Michigan Nita M. Lowey 21st Century Community Learning Centers Evaluation

2021–2022 Annual Report

Jamie Heng-Chieh Wu, Ph.D.
Laurie A. Van Egeren, Ph.D.
The Michigan State University Evaluation Team

Community Evaluation Programs
Office for Public Engagement and Scholarship
University Outreach and Engagement
Michigan State University

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Copies of this report are available from:
University Outreach and Engagement
Michigan State University
Kellogg Center
219 S. Harrison Rd., Rm. 93
East Lansing, Michigan 48824-1022
Phone: (517) 353-8977
Fax: (517) 432-9541
E-mail: outreach@msu.edu
Web: outreach.msu.edu

The views expressed are solely those of the authors. For more information about this report, contact Jamie Wu at the above address or phone number, or email to: wuhengch@msu.edu

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Key Findings

In the 2021–2022 program year, 62 grants were awarded to 24 grantees who oversaw 250 sites. All sites operated both summer and school year programming.

Demographics

Michigan 21st CCLC programs served predominantly non-White (75%), academically low-performing (86%), and economically disadvantaged students (85%).

Participation

In the 2021–2022 program year, 15,536 students enrolled in the program—1,492 students more than the previous year but still short of pre-pandemic averages. More than half of students (53%) were in elementary grades (K–5), 25% in middle school grades (6–8), and 22% in high school (9–12). More than 70% of students participated all year—in both school year semesters and in the summer.

Academic Activities

Almost every student participated in at least one academic activity for more than 15 hours, and more than half of high school students (55%) participated in credit recovery sessions. Science, Technology, Engineering, and Mathematics (STEM) activities were popular, particularly among younger students. Most students reported that their program gave them opportunities to learn school subjects in a fun way. The results suggest that Michigan 21st CCLC programs have successfully provided academic enrichment opportunities to participants.

Non-Academic Activities

Youth development, recreation, and arts programming were the top non-academic activities programs offered. Research suggests that non-academic experiences can lead to positive youth outcomes, especially for disadvantaged students.

Student Perceptions of Their Programs' Impact

Most students across all age groups reported that they had been asked what activities they like. High school students were given significantly more decision-making opportunities than other age groups, though typically they contributed to decisions about activities rather than organizational governance. Most participants, and especially high school students, thought their

program created an atmosphere in which students could ask questions and develop new skills. Students also gave high ratings to indicators of their engagement in their program. High school students were particularly positive about opportunities to explore career and college options.

School Connections

Most site coordinators (84%) reported that their programs had frequent communications with schools and paid attention to grade-level content standards. Only 76% reported that their programs used school-day curricula, and 72% had access to students' grades and test scores. Only 40% of the programs had a designated person to attend teacher staff meetings.

Changes Affecting Programs

Nine out of 24 project directors (38%) were new in 2021–2022, compared to only three in 2020–2021. About 40% of the site coordinators were new this year. This turnover suggests a need for continued external support from the state leadership team.

School changes also affected 21st Century Community Learning Centers programs, including new school leadership, moves from one school to another, and school reorganizations.

Enrollment and Attendance Policies

About one-third (32%) of programs had a formal enrollment policy. Other programs enrolled students on a "first come, first served" basis or had an informal policy. Programs that gave priority to certain students tended to focus on students with academic or behavioral issues and on returning students.

Only 39% of programs had a formal attendance policy. More common was a loosely defined expectation that students attend "regularly."

Youth Outcomes

The federal reporting requirements for 21st Century Community Learning Centers programs changed starting in 2021–2022. Programs are required to report subject grades for participants in grades 7, 8, and 10–12. Standardized test scores are required for participants in grades 4–8. In 2021–2022, 43% of academically low-performing students showed improvement in their grades. Test scores were not available for 2020–2021, so evaluators cannot report on improvement from last year to this.

Outcomes based on teacher ratings show that, among students in need of improvement, 58% improved their homework completion, 66% improved their classroom behavior, and 66%

improved in social-emotional development. Student surveys showed overwhelmingly positive assessments of programs' support for social-emotional skill development.

Introduction

The US Department of Education website[1] describes the Nita M. Lowey 21st Century Community Learning Center (21st CCLC) program as follows:

> This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local academic standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

This report describes the organizations that received 21st CCLC grants from the Michigan Department of Education (MDE), their program sites, and the types of activities program sites provided. It also describes the students who participated in the program, the types of activities they took part in, and the outcomes they achieved.

Following the same approach used in previous years, the 2021–2022 annual report continues to use the leading indicators 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.

[1] https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/21st-century-community-learning-centers/

Who Participates in the Program?

Participation in the 21st CCLC program statewide is influenced by both the types of organizations that receive grants (grantees) and the characteristics of students those organizations recruit into their programs. MDE provides guidelines for entities applying for 21st CCLC grants, specifying (1) types of organizations that may apply, such as public schools, charter schools, and community organizations; (2) program factors that qualify for priority points, including school eligibility for Title I funding, serving students in grades 6–8, and having a faith-based organization as a partner; and (3) status of students and families served by the program, such as eligibility for free or reduced price meals and living in poverty. Priority is given to programs serving low-performing schools in high-poverty areas. For details about priority points relevant to 2021–2022 grantees, contact MDE's 21st CCLC consultants at 21stcclc@michigan.gov.

Grantees

Table 1 shows an overview of grantees over the past four years. In the 2021–2022 program year, 62 grants were awarded to 24 grantees who oversaw 250 sites. All sites operated both summer and school year programming. Grants were evenly distributed among school-based agencies (10 local school districts and 2 intermediate school districts) and community-based organizations (10 nonprofit/community-based organizations and 2 universities). This distribution of grantees has remained stable over the past four years. As in past years, the majority of 21st CCLC grantees served students in the elementary grades (134) or elementary and middle school combined (20). Forty-eight served middle school students only, and eight served both middle and high school students. Forty sites served high school students only.

Table 1. Characteristics of Grantees Funded (2018–2022)

Characteristic	*2018–2019 Grantees*	*2019–2020 Grantees*	*2020–2021 Grantees*	*2021–2022 Grantees*
Overall				
Number of funded grants	76	86	62	62
Number of grantees [a]	30(34)	29(31)	24(26)	24(26)
Number of new grantees	2	3	0	0
Number of sites	277	284	255	250
Number of sites operated during the school year	259	250	251	250
Site counts by cohort				
H	27[b]			
I	158	89		
J	25	25	25	25
K	78	78	80	78
L		148	150	147
Grantees' fiduciary organizations				
Local school district	14	15	10	10
Intermediate school district	2	2	2	2
Public school academy (charter school)	1	0	0	0
Nonprofit/community-based organization	11	10	10	10
University	2	2	2	2
Sites by grade level(s) served[c]				
Elementary school	147	159	145	134
Elementary and middle school	24	16	12	20
Middle school	50	49	48	48
Middle and high school	10	9	7	8
High school	46	50	43	40
Elementary, middle, and high school	0	1	0	0

[a] Numbers in parentheses count individually the multiple subcontractors Grand Rapids Public Schools used as grantees.

[b] 11 cohort H sites operated during summer 2019 and continued in the fall under cohort K.

[c] Elementary school is defined as grades K–5, middle school as 6–8, and high school as 9–12.

Students

Gender, Grade Level, and Family Income

In the 2021–2022 program year, 15,536 students enrolled in the program—about 1,492 more students than in 2020–2021, although the same grants were operating. Enrollment was still about 20% short of the pre-pandemic average.

As in past years, students were equally divided between boys (7,490, 48%) and girls (8,001, 52%). More than half (8,304, 53%) were elementary students in grades K–5. Middle school students, grades 6–8, were the second-largest group (3,863, 25%), high school students, grades 9–12, were the smallest group (3,365; 22%). Most students (72%) participated across the school year and summer; 28% participated only in the summer, 8% only in the fall, and 16% only in the spring semester.

Thanks to an established partnership, the Michigan Center for Educational Performance and Information (CEPI) provided 21st CCLC student demographic, school attendance, and outcome data, decreasing the amount of data evaluators had to request from sites. Between CEPI and site submissions, data were available for almost all program participants (98%) regarding their free or reduced-price lunch status. The data showed that 85% of students received free or reduced-price meals. In other words, Michigan 21st CCLC programs served primarily economically disadvantaged students.

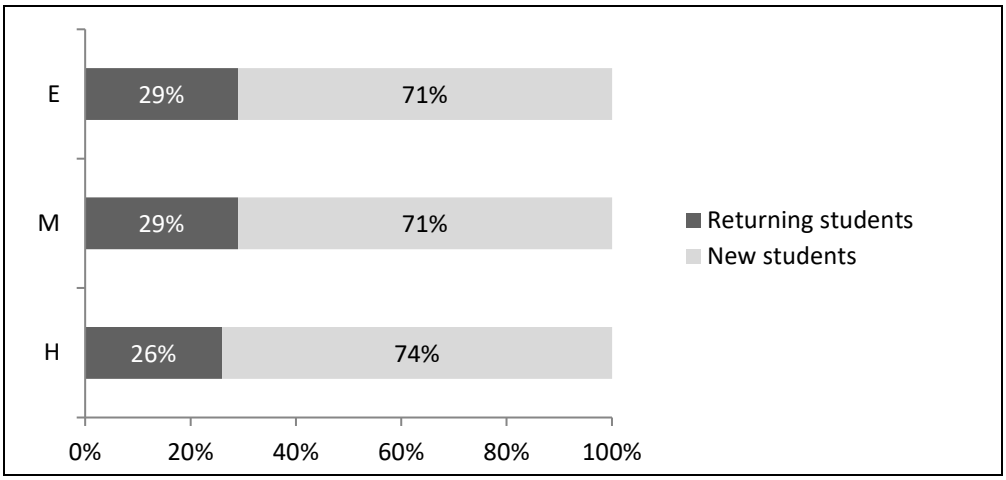
New vs. Returning Students

Participants could be either newly enrolled in this program year or returning from the previous year. Research shows that sustained participation in out-of-school programming over multiple years can lead to greater benefits.[2] However, students' ability to attend across years can be limited as they move away or progress to higher grades and different schools. Figure 1 shows the proportions of students at each grade level who were new in 2021–2022 and were returning from the previous year. Before the pandemic, returning students

[2] 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: University of California, Irvine.

averaged about one-third of program participants every year. In 2021–2022, the proportion of repeating students dropped to 26–29%.

Figure 1. Percentages of New and Returning Students

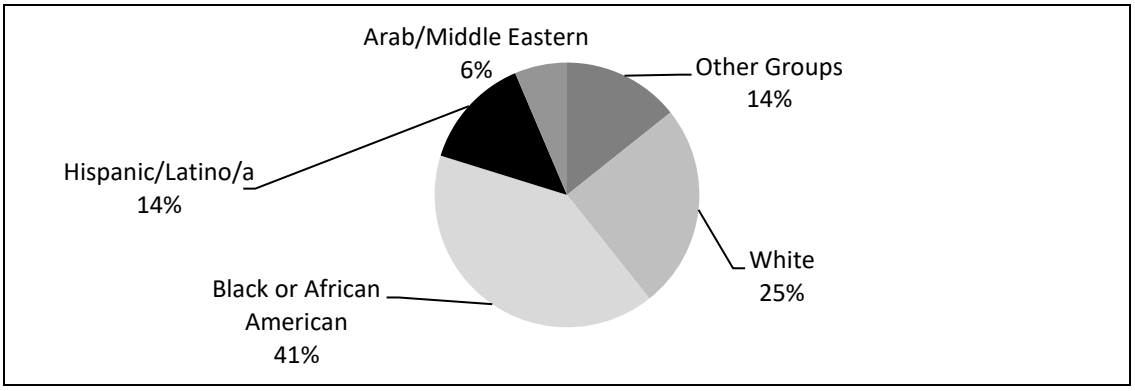


NOTE. E = Elementary school (N = 8,304); M = Middle school (N = 3,863); H = High school (N = 3,365)

Race/Ethnicity

Figure 2 shows the distribution of participants according to race/ethnicity. Forty-one percent of students were identified as Black or African American, 25% as White, 14% as Hispanic or Latino/a, and 6% as Arab or Middle Eastern. Fourteen percent were identified as belonging to another racial/ethnic group, or the information was not reported. Michigan 21st CCLC programs served predominantly students from minoritized racial/ethnic groups, in proportions that have remained stable over the past few years.

Figure 2. Student Race/Ethnicity



NOTE. N = 15,536.

Sustaining Participation of Students with Low Academic Performance

Students with low academic performance are likely to benefit more than higher-performing students from the academic support offered by 21st CCLC programs because they have more room for improvement. The additional instruction may help them catch up with their peers.

The federal reporting requirements for 21st CCLC programs changed significantly as of the 2021—2022 program year. Grantees are required to report on school/subject grades for participants in grades 7–8 and 10–12 and on standardized test scores for participants in grades 4–8. Starting this year, grantees will report on changes in grade and test score outcomes from the previous year to the current year.

For reporting purposes, the state evaluation team defines low academic performance as (1) having an average or single grade on English language arts (ELA) or math of 2.5 or below on a 4-point scale, (2) having a grade point average (GPA) of 2.5 or below on a 4-point scale, or (3) scoring below the proficient level in ELA or math on the state standardized Michigan Student Test of Educational Progress (M-STEP) or Preliminary Scholastic Assessment Test (PSAT) tests. Using these definitions, about 86% of the program participants whose school outcomes data were available were classified as academically low-performing students.

The team typically uses the previous year's data to determine academically at-risk status and compares them with the current year's data to monitor growth. M-STEP data for 2020–2021 were not available for current year program participants, so the team used 2021–2022 M-STEP scores. As in previous years, school grades were submitted by program sites or grantees, while standardized test scores were made available through a data sharing agreement between Michigan State University (MSU) and CEPI. Table 2 and Table 3 summarize how grades and test scores are used to determine academically at-risk status. Table 4 outlines how the evaluation team converts letter grades or number grades to a 4-point GPA.

Table 2. School Subject Grade Data Used for Federal Reporting

Grade Level	*Subjects*	*Data Source*	*Criteria for Academically At-risk Status*
7, 8	ELA, Math	Site or grantee reports	1. Average of ELA and math grades from last year is 2.5 or less *OR, if 1 is not available:* 2. Either ELA or math grade from last year is 2.5 or less *OR, if 1 and 2 are not available:* 3. Average of ELA and math grades from this year is 2.5 or less *OR, if 1, 2, and 3 are not available:* 4. Either ELA or math grade from this year is 2.5 or less
10, 11, 12	GPA in all subjects	Site or grantee reports	1. GPA from last year is 2.5 or less *OR, if 1 is not available:* 2. GPA from this year is 2.5 or less

Table 3. School Standardized Test Data Used for Federal Reporting

Grade Level	*Standardized Test*	*Data Source*	*Criteria for Academically At-risk Status*
4, 5, 6, 7	M-STEP: ELA, Math	CEPI	1. Not proficient or partially proficient (proficiency level 1 or 2) last year *OR, if 1 is not available:* 2. Not proficient or partially proficient (proficiency level 1 or 2) this year
8	PSAT: ELA, Math	CEPI	1. Not proficient or partially proficient (proficiency level 1 or 2) last year *OR, if 1 is not available:* 2. Not proficient or partially proficient (proficiency level 1 or 2) this year

Table 4. School Subject Grade Conversion Table

Letter Grade	*Number Grade 50–100*	*Grade Point*
A	90 or above	4
A– or B+	85–89	3.5
B	80–84	3
B– or C+	75–79	2.5
C	70–74	2
C– or D+	65–69	1.5
D	60–64	1
D–	55–59	0.5
F	54 or below	0

What Activities Did Students Engage In?

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 enrichment activities in various areas such as Science, Technology, Engineering, and Mathematics (STEM), social-emotional learning, arts, and recreation.

The 2021–2022 program year brought a significant change in the federal reporting requirements for activity participation. Prior to this year, participation was reported in 30-day segments (1–30 days, 31–60 days, 61–90 days, etc.), and students who attended at least 30 days qualified as "regular attendees." The new federal reporting guidelines focus on hours of participation, in categories ranging from less than 15 hours to 270 hours or more, as detailed in Table 5, along with justification for data collection and research linkage. In the justification column, "research-based dosage band" refers to a consensus that 90 or more hours of participation per year is ideal for achieving targeted student outcomes.

Table 5. New Federal Reporting Guidelines on Participation Hours

Hours	*Justification for Data Collection*	*Equivalent Days*
Less than 15	Will help capture short, intensive programs like credit recovery	Less than 5
15–44	Captures students who under previous GPRA were "not regular students"	5–14
45–89	Captures range of regular students towards research-based dosage band	15–29
90-179	Captures range of regular students at and above research-based dosage band	30–59
180-269	Captures students who attend beyond research-based dosage band	60–89
270 or more	Captures students who attend majority of year	More than 90

Academics

Participation in Academic Activities

All Michigan 21st CCLC programs were required to offer academic activities. Table 6 presents the percentages of students who participated in each type of academic activity for at least 15 hours.

The data show that sites offered a wide variety of academic activities and that almost every student (97%) participated in at least one academic activity for more than 15 hours. Project-based or lesson learning was most prevalent among elementary and middle school students, followed by homework help. Notably, a bit more than half of the students in the high school sites (55%) participated in credit recovery sessions, suggesting that older students need and want these services. STEM activities drew many participants, particularly among younger students.

Table 6. Percentage of Students Who Participated in Each Type of Academic Activity

Type of Academic Activity	*Percent of Students Who Participated*			
	E	*M*	*H*	*All*
Academic (Traditional)				
Homework help/Test preparation ⓘ	52%	42%	31%	46%
Tutoring ⓘ	12%	18%	8%	12%
Credit recovery ⓘ	N/A	26%	55%	51%
Academic (Enrichment)				
Project-based enrichment and lessons	70%	57%	35%	60%
- ELA ⓘ	34%	26%	12%	30%
- Science ⓘ	27%	16%	8%	21%
- Technology (computer programs, video, media) ⓘ	4%	3%	3%	3%
- Engineering ⓘ	16%	9%	11%	13%
- Math ⓘ	31%	22%	5%	24%
Did not participate in any academic activities	2%	3%	7%	3%

NOTE. E = Elementary school students (N = 7,761); M = Middle school students (N = 3,442); H = High school students (N = 2,738). Students are counted as having participated in an activity type if they attended sessions for at least 15 hours. Percentages are calculated including only sites that offered the activity type for at least 15 hours.ⓘ = leading indicator

Student Perceptions of Academic Support

Table 7 shows students' perceptions of the academic support provided by the afterschool program and how it affected their school performance. Most students reported that their program gave them opportunities to learn school subjects in a fun way. High school students, in particular, overwhelmingly agreed that their programs helped them academically. This positive assessment coincides with high school students' heavy utilization of credit recovery activities and suggests programs are providing essential academic enhancement opportunities.

Table 7. Student Perceptions of Their Program's Academic Support

	Percent of Students Who Agreed			
Program Quality Statement	*E*	*M*	*H*	*All*
I learn school subjects in fun ways at this program.	86%	80%	85%	84%
I get help on my schoolwork here*. (Original: I don't get help on my schoolwork here.)	83%	85%	84%	84%
The activities here help me do better at school.	77%	78%	85%	80%
I can use the things I do here during my school day.	75%	78%	82%	78%

NOTE. E = Elementary school students (grades 4 and 5 only, N = 1,399); M = Middle school students (N = 1,334); H = High school students (N = 820).
*Scores were reverse coded (the higher the better).

Other Enrichment Activities

Program sites varied in the types of activities they offered to students in addition to academic activities. Table 8 shows the types of non-academic activities offered by grade level. The data show that recreation, sports, art, and youth development, as well as field trips and special events, were popular types of activities offered by programs. Almost all sites offered youth development programming, which includes social-emotional learning, life skills training, mentoring, financial literacy, and risk prevention interventions. Studies have found that these experiences can be important mediators of positive youth outcomes, especially for lower-resourced students.[3] Field trips or special events and recreational activities were also common at all grade levels. Sports and arts activities were prevalent in elementary and middle school programs, but less so among high

[3] Gottfredson, D. C., Gerstenblith, S., Soulé, D. A., Womer, S., & Lu, S. (2004). Do after school programs reduce delinquency? *Prevention Science, 5,* 253–266.

school sites. Health and nutrition activities were least commonly offered to younger students but became more common in sites serving high school students.

Table 8. Types of Non-Academic Activities Offered by Sites

Activity Type	*Percent of Sites Offering Activity Type*			
	E	*M*	*H*	*All*
Recreation (social time, games, free play, etc.)	96%	94%	90%	94%
Sports	87%	96%	48%	83%
Art	99%	96%	75%	94%
Youth development (social-emotional learning, life skills, conflict resolution, resistance skills, etc.)	99%	100%	100%	99%
Health/nutrition	38%	44%	53%	43%
Field trip or special event	94%	96%	98%	95%

NOTE. E = Elementary school sites (N = 134 sites); M = Middle school sites (N = 48 sites); H = High school sites (N = 40 sites). All = 250 sites. Sites serving more than one grade level, such as K–8, were omitted from the grade-level categories but included in the All category.

Participation in Other Enrichment Activities

Table 9 shows the percentage of students at each grade level who participated in each type of enrichment activity. High school students had the lowest participation rates in all categories except youth development activities. Elementary and middle school students participated more heavily in recreation, sports, and art activities. About a quarter of all students participated in field trips or special events activities this year. Participation in health and nutrition activities was low across all groups.

Table 9. Percentage of Students Who Participated in Each Type of Enrichment Activity

	Percent of Students Who Participated			
Type of Activity	*E*	*M*	*H*	*All*
Recreation (social events, games, free play, etc.)	47%	38%	12%	38%
Sports ⓘ	25%	26%	12%	24%
Art ⓘ	39%	29%	10%	31%
Youth development ⓘ (social-emotional learning, life skills, conflict resolution, resistance skills, etc.)	38%	40%	53%	41%
Health/nutrition	6%	4%	1%	4%
Field trip or special event ⓘ	29%	24%	17%	26%

NOTE. E = Elementary school students (N = 7,761); M = Middle school students (N = 3,442); H = High school students (N = 2,738). Students are counted as having participated in an activity if they attended that type of activity for at least 15 hours. Percentages are calculated including only sites that offered the activity type for at least 15 hours. ⓘ = leading indicator.

Staff Priorities for Programming

Staff members' priorities for the program are important because they show where staff are likely to focus their efforts. When asked to identify their top two priorities, 55% of staff members surveyed chose "Allow youth to relax, play and socialize," and 46% chose "Improve the academic achievement of youth," as shown in Table 10. More than one-third (39%) chose "Improve the social and emotional development of youth," a proportion that has increased compared to pre-pandemic years. The least commonly chosen option was "Help youth keep up with homework," at 12%. This finding shows that staff were well aware that Michigan's 21st CCLC programs are much more than an extended school day for homework completion. Their responses indicated that staff members recognized that their programs were contexts for both enrichment and relaxation for students.

Table 10. Staff Program Priorities

Program Area	*Percent of Staff Choosing This Area as 1st or 2nd Priority*
Keep youth in a safe environment that allows them to relax, play, and socialize	55%
Improve the academic achievement of all youth ⓘ	46%
Improve the social and emotional development of youth	39%
Enable the lowest-performing students to achieve grade-level proficiency ⓘ	20%
Engage youth in fun leisure activities otherwise unavailable to them (e.g., arts, music, fitness, sports, etc.)	16%
Provide opportunities for youth to learn STEM or other academic subjects in a fun way	13%
Help youth keep up with homework ⓘ	12%
NOTE. Staff N = 623. ⓘ = leading indicator.	

Student Engagement in the Program

Participation in Decision-Making

To keep students involved, programs must offer them opportunities to make developmentally appropriate decisions about their activities.[4] Table 11 shows how participants responded to prompts about opportunities for choice and decision-making in their program.

The majority of students across all age groups agreed that they had been asked what types of activities they liked, including 90% of high school students. In general, high school students were given significantly more choice and decision-making opportunities than other age groups, as is appropriate for their developmental stage. Opportunities for decision-making, even for older students, were more common in relation to activity programming than organizational planning or decision-making.

Table 11. Opportunities for Choice, Decision-Making, and Governance ⓘ

	Percent of Students Who Agreed or Strongly Agreed			
Survey Item: At This Program…	*E*	*M*	*H*	*All*
I am asked what kinds of activities I like.	78%	82%	90%	82%
I get to choose my activities.	54%	71%	87%	68%
I get to help plan activities, projects, or events.	63%	67%	81%	69%
I am asked to make decisions about this program.	60%	64%	79%	66%

NOTE. E = Elementary school students (grades 4–5 only, N = 1,399); M = Middle school students (N = 1,334); H = High school students (N = 820). ⓘ = leading indicator.

[4] 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.

Skill Building

Skill building and mastery are gradual processes that occur when learners work toward goals and gain knowledge. Staff need to be accomplished at creating an environment where students know that mistakes are allowed and that they are expected to try their best. Table 12 shows that most participants thought the programs created an atmosphere in which they could feel free to ask questions and develop new skills. High school students were particularly likely to perceive a mastery orientation in their program.

Table 12. Skill-Building and Mastery Orientation ⓘ

Survey Item: At This Program…	*Percent of Students Who Agreed or Strongly Agreed*			
	E	*M*	*H*	*All*
I'm encouraged to be the best I can be.	90%	88%	95%	91%
Asking questions is welcomed.	91%	93%	97%	93%
It's okay to make mistakes.	93%	92%	95%	93%
Adults ask me about my goals.	72%	79%	91%	79%

NOTE. E = Elementary school students (grades 4–5 only, N = 1,399); M = Middle school students (N = 1,334); H = High school students (N = 820). ⓘ = leading indicator.

Engagement with the Learning Experience

The extent to which students enjoy their learning experiences and perceive that these experiences can benefit them reflects their satisfaction with the program; such engagement can help sustain their participation. Survey responses shown in Table 13 suggest that most students were able to do things they liked and believed they had learned useful skills. The positive feedback was especially evident among high school students, particularly when they reported that the program helped them explore career and college options.

Table 13. Engagement ⓘ

Survey Item: At This Program…	*Percent of Students Who Agreed or Strongly Agreed*			
	E	*M*	*H*	*All*
I get to do things I like to do here.	81%	84%	92%	85%
I learn new skills that help me in life.	83%	81%	88%	84%
I do things that I don't get to do anywhere else.	63%	63%	76%	66%
I learn about different careers and colleges.	56%	64%	83%	65%

NOTE. E = Elementary school students (grades 4–5 only, N = 1,399); M = Middle school students (N = 1,334); H = High school students (N = 820). ⓘ = leading indicator

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

To improve students' school-day performance, 21st CCLC programs must be formally connected to school-day classes. Table 14 displays site coordinators' responses to a list of ways that afterschool programs can connect to the school day. Even through a high proportion of the site coordinators (84%) reported that their program had frequent communications with schools and paid attention to grade-level content standards, only 76% said their programs used any school-day curricula, and 72% had access to students' grades and standardized scores. Only 40% of site coordinators said their programs had a designated person to attend teacher staff meetings at least monthly and report back to the program.

Table 14. School-Day Connections

Statement	*Percent of Site Coordinators Who Agreed*
You or someone from your program communicated regularly with school-day staff about individual students' academic progress and needs,	84%
The objectives for your program activities were intentionally influenced by grade-level content standards (or learning objectives).	84%
Any of the school-day curricula were used as part of the program's academic activities.	76%
Your program had access to review students' grades for each marking period and standardized test scores throughout the year (not only for end-of-year reporting).	72%
Someone from your program had a specific responsibility to attend teacher staff meetings at least monthly and report back to the program.	40%
NOTE. N = 265 site coordinators.	

What Other Factors Might Affect the Program?

The context in which 21st CCLC programs operate influences their chances of success. When changes occur, such as turnover among program or school administrators or program staff, programs can struggle to maintain a positive and consistent learning environment. Strategies for recruiting students and maintaining their participation also affect program effectiveness, as do the services of outside evaluators and professional developers.

Stability

Supervisor Stability ⓘ

Project directors. Nine out of 24 (38%) grantees had new project directors for the 2021–2022, compared to only three new project directors in 2020–2021. New project directors need support to be effective in their jobs. The extent of the turnover suggests that project directors and their staff need more than ever the continued support of the state leadership team, including MDE, Michigan State University, The Forum for Youth Investment, David P. Weikart Center for Youth Program Quality, and Michigan Afterschool Partnership.

Site coordinators. A high turnover rate was also observed among site coordinators: 41% did not return for the 2021–2022 program year, and 23% left during the program year.

School-Related Changes

Changes in the host school can affect awareness of and support for the 21st CCLC program. As Table 15 shows, site coordinators reported changes in school staffing in 2021–2022, with 17% reporting that the host school had a new principal and 9% reporting that the superintendent was new. About 5% of site coordinators said their program moved to a new school, 4% experienced school reorganization, and 1% reported school budget cuts.

Table 15. School Changes That Affected Programs

School Change	*Percent of Site Coordinators Who Reported Change*
School-day administration changed ⓘ	17%
Superintendent changed or established	9%
Program moved to a new school	5%
School reorganized ⓘ	4%
Host school was faced with budget cuts that affected the program	1%
NOTE. N = 265 site coordinators. ⓘ = leading indicator.	

Strategies for Recruitment and Sustained Participation

Intentionality in recruiting and sustaining youth participation plays a key role in programs' ability to serve targeted populations. Afterschool programs can enrich education, provide youth with unique opportunities to develop meaningful relationships with peers and adults, and strengthen their ties to schools and the community. Michigan 21st CCLC programs are encouraged to intentionally recruit and retain youth with challenges associated with school attendance, academic performance, behavior, poverty, and English language fluency.

Enrollment Approaches

In response to a survey question about enrollment approaches, 37% of site coordinators said their program used a "first come, first served" approach; 32% cited a formal enrollment policy with priority given to certain types of students, and 25% had an informal policy (Table 16).

Whether or not they had a formal enrollment policy, most site coordinators reported that some categories of students were given priority in enrollment, as detailed in Table 17. The table also shows the percentages of site coordinators who said they had easy access to data on that student category. The most commonly chosen priority categories were academically low-performing students identified by schools (85%) or by families (81%) and returning students (85%). Over 60% of site coordinators said their programs prioritized students experiencing economic hardships such as low income or homelessness. English language learners (54%), students with special needs (51%), and students with

behavioral issues as reported by schools (57%) or families (49%) were also given priority in enrollment. Despite the fact that afterschool participation can strengthen ties to schools, only about 40% of site coordinators reported that their programs gave enrollment priority to chronically absent students, although 66% said they had easy access to attendance data.

Table 16. Enrollment Approaches

Enrollment Approach	*Percent of Site Coordinators Who Reported Use of the Approach*
First come, first served	37%
Formal policy; priority given to certain students	32%
Informal policy	25%
No policy	6%
NOTE. N = 263 site coordinators.	

Table 17. Enrollment Priorities

Enrollment Priority Category	*Percent of Site Coordinators Who Reported:*	
	Priority Was Given	*Data Access Was Easy*
Academically low performing students identified by the school-day staff	85%	81%
Prior program participants	85%	90%
Family request due to academic issues	81%	74%
Students experiencing homelessness	62%	55%
Free/reduced-price meal students	66%	79%
Students with behavioral issues identified by the school-day staff	57%	72%
English language learners	54%	67%
Special education students	51%	71%
Family request due to behavioral issues	49%	60%
Chronically absent students (missing 10+ days of school per year)	40%	66%
NOTE. N = 265 site coordinators.		

Attendance Policy

According to site coordinators, 39% of programs had a formal attendance policy; for example, participants might be required to attend a certain number of days or hours each week or to participate in a specific part of the program. As Table 18 shows, others either didn't have a formal policy (6%) or had an informal policy in which youth were simply expected to attend regularly (55%).

Table 18. Attendance Policies

Attendance Policy	*Percent of Site Coordinators*
An informal policy; youth were expected to attend regularly	55%
A formal policy; based on specific attendance requirements	39%
No policy	6%
NOTE. N = 258 site coordinators.	

The Use of Evaluation and David P. Weikart Center for Youth Program Quality Services

The Michigan 21st CCLC program utilizes a low-stakes evaluation model to encourage local programs to use evaluation results for continuous improvement. Almost all project directors or assistant project directors (98%) and site coordinators (82%) reported that evaluation was important to their program decision-making. Project directors also gave positive feedback on Weikart Center technical assistance and professional development services.

The Usefulness of State Evaluation Data

The state evaluation team provides year-round support on data collection, reporting, and monitoring. Table 19 indicates how project directors and site coordinators perceived the usefulness of each kind of data. The EZReports data were considered most useful, selected by 98% of project directors and 93% of site coordinators.

Table 19. Usefulness of State Evaluation Data

	Percent Reporting "Somewhat Useful" or "Very Useful"	
Data Type	*Project Directors*	*Site Coordinators*
EZReports	98%	93%
PQA* self-assessment	91%	86%
Staff survey	91%	80%
Youth survey	91%	76%
Data tables	91%	67%
School outcomes data	88%	72%
Teacher survey	81%	65%
Activity coding	81%	61%
NOTE: Project directors/assistant project directors N = 43, site coordinators N = 265. * Program Quality Assessment		

The Helpfulness of Local Evaluators

Table 20 shows how project directors and site coordinators responded to statements about the involvement of local evaluators in their programs. The areas where the local evaluators assisted the most included helping programs meet grant requirements, work on program improvement, and collect feedback in addition to that required by the state grant. The least commonly selected area was work with programs to secure future funding and increase sustainability.

Table 20. Involvement of Local Evaluators in Each Area

Statement: Local Evaluators…	*Percent of Project Directors*			*Percent of Site Coordinators*		
	Some/A lot	*No*	*NA*	*Some/A lot*	*No*	*NA*
Helped us meet the grant reporting requirements	79%	9%	12%	68%	28%	4%
Collected additional feedback (e.g., surveys, interviews, focus groups)	77%	12%	11%	75%	19%	6%
Worked with us on program improvement	74%	19%	7%	75%	19%	6%
Interpreted reports provided by MSU	74%	14%	12%	59%	36%	5%
Participated in the YPQA* process	68%	23%	9%	71%	22%	7%
Visited our sites	67%	19%	14%	55%	35%	10%
Obtained school outcomes information to submit to MSU	65%	23%	12%	59%	34%	7%
Used data to create professional development plans	51%	26%	23%	61%	31%	8%
Worked with us on funding and stability	37%	40%	23%	43%	43%	14%

NOTE: Project directors/assistant project directors N= 43; site coordinators N= 167.
* Youth Program Quality Assessment

The Usefulness of David P. Weikart Center for Youth Program Quality Services

The major goals of Weikart Center services are to promote a culture of continuous improvement and to assist grantees with program improvement processes. Because most services were provided at the grantee level, project directors were asked to evaluate the usefulness of Weikart Center services across their major activities, as shown in Table 21. Almost 80% of the project directors reported that Weikart services were somewhat useful or very useful in all areas, from regional and online training to in-person and virtual coaching.

Table 21. Usefulness of David P. Weikart Center for Youth Program Quality Services

Service Area	*Percent of Project Directors Who Reported "Somewhat Useful" or "Very Useful "*
Regional training	84%
Online training	84%
In-person coaching	79%
Peer mentoring & networking	79%
Virtual coaching	79%
NOTE. N = 43 project directors/assistant project directors.	

In addition, project directors were asked to choose administrative skills they would like to improve next year. As Table 22 indicates, coaching staff on instructional quality (65%) was the most commonly chosen skill, followed by staff recruitment and retention (61%).

Table 22. Adminstrative Skills Project Directors Want to Develop Next Year

Administrative Skill for Development	*Percent of Project Directors*
Coaching staff on instructional quality	65%
Staff recruitment and retention	61%
Building youth governance or a youth advisory council	42%
Social-emotional learning for managers	37%
Recruiting and retaining youth	35%
Connections to school-day curriculum and content	28%
Creating professional development plans based on data	26%
Incorporating the PQA* into standard organizational operations	26%
Connections to school personnel	23%
Connections to families	21%
Staff evaluations	12%
Partnerships with community, stakeholders, etc.	12%
Communication with and among staff	12%
NOTE. N= 43 project directors/assistant project directors. *Program Quality Assessment.	

Did Students' School Performance Change?

Following the new federal reporting guidelines, this section reports on the outcomes of students in Michigan 21st CCLC programs in the following academic and social-emotional categories:

- Grades: Percentage of students in grades 7, 8, and 10–12 showing GPA improvement of at least 0.5 on a 4-point scale (e.g., 2.5 to 3.0) from 2020–2021 to 2021–2022

- Homework completion, teacher survey: Percent of students in grades 1–8 whose teachers reported any improvement in homework completion

- Classroom behavior, teacher survey: Percent of students in grades 1–8 whose teachers reported any improvement in student classroom behavior

- Social-emotional development, teacher survey: Percent of students in grades 1–8 whose teachers reported any improvement in student social-emotional development

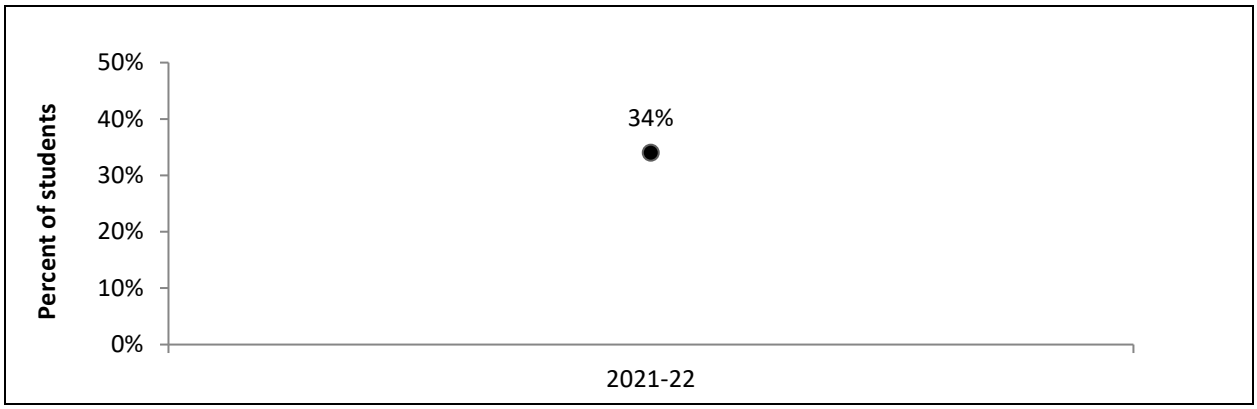
- Social-emotional development, student surveys: Percent of students in grades 4–12 who reported that their program helped them develop social-emotional competencies

Data for this section were collected from the EZReports program reporting system, Excel files through which sites provided school grades from school records, and student surveys and teacher surveys collected by 21st CCLC program staff. This report does not include standardized test scores because last year's data were not available to MSU, so there is no opportunity to report on student improvement.

Grades

Figure 3 shows the percentage of attendees in grades 7, 8, and 10–12 whose GPA/grades improved by at least one-half point (on a four-point scale) from 2020–2021 to 2021–2022, using only students for whom grades data were available. One-third (34%) of program participants showed this level of improvement. Data from previous years were not available because this is the first year in which changes were calculated based on differences between the current and the previous year's data per new federal reporting guidelines.

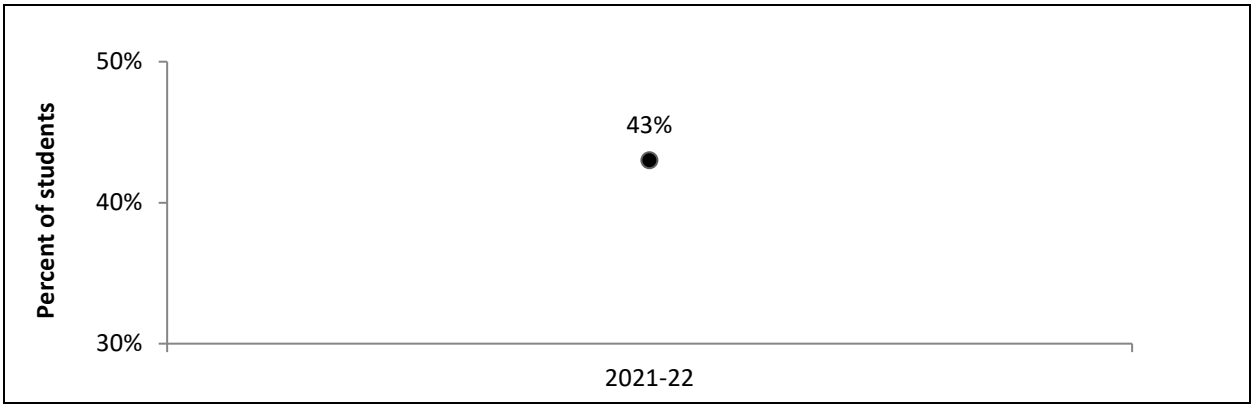
Figure 3. Attendees Whose Grades Improved from the Previous Year



NOTE. Improvement is defined as 0.5 grade increase from 2020–2021 to 2021–2022. N = 2,974 students in grades 7, 8, and 10–12 for whom grades data were available.

Figure 4 shows that 43% of attendees who were identified as having room for improvement (defined as a GPA below 3.0) improved their GPA by at least one-half point from 2020–2021 to 2021–2022.

Figure 4. Attendees With Room for Improvement Whose Grades Improved from the Previous Year



NOTE. Improvement is defined as 0.5 grade increase (on a 4-point scale) from 2020–2021 to 2021–2022. N = 2,313 students in grades 7, 8, 10, 11, and 12 for whom grades data were available and whose average GPA was below 3.0.

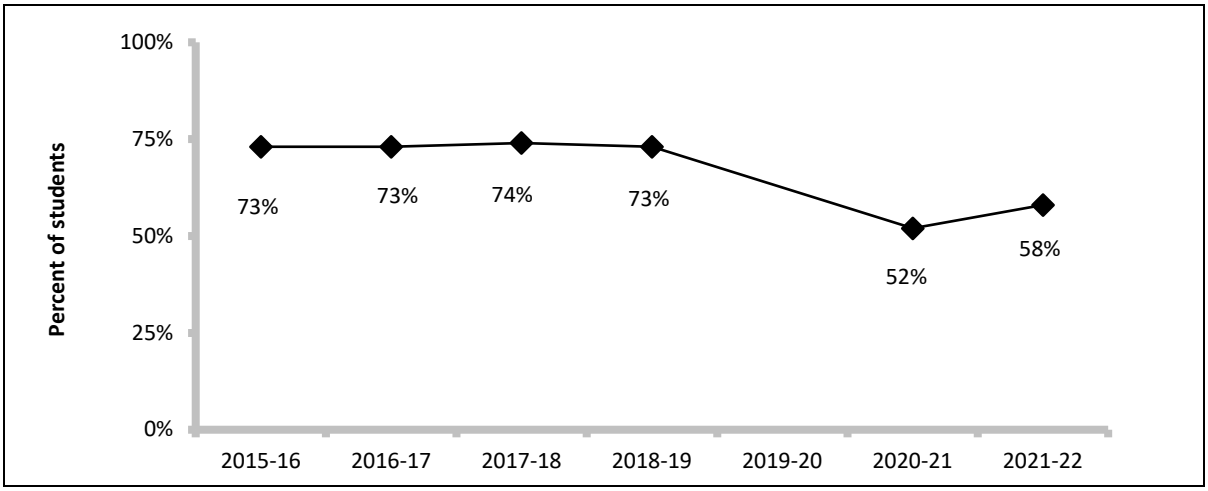
Teacher Ratings of Students

With the exception of 2019–2022 program year, when the teacher survey was not conducted due to the pandemic, each year teachers rate participating students on the extent to which their performance changed during the year in homework completion, classroom behavior, and social-emotional development. Teachers may rate student performance or behavior as improved, unchanged, declined, or did not need to improve.

Homework Completion

The homework completion measure includes behaviors such as turning in homework on time and completing it to the teacher's satisfaction. Figure 5 shows percentages of students in grades 1–8 who were rated as having room for improvement and who demonstrated improvement in homework completion according to teachers. Over the past seven years, the percentages of Michigan 21st CCLC participants who improved their homework completion remained stable at 73–74% before COVID-19, dropped significantly to 52% in 2020–2021, and rebounded a little to 58% in 2020–2021.

Figure 5. Improvement in Teacher-Reported Homework Completion, 2015–2022



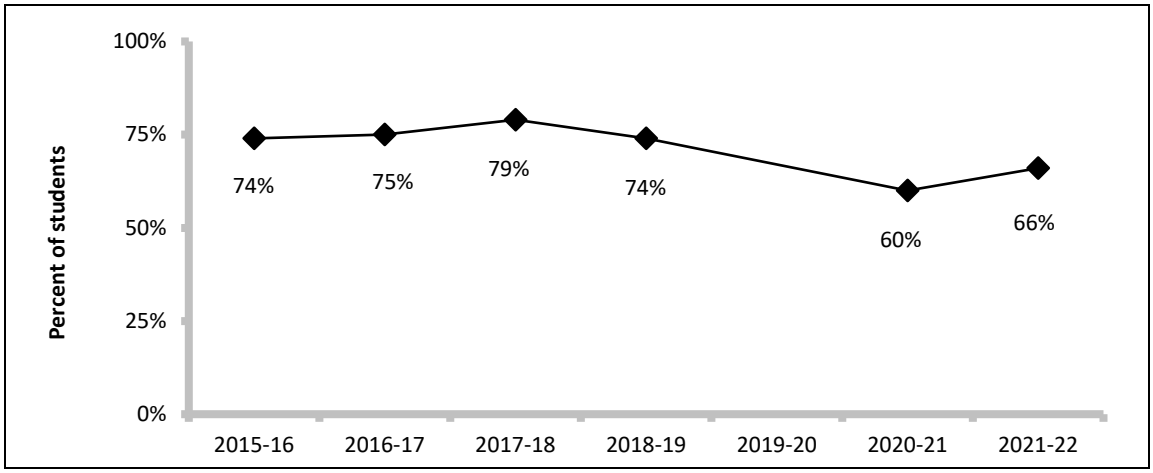
NOTE. 2021–2022 N = 4,457 students in grades 1–8 whose teachers indicated need for improvement. Data were not collected in 2019–2020.

Classroom Behavior

The classroom behavior measure includes items such as behaving well in class and getting along with other students. The analysis includes only first to eighth grade students whose teachers indicated they had room for improvement. Figure 8 shows that the percentages of Michigan 21st

CCLC participants whose classroom behavior improved was stable at 74–79% for several years before COVID-19, dropped significantly to 60% in 2020–2021, and rebounded a little to 66% this year.

Figure 6. Improvement in Teacher-Reported Classroom Behavior, 2015–2022

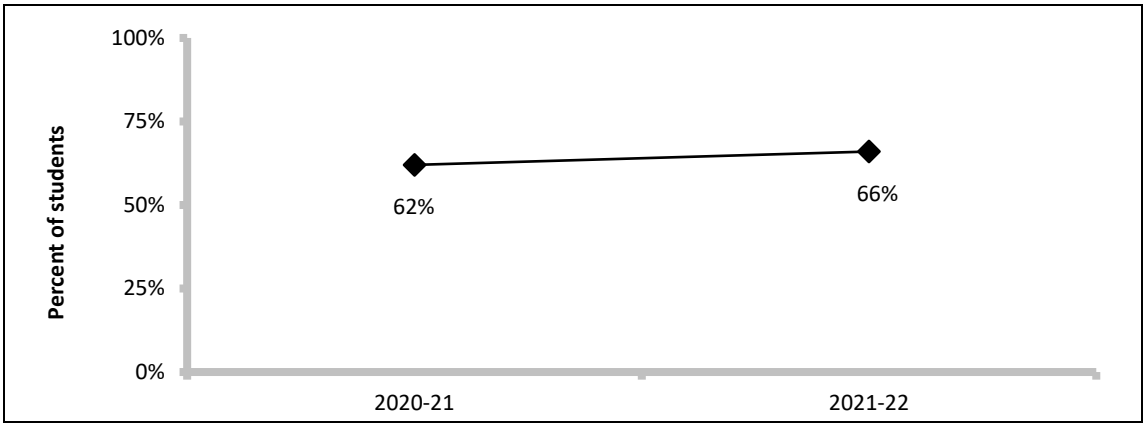


NOTE. 2021–2022 N = 4,375 students in grades 1–8 whose teachers indicated need for improvement. Data were not collected in 2019–2020.

Social-Emotional Development

Beginning in 2020–2021, teachers were asked to rate students on their demonstrated self-regulation and persistence with challenging tasks, search for opportunities to grow, and healthy friendships. Data showed that the percentage of students in need of improvement who demonstrated social-emotional growth increased from 62% last year to 66% this year.

Figure 7. Improvement in Teacher-Reported Social-Emotional Development, 2020–2022



NOTE. 2021–2022 N = 4,569 students in grades 1–8 whose teachers indicated need for improvement.

Student Perceptions of Program Impact on Social-Emotional Outcomes

The student survey asked whether programs helped students with the social-emotional learning outcomes listed in Table 23. Overall, students reported very positive feedback around learning to try new things and be responsible for their actions, as well as most of the other skills included in the survey. The lowest-ranked skill was managing emotions.

Table 23. Student Perceptions of Program Impact on Social-Emotional Skills

Social-Emotional Skill	*Percent of Students Who Agreed or Strongly Agreed*
Trying new things	91%
Being responsible for my actions	90%
Helping others	89%
Working together	89%
Solving problems	88%
Standing up for what is right	88%
Making and keeping friends	87%
Not giving up	86%
Making my school or community better	84%
Understanding how other people feel	81%
Managing my emotions	71%

NOTE. N = 3,553 students in grades 4–12.