Michigan 21st Century Community Learning Centers

2022-2023 SITE DATA TABLES

SAMPLE GRANTEE

SAMPLE SITE

Michigan State University
State Evaluation Team
November, 2023

INTRODUCTION

This report follows the format of the **Leading Indicators Report (LIR)**, which was originally developed in 2010 with a joint effort between Michigan Department of Education (MDE), the Technical Assistance and Coaching Support System (TACSS) team at The Forum for Youth Investment's Center for Youth Program Quality and the State Evaluation Team at Michigan State University (MSU). The Indicators are organized under the two contexts in the current version:

Instructional Contexts

    1.1   Enrollment
    1.2   Academic Content
    1.3   Enrichment Content
    1.4   Connections to School Day
    1.5   Instructional Quality

Management Context

    2.1   Stability
    2.2   Grantee Management
    2.3   Site Program Management
    2.4   Professional Development
    2.5   Staff Qualifications
    2.6   Continuous Improvement and Evaluation
    2.7   School Connection
    2.8   Stakeholder Involvement
    2.9   Family Communication

For detailed information on how each Indicator is calculated, read the **Leading Indicators Report Interpretation Guide**. This Data Table provides additional information on the indicators to further support your quality improvement efforts. It also includes a third section on **Youth Outcomes** to help demonstrate the impact of your program.

Data source. The sources and data used in this Data Table include:

- EZReports (for participants' characteristics, attendance, and activity offering)
- School outcome records (for school GPA/grades) 7th, 8th, and $10^{th} - 12^{th}$
- Site Coordinator Survey (for Site Coordinator's report on program policy and procedures)
- Staff Survey (for staff's perception of program quality, policy and work climate)
- Teacher Survey (for changes in classroom behavior, homework completion and growth mindset) $1^{st} - 8^{th}$
- Youth Program Quality Assessment/YPQA scores (for staff's self-assessment on practices around safe environment, supportive environment, interaction, and engagement)
- Youth Survey (for changes in youth developmental assets and program satisfaction) $4^{th} - 12^{th}$

Comparisons to the state. Most tables in this report compare data from this site to data from other sites serving <u>similar</u> grade levels across the state. Each of these tables indicates whether the data for your site is "Very high", "High", "Average", "Low", or "Very low" compared to others. To determine these cutoffs, we used the Standard Deviation (SD), which is a measure of how far a score is from the average score. Assuming scores are "normally distributed", which will form a bell shape as displayed in Figure A. In this report, an "Average" means the score is within the 0.5 SD from the average (mean), a "High" or "Low" means the score is between 0.5
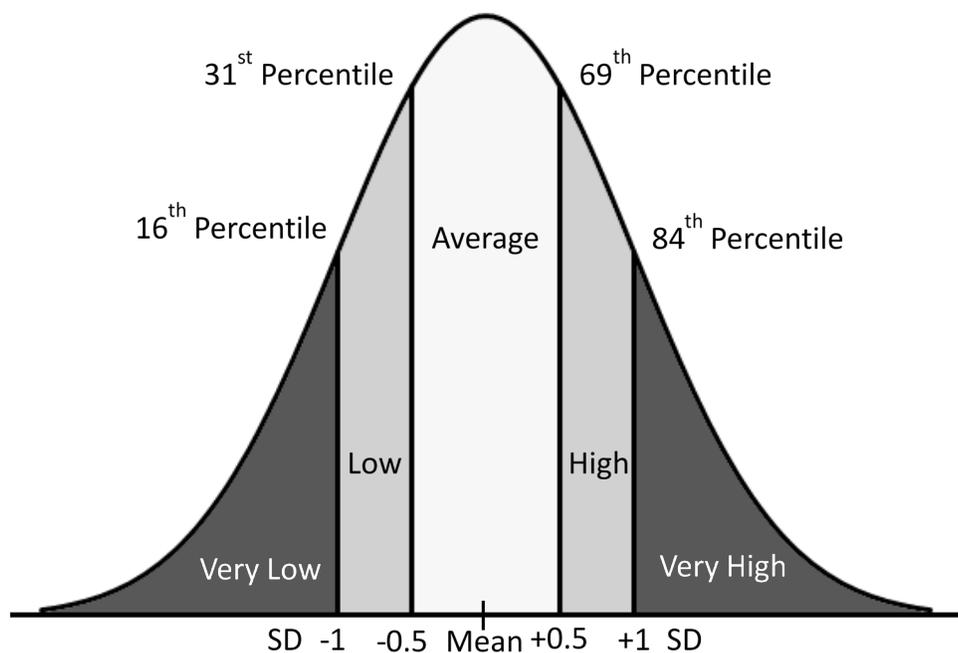

Figure A. How to Interpret Your Score

to 1 SD from the average, and "Very high" or "Very Low" means the score is more than 1 SD away from the average.

Understand Your Score. Based on the same assumption of the normal distribution, "Very high" means the score is between 84th and 100th percentiles, "High" means the score is between 69th and 83rd percentiles, "Average" means the score is between 31st and 68th percentiles, "Low" means the score is between 16th and 30th percentiles and "Very low" is between zero and 15th percentiles. You might see a score being considered as "Average" even though the number is much higher or lower than the state average. That means, in practice, there is a wide range of scores in the state and therefore it might not be a meaningful difference. On the other hand, you might see your scores being very close to the state average but are noted as "Low" or "High." In that case, most of the programs would have similar scores close to the state average, and therefore slight differences in scoring might mean very different things. You will need to use your best judgment to decide how comparisons to the state average might be meaningful to you.

Important Note. For the Site Data Table, state comparison data is based on the youth or sites from similar grade levels. However, for the Grantee Data Table, the state comparison is based on all youth in the 21st CCLC programs because most 21st CCLC grantees serve a wide range of grade levels and therefore there is a lack of grantees serving only high-school, middle-school, or elementary-school aged youth to be used for comparison.

Data Included in the report. To ensure the data represent your program and protect confidentiality, we only include scores when enough people provided answers to questions. We set the reporting threshold as follows:

- Youth and Teacher Surveys: at least 15 respondents must have turned in the survey

- Staff Survey: at least 3 respondents must have turned in the survey

Data that do not meet the threshold will be identified as **"Insufficient data"** and excluded from the report.

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Data Available

EZREPORTS DATA

EZReports Data Available		
Youth characteristic	*Number of youth with data*	*% of youth with data*
Number of youth attendees	84	Not applicable
Grade	84	100%
Sex	84	100%
Race	84	100%

SURVEY DATA

Survey Data Available		
Survey	*Number of individuals with data*	*% of youth with data*
Youth Survey for 4th – 12th graders	45	100%
Teacher Survey for 1st – 8th graders	0	Data not requested
Staff Survey	3	Not applicable

Note: The number of individuals with data excludes those who did not complete a major part of the survey.

SCHOOL OUTCOMES

Due to the change in federal reporting, two years of GPA/Grades were requested for the 2022-23 participants of 7th - 8th and 10th - 12th graders.

Grade Data Available to Show Change		
Outcome	*Number of youth with data to calculate change*	*% of youth with data to calculate change*
GPA/grades for 7th - 8th and 10th – 12th graders	54	79%

Note: In your program, a total of **68** youth had GPA/grades outcome information submitted for at least one year to the state evaluation. The table above shows the number of youth with outcomes for two consecutive years to allow the calculation of GPA/grades change over the reporting period.

1 INSTRUCTIONAL CONTEXT

1.1 LEADING INDICATOR: ENROLLMENT

Indicator Description: Program serves and successfully retains academically disadvantaged youth.

ⓘ 1.1.1 Percent of academically disadvantaged youth are served

ⓘ 1.1.2 Enrollment policy is in place

ⓘ 1.1.3 Attendance policy is in place

Since this site started receiving 21st CCLC funding, it has served **866** unique youth.

1.1.1 ALL YOUTH

1.1.1.1 PAST TWO YEARS

The following table gives the numbers for enrollment and average daily attendance at this site for the past two years based on the data entered into EZReports.

Table 1. Enrollment for All Youth		
Attendance measure	*2021-2022*	*2022-2023*
Enrollment (attended at least once)		
All year	53	84
Summer	25	45
School year	35	56
Average daily attendance		
Summer	17	34
School year	17	24
Number of weeks having at least 30 average daily attendance	0	9

Note. From EZReports.

1.1.1.2 COMPARED TO OTHER SITES

The following table reports enrollment, average attendance at this site compared to other sites serving youth in the same grades.

Table 2. Enrollment of All Youth Compared to Other Sites			
Attendance measure	*Your site*	*Statewide*	*Your site compared to state*
Enrollment (attended at least once)			
All year	84	90	Average
Summer	45	22	Very high
School year	56	92	Very low
Average daily attendance			
Summer	34	9	Very high
School year	24	29	Low
Number of weeks having at least 30 average daily attendance	9	18	Low

Note. Statewide numbers are for youth in the same grades served by this site. From EZReports.

1.1.2 LOW-ACHIEVING YOUTH

1.1.2.1 PAST TWO YEARS

This section describes the extent to which this site enrolled and retained academically low-achieving youth. The table below shows the number of academically at-risk youth enrolled. During the 2022-2023 school year, **72%** of the total **57** youth (N=**41**) whose school outcome information was available were identified as academically at risk.

Table 3. Enrollment of Academically At-Risk Youth		
Attendance measure	*2021-2022*	*2022-2023*
Enrollment (attended at least once)		
All year	22	41
Summer	14	25
School year	15	30
Average daily attendance		
Summer	11	19
School year	9	14

Note. From EZReports and school outcomes data: Academically at-risk youth are defined as youth whose previous year's GPA/grades were less than 2.5, which is equivalent to B-/C+ on a Letter Grade system or 75~79 out of 100 score or M-STEP score is one or two. The 22-23 calculation has incorporated M-STEP scores, while the 21-22 calculation has not.

1.1.2.2 COMPARED TO OTHER SITES

The following table reports enrollment of academically at-risk youth at this site compared to other sites serving the youth in the same grades.

Table 4. Enrollment of Academically At-risk Youth Compared to Other Sites			
Attendance measure	*Your site*	*Statewide*	*Your site compared to state*
Enrollment (attended at least once)			
All year	41	28	High
Summer	25	8	Very high
School year	30	25	Average
Average daily attendance			
Summer	19	4	Very high
School year	14	8	High

Note. From EZReports and school outcomes data: Academically at-risk youth are defined as youth whose previous year's GPA/grades were less than 2.5, which is equivalent to B-/C+ on a Letter Grade system or 75~79 out of 100 score or M-STEP score is one or two.

1.1.3 ENROLLMENT POLICY IS IN PLACE

The following table reports if the site has a formal policy on enrollment, giving priorities to participants with at least one condition: chronic absenteeism, academically low performing, behavioral issues, special education, economic disadvantage, English as Second Language, homelessness, or prior program participants.

Enrollment policy	Your site gives priority to..	% of sites gives priority to (Statewide)	Your site has easy access to this data	% of sites has easy access to this data (Statewide)
Chronically absent students (Missing 10% of school)	0%	35%	100%	65%
Academically low performing students identified by the school day staff	100%	88%	100%	78%
Students who have behavioral issues identified by the school day staff	100%	50%	100%	70%
Family request due to academic issues	100%	83%	100%	71%
Family request due to behavioral issues	100%	50%	100%	64%
Special education students	0%	55%	100%	68%
Free/reduced price meal students	100%	69%	100%	79%
English as Second Language (ESL) students	100%	58%	100%	69%
Students experiencing homelessness	100%	71%	100%	58%
Prior program participants	100%	90%	100%	93%

Table 5. Enrollment Policy is in Place: Your Program 100% = Yes / 0% = No

Note. From Site Coordinator Survey: N = 1.

1.1.4 ATTENDANCE POLICY IS IN PLACE

The following table reports the site has a formal policy on attendance, indicating specific attendance requirements.

Attendance policy	Your site	Statewide	Your site compared to state
Specific attendance requirements.	0%	44%	Not applicable

Table 6. Attendance Policy: Your Program 100% = Yes / 0% = No

Note. From Site Coordinator Survey: N = 1.

1.2   LEADING INDICATOR: ACADEMIC CONTENT

Indicator Description: Program demonstrates that academics are a high priority.

ⓘ 1.2.1 Youth participate in academic enrichment activities

ⓘ 1.2.2 Youth participate in schoolwork-focused activities

ⓘ 1.2.3 Academically disadvantaged youth participate in schoolwork-focused activities

ⓘ 1.2.4 The academic growth of the youth is a top priority

ⓘ 1.2.5 Program administrator connects to school-day content

ⓘ 1.2.6 Staff connect to school-day content

1.2.1 YOUTH PARTICIPATE IN ACADEMIC ENRICHMENT ACTIVITIES

The table below lists the percent of youth who attended the program for at least 15 hours **and** participated in each type of academic activity for at least 15 hours. Academic learning is very common; 0% did not participate in any academic activity in this program.

Table 7. Participation in Academic Enrichment Activity: Percent of Youth Who Participated in Each Type			
Type of academic activity	*Your site*	*Statewide*	*Your site compared to state*
- English Language Arts (ELA)	12%	12%	Average
- Science	10%	9%	Average
- Technology		8%	Session not offered
- Engineering	0%	7%	Average
- Math		6%	Session not offered

Note. Statewide numbers are for youth in the same grades served by this site. Activities are categorized by MSU based on the session name, description, and objectives listed in EZReports. Youth are counted as having participated in an activity if they attended the type of activity (category) for at least 15 hours. From EZReports: N = 73.

1.2.2 YOUTH PARTICIPATE IN SCHOOLWORK-FOCUSED ACTIVITIES

The table below lists the percent of youth who attended the program for at least 15 hours and participated in each type of academic activity for at least 15 hours.

Table 8. Participation in Schoolwork-focused Activities: Percent of Youth Who Participated in Each Type			
Type of academic activity	*Your site*	*Statewide*	*Your site compared to state*
Homework help/tutoring	45%	56%	Average
Credit recovery	58%	47%	Average

Note. Statewide numbers are for youth in the same grades served by this site. Activities are categorized by MSU based on the session name, description, and objectives listed in EZReports. Youth are counted as having participated in an activity if they attended the type of activity for at least 15 hours. From EZReports: N = 73.

1.2.3 ACADEMICALLY DISADVANTAGED YOUTH PARTICIPATE IN SCHOOLWORK-FOCUSED ACTIVITIES

The table below lists the percent of academically at-risk youth who attended the program for at least 15 hours **and** participated in the combination of homework help, tutoring, and/or credit recovery sessions for at least 15 hours.

Table 9. Schoolwork-focused Activities for Academically At-risk Youth: Percent of Academically At-risk Youth Who Participated			
Type of academic activity	*Your site*	*Statewide*	*Your site compared to state*
Homework help/tutoring/credit recovery	89%	71%	High

Note. Statewide numbers are for youth in the same grades served by this site. Activities are categorized by MSU based on the session name, description, and objectives listed in EZReports. Youth are counted as having participated in an activity if they attended the type of activity for at least 15 hours. Academically at-risk youth are defined as youth whose previous year's GPA/grades were less than 2.5, which is equivalent to B-/C+ on a Letter Grade system or 75~79 out of 100 score or M-STEP score is one or two. From EZReports: N = 36.

1.2.4 THE ACADEMIC GROWTH OF THE YOUTH IS A TOP PRIORITY

The table below provides information on what staff in this program see as the top two priorities. This information gives you a sense of whether the priorities of the staff are aligned with what administrators consider to be the program's priorities. Staff ranked the following priorities from most to least important and here we report the percent of staff ranking the following priorities below as first or second.

Table 10. Program Priority: Percent of Staff Identified Each Area as the First or Second Top Priority for the Program			
Program Area	Your site	Statewide	Your site compared to state
Improve the academic achievement of all youth	100%	39%	Very high
Enable the lowest-performing students to achieve grade-level proficiency	0%	11%	Average
Provide opportunities for youth to learn STEM or other academic subjects in a fun way	0%	20%	Low
Help youth keep up with homework	33%	19%	High
Engage youth in fun leisure activities otherwise unavailable to them (i.e., arts, music, fitness, sports, etc.)	0%	19%	Low
Keep youth in a safe environment that allows them to relax, play, and socialize	67%	63%	Average
Improve the social and emotional development of youth	0%	28%	Low

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

1.2.5 PROGRAM ADMINISTRATOR CONNECTS TO SCHOOL-DAY CONTENT

The table below provides information on how Site Coordinators report connecting school-day content with the out-of-school time program to support what school-day teachers are working toward.

Table 11. Program Administrator Connects to School-Day Content: Your Program 100% = Yes / 0% = No			
Survey item	*Your site*	*Statewide*	*Your site compared to state*
Someone has a specific responsibility to attend teacher staff meetings at least monthly and report back to the program.	0%	47%	Not applicable
Someone communicates regularly with school-day staff about individual students' academic progress and needs.	100%	88%	Not applicable
Program has access to review students' grades for each marking period and standardized test scores throughout the year (not only for end-of-year reporting).	100%	73%	Not applicable
School-day curricula were used as part of the program's academic activities.	100%	70%	Not applicable
The objectives for program activities are intentionally influenced by grade-level content standards (or learning objectives).	100%	86%	Not applicable

Note. From Site Coordinator Survey: N = 1.

1.2.6 STAFF CONNECT TO SCHOOL-DAY CONTENT

The table below provides information on how staff report connecting school-day content with the out-of-school time program to support what school-day teachers are working toward.

Table 12. Connections to the School Day: Percent of Staff Who Agreed or Strongly Agreed			
Survey item	*Your site*	*Statewide*	*Your site compared to state*
On a week-to-week basis, I know what academic content will be covered during the school day with the students I work with in the out-of-school time program.	67%	59%	Average
I coordinate the content of the afterschool activities I provide with my students' school day work.	33%	54%	Low
I know who to contact at my students' day-time school if I have a question about their progress or status.	67%	81%	Low
The activities I provide in the out-of-school time program are tied to specific learning goals that are related to the school-day curriculum.	67%	60%	Average
I use student assessment data to provide different types of instruction to students attending my out-of-school time activities based on their achievement level.	100%	58%	Very high
I help manage a 3-way communication system that links parents, program, and day-time school information.	67%	41%	High
I participate in regular joint staff meetings for out-of-school time and day-time school staff where steps to ensure linkages between the school day and out-of-school time are discussed.	67%	49%	High
I meet regularly with school-day staff not working in the out-of-school time program to review the academic progress of individual students.	33%	44%	Average
I participate in parent-teacher conferences to provide information about how individual students are doing (NOTE: If you are a school-day teacher, please answer this question in relation to a student you do not have in your school-day classroom).	33%	40%	Average

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

1.3   LEADING INDICATOR: ENRICHMENT CONTENT

Indicator Description: The program has a comprehensive set of activities that facilitate achievement and development in which most youth participate.

- ⓘ 1.3.1 Youth participate in arts activities
- ⓘ 1.3.2 Youth participate in physical activities
- ⓘ 1.3.3 Youth participate in youth development activities
- ⓘ 1.3.4 Youth participate in field trip or special event activities

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1.3.1 ACTIVITY PARTICIPATION

The table below lists the percent of youth who attended the program for at least 15 hours ***and*** participated in each type of enrichment activities for at least 15 hours.

Table 13. Enrichment Activity Participation: Percent of Youth Who Participated in Each Type of Activity			
Type of activity	*Your site*	*Statewide*	*Your site compared to state*
Arts	0%	13%	Low
Sports	0%	11%	Average
Youth development	52%	58%	Average
Field trip or special event	25%	21%	Average

Note. Statewide numbers are for youth in the same grades served by this site. Activities are categorized by MSU based on the session name, description, and objectives listed in EZReports. Youth are counted as having participated in an activity if they attended the type of activity for at least 15 hours. From EZReports: N = 73.

1.4 LEADING INDICATOR: INSTRUCTIONAL QUALITY

Indicator Description: Program has structures and resources that ensure alignment between school-day and out-of-school time learning.

- ⓘ 1.4.1 Staff report of high-quality sessions

- ⓘ 1.4.2 Youth report of program satisfaction

- ⓘ 1.4.3 Staff report of providing youth with leadership opportunities

- ⓘ 1.4.4 Youth report of collaboration experience

- ⓘ 1.4.5 Staff report of providing youth with meaningful interaction and engagement opportunities

- ⓘ 1.4.6 Youth report of having adult support

- ⓘ 1.4.7 Youth report of developing growth mindsets

- ⓘ 1.4.8 Youth report of quality peer interaction

- ⓘ 1.4.9 Staff report of creating opportunities for youth decision-making and governance

- ⓘ 1.4.10 Youth report of opportunities for youth voice

- ⓘ 1.4.11 Youth report of program benefits around social-emotional learning

- ● 1.4.12 Youth program quality assessment (YPQA) scores: Safe environment, supportive environment, interaction and engagement (Not included in the Leading Indicators Report)

1.4.1 STAFF REPORT OF HIGH-QUALITY SESSIONS

The table below provides information on how staff plan activities using intentional strategies.

Table 14. Activities Were Intentionally Planned: Percent of Staff Reported Frequently or Always			
Survey item: Activities were…	Your site	Statewide	Your site compared to state
Well-planned in advance	100%	91%	Average
Based on written plans for the session, assignments, and projects	100%	87%	High
Tied to specific learning goals	100%	85%	High
Meant to build upon skills cultivated in a prior activity or lesson	100%	72%	High
Explicitly designed to promote skill-building and mastery in relation to one or more state standard	100%	74%	High
Explicitly meant to address students' social-emotional developmental needs (e.g., cognitive, social, emotional, civic, physical, etc.)	100%	81%	High
Structured to respond to youth feedback on what the content or format of the activity should be	100%	80%	High
Informed by the expressed interests, preferences, and/or satisfaction of the participating youth	100%	90%	Average

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

1.4.2 YOUTH REPORT OF PROGRAM SATISFACTION

The table below shows youth report "agree" or "strongly agree" on having high-quality program experiences.

Table 15. Youth Report of Program Satisfaction: Percent of Youth Who Agreed or Strongly Agreed			
Survey item: At this program…	Your site	Statewide	Your site compared to state
I like coming to this program.	98%	95%	Average
I choose to attend this program.	86%	95%	Low
I miss being at this program when I don't come.	77%	80%	Average

Note. Data are presented only if available for at least 15 youth. Statewide numbers are for youth in the same grades served by this site. From Youth Survey: N = 45.

1.4.3 STAFF REPORT OF PROVIDING YOUTH WITH LEADERSHIP OPPORTUNITIES

This table shows staff perceptions of the degree to which staff use practices that provide opportunities for youth to take on leadership roles. These are often difficult practices for staff to learn to do consistently and well.

Table 16. Providing Youth with Leadership Opportunities: Percent of Staff Reported Agreed or Strongly Agreed			
Survey item	*Your site*	*Statewide*	*Your site compared to state*
Staff listen to youth more than talk at them.	100%	87%	High
Staff actively and continuously consult and involve youth.	100%	96%	Average
Staff facilitate youth to lead activities.	100%	86%	High
Staff have youth help or mentor other youth in completing a project or task.	100%	90%	High
Staff provide opportunities for the work, achievements, or accomplishments of youth to be publicly recognized.	67%	82%	Low
Staff have youth make formal presentations to the larger group of students.	100%	60%	Very high

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

1.4.4 YOUTH REPORT OF COLLABORATION EXPERIENCE

The table below lists the percent of youth at this site and statewide who "agreed" or "strongly agreed" with statements about opportunities to build leadership skills.

Table 17. Youth Report of Collaboration Experience: Percent of Youth Who Agreed or Strongly Agreed			
Survey item: At this program…	*Your site*	*Statewide*	*Your site compared to state*
I get to work in small groups here.	95%	94%	Average
I get to be a leader at this program.	66%	80%	Low
We work together to get things done.	93%	94%	Average

Note. Data are presented only if available for at least 15 youth. Statewide numbers are for youth in the same grades served by this site. From Youth Survey: N = 45.

1.4.5 STAFF REPORT OF PROVIDING YOUTH WITH MEANINGFUL INTERACTION AND ENGAGEMENT OPPORTUNITIES

This table shows staff perceptions of the degree to which staff use practices that provide opportunities for high levels of engagement within activities.

Table 18. Practices for Engagement: Percent of Staff Who Agreed or Strongly Agreed			
Survey item	*Your site*	*Statewide*	*Your site compared to state*
Staff include time in activities for youth to reflect on their experiences (e.g., formal journal writing, conversational feedback).	100%	82%	High
Staff are effective at providing youth with meaningful choices during activities.	100%	90%	High
Staff provide structured and planned activities explicitly designed to help youth get to know each other.	100%	92%	Average
Staff are effective at providing youth with opportunities to set goals and make plans within the program.	100%	90%	Average
Staff ask for and listen to student opinions about the way things should work in the program.	100%	92%	Average
Staff have youth work collaboratively with other youth in small groups.	100%	90%	High
Staff have youth work on group projects that take more than one day to complete.	100%	84%	High

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

1.4.6 YOUTH REPORT OF HAVING ADULT SUPPORT

The table below lists the percent of youth at this site and statewide who "agreed" or "strongly agreed" with the following statements about having adult support at this program.

Table 19. Adult Support: Percent of Youth Who Agreed or Strongly Agreed			
Survey item	*Your site*	*Statewide*	*Your site compared to state*
Adults here care about me.	98%	97%	Average
Adults here listen to both sides when there is a disagreement.	98%	91%	Average
I can tell the adults here about my problems.	93%	83%	High

Note. Data are presented only if available for at least 15 youth. Statewide numbers are for youth in the same grades served by this site. From Youth Survey: N = 45. *Scores were reverse coded so the higher the better.

1.4.7 YOUTH REPORT OF DEVELOPING GROWTH MINDSETS

The table below lists the percent of youth at this site and statewide who "agreed" or "strongly agreed" with the following statements about their skill-building and mastery experiences at the program.

Table 20. Developing Growth Mindsets: Percent of Youth Who Agreed or Strongly Agreed			
Survey item	*Your site*	*Statewide*	*Your site compared to state*
This program encourages me to be the best I can be.	100%	95%	Average
At this program, it's ok to ask questions.	100%	98%	Average
At this program, ti's ok to make mistakes.	100%	97%	Average
I get to do things I like to do here.	98%	94%	Average
I learn new skills here.	93%	93%	Average

Note. Data are presented only if available for at least 15 youth. Statewide numbers are for youth in the same grades served by this site. From Youth Survey: N = 45.

1.4.8 YOUTH REPORT OF QUALITY PEER INTERACTION

The table below lists the percent of youth at this site and statewide who "agreed" or "strongly agreed" with the following statements about peer support.

Table 21. Peer Interaction: Percent of Youth Who Agreed or Strongly Agreed			
Survey Item	*Your site*	*Statewide*	*Your site compared to state*
I have good friends here.	96%	93%	Average
This program helps me make new friends.	98%	86%	High
My friends and I tell each other when we do a good job here.	96%	88%	Average

Note. Data are presented only if available for at least 15 youth. Statewide numbers are for youth in the same grades served by this site. From Youth Survey: N = 45.

1.4.9 STAFF REPORT OF CREATING OPPORTUNITIES FOR YOUTH DECISION-MAKING AND GOVERNANCE

This table shows staff perceptions of the degree to which staff use practices that provide youth with opportunities for choice, governance, and decision-making. Staff were asked to rate each item on a scale of 1 (Strongly disagree) to 5 (Strongly agree), with an additional option for "I am not sure" that would be represented as missing data from the calculation below.

Table 22. Creating Opportunities for Youth Decision-Making and Governance: Percent of Staff Who Agreed or Strongly Agreed			
Survey Item: At this program...	*Your site*	*Statewide*	*Your site compared to state*
Youth are able to take responsibility for their own program.	67%	84%	Low
Youth can set goals for what they want to accomplish in the program.	100%	88%	Average
Youth help make plans for what activities are offered at the program.	100%	87%	Average
Youth make choices about WHAT content is covered in program offerings.	67%	84%	Low
Youth make choices about HOW content is covered in program offerings.	67%	75%	Average
Youth help create rules and guidelines for the program.	67%	74%	Average

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

1.4.10 YOUTH REPORT OF OPPORTUNITIES FOR YOUTH VOICE

The table below lists the percent of youth at this site and statewide who "agreed" or "strongly agreed" with the following statements about the program's opportunities for choice, decision-making, and governance.

Table 23. Opportunities for Youth Voice: Percent of Youth Who Agreed or Strongly Agreed			
Survey item	*Your site*	*Statewide*	*Your site compared to state*
I get to choose my activities here.	93%	91%	Average
I get to help plan activities, projects or events here.	61%	83%	Very low
Adults ask what we think about activities here.	98%	93%	Average

Note. Data are presented only if available for at least 15 youth. Statewide numbers are for youth in the same grades served by this site. From Youth Survey: N = 45.

1.4.11 YOUTH REPORT OF PROGRAM BENEFITS AROUND SOCIAL-EMOTIONAL LEARNING

Youth were asked to rate the extent to which the program promoted their social-emotional learning. The table below shows the percent of youth who "agreed" or "strongly agreed" the program helped them with social-emotional learning.

Table 24. Program Helped with Social-emotional Learning: Percent of Youth Who Agreed or Strongly Agreed			
Survey item	*Your site*	*Statewide*	*Your site compared to state*
At this program, we learn about my feelings.	89%	73%	High
At this program, we learn how to get along with others.	95%	91%	Average
At this program, we learn how to deal with a conflict without fighting.	89%	88%	Average
We learn here that you don't have to like someone in order to work with them.	93%	90%	Average
This program gave me the opportunity to do something good for others.	93%	92%	Average

Note. Data are presented only if available for at least 15 youth. Statewide numbers are for youth in the same grades served by this site. From Youth Survey: N = 45.

1.4.12 YOUTH PROGRAM QUALITY ASSESSMENT (YPQA) SCORES

The table below tells you the Youth Program Quality Assessment (YPQA) self-assessment scores on Safe environment, Supportive Environment, Interaction and Engagement. Descriptions of the scales are listed below:

- **Safe environment:** Emotional Safety, Healthy Environment, Emergency Preparedness, Accommodating Environment, Nourishment.

- **Supportive Environment:** Warm Welcome, Session Flow, Active Engagement, Skill-Building, Encouragement, Reframing Conflict.

- **Interaction:** Youth have opportunities to develop a sense of belonging, participate in small groups, act as group facilitators/mentors, and manage feels and conflicts appropriately.

- **Engagement:** Youth have opportunities to set goals/make plans, reflect on activities and learning, and make choices.

Table 25. Staff Self-Assessment on Practices: YPQA Scores			
YPQA scale	*Your site*	*Statewide*	*Your site compared to state*
Safe environment	5.0	4.5	Very high
Supportive environment	4.6	4.5	Average
Interaction	4.3	4.1	Average
Engagement	4.8	4.1	High

Note. Scores can range from 1 to 5. Statewide numbers are sites serving the same grades served by this site. From Youth Program Quality Assessment, self-assessment: N = 1**.**

2 MANAGEMENT CONTEXT

2.1 LEADING INDICATOR: STABILITY

Indicator Description: Program has consistent management, staffing, and school structure.

ⓘ 2.1.1 Seasoned Project Director

ⓘ 2.1.2 Seasoned Site Coordinator

ⓘ 2.1.3 Staff retention rate is at least 75%

ⓘ 2.1.4 Program or the host school did not relocate or face challenges

ⓘ 2.1.5 School administration did not change

2.1.1 SEASONED PROJECT DIRECTOR

Because data about grantee management, no data in this area are presented in the Site Data Tables.

2.1.2 SEASONED SITE COORDINATOR

The table below indicates whether the Site Coordinator is the same from last year and stays for the entire program year.

Table 26. Seasoned Site Coordinator: Your Program 100% = Yes / 0% = No			
Survey Item	*Your site*	*Statewide*	*Your site compared to state*
The Site Coordinator is the same from last year and stays for the entire program year	100%	61%	Not applicable

Note. From Site Coordinator Survey: N = 1.

2.1.3 STAFF RETENTION RATE IS AT LEAST 75%

The table below reports the percent of the staff remained with your program from 21-22 to 22-23.

Table 27. **The Staff retention rate is at least 75%: Your Program 100% = Yes / 0% = No**			
Survey Item	Your site	Statewide	Your site compared to state
Staff Retention rate is at least 75%	0%	40%	Not applicable

Note. From Project Director Survey: N = 1.

2.1.4 PROGRAM OR THE HOST SCHOOL DID NOT RELOCATE OR FACE CHALLENGES

The table below reports the percent of the program remained on the same site. Host school was not reorganized or faced with budget cuts that affect the program.

Table 28. **The Site or the Host School Did Not Relocate or Face Budget Cuts: Your Program 100% = Yes / 0% = No**			
Survey Item	Your site	Statewide	Your site compared to state
Program remained on the same site. Host school was not reorganized or faced with budget cuts that affect the program.	100%	95%	Not applicable

Note. From Site Coordinator Survey: N = 1.

2.1.5 SCHOOL ADMINISTRATION DID NOT CHANGE

The table below reports the percent of the superintendent or the school-day administration did not change since last year.

Table 29. **The School Administration Did Not Change: Your Program 100% = Yes / 0% = No**			
Survey Item	Your site	Statewide	Your site compared to state
The superintendent or the school-day administration did not change since last year.	100%	75%	Not applicable

Note. From Site Coordinator Survey: N = 1.

2.2 LEADING INDICATOR: GRANTEE MANAGEMENT

Indicator Description: Overall program management is guided by standards, has effective supervision, and is collaborative internally and externally.

Because data about grantee management come from individual Site Coordinators. To protect confidentiality, **no data in this area are presented in the Site Data Tables.** For your information, the specific measures of the indicator *Grantee Management* are:

- ⓘ 2.2.1 Project Director supports Site Coordinators
- ⓘ 2.2.2 Effective meetings are held by Project Director
- ⓘ 2.2.3 Site Coordinators have high job satisfaction

2.3 LEADING INDICATOR: SITE MANAGEMENT

Indicator Description: Site management is guided by standards, has effective supervision, and is collaborative.

- ⓘ 2.3.1 Site Coordinator supports staff
- ⓘ 2.3.2 Effective meetings are held by Site Coordinator
- ⓘ 2.3.3 Staff have high job satisfaction
- ⓘ 2.3.4 Youth report effective program management
- ⓘ 2.3.5 Youth do not have negative peer experience

2.3.1 SITE COORDINATOR SUPPORTS STAFF

The table below lists the percent of staff at this site and statewide who reported that they received the following supports from their supervisor at least once a month.

Table 30. Site Coordinator Supports Staff: Percent of Staff Reported Practice Occurring at Least Once a Month			
Survey item: Your supervisor…	*Your site*	*Statewide*	*Your site compared to state*
Reviews your activity plans.	100%	83%	High
Makes sure that program goals and priorities are clear to you.	100%	90%	Average
Gives you positive feedback.	100%	92%	Average
Is visible during activities.	100%	91%	Average
Gives you useful feedback about how you work with youth.	100%	89%	Average

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

2.3.2 EFFECTIVE MEETINGS ARE HELD BY SITE COORDINATOR

The table below lists the percent of staff at this site and statewide who "agreed" or "strongly agreed" about the following aspects of effective staff meetings. Research has shown that effective staff meetings are a key way to communicate program priorities, coach staff, and build staff voice and ideas into the program. They are a key predictor of whether staff put the goals of the program into practice.

Table 31. Effective Staff Meetings: Percent of Staff Who Agreed or Strongly Agreed			
Survey item: At this program, meetings are…	*Your site*	*Statewide*	*Your site compared to state*
Well organized.	100%	93%	Average
Open to input from staff.	100%	97%	Average
Open to disagreement from staff.	67%	82%	Low
Able to achieve agreement from all participants when necessary.	100%	94%	Average

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

2.3.3 STAFF HAVE HIGH JOB SATISFACTION

The table below lists the percent of staff at this site and statewide who agreed or strongly agreed that they were satisfied with their current job in the after-school program.

Table 32. Staff Job Satisfaction: Percent of Staff Who Agreed or Strongly Agreed			
Survey item	*Your site*	*Statewide*	*Your site compared to state*
I am satisfied with this job at this out-of-school time program.	100%	87%	Average

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

2.3.4 YOUTH REPORT EFFECTIVE PROGRAM MANAGEMENT

The table below lists the percent of youth at this site and statewide who "agreed" or "strongly agreed" with the following statements about program management problems.

Table 33. Effective Program Management: Percent of Youth Who Agreed or Strongly Agreed			
Survey item: At this program…	*Your site*	*Statewide*	*Your site compared to state*
Adults get mad a lot at this program*.	100%	92%	Average
Adults don't tell me the plan for the day*.	87%	90%	Average
We wait around a lot here*.	87%	88%	Average

Note. Data are presented only if available for at least 15 youth. Statewide numbers are for youth in the same grades served by this site. From Youth Survey: N = 45. *Scores were reverse coded so the higher the better.

2.3.5 YOUTH DO NOT HAVE NEGATIVE PEER EXPERIENCE

The table below lists the percent of youth at this site and statewide who "agreed" or "strongly agreed" with the following statements about negative peer interactions. ***Note: Data are reverse coded and high scores are good.***

Table 34. The Absence of Negative Peer Experience: Percent of Youth Who Agreed or Strongly Agreed			
At this program…	*Your site*	*Statewide*	*Your site compared to state*
Kids get bullied here*.	93%	88%	Average
I feel left out at this program*.	100%	95%	Average
I don't feel like I can be myself here*.	100%	92%	High

Note. Data are presented only if available for at least 15 youth. Statewide numbers are for youth in the same grades served by this site. From Youth Survey: N = 45. *Scores were reverse coded so the higher the better.

2.4 LEADING INDICATOR: STAFF QUALIFICATIONS

Indicator Description: Staff are educated, experienced, and have sufficient professional development.

ⓘ 2.4.1 Staff have at least one professional qualification

ⓘ 2.4.2 Staff are experienced working with youth

ⓘ 2.4.3 Staff are familiar with state and other standards

2.4.1 STAFF HAVE AT LEAST ONE PROFESSIONAL QUALIFICATION

The table below reports the percent of staff who reported having Staff report having the following qualifications.

Table 35. Professional Qualification: Percent of Staff with the Qualification			
Staff credentials	*Your site*	*Statewide*	*Your site compared to state*
At least an Associate Degree in child-related field	0%	8%	Average
MiSAYD	0%	1%	Average
Teaching certificate	33%	35%	Average
Social worker	0%	0%	Average
At least 60 semester hours with 12 semester hours in a child-related field	33%	17%	High

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

2.4.2 STAFF ARE EXPERIENCED WORKING WITH YOUTH

The table below reports the percent of staff who reported having at least three years of working with youth.

Table 36. Staff Education: Percent of Staff with at Least 3-Year Experience			
Staff years of experience	*Your site*	*Statewide*	*Your site compared to state*
At least 3-year experience working with youth	67%	78%	Average

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

2.4.3 STAFF ARE FAMILIAR WITH STATE AND OTHER STANDARDS

The table below reports the percent of staff who were familiar with standards for out-of-school time programs.

Table 37. Staff Familiar with State and Other Standards: Percent of Staff Who Agreed or Strongly Agreed			
Survey item	*Your site*	*Statewide*	*Your site compared to state*
I would be able to describe the main points of the Michigan state standards for out-of-school time programs to someone else.	33%	60%	Low
I would be able to describe the main points of at least one other written standard that applies to out-of-school time or youth development work (for example, National After School Association, American Camping Association) to someone else.	67%	55%	Average
I would be able to describe the specific objectives for this program, as written in the proposal that this program's organization submitted to MDE, to someone else.	67%	70%	Average
I refer to the state standards or other written standards when identifying what this program should be doing with youth.	67%	62%	Average

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

2.5   LEADING INDICATOR: PROFESSIONAL DEVELOPMENT

Indicator Description: Staff receive professional development upon hiring and on an ongoing basis in youth development and activity content.

ⓘ 2.5.1 Strong orientation for new staff

ⓘ 2.5.2 Staff frequently participate in trainings

2.5.1 STRONG ORIENTATION FOR NEW STAFF

The table below reports the percent of staff who "agreed" or "strongly agreed" that they received various forms of new staff training when they began working at the program.

Table 38. New Staff Training: Percent of Staff Who Agreed or Strongly Agreed			
Survey item: When beginning working at this program, staff were…	*Your site*	*Statewide*	*Your site compared to state*
Informed about how staff at this program are expected to work with youth.	100%	82%	High
Mentored by more experienced staff.	67%	79%	Average
Informed about what this program is trying to accomplish with youth.	100%	88%	High
In daily communication with my supervisor about how things were going.	100%	84%	High

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

2.5.2 STAFF FREQUENTLY PARTICIPATE IN TRAININGS

The table below reports the percent of staff who report participating in training or professional development at least twice in past year.

Table 39. Ongoing Professional Development: Percent of Staff Reported Attending Trainings at Least Twice in Past Year			
Survey item: In the past year, have you participated in trainings related to:	*Your site*	*Statewide*	*Your site compared to state*
SEL/Youth leadership	100%	66%	Very high
STEM	67%	44%	High
Behavioral management	100%	57%	Very high
Health/Safety	100%	52%	Very high
Youth work method	100%	52%	Very high

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

2.6 LEADING INDICATOR: SCHOOL CONNECTION

Indicator Description: Program has a strong tie with the host school's administration and activities.

- ⓘ 2.6.1 Host school invests in the program
- ⓘ 2.6.2 Policy for connecting with the school-day administrators is in place
- ⓘ 2.6.3 Site Coordinator meets with school administrator regularly
- ⓘ 2.6.4 Staff use school records for activity planning
- ⓘ 2.6.5 Youth report of program strengthening school connection

2.6.1 HOST SCHOOL INVESTS IN THE PROGRAM

The table below shows the Site Coordinator reports that school principals and teachers are invested or highly invested in program.

Table 40. Host School Invests in the Program: Your Program 100% = Yes / 0% = No			
Survey Item: How invested was(were) your school…	*Your site*	*Statewide*	*Your site compared to state*
Principal	100%	70%	Not applicable
Teachers	0%	56%	Not applicable

Note. From Site Coordinator Survey: N = 1.

2.6.2 POLICY FOR CONNECTING WITH THE SCHOOL-DAY ADMINISTRATORS IS IN PLACE

The table below shows the Site Coordinator reports that the site has established formal policies and procedures to follow for connecting with the school-day administrators.

Table 41. Policy for Connecting with the School-day Administrators: Your Program 100% = Yes / 0% = No			
Survey Item	*Your site*	*Statewide*	*Your site compared to state*
Site Coordinator reports that the site has established formal policies and procedures to follow for connecting with the school-day administrators.	100%	43%	Not applicable

Note. From Site Coordinator Survey: N = 1.

2.6.3 SITE COORDINATOR MEETS WITH SCHOOL ADMINISTRATOR REGULARLY

The table below shows the Site Coordinator meets with the school-day administrators at least monthly.

Table 42. Meets with School Administrator Regularly: Percent of Site Coordinator Who Reported at Least Monthly			
Survey Item	*Your site*	*Statewide*	*Your site compared to state*
Site Coordinator reports meeting with school-day administrators at least monthly	100%	74%	Not applicable

Note. From Site Coordinator Survey: N = 1.

2.6.4 STAFF USE SCHOOL RECORDS FOR ACTIVITY PLANNING

The table below shows the staff report using the following school records regularly for activity planning.

Table 43. Use School Records for Activity Planning: Percent of Staff Who Reported Regularly			
Survey Item	*Your site*	*Statewide*	*Your site compared to state*
Students' academic plans	67%	20%	Very high
Students' standardized test scores	0%	10%	Average
Students' grades	67%	39%	High
Input from students' school-day teachers	33%	33%	Average

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

2.6.5 YOUTH REPORT OF PROGRAM STRENGTHENING SCHOOL CONNECTION

Youth were asked to rate to the extent to which the program helped them do better at school.

Table 44. Strengthening School Connection: Percent of Youth Reported Who Agreed or Strongly Agreed			
At this program…	*Your site*	*Statewide*	*Your site compared to state*
The activities here help me do better at school.	73%	85%	Low
I learn school subjects in fun ways at this program.	84%	86%	Average
I can use the things I do here during my school day.	82%	85%	Average

Note. Data are presented only if available for at least 15 youth. Statewide numbers are for youth in the same grades served by this site. From Youth Survey: N = 45. *Scores were reverse coded so the higher the better.

2.7 LEADING INDICATOR: FAMILY COMMUNICATION

Indicator Description: Family members are informed about their child and opportunities for involvement.

ⓘ 2.7.1 Staff frequently communicate with parents

ⓘ 2.7.2 Site Coordinator frequently communicates with parents

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2.7.1 STAFF FREQUENTLY COMMUNICATE WITH PARENTS

The table below lists the percent of staff at this site and statewide who communicated with parents at least once a month.

Table 45. Parent Communication: Percent of Staff Reported at Least Once a Month			
Survey item: How often do staff…	*Your site*	*Statewide*	*Your site compared to state*
Send materials about program offerings home to parents	33%	46%	Average
Send information home about how the student is progressing in the program	33%	34%	Average
Hold events or meetings to which parents are invited	33%	30%	Average
Have conversations with parents over the phone	33%	46%	Average
Meet with a student's parents to talk about the student's progress	67%	33%	High
Ask for input from parents on what and how activities should be provided	33%	29%	Average

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

2.7.2 SITE COORDINATOR FREQUENTLY COMMUNICATES WITH PARENTS

The table below lists the frequency of Site Coordinators at this site and statewide who communicated with parents at least once a month.

Table 46. Site Coordinator Communicates with Parents at Least Once a Month: Your Program 100% = Yes / 0% = No			
Survey item: At least monthly, the Site Coordinator...	*Your site*	*Statewide*	*Your site compared to state*
Send materials about program offerings home to parents	100%	58%	Not applicable
Send information home about how the student is progressing in the program	0%	41%	Not applicable
Hold events or meetings to which parents are invited	0%	22%	Not applicable
Have conversations with parents over the phone	0%	76%	Not applicable
Meet with a student's parents to talk about the student's progress	0%	39%	Not applicable
Ask for input from parents on what and how activities should be provided	0%	31%	Not applicable

Note. From Site Coordinator Survey: N = 1.

2.8   LEADING INDICATOR: CONTINUOUS IMPROVEMENT AND EVALUATION

Indicator Description: Staff and Local Evaluator are actively involved in the evaluation process for program improvement.

ⓘ 2.8.1 Staff participate in data-driven continuous quality improvement process with other staff

ⓘ 2.8.2 Staff participate in training for program assessment

ⓘ 2.8.3 Local Evaluator is involved

2.8.1 STAFF PARTICIPATE IN DATA-DRIVEN CONTINUOUS QUALITY IMPROVEMENT PROCESS WITH OTHER STAFF

The table below lists the percent of staff at this site and statewide who reported that they used the following processes with other staff as part of a data-driven quality improvement process at least once a month.

Table 47. Data-Driven Quality Improvement Process: Percent of Staff Reported Practice Occurring at Least Once a Month			
Survey item: How frequently do you do the following with other staff working in the out-of-school time program?	*Your site*	*Statewide*	*Your site compared to state*
Review and interpret evaluation data.	67%	32%	Very high
Conduct program planning based on a review of data.	67%	34%	Very high
Use evaluation data to set program improvement goals.	100%	33%	Very high
Discuss progress on meeting program improvement goals.	67%	58%	Average
Observe other afterschool staff delivering programming in order to provide feedback on their practice.	67%	34%	Very high
Get observed by other afterschool staff while I deliver programming in order to get feedback on my practice.	67%	32%	Very high
Conduct program planning in order to meet specific learning goals in coordinated ways across multiple activities.	100%	67%	High
Share ideas on how to make programming more engaging for participating students.	100%	84%	High
Follow up about individual students.	100%	83%	High
Receive feedback from school-day teachers and/or administrators on how the program could better support student learning needs.	67%	41%	High
Discuss current research-based instructional practices.	67%	43%	High
Work with or see presentations from the local evaluator for this program.	67%	22%	Very high

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

2.8.2 STAFF PARTICIPATE IN TRAINING FOR PROGRAM ASSESSMENT

The table below lists the percent of staff at this site and statewide who reported that they participated in the continuous quality improvement.

Table 48. Participation in Training for Program Assessment: Percent of Staff Reported Participating in Each Activity			
Survey item: I participated in our continuous quality improvement process in the following ways:	*Your site*	*Statewide*	*Your site compared to state*
I attended a formal PQA Basics training through the Weikart Center (online or live).	0%	34%	Very low
I received training on how to do self-assessment from my organization.	33%	37%	Average
I used the PQA to observe another staff member.	0%	24%	Low
I was observed by another staff member using the PQA.	33%	45%	Average
I participated in a consensus PQA scoring meeting.	0%	25%	Low
I reviewed and discussed our Leading Indicators Report.	0%	23%	Low
I reviewed and discussed our PQA scores.	0%	44%	Very low
I co-developed program improvement plans with my supervisor.	0%	35%	Very low
I participated in follow-up discussions or progress meetings related to our goals.	67%	64%	Average

Note. Data are presented only if available for at least 3 staff. Statewide numbers are for staff at sites serving youth in the same grades served by this site. From Staff Survey: N = 3.

2.8.3 LOCAL EVALUATOR IS INVOLVED

The table below lists the percent of Site Coordinators report "some" or "a lot" on Local Evaluator's involvement in the following areas.

Table 49. Local Evaluator's Involvement: Your Program 100% = Yes / 0% = No			
Survey item: The Local Evaluator…	*Your site*	*Statewide*	*Your site compared to state*
Interpreted reports provided by MSU	100%	94%	Not applicable
Collected additional feedback (e.g., surveys, interviews, focus groups)	100%	94%	Not applicable
Obtained School Outcomes information to submit to MSU	100%	94%	Not applicable
Helped us meet the grant reporting requirements	100%	93%	Not applicable
Participated in the PQA process	100%	82%	Not applicable
Worked with us on program improvement	100%	85%	Not applicable
Worked with us on funding and stability	100%	74%	Not applicable
Used data to create professional development plans	100%	78%	Not applicable
Visited our sites	100%	74%	Not applicable

Note. From Site Coordinator Survey: N = 1.

3 YOUTH OUTCOMES

Youth outcomes are *not* part of the Leading Indicators, which focus on program components that are likely to characterize a high-quality program. The assumption is that they result from a high-quality program. They are presented in this report to let you see whether your site is meeting the goals you have set for youth outcomes and federal targets.

3.1 IMPROVEMENT IN GRADES

3.1.1 ALL ATTENDEES WHOSE DATA WERE AVAILABLE

The table below shows the percent of ALL attendees whose GPA/grades data were available for both 2021-22 and 2022-23 program years and improved for at least one-half point for your site and statewide.

Table 50. Improvement in Grades among Attendees Whose Data were Available: Percent of All Attendees Who Improved			
Outcome	*Your site*	*Statewide*	*Your site compared to state*
GPA/grades	22%	20%	Average

Note. Statewide numbers are for youth in the same grades served by this site. From school outcomes data: GPA/grades N = 54.

3.1.2 ATTENDEES WITH ROOM FOR IMPROVEMENT

The table below shows the percent of attendees with room for improvement, whose GPA/grades data were available for both 2021-22 and 2022-23 program years, and improved for at least one-half point for your site and statewide.

Table 51. Improvement in Grades among Attendees with Room for Improvement: Percent of Attendees with Room for Improvement			
Outcome	*Your site*	*Statewide*	*Your site compared to state*
GPA/grades	26%	30%	Average

Note. Data only include attendees whose average GPA/grades were below 3.0. Statewide numbers are for youth in the same grades served by this site. From school outcomes data: available GPA/grades with room for improvement N = 46.

3.2 TEACHER RATINGS

3.2.1 OVERALL CHANGES

The table below shows the percent of attendees whose teachers said they improved at school.

Table 52. Teacher Ratings on Overall School Performance: Percent of Attendees Who Improved			
Outcome	*Your site*	*Statewide*	*Your site compared to state*
Teacher ratings on behavior			Data not requested
Teacher ratings on homework			Data not requested
Teacher ratings on growth mindset			Data not requested

Note. Data only include **attendees whose teachers indicated there was a need for improvement**. Statewide numbers are for youth in the same grades served by this site. From Teacher Survey: N = 0.

3.2.2 SPECIFIC IMPROVEMENTS

The table below shows the percent of attendees whose teachers said they had any improvement in the following types of activities while at school.

Table 53. Teacher Ratings on Specific School Activities: Percent of Attendees Who Improved			
Outcome	*Your site*	*Statewide*	*Your site compared to state*
Attends class/online activities regularly			Data not requested
Attentive and actively engaged in discussions, activities, and assignments (in-class or online)			Data not requested
Collaborates constructively with other students			Data not requested
Demonstrates self-regulation and persistence with challenging tasks			Data not requested
Completes homework/assigned independent work on time and to your satisfaction			Data not requested
Looks for opportunities to grow			Data not requested
Has healthy friendships			Data not requested

Note. Data only include **attendees whose teachers indicated there was a need for improvement**. Statewide numbers are for youth in the same grades served by this site. From Teacher Survey: N = 0.