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

2022–2023 Annual Report

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Key Findings

In the 2022–2023 program year, 65 grants were awarded to 24 grantees who oversaw 254 sites.

Demographics

Michigan 21st Century Community Learning Centers (21st CCLC) programs served predominantly non-White (74%), academically low-performing (83%), and economically disadvantaged (86%) students.

Participation

In the 2022–2023 program year, 17,677 students enrolled in the program—2,141 students more than in the previous year. More than half of students (56%) were in elementary grades (K–5); 21% were in middle school grades (6–8) and 23% in high school (9–12). Three-quarters (76%) of students participated year round, in school year semesters and in the summer.

Academic Activities

Almost every student participated in at least one academic activity for more than 15 hours. Almost half of high school students (47%) participated in credit recovery sessions. Science, technology, engineering, and mathematics (STEM) activities were prevalent, 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 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 to 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

More than 85% of site coordinators reported that their programs had frequent communications with schools and paid attention to grade-level content standards. Only 73% had access to students' grades and standardized scores, and 70% said their programs used any school-day curricula. Only 47% of the programs had a designated person to attend teacher staff meetings.

Changes Affecting Programs

Six out of 24 project directors (25%) were new in 2022–2023, compared to nine (36%) in 2021–2022. Although the turnover trend is positive, it nevertheless suggests a need for continued external support from the state leadership team. School changes also affected 21st CCLC programs, including new school leadership, moves from one school to another, and school reorganizations.

Enrollment and Attendance Policies

About one-third (35%) 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 44% 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 now required to report subject grades for participants in grades 7, 8, and 10–12. In 2022–2023, 24% of academically low-performing students showed improvement in their grades. Standardized test scores for participants in grades 3–8 are reported for the first time in this report.

Outcomes based on teacher ratings show that, among students in need of improvement, 58% improved their homework completion, 66% improved their classroom behavior, and 67% 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, now known as Michigan Department of Lifelong Education, Advancement, and Potential or MiLEAP), 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 2022–2023 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 the types of organizations that receive grants, the staff who lead program activities, and the characteristics of students that programs recruit. 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 2022–2023 grantees, contact MiLEAP's 21st CCLC consultants at 21stcclc@michigan.gov.

Grantees

Table 1 shows an overview of grantees over the past four years. In the 2022–2023 program year, 65 grants were awarded to 24 grantees who oversaw 254 sites. Among the 254 sites, 242 operated during the school year. Grants were evenly distributed among school-based agencies (10 local school districts and two intermediate school districts) and community-based organizations (nine nonprofit community-based organizations, two universities, and one nonprofit agency). This distribution of grantees has remained stable over the past four years. As in past years, the majority of 21st CCLC sites served students in the elementary grades (135) or elementary and middle school combined (30). Forty-two served middle school students only, and six served both middle and high school students. Forty sites served high school students only. One site served students in grades K–12.

Table 1. Characteristics of Grantees and Sites, 2019–2023

Characteristic	*2019–2020*	*2020–2021*	*2021–2022*	*2022–2023*
Overall				
Number of grants	86	62	62	65
Number of grantees [a]	29 (31)	24 (26)	24 (26)	24 (26)
Number of new grantees	3	0	0	0
Number of sites	284	255	250	254
Number of sites operating during the school year	250	251	250	242
Site counts by cohort				
I	89			
J	25	25	25	21
K	78	80	78	77
L	148	150	147	147
M	?	?	?	19
Grantees' fiduciary organizations				
Local school district	15	10	10	10
Intermediate school district	2	2	2	2
Nonprofit community-based organization	10	10	10	9
University	2	2	2	2
Nonprofit agency	1	1	1	1
Sites by grade level(s) served [b]				
Elementary school	159	145	134	135
Elementary and middle school	16	12	20	30
Middle school	49	48	48	42
Middle and high school	9	7	8	6
High school	50	43	40	40
Elementary, middle, and high school	1	0	0	1

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

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

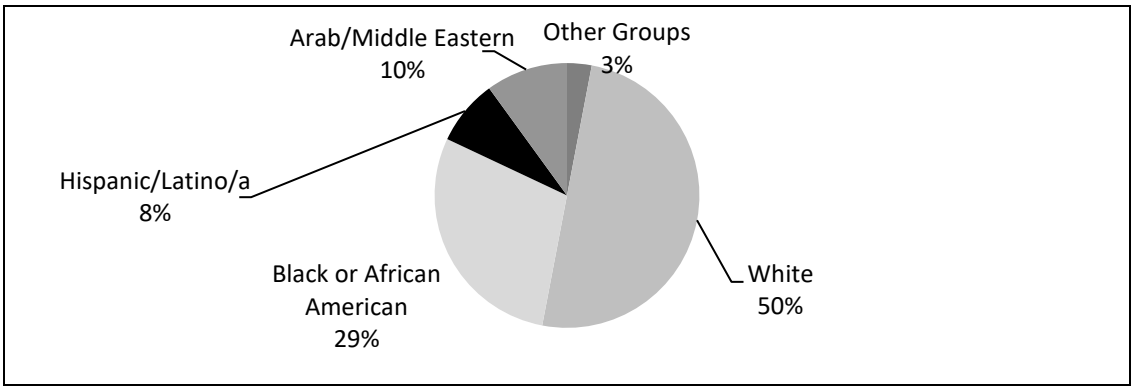
Staff

In Spring 2023, evaluators administered a survey to frontline program staff, not including project directors and supervisors. The survey covered staff demographics and program roles or identities.

Gender and Race/Ethnicity

On the staff survey, 79% of respondents identified as female. Staff responses to questions about race and ethnicity are summarized in Figure 1. Half of staff identified as White and slightly less than one-third as Black or African American.

Figure 1. Staff Race/Ethnicity

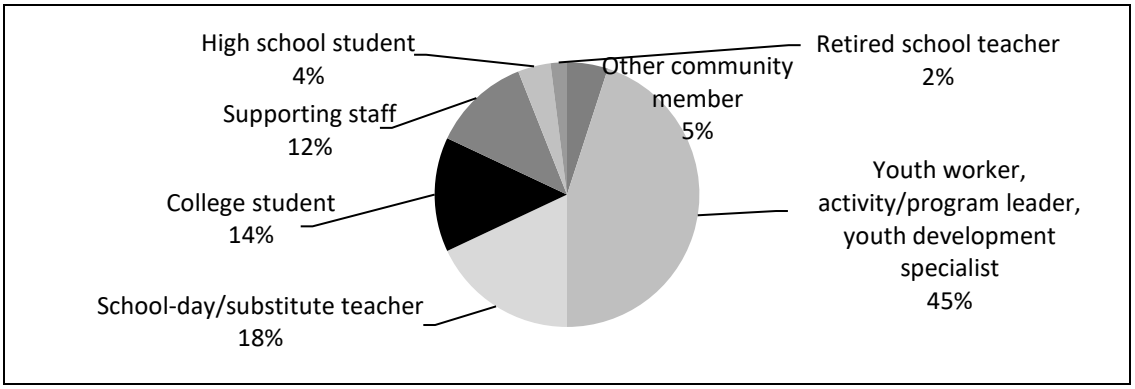


NOTE. Staff N=740.

Staff Roles and Identities

According to survey results, 77% of staff members were certified teachers. The program and community roles respondents identified from the survey list are shown in Figure 2. The largest single category is youth worker, activity/program leader, or youth development specialist, at 45%. Other categories describe identities related to the program, such as school teacher (18%), supporting staff (12%, librarian, counselor, paraprofessional, and others), or college (14%) or high school (4%) student. Community members (5%) and retired teachers (2%) round out the categories.

Figure 2. Staff Roles and Identities



NOTE. Staff N = 740.

Students

Gender, Grade Level, and Family Income

In the 2022–2023 program year, 17,677 students enrolled in the program—about 2,141 more students than in 2021–2022.

As in past years, students were about equally divided between boys (9,074, 51%) and girls (8,563, 49%). More than half (9,852, 56%) were elementary students in grades K–5. Middle school students, grades 6–8, were the smallest group (3,764, 21%); high school students, grades 9–12, were the second-largest group (4,051; 23%). Most students (76%) participated across the school year and in summer; 24% participated only in the summer, 10% only in the fall, and 11% only in the spring semester.

Thanks to an established partnership with the evaluators at Michigan State University (MSU), 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 (97%) regarding their free or reduced-price lunch status. The data showed that 86% of students received free or reduced-price meals. In other words, Michigan 21st CCLC programs served primarily economically disadvantaged students.

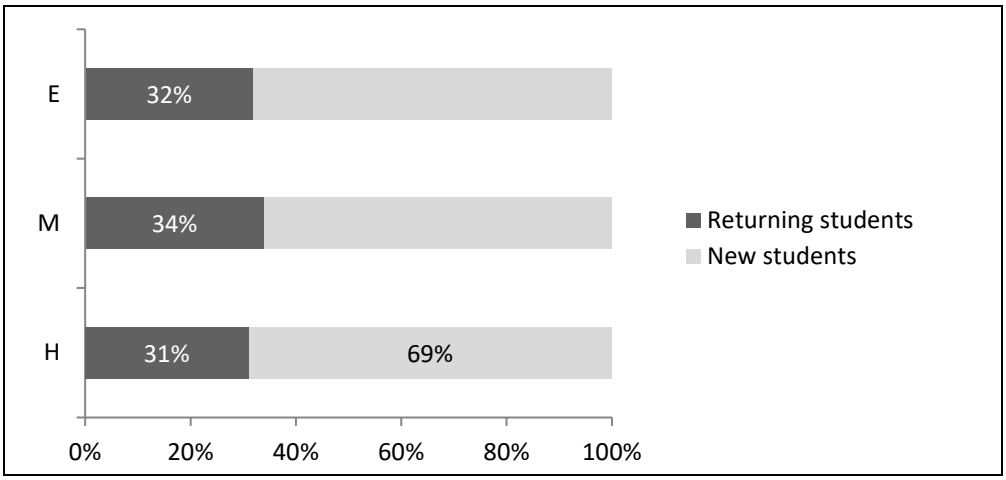
New vs. Returning Students

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 3 shows the proportions of students at each grade level who were new in 2022–2023 and were returning from the previous year. In 2022–2023, the proportions of

[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.

repeating students were 32% for elementary grades, 34% for middle school, and 31% for high school.

Figure 3. New and Returning Students by Level

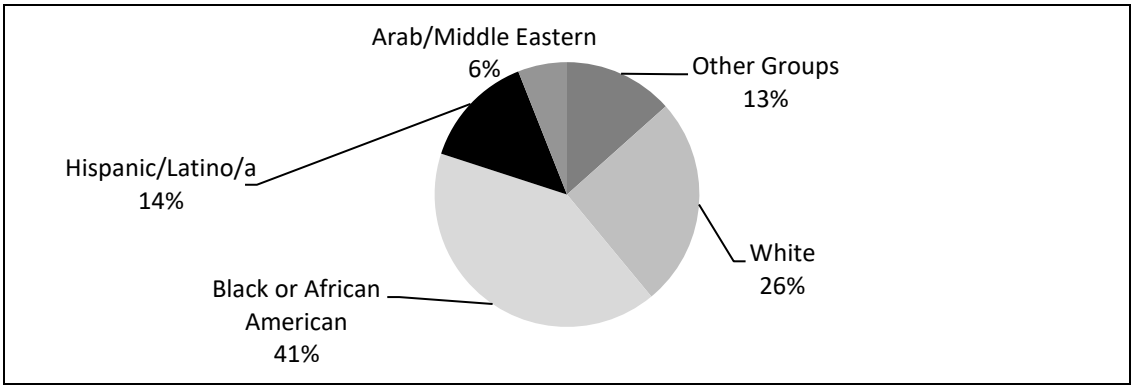


NOTE. E = Elementary school (N = 9,852); M = Middle school (N = 3,764); H = High school (N = 4,051)

Race/Ethnicity

Figure 4 shows the distribution of participants according to race/ethnicity. The largest proportion of students, 41%, were identified as Black or African American; 26% were identified as White, 14% as Hispanic or Latino/a, and 6% as Arab or Middle Eastern. Thirteen 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 4. Student Race/Ethnicity



NOTE. N = 17,677.

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. Since that year, grantees have been required to report on school subject grades for participants in grades 7–8 and 10–12 and on standardized test scores for students in grades 3–8. The relevant metrics for 21st CCLC programs is the percentage of students who improve their grades or test scores from one year to the next.

For reporting purposes, the state evaluation team defines low academic performance as (1) having an average or single grade in 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 Michigan Student Test of Educational Progress (M-STEP) or the PSAT 8/9 from the College Board. Using these definitions, about 83% of the program participants whose school outcomes data were available were classified as academically low-performing students.

The evaluation team typically uses the previous year's data to determine academically at-risk status and compares those data with the current year's data to monitor growth. As in previous years, school grades were submitted by program sites or grantees. Standardized test scores were made available through a data sharing agreement between 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	Not proficient or partially proficient (proficiency level 1 or 2) this year
8	PSAT ELA, Math	CEPI	Not proficient or partially proficient (proficiency level 1 or 2) this year

Table 4. School Subject Grade Conversion Table

Letter Grade	*Number Grade 0–100*	*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 STEM, social-emotional learning, arts, and recreation.

The 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.

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

* Research indicates that 90 or more hours of participation per year is ideal for achieving targeted student outcomes.

Academics

Participation in Academic Activities

All Michigan 21st CCLC programs were required to offer academic activities. Table 6 presents the students who attended the program for at least 15 hours and 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 all students (98%) participated in at least one academic activity for more than 15 hours. Project-based enrichment or lessons were most prevalent among elementary and middle school students, followed by homework help. Notably, almost half of the students in the high school sites (47%) 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/tutoring ⓘ	55%	50%	56%	54%
Credit recovery ⓘ	N/A	38%	47%	44%
Academic (Enrichment)				
Project-based enrichment and lessons	72%	53%	30%	59%
- ELA ⓘ	42%	24%	12%	35%
- Science ⓘ	25%	16%	9%	20%
- Technology (computer programs, video, media) ⓘ	9%	6%	8%	8%
- Engineering ⓘ	14%	6%	7%	11%
- Math ⓘ	38%	25%	6%	30%
Did not participate in any academic activities	1%	2%	5%	2%

NOTE. E = Elementary school students (N = 9,330); M = Middle school students (N = 3,344); H = High school students (N = 3,358). 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*
The activities here help me do better at school.	75%	71%	85%	77%
I learn school subjects in fun ways at this program.	83%	75%	86%	82%
I can use the things I do here during my school day.	76%	75%	85%	78%

NOTE. E = Elementary school students (grades 4 and 5 only, N = 1,704); M = Middle school students (N = 1,238); H = High school students (N = 1,398).

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 students from underserved communities.[3] Field trips or special events, arts programming, and recreational activities were common at all grade levels. Sports activities were prevalent in elementary and middle school programs, but less so among high school sites. Health and nutrition activities were least commonly offered across all grade levels, in contrast to 2021–2022, when 63% of high school sites offered health-related activities.

[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.

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.)	94%	91%	90%	93%
Sports	90%	95%	68%	88%
Art	98%	95%	95%	97%
Youth development (social-emotional learning, life skills, conflict resolution, resistance skills, etc.)	99%	98%	100%	99%
Health/nutrition	37%	38%	33%	35%
Field trip or special event	97%	93%	93%	95%

NOTE. E = Elementary school sites (N = 135 sites); M = Middle school sites (N = 42 sites); H = High school sites (N = 40 sites). All = 254 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.

Table 9 shows the students who participated in each type of enrichment activity for at least 15 hours as a percentage of students who attended the program for at least 15 hours. 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. Close to one-third of all students participated in field trips or special events 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.)	45%	32%	11%	35%
Sports ⓘ	36%	28%	11%	31%
Art ⓘ	35%	28%	13%	29%
Youth development ⓘ (social-emotional learning, life skills, conflict resolution, resistance skills, etc.)	66%	59%	58%	63%
Health/nutrition	4%	1%	1%	2%
Field trip or special event ⓘ	34%	30%	21%	31%

NOTE. E = Elementary school students (N = 9,330); M = Middle school students (N = 3,344); H = High school students (N = 3,358). 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, 57% of staff members surveyed chose "Allow youth to relax, play, and

socialize," and 46% chose "Improve the academic achievement of all youth," as shown in Table 10. More than one-third (39%) chose "Improve the social and emotional development of youth." The least commonly chosen option was "Provide opportunities for youth to learn STEM or other academic subjects in a fun way" at 11%. 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. 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	57%
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 ⓘ	19%
Engage youth in fun leisure activities otherwise unavailable to them (e.g., arts, music, fitness, sports, etc.)	15%
Help youth keep up with homework	14%
Provide opportunities for youth to learn STEM or other academic subjects in a fun wayⓘ	11%
NOTE. Staff N = 740. ⓘ = 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 they thought about activities, including 93% 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

[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.

developmental stage. Opportunities for decision-making, even for older students, were more common in relation to activity programming than to organizational planning or decision-making.

Table 11. Opportunities for Youth Voice ⓘ

Survey Item: At This Program…	*Percent of Students Who Agreed or Strongly Agreed*			
	E	*M*	*H*	*All*
I get to choose my activities here.	57%	69%	91%	71%
I get to help plan activities, projects, or events here.	62%	69%	83%	71%
Adults ask what we think about activities here.	81%	82%	93%	85%

NOTE. E = Elementary school students (grades 4–5 only, N = 1,704); M = Middle school students (N = 1,238); H = High school students (N = 1,398). ⓘ = leading indicator.

Developing Growth Mindsets

Skill building and mastery are gradual processes that occur when learners work toward goals and gain knowledge. Development of growth mindsets depends on 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 growth mindset in their program.

Table 12. Developing Growth Mindsets ⓘ

Survey Item: At This Program…	*Percent of Students Who Agreed or Strongly Agreed*			
	E	*M*	*H*	*All*
This program encourages me to be the best I can be.	85%	84%	95%	88%
At this program, it's ok to ask questions.	94%	93%	98%	95%
At this program, it's ok to make mistakes.	92%	90%	97%	93%
I get to do things I like to do here.	80%	83%	94%	85%
I learn new skills here.	85%	81%	93%	87%

NOTE. E = Elementary school students (grades 4–5 only, N = 1,704); M = Middle school students (N = 1,238); H = High school students (N = 1,398). ⓘ = 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 13 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 (more than 85%) reported that their program had frequent communications with schools and paid attention to grade-level content standards, only 73% had access to students' grades and standardized scores, and 70% said their programs used any school-day curricula. Only 47% 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 13. 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.	88%
The objectives for your program activities were intentionally influenced by grade-level content standards (or learning objectives).	86%
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).	73%
Any of the school-day curricula were used as part of the program's academic activities.	70%
Someone from your program had a specific responsibility to attend teacher staff meetings at least monthly and report back to the program.	47%
NOTE. N = 228 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 and Staff Stability ⓘ

Project directors. Six out of 24 (25%) grantees had new project directors for 2022–2023, compared to nine new project directors in 2021–2022. 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 MiLEAP, the state evaluation team at Michigan State University, the support services providers at The Forum for Youth Investment Center for Youth Program Quality, and Michigan Afterschool Partnership.

Site coordinators. A high turnover rate was also observed among site coordinators: 36% did not return for the 2022–2023 program year, and 19% left during the program year.

Site staff. The evaluation used the project director survey to track staff retention. Project directors reported that 40% of sites had a staff retention rate of 75%.

School-Related Changes

Changes in the host school can affect awareness of and support for the 21st CCLC program. As Table 14 shows, site coordinators reported changes in school staffing in 2022–2023: 16% reported that the host school had a new principal and 15%

that the district superintendent was new. About 3% of site coordinators said their program faced school budget cuts, 3% experienced school reorganization, and 2% reported moving to a new school.

Table 14. School Changes That Affected Programs

School Change	*Percent of Site Coordinators Who Reported Change*
School-day administration changed ⓘ	16%
Superintendent changed or established	15%
Host school was faced with budget cuts that affected the program	3%
School reorganized ⓘ	3%
Program moved to a new school	2%
NOTE. N = 228 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, 35% of site coordinators said their program used a "formal enrollment policy with priority given to certain types of students," 33% cited a "first come, first served" approach, and 27% had an informal policy (Table 15).

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 16. 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 returning students (90%) and

academically low-performing students identified by schools (88%) or by families (83%). Over 69% of site coordinators said their programs prioritized students experiencing economic hardships such as low income or homelessness. English language learners (58%), students with special needs (55%), and students with behavioral issues as reported by families (51%) or schools (50%) were also given priority in enrollment. Despite the fact that afterschool participation can strengthen ties to schools, only about 36% of site coordinators reported that their programs gave enrollment priority to chronically absent students, although 65% said they had easy access to attendance data.

Table 15. Enrollment Approaches

Enrollment Approach	*Percent of Site Coordinators Who Reported Use of the Approach*
Formal policy; priority given to certain students	35%
First come, first served	33%
Informal policy	27%
No policy	5%
NOTE. N = 228 site coordinators.	

Table 16. Enrollment Priorities

Enrollment Priority Category	*Percent of Site Coordinators Who Reported That*	
	Priority Was Given	*Data Access Was Easy*
Prior program participants	90%	93%
Academically low performing students identified by the school-day staff	88%	78%
Family request due to academic issues	83%	71%
Students experiencing homelessness	71%	58%
Free/reduced-price meal students	69%	79%
English language learners	58%	69%
Special education students	55%	68%
Family request due to behavioral issues	51%	64%
Students with behavioral issues identified by the school-day staff	50%	70%
Chronically absent students (missing 10+ days of school per year)	36%	65%
NOTE. N = 228 site coordinators.		

Attendance Policy

According to site coordinators, 44% 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 17

shows, others either didn't have a formal policy (6%) or had an informal policy in which youth were simply expected to attend regularly (50%).

Table 17. Attendance Policies

Attendance Policy	*Percent of Site Coordinators*
An informal policy; youth were expected to attend regularly	50%
A formal policy; based on specific attendance requirements	44%
No policy	6%
NOTE. N = 228 site coordinators.	

The Use of State and Local Evaluation and Professional Development 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 (95%) and site coordinators (87%) reported that evaluation was important to their program decision-making. Project directors also gave positive feedback on the technical assistance and professional development services provided by The Forum for Youth Investment Center for Youth Program Quality, formerly known as the Weikart Center.

The Usefulness of State Evaluation Data

The state evaluation team provides year-round support on data collection, reporting, and monitoring. Table 18 indicates how project directors and site coordinators perceived the usefulness of each kind of data. All project directors and 94% of site coordinators said the EZReports data were useful; 100% of project directors and 87% of site coordinators said the leading indicators report was "somewhat" or "very" useful.

Table 18 Usefulness of State Evaluation Data

Data Type	*Percent Reporting "Somewhat Useful" or "Very Useful"*	
	Project Directors	*Site Coordinators*
Leading indicators report	100%	87%
EZReports data	100%	94%
Data tables	95%	85%
Youth survey	90%	81%
Teacher survey	90%	75%
School outcomes data	90%	88%
Program Quality Assessment data	90%	86%
Staff survey	84%	86%
Activity coding	82%	76%
NOTE: Project directors N = 21, site coordinators N = 228.		

The Helpfulness of Local Evaluators

Table 19 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, working on program improvement, and visiting the sites. The least selected area for project directors was using data to create professional development plans. Only 33% of site coordinators selected work on funding and stability as an area in which local evaluators were involved.

Table 19. Involvement of Local Evaluators in Each Area

Statement: Local evaluators…	*Percent of Project Directors*			*Percent of Site Coordinators*		
	Some/A lot	*No*	*N/A*	*Some/A lot*	*No*	*N/A*
Helped us meet the grant reporting requirements	100%	0%	0%	62%	34%	4%
Worked with us on program improvement	85%	10%	5%	67%	30%	3%
Visited our sites	80%	15%	5%	60%	35%	5%
Collected additional feedback (e.g., surveys, interviews, focus groups)	75%	20%	5%	69%	27%	4%
Interpreted reports provided by MSU	75%	15%	10%	56%	37%	7%
Obtained school outcomes information to submit to MSU	75%	10%	15%	57%	38%	5%
Participated in the Program Quality Assessment process	60%	25%	15%	61%	34%	5%
Worked with us on funding and stability	60%	30%	10%	33%	58%	9%
Used data to create professional development plans	55%	30%	15%	47%	49%	4%
NOTE: Project directors N= 21; site coordinators N= 147.						

The Usefulness of Professional Development and Technical Assistance Services

The major goals of the services of The Forum for Youth Investment Center for Youth Program Quality 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 the center's professional development and technical assistance services across their major activities, as shown in Table 20. At least 78% of the project directors reported that the services were somewhat useful or very useful in all areas, from online training and in-person coaching to virtual coaching.

Table 20. Usefulness of Professional Development and Technical Assistance Services

Service Area	*Percent of Project Directors Who Reported "Somewhat Useful" or "Very Useful "*
Online training	90%
In-person coaching	84%
Peer mentoring & networking	78%
Virtual coaching	78%
Regional training	67%
NOTE. N = 21 project directors.	

In addition, project directors were asked to choose administrative skills they would like to improve next year. As Table 21 indicates, building youth governance or a youth advisory council (57%) was the most commonly chosen skill, followed by coaching staff on instructional quality (52%).

Table 21. Adminstrative Skills Project Directors Want to Develop Next Year

Administrative Skill for Development	*Percent of Project Directors*
Building youth governance or a youth advisory council	57%
Coaching staff on instructional quality	52%
Staff recruitment and retention	48%
Social-emotional learning for managers	48%
Creating professional development plans based on data	43%
Connections to school personnel	43%
Recruiting and retaining youth	38%
Connections to school-day curriculum and content	38%
Connections to families	38%
Incorporating the Program Quality Assessment into standard organizational operations	29%
Staff evaluations	29%
Communication with and among staff	19%
Partnerships with community, stakeholders, etc.	14%
NOTE. N= 21 project directors.	

Did Students' School Performance Change?

Following the 2021 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 2021–2022 to 2022–2023
- Standardized test scores: Percent of students in grades 4–7 who showed improvement on the M-STEP ELA and math; percent of students in grade 8 who showed improvement on the PSAT in ELA and math
- 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

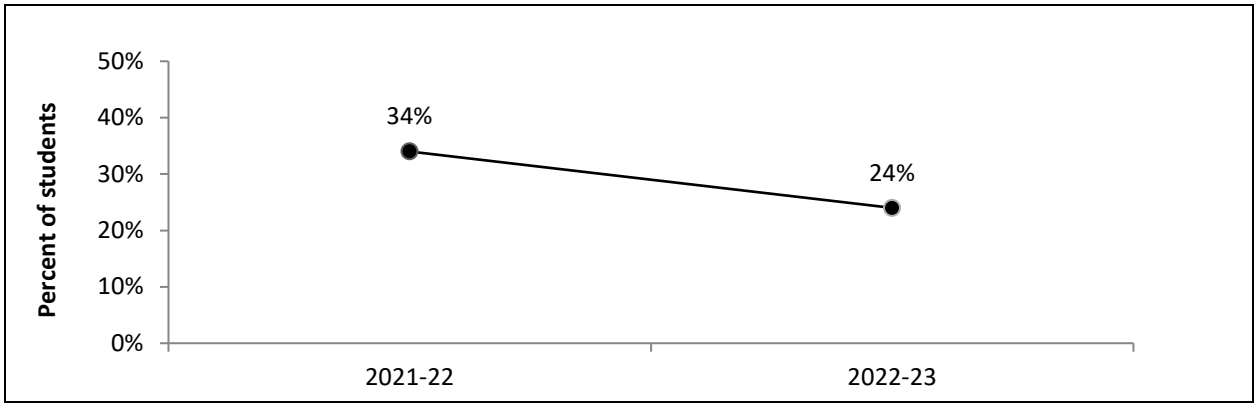
Data for this section were collected from the EZReports program reporting system, Excel files through which sites provided school grades from school records, student surveys and teacher surveys collected by 21st CCLC program staff, and Center for Educational Performance and Information (CEPI).

Academic Outcome Measures

Grades

Data on student grades were first reported in 2021–2022. Figure 5 shows the percentage of attendees in grades 7, 8, and 10–12 whose GPA improved by at least one-half point (on a 4-point scale) in 2021–2022 and 2022–2023, using only students for whom grade data were available. About 24% of program participants showed improvement in 2022–2023.

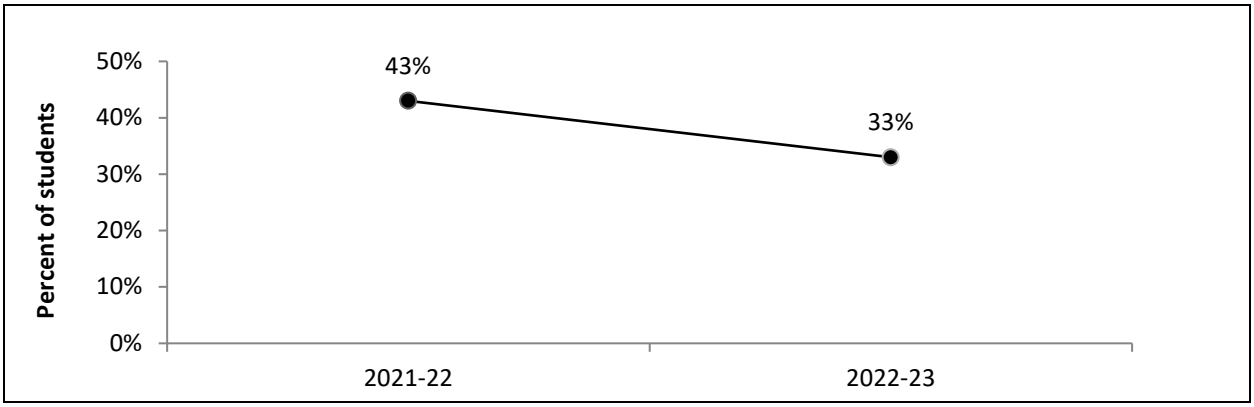
Figure 5. Attendees Whose Grades Improved from the Previous Year



NOTE. Improvement is defined as 0.5 grade increase from 2021–2022 to 2022–2023. N = 2,785 students in grades 7, 8, and 10–12 for whom grade data were available.

Figure 6 shows that 33% 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 in 2022–2023.

Figure 6. 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 2021–2022 to 2022–2023. N = 1,864 students in grades 7, 8, 10, 11, and 12 for whom grades data were available and whose average GPA was below 3.0.

Standardized Test Scores

M-STEP scores were available for nearly 6,000 21st CCLC participants in grades 4–7. About one-third of these students showed "improvement" or "significant improvement," according to MDE definitions, over their previous year's scores, as shown in Table 22. On the PSAT (Table 23), administered to eighth graders, 30.1% showed improvement in ELA and 35.9% in math.

Table 22. Improved M-STEP Scores for Students in Grades 3–7, 2023

M-STEP Subject	Students Showing Improvement from Previous Year
ELA (N = 5,852)	33.9%
Math (N = 5,869)	33.0%

Table 23. Improved PSAT Scores for Students in Grade 8, 2023

PSAT Subject	Students Showing Improvement from Previous Year
ELA (N = 770)	30.1
Math (N = 779)	35.9

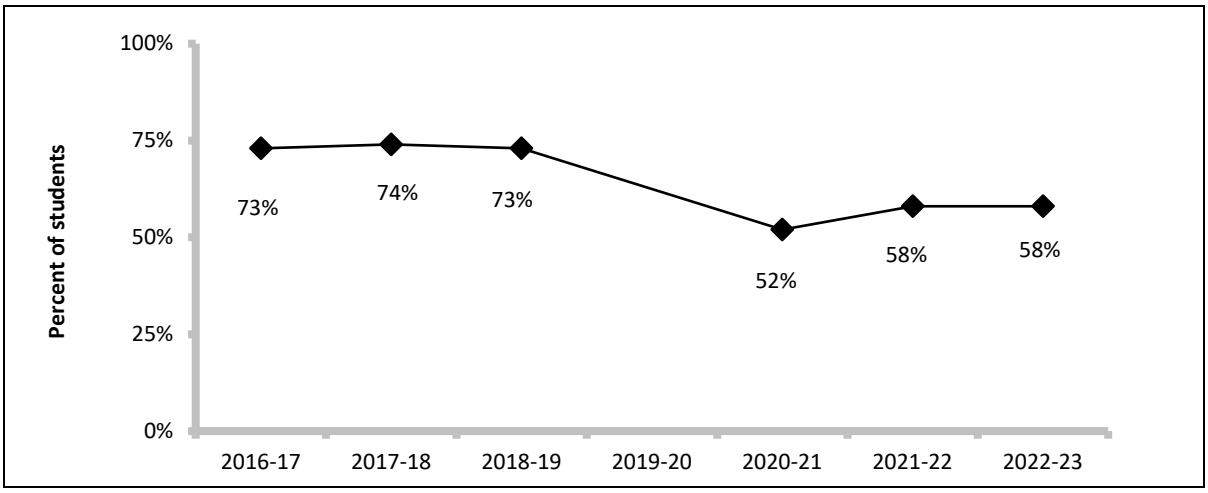
Teacher Ratings of Students

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 7 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 2021–2022 and 2022–2023.

Figure 7. Improvement in Teacher-Reported Homework Completion, 2016–2023

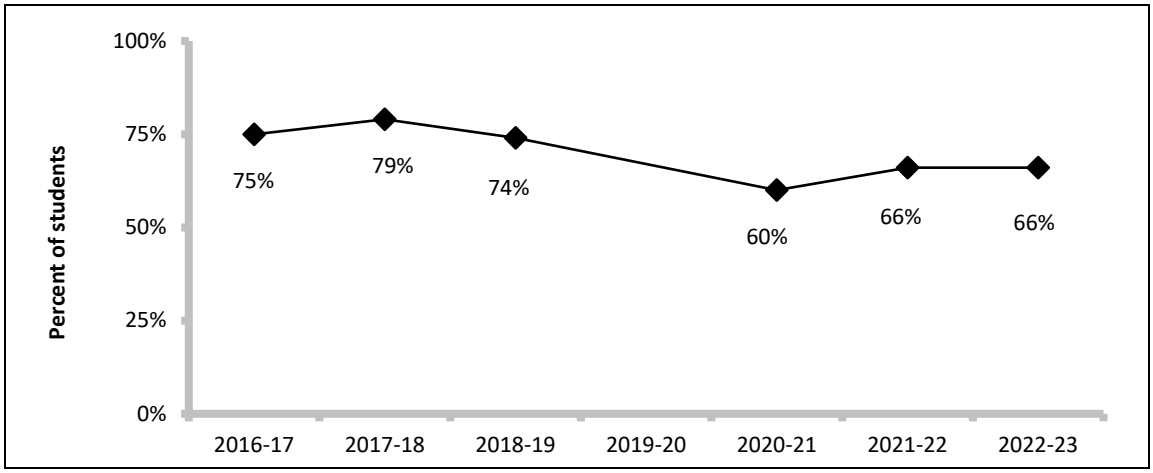


NOTE. 2022–2023 N = 4,488 students in grades 1–8 whose teachers indicated need for improvement. Data were not collected in 2019–2020.

Classroom Behavior

The classroom behavior measure includes items such as behaving well in class and getting along with other students. The analysis includes only students in grades 1–8 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 somewhat to 66% in 2021–2022 and 2022–2023.

Figure 8. Improvement in Teacher-Reported Classroom Behavior, 2016–2023

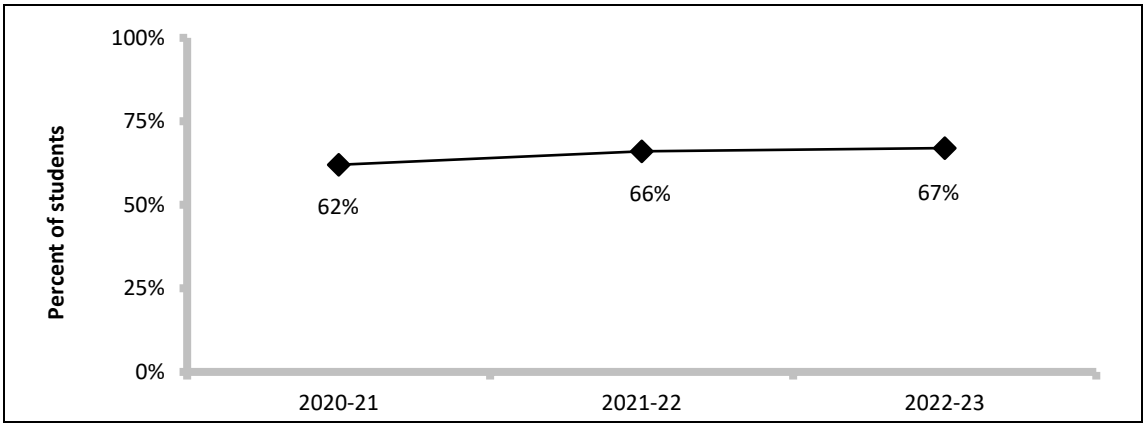


NOTE. 2022–2023 N = 4,399 students in grades 1–8 whose teachers indicated need for improvement. Data were not collected in 2019–2020.

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 summarized in Figure 9 showed that the percentage of students in need of improvement who demonstrated social-emotional growth increased from 66% last year to 67% this year.

Figure 9. Improvement in Teacher-Reported Social-Emotional Development, 2020–2023



NOTE. 2022–2023 N = 4,649 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 24. 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 learning about feelings.

Table 24. Student Perceptions of Program Impact on Social-Emotional Skills

Social-Emotional Skill	*Percent of Students Who Agreed or Strongly Agreed*
At this program, we learn how to get along with others	86%
This program gave me the opportunity to do something good for others.	86%
We learn here that you don't have to like someone in order to work with them.	85%
At this program, we learn how to deal with a conflict without fighting.	83%
At this program, we learn about my feelings.	66%

NOTE. N = 4,340 students in grades 4–12.