Michigan 21ˢᵗ Century Community Learning Centers

2020-2021 GRANTEE DATA TABLES

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INTRODUCTION

The COVID-19 pandemic, forcing all Michigan schools to close doors starting in March 2020, has continued to impact the way Michigan 21st Century Community Learning Center (21st CCLC) programs operated during the 2020-21 school year. In response to the community needs, the state evaluation team continued to work closely with MDE consultants and EZReports users to help track program offerings and attendance, and developed new surveys to better understand the experiences of youth, families, program staff and administrators in these unique circumstances. Due to the use of new surveys, data to calculate the Leading Indicators Report (LIR) were largely unavailable. As a result, the typical LIR was not produced this year. Rather, a series of mini-reports comparing grantee and state results from the new surveys were created and shared with the project directors. In this report, we modified the old reporting structure (that was mainly based on the LIR) to reflect this year's data availability and to avoid duplication of reporting. The report will be focused on two areas:

LIR - Instructional Contexts

        1.1   Youth Enrollment and Continuous Participation
        1.2   Academic Content
        1.3   Enrichment Content
        1.4   Instructional Quality

Youth Outcomes

        2.1   Improvement in ELA/Math Grades

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

- EZReports (for participants' characteristics, attendance, and activity offering)

- School outcome records (for school grades)

- Youth Program Quality Assessment/YPQA scores (for staff's self-assessment on practices around safe environment, supportive environment, interactive environment, and engagement)

Comparisons to the State. Most tables in this report compare data from this grantee to data from other grantees across the state. Each of these tables indicates whether the result for your grantee 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 below the 0.5 SD from the average (mean), a "High" or "Low" means the score is from 0.5 SD to just below 1 SD from the average, and "Very high" or "Very Low" means the score is equal to or more than 1 SD away from the average.
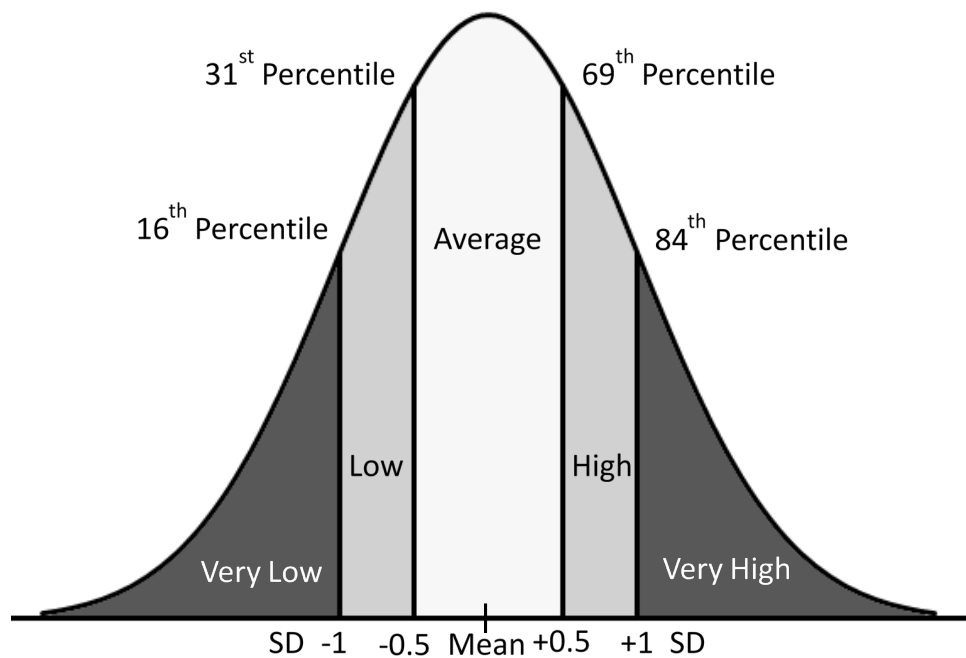
Figure A. How to Interpret Your Score

Understanding 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 83th 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 Tables, state comparison data is based on the youth or sites from similar grade levels. However, for the Grantee Data Tables, 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 youth to be used for comparison.

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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	2257	Not applicable
Grade	2257	100%
Sex	2257	100%
Race	2257	100%

SCHOOL OUTCOMES

Grade Data Available to Show Change		
Outcome	*Number of youth with data*	*% of youth with data*
ELA/reading grades	1665	74%
Math grades	1596	71%

Note: In your program, a total of **1833** youth had at least 1 grade record submitted to the state evaluation. The table above shows the number of youth with at least two marking periods of ELA/reading and/or math records to allow the calculation of grade change over the reporting period.

1 INSTRUCTIONAL CONTEXT

1.1 LEADING INDICATOR: YOUTH ENROLLMENT AND CONTINUOUS PARTICIPATION

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

ⓘ   1.1.1 Percent of youth who attended 30 days

ⓘ   1.1.2 Percent of youth who attended 60 days

ⓘ   1.1.3 Percent of youth who attended 90 days

ⓘ   1.1.4 Percent of academically disadvantaged youth that were served

ⓘ   1.1.5 Percent of academically disadvantaged youth who attended 30 days

ⓘ   1.1.6 Percent of academically disadvantaged youth who attended 60 days

ⓘ   1.1.7 Percent of academically disadvantaged youth who attended 90 days

Since this grantee started receiving 21st CCLC funding, it has served **7946** unique youth.

1.1.1 ALL YOUTH

1.1.1.1 PAST TWO YEARS

The following table gives the numbers for total enrollment at this grantee and its average site daily attendance for the past two years based on the data entered into EZReports. It also gives the percentage of youth who attended regularly for each year.

Table 1. Enrollment/Continuous Participation of All Youth		
Attendance measure	*2019-2020*	*2020-2021*
Enrollment (attended at least once)		
All year	2293	2257
Summer	366	175
School year	2162	1175
Continuous participation		
Percent attended at least 30 days (regulars)	49%	10%
Percent attended at least 60 days	17%	5%
Percent attended at least 90 days	4%	2%
Average daily attendance per site		
Summer	7	3
School year	26	6

Note. From EZReports.

1.1.1.2   COMPARED TO OTHER GRANTEES

The following table reports enrollment, average attendance and continuous participation at this grantee compared to other grantees.

Table 2. Enrollment/Continuous Participation of All Youth Compared to Other Grantees			
Attendance measure	*Your grantee*	*Statewide*	*Your grantee compared to state*
Enrollment (attended at least once)			
All year	2257	531	Very high
Summer	175	173	Average
School year	1175	373	Very high
Continuous participation			
Percent attended at least 30 days (regulars)	10%	46%	Very low
Percent attended at least 60 days	5%	28%	Very low
Percent attended at least 90 days	2%	18%	Very low
Average daily attendance			
Summer	3	11	Low
School year	6	14	Very low

Note. From EZReports.

1.1.2 LOW-ACHIEVING YOUTH

1.1.2.1 PAST TWO YEARS

This section describes the extent to which this grantee enrolled and retained academically low-achieving youth. The table below shows the percent of youth enrolled and the percent of youth who attended regularly that were low achieving in ELA/reading or math. It also gives the percent of academically low-achieving youth who attended this grantee regularly for each year. During the 2020-2021 school year, **71%** of the total **1833** youth (N=**1310**) whose school outcome information was available were identified as academically at risk.

Table 3. Enrollment/Continuous Participation of Academically At-Risk Youth		
Attendance measure	*2019-2020*	*2020-2021*
Enrollment (attended at least once)		
All year	1344	771
Summer	103	33
School year	1338	753
Continuous participation		
Percent attended at least 30 days (regulars)	56%	18%
Percent attended at least 60 days	19%	7%
Percent attended at least 90 days	4%	3%
Average daily attendance per site		
Summer	2	1
School year	18	4

Note. **Because school outcome data were not collected from youth who only attended the summer program, the summer attendance presented here might not best reflect your at-risk population during that period.** From EZReports and school outcomes data: Academically at-risk youth are defined as youth whose Fall reading or math grades were less than 2.5, which is equivalent to B-/C+ on a Letter Grade system or 75~79 out of 100 score.

1.1.2.2   COMPARED TO OTHER GRANTEES

The following table reports enrollment and continuous participation of academically at-risk youth at this grantee compared to other grantees.

Table 4. Enrollment/Continuous Participation of Academically At-risk Youth Compared to Other Grantees			
Attendance measure	*Your grantee*	*Statewide*	*Your grantee compared to state*
Enrollment (attended at least once)			
All year	771	243	Very high
Summer	33	74	Low
School year	753	219	Very high
Continuous participation			
Percent attended at least 30 days (regulars)	18%	56%	Very low
Percent attended at least 60 days	7%	34%	Very low
Percent attended at least 90 days	3%	22%	Very low
Average daily attendance			
Summer	1	5	Low
School year	4	8	Very low

Note. **Because school outcome data were not collected from youth who only attended the summer program, the summer attendance presented here might not best reflect your at-risk population during that period.** From EZReports and school outcomes data: Academically at-risk youth are defined as youth whose Fall reading or math grades were less than 2.5, which is equivalent to B-/C+ on a Letter Grade system or 75~79 out of 100 score.

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 Academically disadvantaged youth participate in remedial education

1.2.1 YOUTH PARTICIPATE IN ACADEMIC ENRICHMENT ACTIVITIES

The table below lists the percent of youth who attended the program for at least 10 days *and* participated in each type of academic activity for at least 10 days.

Table 5. Participation in Academic Activity: Percent of Youth Who Participated in Each Type			
Type of academic activity	*Your grantee*	*Statewide*	*Your grantee compared to state*
Homework help (support for homework completion)	38%	51%	Low
Tutoring (remedial instruction for 1-3 students per adult)	4%	20%	Low
Credit recovery		27%	Insufficient data/session not offered
Academic lessons focused on specific subjects	33%	53%	Low
Academic enrichment activities focused on embedded learning	50%	80%	Very low
Did not participate in any academic activities	1%	1%	Average

Note. 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 10 days. From Grantee EZReports: N = 612.

1.2.2 ACADEMICALLY DISADVANTAGED YOUTH PARTICIPATE IN REMEDIAL EDUCATION

The table below lists the percent of academically at-risk youth who attended the program for at least 10 days **and** participated in the combination of homework help, tutoring, and/or credit recovery sessions for at least 10 days.

Table 6. Homework Help/Tutoring Activities for Academically At-risk Youth: Percent of Academically At-risk Youth Who Participated			
Type of academic activity	*Your grantee*	*Statewide*	*Your grantee compared to state*
Homework help/tutoring/credit recovery	37%	60%	Low

Note. 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 10 days. Academically at-risk youth are defined as youth whose fall reading or math grades were less than 2.5, which is equivalent to B-/C+ on a Letter Grade system or 75~79 out of 100 score. From Grantee EZReports: N = 351.

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 STEM science activities
- ⓘ   1.3.5 Youth participate in STEM technology activities
- ⓘ   1.3.6 Youth participate in STEM engineering activities
- ⓘ   1.3.7 Youth participate in STEM math activities
- ⓘ   1.3.8 Youth participate in field trip or special event activities

1.3.1 PARTICIPATION IN ACTIVITY

The table below lists the percent of youth who attended the program for at least 10 days *and* participated in each type of enrichment activities for at least 10 days.

Table 7. Participation in Enrichment Activity: Percent of Youth Who Participated in Each Type of Activity			
Type of activity	*Your grantee*	*Statewide*	*Your grantee compared to state*
Arts	8%	57%	Very low
Sports	5%	28%	Low
Youth development	49%	58%	Average
STEM - Science	17%	37%	Very low
STEM - Technology	18%	8%	Very high
STEM - Engineering	16%	25%	Average
STEM – Math	4%	40%	Very low

Note. 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 10 days. From Grantee EZReports: N = 612.

1.4 LEADING INDICATOR: INSTRUCTIONAL QUALITY

Indicator Description: Youth program quality assessment (YPQA) scores: safe environment, supportive environment, interactive environment, and engagement (Not included in the Leading Indicators Report)

1.4.1 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, Interactive Environment, 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, and Child-Centered Space.

- **Interactive Environment:** 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.

YPQA scale	Your grantee	Statewide	Your grantee compared to state
Table 8. Staff Self-Assessment on Practices: YPQA Scores			
Safe environment	4.53	4.70	Low
Supportive environment	4.46	4.36	Average
Interactive environment	4.17	3.94	Average
Engagement	4.04	3.51	High

Note. Scores can range from 1 to 5. From Grantee Youth Program Quality Assessment, self-assessment: N = 24**.**

2 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 good youth outcomes result from a high-quality program. They are presented in this report to let you see whether your grantee is meeting the goals you have set for youth outcomes and federal targets.

2.1 IMPROVEMENT IN GRADES

2.1.1 ALL REGULAR ATTENDEES

The table below shows the percent of ALL **regular attendees** (as defined as youth participants who attended **at least 30 program days**) who improved by at least one-half grade in ELA/reading or math grades from fall to spring for your grantee and statewide.

Table 9. Improvement in Grades among Regular Attendees: Percent of All Regular Attendees Who Improved			
Outcome	*Your grantee*	*Statewide*	*Your grantee compared to state*
ELA/reading grades	35%	35%	Average
Math grades	27%	35%	Low

Note. Data only include regular attendees. From Grantee school outcomes data: ELA/reading N = 204, math N = 195.

2.1.2 REGULAR ATTENDEES WITH ROOM FOR IMPROVEMENT

The table below shows the percent of regular attendees with room for improvement that improved by at least one-half grade in ELA/reading or math grades from fall to spring for your grantee and statewide.

Table 10. Improvement in Grades among Regular Attendees with Room for Improvement: Percent of Regular Attendees with Room for Improvement			
Outcome	*Your grantee*	*Statewide*	*Your grantee compared to state*
Reading/English grades	55%	44%	High
Math grades	38%	43%	Average

Note. Data only include regular attendees whose ELA/reading or math grades in the fall or average GPA were below 3.0. From Grantee school outcomes data: ELA/reading N = 111, math N = 117.

2.1.3 REGULAR ATTENDEES COMPARED TO NON-REGULAR ATTENDEES

The table below shows improvement in grades for ALL regular attendees compared to youth who attended fewer than 30 program days (non-regulars). **This includes only youth who had room for change**. If your program had an impact on reading and math grades, these results would be seen below:

- More regular attendees should show improvement than non-regular attendees.

- Fewer regular attendees should show no change or a decline than non-regular attendees

Table 11. Changes in ELA/Reading Grades: Percent of Regular vs. Non-Regular Attendees with Room for Improvement			
Outcome	*Regular attendees*	*Non-regular attendees*	*Regular compared to non-regular attendees*
Improved	55%	40%	Very high
No change	16%	35%	Very low
Declined	29%	25%	Average

Note. Data include all youth with at least two marking periods of ELA/Reading grades. From Grantee school outcomes data: regulars N = 111, non-regulars N = 552.

Table 12. Changes in Math Grades: Percent of Regular vs. Non-Regular Attendees with Room for Improvement			
Outcome	*Regular attendees*	*Non-regular attendees*	*Regular compared to non-regular attendees*
Improved	38%	41%	Average
No change	26%	32%	Low
Declined	35%	27%	High

Note. Data include all youth with at least two marking periods of math grades. From Grantee school outcomes data: regulars N = 117, non-regulars N = 515.