



C<sup>2</sup> Pipeline

# 2022-2023 C2 Pipeline Afterschool Program

**Year-end Focus Groups**

*Submitted June 2023*

# Table of Contents

Overview	<u>3</u>
Participation	<u>4</u>
Themes Identified	<u>5</u>
Participant Demographics	<u>6</u>
Highlights	<u>11</u>
Conclusions	<u>17</u>
Notes from Each Site	
Clintondale	<u>18</u>
East English Village	<u>29</u>
Michigan Collegiate	<u>39</u>
Waterford Mott	<u>50</u>

# Overview

- During May 2023, the C2 Pipeline Evaluation Team (Eval Team) conducted **eight** focus groups at **four** C2 sites. Two focus groups were held at each site, one for current C2 students and one for students who were not current participants.
- The groups for C2 students solicited feedback on the program, including:
  - why they had joined C2;
  - why they continued to attend;
  - the social environment at C2, both between peers and with C2 staff; and
  - the effect C2 has had on their skills and on their post-high school plans.
- The groups for non-C2 students asked:
  - what they knew about C2 and why they did not participate;
  - afterschool activities they did participate in; and
  - what types of afterschool programs they *would* participate in.

# Participation

- The Eval Team spoke with 62 students across the eight groups:

Site	Date	C2 Group	Non-C2 Group	Total
Waterford Mott	May 3	9	5	14
Michigan Collegiate	May 10	11	4	15
Clintondale	May 24	9	6	15
East English Village Preparatory Academy	May 31	9	9	18
<b>Overall</b>		<b>38</b>	<b>24</b>	<b>62</b>

# Themes Identified across Groups

- Overall, C2 participants were very positive about the afterschool program. There were several sentiments repeated across the C2 focus groups:
  - Students had a strong appreciation for C2 staff;
  - Students felt connected to and supported by their peers in the program;
  - Students reported gaining of variety of skills in the program, including STEM related skills, interpersonal skills, and life skills.
- Students who did not participate in the afterschool program often had misconceptions about it. They viewed it as “like school” and meant for a particular type of student and not themselves. However, in several instances, their description of what they would want in an afterschool program matched the descriptions C2 participants shared.

# Participants

Demographics

## Participant Demographics: C2 participation

- At the end of the focus groups, students completed a brief survey to document attendee characteristics.
- Students were asked whether they were currently or had previously participated in C2 programming:

Site	Current C2	Not Current C2	Past C2	Never any C2	Total
Clintondale	9	6	0	6	15
East English Village Preparatory Academy	10	8	3	5	18
Michigan Collegiate	12	3	1	2	15
Waterford Mott	8	6	0	6	14
<b>Overall</b>	<b>39</b>	<b>23</b>	<b>4</b>	<b>18</b>	<b>62</b>

- Student responses did not always align with the attendance in the C2/not C2 groups. Those instances are highlighted above.

# Participant Demographics: Grades

- Students in grades 9 through 12 participated in the survey. The largest share (n=22; 35%) were 10<sup>th</sup> graders, while 12<sup>th</sup> graders were smallest group (n=10; 16%).

Grade	Number	Percent
9th	13	21%
10th	22	35%
11th	17	27%
12th	10	16%
<b>Total</b>	<b>62</b>	<b>100%</b>

- 80% of non-C2 focus group attendees were in 10<sup>th</sup> or 11<sup>th</sup> grade. This was true for about half of the C2 focus group attendees. Instead, roughly one-third of them were 9<sup>th</sup> graders.

Grade	Non-C2		C2	
	Number	Percent	Number	Percent
9 <sup>th</sup>	1	4%	12	32%
10 <sup>th</sup>	10	40%	12	32%
11 <sup>th</sup>	10	40%	7	19%
12 <sup>th</sup>	4	16%	6	16%
<b>Overall</b>	<b>25</b>	<b>100%</b>	<b>37</b>	<b>100%</b>



# Participant Demographics: Race and Ethnicity

- Overall, two-fifths of focus group attendees identified as Black/African American and nearly 30% as White. 10% identified as Hispanic or Latinx and 3% as Arabic or Middle Eastern.
  - The vast majority of attendees at EEVPA and Michigan Collegiate were Black/African American. Most at Clintondale and Waterford Mott were White.

Race	Number	Percent
Black/African American	37	60%
White	18	29%
Two or more races	4	6%
Other	3	5%
<b>Total</b>	<b>62</b>	<b>100%</b>

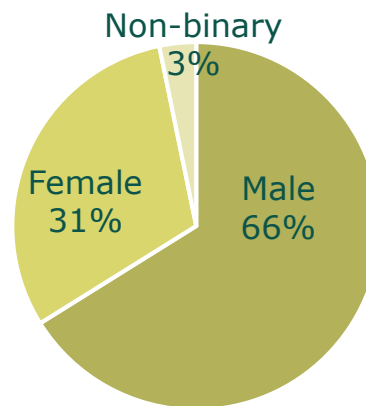
Ethnicity	Number	Percent
Hispanic or Latinx	6	10%
Arabic or Middle Eastern	2	3%
Neither	52	84%
<b>Total</b>	<b>62</b>	<b>100%</b>

Site	Largest Group	Number	Percent
Clintondale	White	9	60%
East English Village	Black/African American	16	89%
Michigan Collegiate	Black/African American	15	100%
Waterford Mott	White	9	64%

# Participant Demographics: Gender

- Two-thirds of focus group students were male.
- While the participants at Clintondale were about evenly divided between male and female, the other sites were at least 60% male.

Gender	Number	Percent
Male	41	66%
Female	19	31%
Non-binary	2	3%
<b>Total</b>	<b>62</b>	<b>100%</b>



	All	Male	% Male
Clintondale	15	7	47%
East English Village	18	15	83%
Michigan Collegiate	15	9	60%
Waterford Mott	14	10	71%
<b>Overall</b>	<b>62</b>	<b>41</b>	<b>66%</b>

# Highlights

From the Groups

# Icebreaker: An extra hour

- The Eval Team asked students how they would spend an extra hour of free time; they shared 70 responses across all of the groups. The most common were:
  - Sports/exercise (18; 26% of all responses)
  - Rest/sleep/relax (12; 17%)
  - “Something productive”/Get work done/do homework (12; 17%)
  - With family or friends (8; 11%)
  - Art/music (7; 10%)
  - General time, being with self (3; 4%)
- C2 participants’ most common response categories indicated rest; sports/exercise; “something productive”, and family or friends (16-18% each).
- Non-C2 participants’ most common response categories were sports/exercise (38%), “something productive” (19%), and rest (15%).
- Unexpectedly, in two of the groups, when discussing what kept them engaged with C2, students indicated *“C2 is that extra hour that gives time for school work.”*

# Inaccurate Impressions of C2

- Across sites, participants who had no connection to C2 often had impressions of the program that did not align with what participants reported. For example:
  - **Waterford Mott** non-C2 students reporting knowing it was a math/science-based program that met after school but did not have specifics. They offered a variety of possibilities, with varying levels of certainty:
    - There was confusion over whether C2 was connected to the school's STEM lab and one student suggested C2 might include lectures and worksheets. *"I heard that it was like science and math [...] where you had to do a lot of what you do in school."*
    - In contrast, the C2 group reported they had a *cornucopia* of activities and when listing them did not focus on the math and science-related ones. When explaining why they participated in C2, they highlighted the *welcoming, connected, and chaotic* social environment.
  - Interestingly, at multiple sites, some of the activities non-participants reported wanting in a program (such as cooking) were highlighted in the C2 group.

# Appreciation of Staff

- Across sites, C2 participants praised Site Coordinators (SCs) and other staff.
  - **Michigan Collegiate** students offered warm descriptions of their SC, saying "*she feels like a mom*" and that she is "*genuinely concerned about how [they] feel.*"
  - **Clintondale** students described their SC as "*very open-minded and patient.*" They also shared that "*we got lucky with the instructors we have.*"
  - Though **Waterford Mott** students noted that every year they had a new SC, they reported feeling connected to each of them, describing two as like a "*grandma*" and their "*dad.*"
  - When **EEVPA** students were asked what kept them engaged, two-thirds of them named the SC and one said that they "*wouldn't know what to do*" without him.

# Bonds between C2 participants

- Across sites, participants reported the importance of the social environment at C2.
- **Waterford Mott** students:
  - *"If you think you can join C2 and not make any friends then you are sorely mistaken."*
  - *"No one criticizes and we help each other out."*
- **Michigan Collegiate** students noted that though the program connected them to students they would not otherwise talk to, *"C2 actually feels like a family."*
- **EEVPA** students noted *"Everyone is basically friends,"* while **Clintondale** reported a *"very welcoming atmosphere."*
- Students at **Clintondale**, **Michigan Collegiate**, and **EEVPA** noted some contention with non-C2 students using C2 resources.

# Student Thoughts on Skills Gained

- Across sites, participants reported skills they had gained or improved in C2.
  - When asked what they learned students reported STEM skills, including:
    - coding at **Clintondale** and **EEVPA**;
    - physics and 3D printing at **Clintondale**; and
    - math skills and psychology at **Michigan Collegiate**.
  - Many examples students listed were interpersonal or life skills, such as:
    - **Waterford Mott** and **EEVPA** students emphasized C2 helping to strengthen their social skills, highlighting talking to others.
    - **Michigan Collegiate** students described developing patience, learning about feelings, control of emotions, and coping.
    - **Clintondale students** mentioned working on self-confidence, affirmations, and self-regulation in C2.



# Conclusions

- Across sites, participants were very positive about C2. They especially praised the Site Coordinators and other staff, as well as the social environment.
- Non-C2 students were often committed to a variety of other activities making them unavailable for an afterschool program.
- There appear to be opportunities to recruit additional students, if more students are made aware of what the program actually entails. Targeted “marketing” to the student body, that highlights what students most enjoy about C2, may help.
- There seem to be many “unofficial” participants in C2. Students reported that they “drop in” for tutoring or advice or participate in C2 field trips or other events. The program may consider documenting these in order to more accurately describe its reach.

# Focus Groups

## Notes from Clintondale

Note: After the focus groups at Clintondale, the Eval Team clarified with the Site Coordinator that sometimes non-C2 participate in activities, for example a science class might attend a C2 field trip if most students in it are C2 participants who would attend. At least one student in the non-C2 group indicated they hoped to attend the C2-organized senior activity.

# Clintondale: Impressions of C2

## Non-Participants

- None of the students reported participating in any C2 programming.
- Only one student said they knew nothing about C2. The rest had some ideas about what it was, including:
  - Participants played games;
  - It was afterschool;
  - Sometimes there was food; and
  - It involved robotics, engineering, and technology and was a *"good program if you're interested in that and want to go to WSU"*.

## Participants

- Students reported joining C2 for a variety of reasons, including:
  - Their friends were already in C2 (3);
  - They had free time (2);
  - They needed something to do while parent worked;
  - A desire to be more involved in school;
  - Needing homework help;
  - Previously attending C2 summer camp (2); and
  - Interest in the C2 eSports team.

# Clintondale: Why not participate

- When the non-C2 group was asked why they were not involved with C2, they offered the following reasons:
  - Students went directly home after school (3).
  - One student had a job.
  - Another had to watch their sibling after school.
- Students reported the afterschool activities they were involved in varied by day and listed options which included various sports as well as fulfilling community service hours at school.
- When asked why other students did not participate, they suggested the following possibilities:
  - Many students had to watch their siblings (they noted that elementary school released 30 minutes after the high school).
  - There was a lack of transportation, with many students walking to and from school.

# Clintondale: What would draw you in

- Students listed afterschool programming that would appeal to them:
  - Gardening (3);
  - Debate club;
  - Cooking club; and
  - Arts programs.
- Students emphasized the need for consistency.
  - They wanted a consistent day and time, with one noting it would need to coincide with their work schedule.
    - Students reported that other afterschool clubs have been inconsistent, which discourages participation. They described staffing clubs was a challenge as teachers would not oversee clubs unless paid.

# Clintondale: C2 Activities

- All students agreed they had enough activity and club choices within C2. They shared ongoing activities such as eSports, D&D, tutoring, cooking, and Wacky Day.
- They listed past activities of painting pottery, creating photobooks, art, touring WSU, and skating.
- Students mentioned that they would like for C2 also to be held on Fridays.
- Students reported encouraging friends to join C2 by sharing stories about the fun they have and the activities they do.

# Clintondale: What keeps students in C2

- *"We get to do things we wouldn't be able to otherwise."*
- Students listed the Site Coordinator, the activities, their friends, and the fun as what kept them engaged.
  - Cooking was mentioned as a favorite by three students.
- Students shared that staff planned things that teach life skills and asked about what students are interested in.
  - They provided an example where a field trip to a forensics lab was organized after some students voiced interest in forensics.

# Clintondale: C2 Peer Relationships

- Students reported that everyone gets along and that C2 had a *"very welcoming atmosphere."* They mentioned that students often stayed in their own friend groups, but when they came together as a whole, it was fun.
- In contrast, students had several complaints about non-C2 students, including that:
  - They take food intended for C2, without helping or cleaning up after themselves; and
  - They use the eSports room in ways that result in consequences for C2 students.



# Clintondale: Impressions of C2 Staff

- Overall, the students emphasized their bond with the Site Coordinator.
  - In answers to several questions, students related examples of the Site Coordinator bringing activities to the program in direct response to students' interests.
  - They described him as "*very open-minded and patient*" and being good at balancing time with all participants, with one student noting he was someone to go to for advice.
  - They noted that he had everyone's birthday on a calendar and held birthday parties.
- Further, "*we got lucky with the instructors we have*"
  - Students described all the C2 staff as being there for the students and indicated they were tolerant, respectful, and nonjudgmental.
  - They mentioned instructors checking student grades and taking time to work with students who are struggling.
    - "*They're good for people who don't have extra support at home.*"

# Clintondale: Post High School Plans and Skills

- Students at Clintondale reported that C2 had helped shape their post-secondary plans. Various students related having their interests sparked by:
  - Physics;
  - Coding and 3D printing;
  - Wood working;
  - Forensics (here, another noted they were convinced not to pursue forensics);
  - Business and owning a company; and
  - Engineering.
- Students also shared skills they had gained through C2, including:
  - Coding (3) and 3D printing (3);
  - How to play chess;
  - Cooking (5);
  - Playing an instrument, as well as overall creativity; and
  - Self-regulation, self-confidence, and affirmations.

## Clintondale: What else? (C2)

- Students noted that budget cuts have affected the program, including not getting to visit Wayne State's campus this year.

# Clintondale: What else? (non-C2)

- Non-C2 students also discussed budget cuts. They noted that much of the remaining funding was being targeted toward popular sports (football and boys' basketball).
- They expressed that "*C2 would not be a thing if it wasn't funded by WSU.*"
- When asked to elaborate what would make a club "fun," students highlighted the importance of asking students what's fun to *them*.
  - They noted many teachers who try to run clubs can be "*old school*" and not realize that "*What they might think is fun can be different from students.*"

# Focus Groups

Notes from East English Village  
Preparatory Academy

# EEVPA: Impressions of C2

## Non-Participants

- 5 of 9 students had participated in C2 in the past.
  - They described activities they had done including meditation and a scavenger hunt. They said:
    - *"It'll help get your mind right."*
    - *"It keeps you out of trouble."*
- Two students reported this as the first they had heard of C2.
- Those who had not participated, but had heard of it, described it as a afterschool program to get students engaged.

## Participants

- Students reported joining C2 for a variety of reasons, including:
  - Being sent by their sports coach (4), so that they could complete their schoolwork before practices began;
  - Wanting extra help with homework (2);
  - Needing something to do;
  - Site Coordinator telling them it was a good opportunity; and
  - One student noted it was *"that extra hour"* that allowed them to finish their schoolwork. This was helpful because after sports they got home at 6-7pm.

# EEVPA: Why not participate

- When asked why they were not involved in C2, students offered the following reasons:
  - Some were working (including babysitting and reselling);
  - They were busy making music;
  - At least four were involved in sports;
  - One stated that most clubs are boring at the school so they weren't interested.
- When asked why other students did not participate, they suggested the following possibilities:
  - Sports;
  - A lack of transportation;
  - Grades\*;
  - Laziness; and
  - Having things to do at home.

\* Students believed that GPAs had to be  $\geq 2.0$  to participate. When asked later, the Site Coordinator stated this was false.

# EEVPA: What would draw you in

- Students stated that afterschool programming that would appeal to them would be related to:
  - Swim class or team;
  - Coding;
  - Working out; and
  - Soccer.
- Students also noted that afterschool programming needed:
  - A teacher who was interested in the program they were running; and
  - To understand the importance of first impressions so that a student's first experience with the activity was good.



## EEVPA: C2 Activities

- All students agreed they had enough activity and club choices within C2. They highlighted podcasting, drones, cars, chess, and board games.

# EEVPA: What keeps students in C2

- Six of the students mentioned the Site Coordinator, when asked what kept them engaged.
- Two mentioned getting their homework done so they would not have to try to find time to do it at home.
- One noted "*chilling with friends and the food.*"
- Meeting new people was also mentioned.
- They shared the college trips, noting they had been to WSU, GVSU, CMU, MSU, and EMU campuses.
- If they were not in C2, students told us that they would be:
  - Training (3);
  - Waiting for practice to start;
  - Be at home (4); or
  - "*running the streets.*"

# EEVPA: C2 Peer Relationships

*"Everyone is basically friends."*

- There was some disagreement on whether it was easy for new people to adjust to C2:
  - Two said it was; another two said it was not as students liked *"to judge."*
  - *"It's chill now that everyone knows each other."*
  - One person noted it was hard when they first joined C2, but once they made friends it was easier to meet new people.
- Students shared that there are different friend groups in the program.
- While several students reported talking to their friends about C2, including four who discussed recruiting friends,
  - One noted they wanted to *"gatekeep"* because they didn't like it to be *"too crowded."*
  - There was some discussion of students who *"eat the food and then leave"* or *"only come when it benefits them."*

# EEVPA: Impressions of C2 Staff

- Overall, the students emphasized their bond with the Site Coordinator.
  - Someone said without the Site Coordinator, they *"wouldn't know what to do."*
  - They described him as *"cool," "funny," "kind," "keeping it real, 100%"* and *"good vibes."*
- Another staff was described as like a *"mom," "funny"* and *"kind."*
  - Students described her as planning college trips and as good to talk to when preparing for college.

# EEVPA: Post High School Plans and Skills

- All students indicated that C2 did not change their minds about their post-high school plans. However:
  - Two students at EEVPA reported that C2's college tours had given them the experience of being in a college atmosphere.
  - One noted that coding in C2 reinforced they wanted to pursue that in college.
- Students also shared skills they had gained through C2, including:
  - Coding and flying drones—and learning coding could be fun;
  - Seven listed social skills and communication as things they had learned in C2;
  - Expressing themselves more; and
  - Increased willingness to try new things.

## EEVPA: What else? (C2)

- Students noted the Eval Team should have asked if C2 was fun, whether they enjoyed it.
  - When asked, five answered yes and one explained that *"fun is an important part to after-school programs."*
- They also wanted to be asked whether they thought having one assistant was good.
  - They explained that it was not *"because things get too crowded and it is a lot of work for one person to supervise."*

# Focus Groups

Notes from Michigan Collegiate

# MC: Impressions of C2

## Non-Participants

- Students reported being aware of C2:
  - One student had participated in C2 at the end of the prior school year, though no longer participated due to increased involvement in sports;
  - Two others dropped in to C2 and received homework help; and
  - Others had siblings or friends involved in C2 or followed them on Instagram.
- Students reported that C2 was a “great program.” Their comments included that C2:
  - Explores college, life after college, and career paths;
  - Teaches students about fitness, eating, and exercising;
  - Selecting a college;
  - Creativity;
  - Helps with school work; and
  - Game design.

## Participants

*“C2 fills that gap where MC fails.”*

- Students reported joining C2 for a variety of reasons, including:
  - Being recruited by friends already in C2;
  - To have a “high school experience” or to have extracurriculars to describe in college applications;
  - To meet new people;
  - Hearing Site Coordinator talk about C2 in one of their classes (5 students) or learning about it during orientation (2); and
  - Enjoying the summer program.



# MC: Why not participate

- When the non-C2 group was asked why they were not involved with C2, they offered the following reasons:
  - They were heavily involved in sports, each listing multiple sports.
    - Students noted that “sports are praised here” and that suggested most MC students were involved.
  - Two attempted to sign up, but did so late, after program was already at capacity.
- Students were emphatic that if they had time, they would participate in C2. Tutoring and allowing time to do class work were listed as benefits.

# MC: What would draw you in

- Despite having a generally high opinion of C2, the non-C2 group indicated that their peers *who do not participate in sports* should investigate the program.
- They also stated that while C2 shared on Instagram, face-to-face efforts were needed to engage other students:
  - They suggested demonstrations of in C2 activities, possibly in seminars (as they had seen for FAFSA), assemblies, and orientations for rising freshmen.
  - They noted that the Site Coordinator was a "*good motivator.*"

# MC: C2 Activities

- Students reported they had "*more than enough!*" activity and club choices within C2. They shared that each week held a theme and the daily activities related to that. Example activities listed included:
  - Exercise and nutrition;
  - Jewelry design/sewing/clothing;
  - Learning about different cultures and foods;
  - Psychology class;
  - Board game design; and
  - College skills.
- Students emphasized choice when discussing activities, noting that they voted and most popular activities were done first and that all activities were optional, with homework and other options.
- "*It goes outside the walls of school*" – a student shared that lessons were always related to real life scenarios.
- One person described missing a practice so they could be involved in a particular activity.
- Students enthusiastically shared they told their other friends about C2, showing off the things they had made.

# MC: What keeps students in C2

- *"It brings a light before going to practice."*
  - One reported that the pressures of school and grades left when they went to C2.
  - One person referred back to the ice breaker: *"C2 is that extra hour."*
- Four students voiced that the school trips were a key part of C2's appeal.
- Students shared the benefits of team building activities and being able to talk with each other.
  - Several students praised one individual in the group, referring to them as the *"therapy friend"* with the *"biggest heart."*
- Most students indicated that if they were not in C2, during that timeslot, they would be doing sports or sleeping.
  - One suggested that without C2, they would fail.

# MC: C2 Peer Relationships

- Students indicated that without C2, they would not talk to most of the people they met through the program and that it *"took a while,"* but that the activities had drawn them together and now they felt comfortable with each other and were able to turn to each other for help:
  - *"We know we can rely on each other."*
  - *"We can have fun and be who we are around each other."*
  - *"C2 actually feels like a family."*

# MC: Impressions of C2 Staff

- When asked what they would miss most if they no longer attended C2, four students mentioned the Site Coordinator.
  - Several students offered a description of the rapport they have with her. They made comments such as "*She makes sure you're good.*" and "*She feels like a mom.*" and said they believed she was "*genuinely concerned about how [they] feel.*"
- Students also had high opinions of instructors, explaining that instructors "*don't seek validation for what they do*" and that they used their own funds to provide food and "*comfortability*" for the students.

# MC: Post High School Plans and Skills

- Students at MC reported that C2 had helped shape their post-secondary plans:
  - Two students reported becoming interested in psychology as a result of C2 activities.
  - One related that it had led to their plan to pursue architecture.
  - Another felt it prepared them for college by helping them understand the process, including how to select a college.
  - Someone shared that the health activities guided them toward their goal of playing basketball in college.
  - One person reported that having representatives from the military encouraged them to join the army.
- Students also shared skills they had gained through C2, including:
  - Someone mentioned developing their math skills.
  - A few mentioned skills like drawing, fashion (jewelry-making and sewing skills).
  - Many reported developing self-regulation and interpersonal skills, such as patience (6 students), control of emotions, coping, communication and teamwork.
    - *"If you put us into it, we could take down a country together."*

## MC: What else? (C2)

- Students reported that funding is a problem. They related that there used to be better resources and more field trips.
- They also stated that "*certain sites get more accommodations than others.*" When asked, they noted that Warren Mott was featured more on Instagram.



# MC: What else? (non-C2)

- Students reported that MC's afterschool options were primarily:
  1. C2
  2. Tutoring
  3. Sports
- Students related that transportation was provided for students in the afterschool programming and that buses left directly afterschool and then twice more, timed to the extracurricular offerings.

# Focus Groups

Notes from Waterford Mott

# Waterford Mott: Impressions of C2

## Non-Participants

- Students described it as a math/science-based program that met after school but did not have specifics. They offered a variety of possibilities, with varying levels of certainty:
  - *"I just know it's math based."*
  - *"Sometimes they build stuff."*
  - One suggested *"it's like school."*
  - A student suggested C2 might include lectures and worksheets.
  - There was confusion over whether C2 was connected to the school's STEM lab.
  - One thought they'd seen something about C2 robotics on Instagram.
  - When asked who participates in C2, students suggested people interested in science and *"smart students."*

## Participants

- Students reported joining C2 for a variety of reasons, including:
  - Parent suggesting C2 would help with homework;
  - Being invited by the Site Coordinator;
  - Their interest in video game club;
    - This student noted they weren't initially interested in C2 as they were worried it was *"too smart for me."*
  - Being recruited by friends already in C2;
  - joining to make friends or help with their social skills; and
  - having somewhere to be besides home.

# Waterford Mott: Why not participate

- When the non-C2 group was asked why they were not involved with C2, they offered the following reasons:
  - Not knowing about C2, or not knowing its details;
  - Not being interested in math;
  - Liking the hands-on component, but not "*the science stuff because it feels like school*"; and
  - Not having time due to involvement in other activities such as sports, drama, dance, student council, caring for siblings, and after school jobs.
- When asked why other student did not participate, they suggested the following possibilities:
  - Some are intimidated about meeting new people, or doing things without their peers;
  - STEM and robotics are not popular with students, compared to sports;
  - Many might not have transportation after the program; and
  - Some are tired after school and are not interested in staying at school to do math and science.

# Waterford Mott: What would draw you in

- When the non-C2 group was asked about what would make them interested in participating, they suggested:
  - Making the program more hands-on;
  - Making the program *"cool"* and *"something you can show off."*
  - Instead of an afterschool program, making C2 a class that would be hands-on and offered in place of a typical math or science class.

# Waterford Mott: C2 Activities

- *"We have a cornucopia of things."*
- Students enthusiastically confirmed they had enough activity and club choices within C2. They reported cooking classes, D&D (Dungeons and Dragons) club, video club, building things, playing cards, GSA (Gay Straight Alliance), visiting college campuses, and field trips as some of their options.
- When asked, they said they did neither robotics nor worksheets in C2.
- They stressed that C2 was *"very democratic"* and that they held meetings to decide on activities and trips.
  - One student described those meetings as *boring*.

# Waterford Mott: What keeps students in C2

*"There's always something new going on."*

- Students shared that the activities and the people kept them in C2.
- One student insisted, and two other voiced agreement, that if they were no longer in C2, the *"social environment"* is what they would miss most.
  - Someone declared *"going to miss my family."*
- Several students reported talking about C2 to their other friends and attempting to *"drag them into C2."*

# Waterford Mott: C2 Peer Relationships

*"If you think you can join C2 and not make any friends then you are sorely mistaken."*

- They described C2 as a *welcoming, connected, and chaotic* space.
  - *"Everyone here is family to me."*
  - *"No one judges me."*
  - *"No one criticizes and we help each other out."*



# Waterford Mott: Impressions of C2 Staff

- Students emphasized that C2 was like a family and extended that by saying the Site Coordinator was like a *"grandma"* and that the previous coordinator was like their *"dad."*
  - Students noted that every year they had a new SC and that each had been unique, though they shared that their SCs had been *"easy to get along with"* and *"the rules are simple."*
  - A student reported that they can visit the SC in study hall to talk, whether it be casual or meaningful.
- Students also suggested good rapport with instructors:
  - *"They're there to talk."*

# Waterford Mott: Post High School Plans and Skills

- Seven of the 9 participants agreed that C2 got them college and career ready, sharing plans of locksmithing, art, and voice acting.
- When asked what skills they had gained through C2, students reported:
  - Social skills, such as how to talk to people;
  - A longer attention span
  - Creativity; and
  - learning improv acting.

# Waterford Mott: What else? (C2)

- C2 participants thought that the program should be advertised more and offered suggestions on how to improve that, including:
  - Going to classes during school to share in depth about the program;
  - Making announcements during school and sending emails to parents/students; and
  - Changing the program's name.
    - Students thought that many had the perception that C2 was an extension of STEM, *"when it is really not like that at all."*

# Waterford Mott: What else? (non-C2)

- In addition to what researchers asked, students emphasized that:
  - *"People are tired after school and don't want to do anything educational."*
  - *"Some people want to have time to do their own things."*
  - Several students said that the program is not convenient for youth who work.
    - One estimated that 2/3 of students have some type of job.
  - Attendees stated that C2 needs advertising beyond flyers. They suggested making videos to highlight the program and posting more on social media.
  - One student suggested having in-school events to showcase the program and competitive events that including meetups with other schools.



Evaluation Team Member	Phone	Email
Asmara Ruth Afework		asmara@wayne.edu
Charo Hulleza		c.hulleza@wayne.edu
Luna Xuan		dv4764@wayne.edu