year and completed the Annual Report Form. No new grants were awarded this year. The largest number of grants were administered by local school districts (15), followed by nonprofit/community-based organizations (12) and public school academies (4). Two grants each were administered by intermediate school districts and universities. This distribution of grantees has remained stable over the past four years. As in past years, the majority of the 21st CCLC grantees served elementary grades (132) or elementary and middle school combined (28). Sixty-three served middle school students only, and 10 served both middle and high school students. The fewest number (44) served high school students.

Table 1. Characteristics of Grantees Funded, 2013-2017

Characteristic	2013-14 Grantees	2014-15 Grantees	2015-16 Grantees	2016-17 Grantees
Overall				
Number of funded grants	84	80	73	73
Number of grantees	40 (44[a])	36 (41[a])	35 (40[a])	35(40[a])
Number of new grantees	3	0	0	0
Number of sites reporting on the Annual Report Form	266	275	275	275
Cohorts				
E	33			
F	155	24		
G	56	53	53	52
H	69	71	68	67
I		157	157	159
Grantees' fiduciary organizations				
Local school district	20	16	15	15
Intermediate school district	2	2	2	2
Public school academy (charter school)	5	4	4	4
Nonprofit/community-based organization	11	12	13	12
University	2	2	2	2
Sites serving students of different grades or grade combinations[b c]				
Elementary	122	139	128	132
Middle school	76	81	72	63
High school	62	47	45	44
Elementary and middle school	40	29	25	28
Middle and high school	11	8	7	10
Elementary, middle and high school	2	1	1	1

[a] Numbers in parentheses treat the multiple subcontractors that Detroit Public Schools and Grand Rapids Public Schools used to provide their programs as grantees.
[b] Calculated based on the grades of students served.
[c] Elementary (K-5), Middle school (6-8), High school (9-12).

Participating Students

Gender, Grade Level, and Family Income

In the 2016-17 program year, 24,776 students enrolled in the program. This number is about 1,800 students fewer than the previous year although the same grants were operating. As in past years, students were equally divided between

boys (12,470; 50%) and girls (12,306; 50%). Most participants were in elementary grades (K-5th grades; 13,319; 54%), with middle school students second (6th-8th grades; 6,819; 27%), and high school students being the smallest group (9th-12th grades; 4,638; 19%). Nearly half of the students (47%) participated in summer programming; among those who attended during summer, 21% also attended during the school year. Regular attendees, defined as students who attended at least 30 program days, accounted for 71% of the school-year participants and 54% for the whole year; the difference was due to the large number of students who participated in the summer only. Participation in the summer alone was unlikely to accumulate regular attendee status because summer offerings tended to be less than the required 30 days.

The newly established partnership with the Michigan Center for Educational Performance and Information (CEPI) helped provide student demographic and school attendance and outcome data and decrease the amount of the data requested from sites. Data were available for almost all program participants with regard to whether the student received free or reduced-price lunch. The data showed that the majority (88%) of students served received free or reduced-price meals.

New vs. Returning Students

Participants could be either newly enrolled in this program year or returning for a second or third year. Getting students to participate for multiple years is important because sustained participation over time can lead to greater benefits[1], although the ability to attend across years can be limited as students move away or up to higher grades and different schools. Figure 1 shows the average proportions of students who were new in 2016-17 or were returning from previous years. The data suggested that a little more than a third of students were returning students from the previous year, and programs across different school levels served about two-thirds of students who were new.

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[1] Vandell, D. L. Reisner, E. R. & Pierce, K. M. (2007). Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising afterschool programs. Irvine, CA: University of California, Irvine.

Figure 1. Percent of New and Returning Students
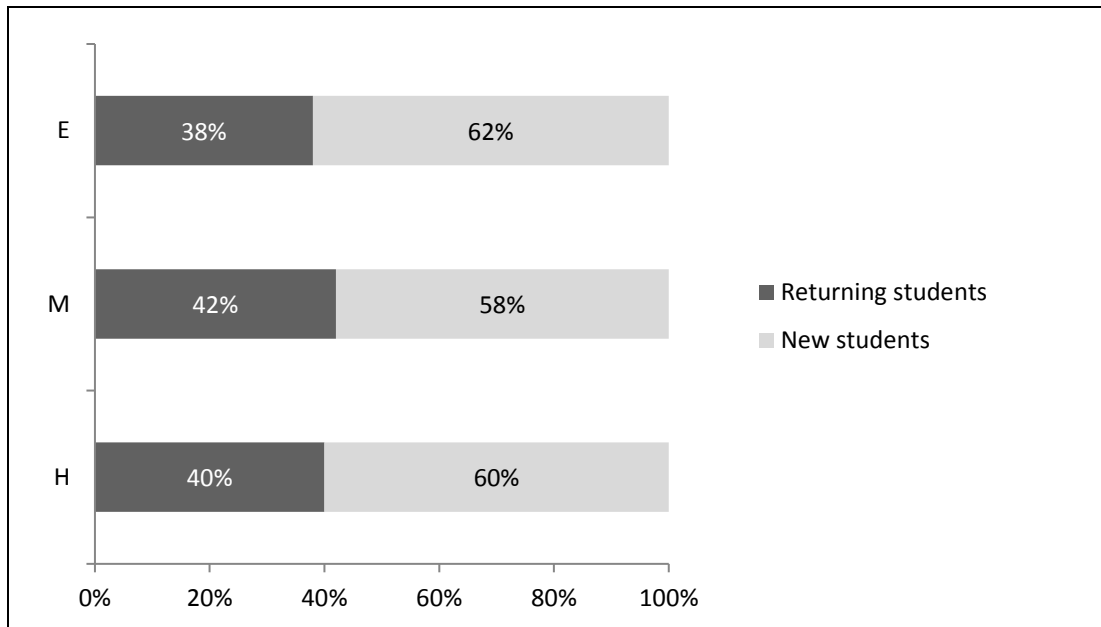
NOTE. E = Elementary school (N=13,319); M = Middle school (N=6,819); H = High school (N=4,638).

Race/Ethnicity

Figure 2 shows the distribution of participants according to race/ethnicity. Almost half (43%) of students identified themselves as Black or African American; 24% as White, 15% as Hispanic/Latino-a, and 7% Arab/Middle Eastern. Eleven percent identified themselves as "some other group." The large proportion of non-White participants reflects the urban focus of many programs, and the population has remained stable over the past few years.

Figure 2. Race of Student Participants
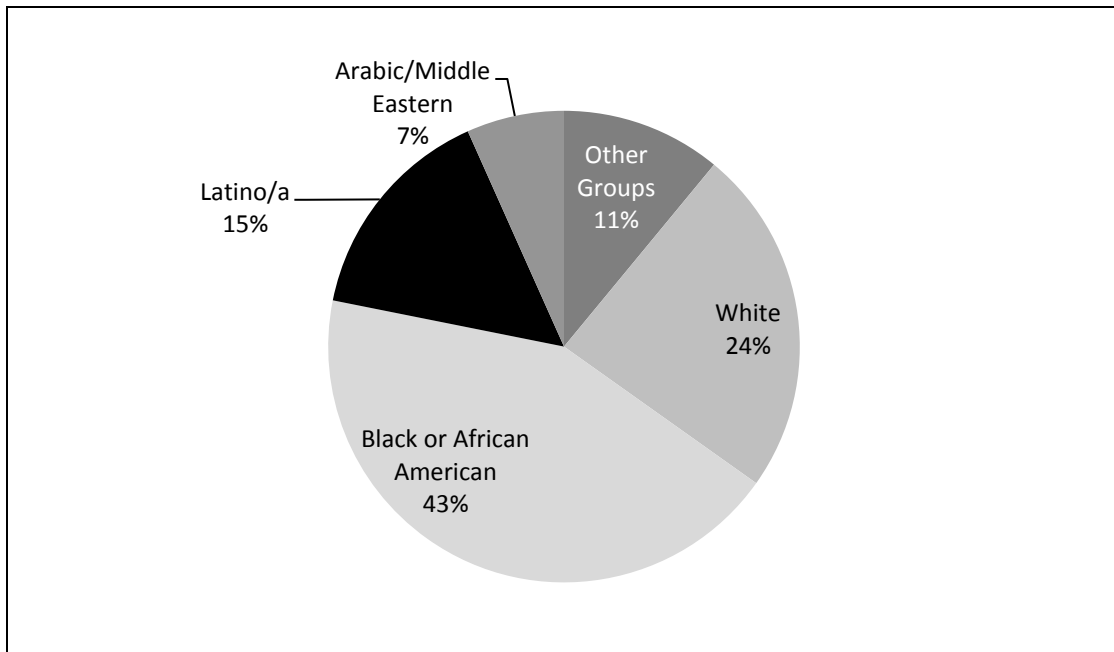
NOTE. N=24,776.

Parents' Reasons for Enrolling Their Children

Parents who completed the end-of-year survey rated the importance they placed on various reasons for enrolling their child in the program. Table 2 shows the percent of parents at each grade level who rated each reason as "very important."

Table 2. Parents' Reasons for Enrollment by Grade Level:
Percent who Reported "Very Important"

	GRADE LEVEL			
Reason	*E*	*M*	*H*	*All*
It is a safe place for my child after school.	95%	91%	90%	93%
I hope it will help my child do better in school.	88%	85%	85%	87%
It will help my child stay out of trouble.	81%	80%	81%	81%
It provides dependable afterschool care.	84%	76%	75%	81%
It provides affordable afterschool care.	78%	71%	72%	76%
School staff suggested that my child enroll.	57%	52%	62%	57%
My child has a disability or learning problem that this program can help.	52%	48%	57%	52%
NOTE. E = Elementary school (N=3,839); M = Middle school (N=1,231); H = High school (N=891).				

Reasons for enrolling children in the afterschool program have remained stable over multiple program years. Most parents at all grade levels enrolled their child to have a safe place for their child to go after school (93% overall). Most also thought participation would help the child do better at school (87% overall) and help their child stay out of trouble (81% overall). The proportion of parents who considered these reasons very important were similar at all grade levels. About three quarters of the parents also sought dependable and affordable child care, although these reasons were most important for parents of elementary school children. Almost half of parents at each grade level enrolled their children to obtain help for a disability or learning problem; this was especially true for parents of high school students. This finding is consistent with the population served in Michigan, as the available data shows that 19% of the high-school participants received special education services (Total N=3,524), compared to 17% middle-school (Total N=4,659) and 14% elementary-school participants (Total N=9,461).

Sustaining Participation of Students with Low Academic Performance

Students with lower academic performance at the beginning of the school year were likely to benefit more from the additional academic support offered by 21st CCLC programs because they had more room for improvement and may need additional instruction to catch up with their peers. For this report, low academic performance was defined as either having a GPA of 2.5 or below at the beginning of the school year or on average over the year or having a not-proficient or partially proficient MSTEP scores on ELA/reading or math subjects[2].

Academically low-performing students accounted for 83% of the total population served in the 2016-17 school year. Table 3 shows the percent of low-performing students and other students who attended for 30, 60, and 90 days. This year, programs were successful in sustaining participation for 30 days, with 70% of

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[2] There were two exceptions to this definition: (1) Students attending alternative high schools were considered to be academically low-performing regardless of GPA; (2) Students attending schools that did not give letter grades were considered to be low-performing if they received a report of "no credit" as their grade.

low-performing students and 71% of other students attending for at least 30 days. More than half of the low-performing students (52%) sustained participation over 60 days, and over a third (36%) attended at least 90 days. Overall, low-performing students tended to participate less than students who were not struggling academically.

Table 3. Percent of Students with Sustained Participation

Days of Attendance	Low-Performing Students	Other Students
30 days	70% ⓘ	71%
60 days	52% ⓘ	54%
90 days	36% ⓘ	39%
NOTE. Students with enough data to determine academic performance level = 16,888; Low-performing students = 14,053; Other students = 2,835.		

What Are Students Doing in the Program?

The primary purpose of the 21st CCLC program is to provide opportunities for academic enrichment to students attending low-performing schools. To enhance the academic component of the program, grantees must also offer other enrichment activities in various areas such as youth development, drug and violence prevention, technology education, the arts, and recreation.

Academics

Participation in Academics

All 21st CCLC programs were required to offer academics, and Table 4 shows that across the state, almost every student (97%) participated in some kind of academic activity.

Table 4. Percent of Students who Participated in Each Type of Academic Activity

Type of Academic Activity	GRADE LEVEL			
	E	M	H	All
Academic activities delivering lessons, homework help, tutoring and credit recovery ⓘ	73%	68%	69%	85%
Academic enrichment activities focusing on embedded learningⓘ	79%	70%	49%	72%
Homework help ⓘ	62%	55%	52%	59%
Tutoring ⓘ	5%	3%	6%	5%
Credit recovery	N/A	1%	9%	2%
STEM (science, technology, engineering, math)	77%	66%	56%	71%
Did not participate in any academic activities	3%	3%	3%	3%

NOTE. E = Elementary-school students (N=12,019); M = Middle-school students (N=5,706); H = High-school students (N=3,454). Students are counted as having participated in an activity if they attended that type of activity for at least 10 days.

The majority of the program participants (85%) participated in academic activities that are similar to or closely connected with school-day learning (i.e., lessons, tutoring, and homework help). Fewer youth, but still the majority (72%), participated in embedded academic enrichment activities that allow students to learn academic skills through hands-on projects (i.e., science experiments or creating a news blog) or through non-academic activities (i.e., learning math

through converting recipe measurements for cooking). To transform afterschool programs from an extended school day/childcare model to an extended and enriching learning environment, programs are encouraged to provide more hands-on enrichment activities to enhance students' academic learning.

In addition, STEM programming (science, technology, engineering and math) was added as a new academic category in 2011-2012, and the proportion of students participating has increased from year to year at all grade levels. This year, 56% of high school students, 66% of middle school students and 77% of elementary school students participated in STEM activities. The increased participation reflected the state support and emphasis on STEM learning.

Program Policies for Academics

Table 5 shows program policies reported by administrators regarding participation in academics. Most program sites (75%) required homework help for all of their students, and 81% required other activities focused on academics. Sixteen percent required tutoring for all students and an additional 18% required it for students with low academic performance. However, 25% did not require tutoring for any student, and 27% did not offer academic tutoring at all.

Table 5. Percent of Sites Requiring Various Levels of Participation in Academic Activities

Type of Academic Activity	Required for All Students	Required for Students with Low Academic Performance	Required for Some Other Group of Students but not All	Not Required for any Student	Did not Offer Activities of this Type
Homework help	75%	3%	9%	13%	0%
Tutoring (remedial help for specific academic subjects with no more than 1-3 students/staff)	16%	18%	14%	25%	27%
Other activities where academic learning is the main emphasis	81%	2%	8%	7%	2%
NOTE. Rows may not sum to 100% due to rounding. (N=274 sites)					

Student Perceptions of Academic Support

Table 6 shows students' perceptions of academic support provided by the afterschool program and how it affected their in-school performance.

Table 6. Students' Perceptions of the Quality of the Academic Support Provided by Their 21st CCLC program

Item	GRADE LEVEL			
	E	M	H	All
This program helps me get my homework done.	90%	88%	91%	89%
This program helps me understand what we are doing in class.	80%	75%	85%	79%
At this program, I learn school subjects in fun ways.	84%	76%	82%	81%
My grades have gotten better because of this program.	75%	74%	85%	77%
The school work I do matches the school work we do in regular class.	66%	66%	77%	68%
NOTE. E = Elementary-school students (4th - 5th Grade, N=2,707); M = Middle-school students (6th - 8th grade, N=2,372); H = High-school students (9th - 12th grade, N=1,376).				

Students at all grade levels were quite satisfied with the academic support programs offered. Most students at all grade levels thought the program helped them complete homework, understand classroom material, improve their grades, and learn in fun ways. High school students were more likely than elementary or middle school students to say the work they did in the program matched their school work; they also reported having the most benefit in almost all aspects of academic support than their younger peers.

Other Enrichment Activities Offered

Program sites varied in the types of activities they offered to students in addition to academic activities. Table 7 shows the different types of activities offered by grade level. More than 91% of program sites offered recreation, sports, art, youth development, and special events. Although less available, technology and health/nutrition activities were offered by more than half of the programs. The availability of the various types of the activities suggested that Michigan 21st CCLC programs provided enriching learning opportunities for disadvantaged students.

Table 7. Types of Activities Offered by Program Sites

	GRADE LEVEL			
	E	M	H	All
Recreation (social events, games, free play, etc.)	95%	83%	93%	91%
Sport	96%	97%	91%	95%
Art	96%	98%	84%	94%
Youth development (character education, conflict resolution, life skills, resistance skills, etc.)	95%	98%	100%	96%
Special events	97%	89%	89%	92%
Technology	55%	76%	73%	62%
Health/nutrition	49%	56%	64%	54%

NOTE. E = Elementary-school sites (N=132 sites); M = Middle-school sites (N=63 sites); H = High-school sites (N=44 sites); All (N=278sites). Sites crossing elementary, middle, and/or high school boundaries, such as a K-8 school, were omitted from individual categories (i.e., E, M) but do appear in the All category.

Participation in Other Enrichment Activities

Table 8 shows the percent of students at each grade level who participated in different types of enrichment activities.

Table 8. Percent of Students who Participated in Each Type of Enrichment Activity

	GRADE LEVEL			
Type of Activity	E	M	H	All
Recreation	72%	59%	35%	62%
Sports	57%	44%	20%	48%
Arts①	46%	39%	19%	40%
Youth development ①	52%	55%	43%	51%
Technology①	11%	12%	10%	11%
Health/nutrition	8%	7%	6%	8%

NOTE. E = Elementary-school students (N=12,019); M = Middle-school students (N=5,706); H = High-school Students (N=3,454). Students are counted as having participated in an activity if they attended that type of activity for at least 10 days.

More students participated in recreation (62%) than any other type of activity, followed by youth development (51%), sports (48%) and arts (40%). Fewer high school students than elementary or middle school students participated in any type of enrichment activity. Although many sites offered technology activities (55%-73%; see Table 7), only 10-12% of students at any level actually participated. The same pattern can be found in health/nutrition activities; much fewer students took part in them.

Staff Priorities for Programming

Staff priorities for programming are important because they tell us where staff are likely to focus their efforts. Table 9 shows that improving academic achievement was most likely to be reported as the top priority, with 56% of staff indicating it was their first or second priority. About one-fourth of the staff said that helping low-performing students achieve grade-level proficiency and allowing youth to relax, play, and socialize were top program priorities. About 34% thought improving social and emotional development was a high priority.

Table 9. Percent of Staff Reporting that Each Area is a Top Program Priority (First or Second Priority)

Program Area	Percent of Staff
Improve the academic achievement of youth ⓘ	56%
Allow youth to relax, play, and socialize	45%
Improve the social and emotional development of youth	34%
Enable the lowest-performing students to achieve grade-level proficiency ⓘ	27%
Help youth keep up with homework ⓘ	14%
Provide opportunities for youth to learn STEM or other academic subjects in a fun way	13%
Engage youth in fun leisure activities otherwise unavailable to them (i.e., arts, music, fitness, sports, etc.)	11%
NOTE. Staff N=5,961	

Student Engagement in the Program

Participation in Decision-Making

To keep students involved in programs, it is important for them to have opportunities to make developmentally appropriate decisions about their activities.[3] Table 10 shows the percent of participants who said the program offered them various opportunities for choice and decision making.

About two-thirds of students agreed that the program allowed them to make choices about their own activities and program activities and that their opinions matter. About 61% thought they had a voice in program decisions, and half had

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[3] Akiva, T., Cortina, K. S., & Eccles, J. S. (2012). Youth experience of program involvement: Belonging and cognitive engagement in organized activities. *Applied Developmental Psychology, 34,* 208-218.

participated in a youth advisory committee. As might be expected, students in the higher grades had more voice in program decisions than did younger students.

Table 10. Opportunities for Choice, Decision-Making, and Governance:
Percent of Students who Agreed or Strongly Agreed ①

Survey Item: At This Program…	E	M	H	All
I get to decide how to complete some projects or activities.	69%	68%	76%	70%
My opinions matter when decisions are made about the program.	65%	67%	81%	69%
I get to choose my activities.	55%	64%	79%	63%
I help decide what kinds of activities are offered.	60%	62%	74%	64%
I am involved in important decisions about this program.	59%	58%	72%	61%
I have participated in a youth advisory committee.	50%	49%	55%	50%
NOTE. E = Elementary-school students (4th - 5th Grade, N=2,707); M = Middle-school students (6th - 8th grade, N=2,372); H = High-school students (9th - 12th grade, N=1,376).				

Skill Building

It is important to recognize that skill building and mastery are gradual processes for students as they develop new practices and knowledge. Staff need to be accomplished at creating an environment where students know that mistakes are fine because they are learning and where staff recognize both perseverance and proficiency. Table 11 shows that most participants thought the programs created an atmosphere in which students could feel free to build mastery of new skills.

Table 11. Skill-Building and Mastery Orientation:
Percent of Students who Agreed or Strongly Agreed ①

Survey Item: At This Program…	E	M	H	All
It's ok to make mistakes as long as you're learning.	91%	89%	94%	91%
Trying hard is very important.	90%	85%	93%	89%
How much you improve is really important.	88%	86%	93%	88%
It's important that we really understand the activities that we do.	87%	84%	92%	87%
Learning new ideas and concepts is very important.	88%	85%	93%	88%
Staff notice when I have done something well.	83%	82%	91%	84%
NOTE. E = Elementary-school students (4th - 5th Grade, N=2,707); M = Middle-school students (6th - 8th grade, N=2,372); H = High-school students (9th - 12th grade, N=1,376).				

Sustaining Participation

Finally, being engaged helps sustain student participation[4]. Table 12 suggests that the majority of students were engaged with the program through learning new skills, practicing critical thinking, and being exposed to new opportunities.

**Table 12. Engagement: Percent of Students
who Agreed or Strongly Agreed ①**

Survey Item: At This Program…	E	M	H	All
I get to do things I like to do.	79%	79%	87%	81%
The activities challenge me to learn new skills.	81%	80%	86%	81%
The activities we do really make me think.	76%	73%	85%	77%
I do things that I don't get to do anywhere else.	66%	65%	76%	68%
NOTE. E = Elementary-school students (4th - 5th Grade, N=2,707); M = Middle-school students (6th - 8th grade, N=2,372; H = High-school students (9th - 12th grade, N=1,376).				

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[4] Akiva, T., Cortina, K. S., & Smith, C. (2014). Involving youth in program decision-making: How common and what might it do for youth? *Journal of Youth and Adolescence, 43*(11), 1844-1860.

How is the 21st CCLC Program Connected to the School Day?

To improve students' school-day performance, the 21st CCLC program must be formally connected to their school-day classes. Table 13 lists various ways that the afterschool programs connect to the school day.

Table 13. Formal Policies for Connecting with the School Day: Percent of Sites Selecting Each Policy Option

	Percent of Sites
Policy	
• Site coordinator responsibilities included communicating regularly with school-day staff about student needs.	96%
• School-day staff (teachers, principal, and counselors) identified and recommended students to come to the afterschool program for academic support.	96%
• The objectives for the afterschool activities were intentionally influenced by grade-level content standards.	81%
• The curricula used during the school day were used as part of the afterschool program's academic activities.	73%
• Someone was responsible for attending teacher staff meetings at least monthly and reporting back to the afterschool program.	60%
Program staff	
• Corresponded with school-day teachers at least once per week about individual students' academic progress and needs	76%
• Had access to and reviewed students' grades for each marking period and standardized test scores throughout the year	74%
• Had access to and use of school data systems (one example is PowerSchool) that display students' progress and grades on school-day class work	62%
• Had a process for identifying low-achieving students within one week of their enrollment in the afterschool program	57%
• Had written policies and procedures about connecting with school-day teachers to support students' academic learning	54%
• Conducted any assessments to monitor students' academic learning	38%
• Used written progress reports to correspond with school-day teachers about individual students' academic progress and needs	37%
NOTE. N=274 sites	

Almost all program sites (96%) made the site coordinator responsible for communicating with school-day staff, and 96% accepted recommendations from school-day staff to enroll students in need of academic support. Most (81%) reported that their afterschool activities were intentionally influenced by grade-

level content standards, and 73% used school-day curricula in afterschool activities. Most program staff communicated regularly with school-day teachers about individual students' needs, and 60% assigned someone to attend teacher staff meetings. Although staff in most programs had access to and reviewed student performance data, only 57% had a process in place to identify low-achieving students early in the year. Fewer sites reported having written policies for connecting with school day teachers to support their students' learning or using written progress reports to connect with school day teachers about individual students' academic progress and needs. These numbers have remained stable over the past few years.

What School or Program Factors Affected the Program?

The context in which the 21st CCLC program operates influences its likelihood of success. For example, when many changes occur, such as program administrators or school leaders leaving or excessive turnover among the staff, a positive and consistent learning environment can be difficult to maintain. In addition, staff job satisfaction and opportunities for professional development contribute to staff capacity to create a positive learning environment.

Project Director and Site Coordinator Stability

Project directors. Two programs out of 33 (6%) grantees changed project directors during 2016-17 ⓘ. Among the four single-site grantees, two used the same person as project director and site coordinator. Two grantees (6%) reported having part-time project directors. MDE 21st CCLC consultants strongly recommend having a full-time project director because frequently the project director needs to make contact with school personnel and thus needs to be there during the school day.

Site coordinators. Thirty-nine percent of the site coordinators did not return for the 2016-17 program year, and 25% left during the program year ⓘ.

Staff Stability

Table 14 shows site reports of staff stability. Sites reported on the percent of staff who stayed for the program year and the percent of staff who returned from the previous year.

Almost half (42%) of the program sites reported difficulty in maintaining a good staff retention rate (76-100% same staff) throughout the 2016-17 program year, and a quarter of them (22%) lost more than half of their staff. Across the years, sites varied in their capacity to retain staff; about 40% of the sites kept most of

their staff from the previous year, while another 41% reported that more than half of their staff were new this year. High turnover is common in afterschool programs and oftentimes low compensation plays a key role in it. Some programs are able to retain more high-quality staff because they offer salaries comparable to school-day staff, with reasonable yearly increases, and professional development opportunities. To retain high-quality staff, supervisors also need to recognize staff contributions, give staff more responsibility to run the programs, and provide them with opportunities to grow.

Table 14. Staff Stability: Percent of Sites

	STAFF RETENTION RATES			
Staff Changes	*0-25%*	*26-50%*	*51-75%*	*76-100%*
What percent of your paid REGULAR STAFF who provided activities STAYED for most or all of the 2016-2017 school year?	11%	11%	20%	58%
What percent of this year's REGULAR STAFF also provided activities last year?	22%	19%	19%	40%
NOTE. N=274 sites.				

Sites Reporting School-Related Changes

Changes in the host school can affect awareness of and support for the 21st CCLC program. As seen in Table 15, in 2016-17, relatively few schools served by 21st CCLC programs experienced major changes, with the most common change being a new principal.

Table 15. Percent of Sites Reporting School-Related Changes

Changes	*Percent of Sites*
Principal of the school changed ⓘ	22%
Superintendent changed or established	11%
Host school was faced with budget cuts that affected your site	7%
School reorganized ⓘ	5%
Program moved to a new school	3%
Other major changes at the school or district that affected your program	3%
NOTE. N=274 sites	

How Did Students' Academic Performance Change?

We report on students' academic performance for 21st CCLC programs in the following categories:

- Percent of students showing improvement in mathematics and English/ language arts/reading grades of at least ½ grade (e.g., 2.5 to 3.0) from fall to spring

- Percent of students whose teachers reported any improvement in homework completion and class participation

- Percent of students whose teachers reported any improvement in student classroom behavior

We also present students' and parents' perceptions of how the 21st CCLC program helped students improve in various aspects of their academic and non-academic performance and behavior.

Data for this section were collected through the EZReports program reporting system, Excel files through which sites provided school grades from school records, and teacher surveys collected by 21st CCLC program staff. Data were not available on state standardized testing for 2016-17 and are not reported here.
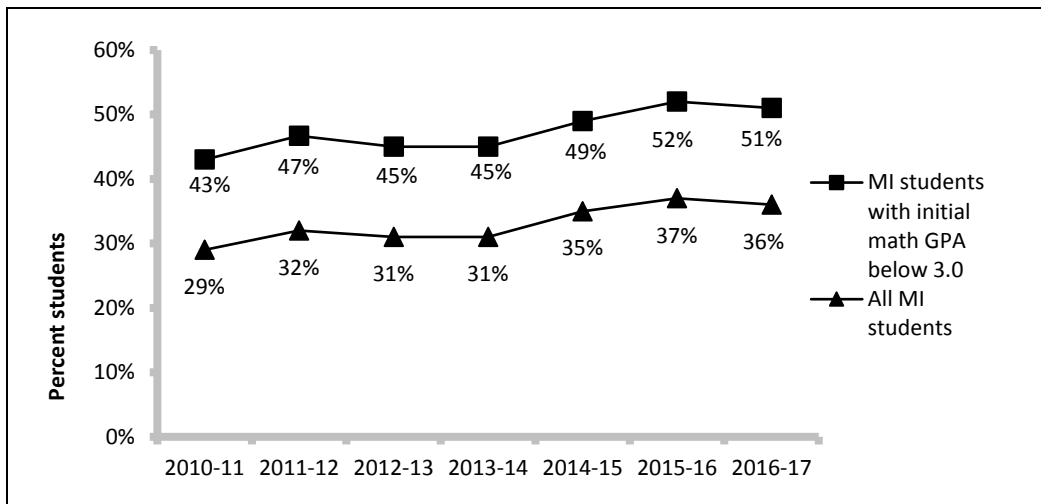
Grades

Math Grades

Overall. Figure 3 shows the percent of regular participants whose math grades improved in each year in Michigan (2010-2017). The percent showing improvement in Michigan has increased in recent years.

Figure 3. Percent of Regular Students Showing Improvement in Math Grades (2010-2017)
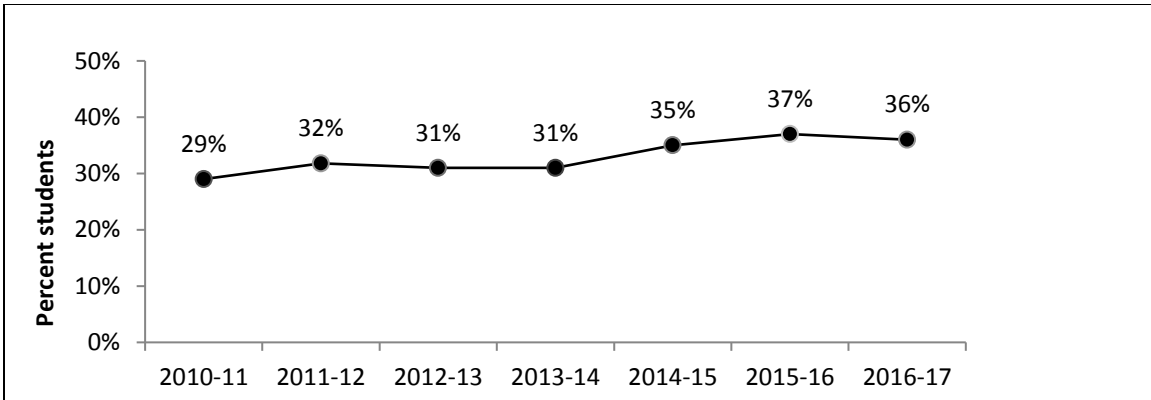
NOTE. Improvement is defined as ½ grade increase from fall to spring within a year.
Includes only regular students. Regular students are defined as those attending at least 30 days (N=10,421 in 2016-17).

Figure 4. Percent of Regular Students Showing Improvement in Math Grades for All Students vs. Students with Room for Improvement (2010-2017)

NOTE. Improvement is defined as ½ grade increase from fall to spring within a year.
Room for improvement is defined as having a fall grade below 3.0.
Includes only regular students. Regular students are defined as those attending at least 30 days (N=7,875 in 2016-17).

Students with room for improvement. Students who had lower grades when they entered the program had more room for improvement during the program year. Figure 3 includes all regularly attending students, both those who started with the highest grades and those who had room to improve (defined as having a GPA in math of less than 3.0 at the beginning of the year). When

Michigan students with room for improvement were compared with all Michigan students (Figure 4), a substantially higher percentage (about 15% difference) of those with room for improvement showed gains and the finding has been consistent over the past six years.

Reading Grades

Overall. Figure 5 shows the percent of participants who improved in reading grades each year in Michigan (2010-2017). The percent who improved has been relatively stable during this period, with about one-third showing improvement.

Figure 5. Percent of Regular Students Showing Improvement in Reading Grades (2010-2017)
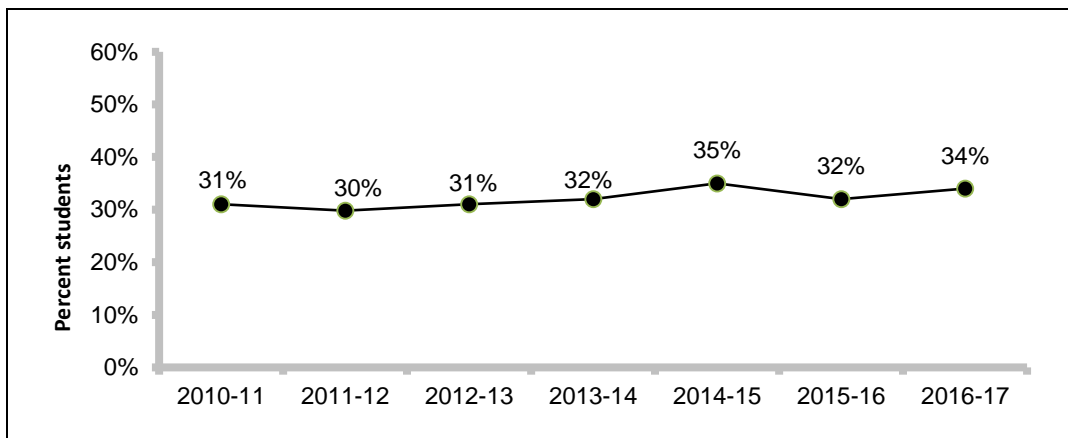
NOTE. Improvement is defined as ½ grade increase from fall to spring within a year.
Includes only regular students. Regular students are defined as those attending at least 30 days (N=10,534 in 2016-17).

Figure 6. Percent of Regular Students Showing Improvement in Reading Grades for All Students vs. Those with Room for Improvement (2010-2017)
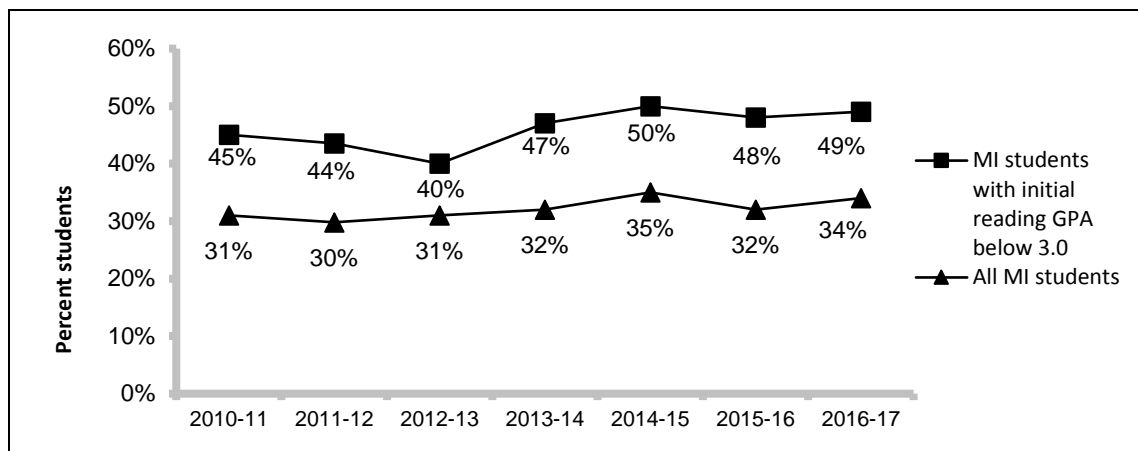
NOTE. Improvement is defined as ½ grade increase from fall to spring within a year.
Room for improvement is defined as having a fall grade below 3.0.
Includes only regular students. Regular students are defined as those attending at least 30 days (N=7,707 in 2016-17).

Students with room for improvement. When we compare the performance of Michigan regular participants with room for improvement to that of all regular Michigan participants (Figure 6), a substantially higher percentage (9%-16%) of students with room for improvement showed at least a half grade gain in reading compared to all and the finding has been consistent over the past six years.

Teacher Ratings

Each year, teachers rate participating students who attended at least 30 days on the extent to which their performance changed over the year in homework completion/classroom participation and classroom behavior. Teachers may rate student performance or behavior as improved, unchanged, declined, or did not need to improve.

Homework Completion/Classroom Participation

Homework completion/classroom participation included 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 7 shows the percent of

students who initially had room for improvement and demonstrated improvement in homework completion/classroom participation according to teachers over the past seven years. The percent of Michigan students improving has remained stable at for several years.

Figure 7. Percent of Regular Students Showing Improvement in Teacher-Reported Homework Completion and Classroom Participation (2010-2017)
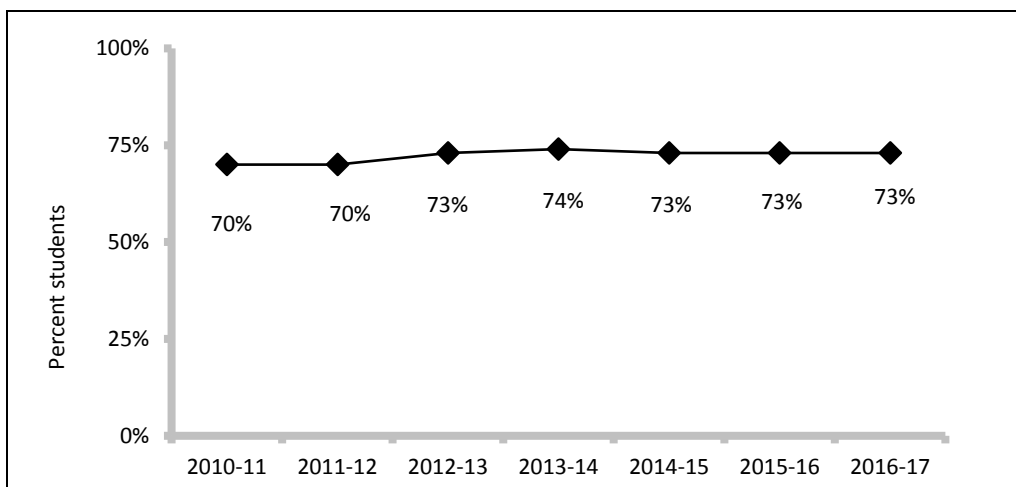
NOTE. Includes only regular students with room for improvement according to the teachers. Regular students are defined as those attending at least 30 days (N=8,478 in 2016-17).

Classroom Behavior

Classroom behavior included items such as behaving well in class and getting along with other students. As shown in Figure 8, the proportion of Michigan students who showed improvement has remained stable for several years. The analysis only includes students whose teachers indicated they had room for improvement.

**Figure 8. Percent of Regular Students Showing Improvement
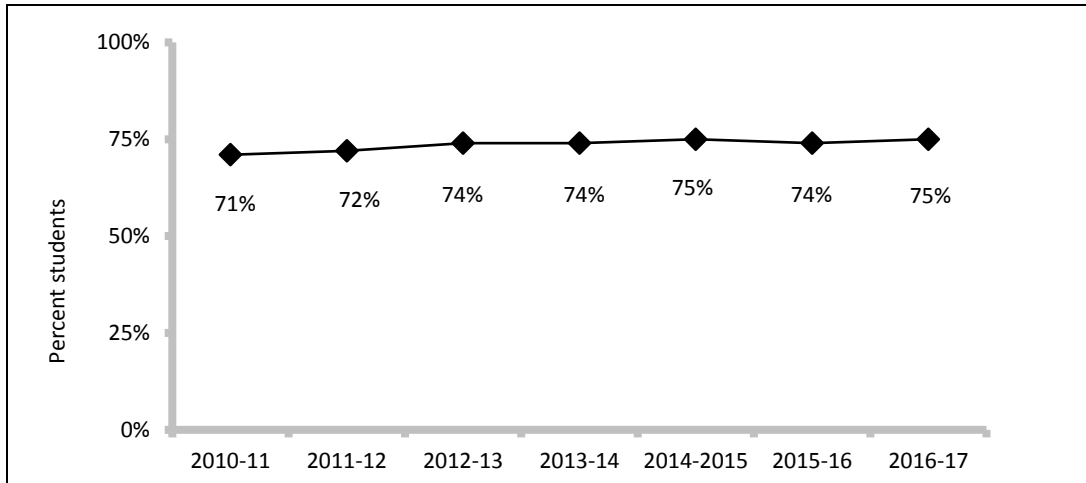in Teacher-Reported Classroom Behavior (2010-2017)**

NOTE. Includes only regular students with room for improvement according to the teachers.
Regular students are defined as those attending at least 30 days (N=7,888 in 2016-17).

Student and Parent Perceptions of Program Impact

Students and parents reported on their perceptions of whether the 21st CCLC program helped improve in various aspects of academic and non-academic performance and behavior. Note that Table 16 includes only results from those students with room for academic improvement. About two-thirds of students said the program helped them improve in academic areas including reading and math, science/technology, and other subjects. Large majorities said the program helped them to perform better academically and improve their attitudes about school.

Table 16. Student and Parent Perceptions of Program Impact:
Percent who Reported the Program Helped "Some" or "A Lot"

Outcome	Percent of Students	Percent of Parents
Academic areas		
Reading, English, language arts, writing	70%	90%
Math	70%	89%
Science/technology	65%	85%
Other school subjects (history, social studies)	64%	83%
Academic engagement		
Care more about getting good grades	78%	88%
Think that doing well in school was important for having a successful career	82%	88%
Think that success in school would help you have a good life when you grow up/as an adult (parent version)	81%	90%
Want to go to college	73%	82%
Look forward to coming to school	71%	89%
Non-academic areas		
Creative skills like art, music, dance, drama	67%	86%
Sports, athletics, physical activities	69%	83%
Working with the Internet	66%	82%
Staying away from drugs and alcohol	69%	87%
Making and keeping friends	72%	91%
Positive youth development		
Social/psychological learning	46%	N/A
Pro-social skills	55%	N/A
Teamwork	61%	N/A
Leadership	55%	N/A
NOTE. Students N: 6,455, Parents N: 5,961. Data only includes students with room for improvement.		

Somewhat fewer, but still a majority, said the program was helpful with other types of skills, such as creativity, physical fitness, and technology. They were least likely to say the program helped them to improve their social skills. However, these 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 own perception of her/his improvement in most categories. Parents do not report on positive youth development outcomes.