Michigan 21st Century Community Learning Centers

2021-22 Grantee DATA TABLES

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State Evaluation Team
November, 2022

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 David P. Weikart Center for Youth Program Quality and the State Evaluation Team at Michigan State University (MSU). In 2022, a series of stakeholder meetings were held with participants from the original partners, select Project Directors and local data specialists. The goal of the meetings was to ensure the report reflects the most current policies and high-quality practices for the Out-of-School Time programs. The Indicators are organized under the two contexts in the current version:

Instructional Contexts

    1.1   Enrollment and Continuous Participation
    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 10th-12th
- 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) 1st – 8th
- 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) 4th – 12th

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 data 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 within the 0.5 SD from the average (mean), a "High" or "Low" means the score is between 0.5 to 1 SD
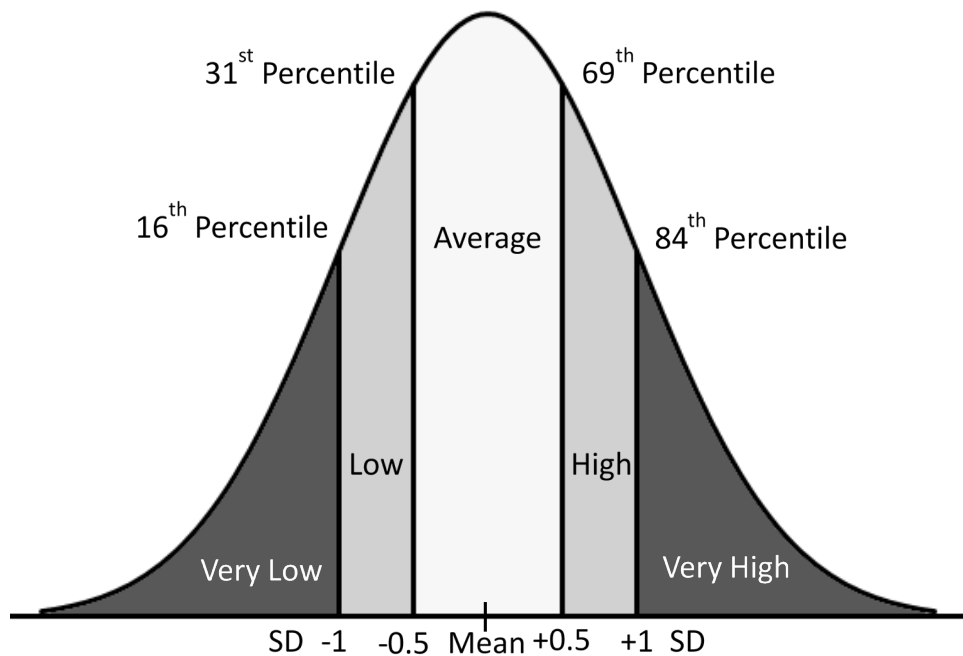

Figure A. How to Interpret Your Score

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	1826	Not applicable
Grade	1826	100%
Sex	1826	100%
Race	1826	100%

SURVEY DATA

Survey Data Available		
Survey	*Number of individuals with data*	*% of youth with data*
Youth Survey for 4th – 12th graders	361	41%
Teacher Survey for 1st – 8th graders	0	Data not requested
Staff Survey	41	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 2021-22 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	902	69%

Note: In your program, a total of **1013** 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 grantee started receiving 21ˢᵗ CCLC funding, it has served **9271** 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 grantee for the past two years based on the data entered into EZReports.

Table 1. Enrollment for All Youth		
Attendance measure	*2020-2021*	*2021-2022*
Enrollment (attended at least once)		
All year	2257	1826
Summer	175	200
School year	1175	1702
Average daily attendance per site		
Summer	3	3
School year	6	17
Number of weeks having at least 30 average daily attendance	Data not displayed here due to COVID disruptions	3

Note. From EZReports.

1.1.1.2 COMPARED TO OTHER GRANTEES

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

Table 2. Enrollment Compared to Other Grantees			
Attendance measure	*Your grantee*	*Statewide*	*Your grantee compared to state*
Enrollment (attended at least once)			
All year	1826	590	Very high
Summer	200	262	Average
School year	1702	431	Very high
Average daily attendance per site			
Summer	3	18	Very low
School year	17	18	Average
Number of weeks having at least 30 average daily attendance	3	4	Average

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 number of academically at-risk youth enrolled. During the 2021-2022 school year, **52%** of the total **1013** youth (N=**528**) whose school outcome information was available were identified as academically at risk.

Table 3. Enrollment of Academically At-Risk Youth		
Attendance measure	*2020-2021*	*2021-2022*
Enrollment (attended at least once)		
All year	771	528
Summer	33	56
School year	753	483
Average daily attendance per site		
Summer	1	1
School year	4	6

Note. From EZReports and school outcomes data: Academically at-risk youth are defined as youth whose previous year's GPA or 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 of academically at-risk youth at this grantee compared to other grantees.

Table 4. Enrollment 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	528	104	Very high
Summer	56	43	Average
School year	483	76	Very high
Average daily attendance per site			
Summer	1	6	Low
School year	6	5	Average

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

1.1.3 ENROLLMENT POLICY IS IN PLACE

The following table reports the percent of your sites having 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	% of your sites give priority to..	% of sites gives priority to (Statewide)	% of your sites have easy access to this data	% of sites has easy access to this data (Statewide)
Table 5. Enrollment Policy Is in Place				
Chronically absent students (Missing 10% of school)	44%	39%	57%	66%
Academically low performing students identified by the school day staff	69%	86%	76%	81%
Students who have behavioral issues identified by the school day staff	48%	56%	61%	71%
Family request due to academic issues	69%	81%	61%	73%
Family request due to behavioral issues	44%	49%	52%	59%
Special education students	51%	51%	59%	70%
Free/reduced price meal students	64%	66%	83%	78%
English as Second Language (ESL) students	46%	53%	52%	65%
Students experiencing homelessness	53%	62%	50%	55%
Prior program participants	64%	85%	83%	89%

Note. From Site Coordinator Survey: N = 30.

1.1.4 ATTENDANCE POLICY IS IN PLACE

The following table reports the percent of your sites having a formal policy on attendance, indicating specific attendance requirements.

Attendance policy	Your grantee	Statewide	Your grantee compared to state
Table 6. Attendance Policy Is in Place			
Specific attendance requirements.	45%	39%	Average

Note. From Site Coordinator Survey: N = 30.

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; 10% 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 grantee*	*Statewide*	*Your grantee compared to state*
- English Language Arts (ELA)	10%	30%	Very low
- Science	10%	21%	Low
- Technology	3%	3%	Average
- Engineering	13%	13%	Average
- Math	2%	24%	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 for at least 15 hours. From EZReports: N = 1400.

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 grantee*	*Statewide*	*Your grantee compared to state*
Homework help/Test preparation	29%	47%	Low
Tutoring	2%	12%	Low
Credit recovery		51%	Session not offered

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 for at least 15 hours. From EZReports: N = 1400.

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 grantee*	*Statewide*	*Your grantee compared to state*
Homework help/tutoring/credit recovery	23%	47%	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 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. From EZReports: N = 270.

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 grantee*	*Statewide*	*Your grantee compared to state*
Improve the academic achievement of all youth	47%	45%	Average
Enable the lowest-performing students to achieve grade-level proficiency	13%	18%	Average
Provide opportunities for youth to learn STEM or other academic subjects in a fun way	28%	14%	Very high
Help youth keep up with homework	9%	10%	Average
Engage youth in fun leisure activities otherwise unavailable to them (i.e., arts, music, fitness, sports, etc.)	9%	15%	Average
Keep youth in a safe environment that allows them to relax, play, and socialize	44%	56%	Low
Improve the social and emotional development of youth	50%	42%	Average

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

1.2.5 PROGRAM ADMINISTRATOR CONNECTS TO SCHOOL-DAY CONTENT

The table below provides information on how Site Coordinators at this grantee 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			
Survey item	*Your grantee*	*Statewide*	*Your grantee compared to state*
Someone has a specific responsibility to attend teacher staff meetings at least monthly and report back to the program.	50%	40%	Average
Someone communicates regularly with school-day staff about individual students' academic progress and needs.	91%	84%	Average
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).	75%	70%	Average
School-day curricula were used as part of the program's academic activities.	65%	76%	Low
The objectives for program activities are intentionally influenced by grade-level content standards (or learning objectives).	69%	83%	Very low

Note. From Site Coordinator Survey: N = 30.

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 grantee*	*Statewide*	*Your grantee 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.	76%	58%	High
I coordinate the content of the afterschool activities I provide with my students' school day work.	58%	51%	Average
I know who to contact at my students' day-time school if I have a question about their progress or status.	84%	76%	High
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.	63%	61%	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.	63%	50%	High
I help manage a 3-way communication system that links parents, program, and day-time school information.	65%	43%	Very 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.	68%	33%	Very 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.	60%	34%	Very high
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).	63%	25%	Very high

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

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 grantee*	*Statewide*	*Your grantee compared to state*
Arts	4%	32%	Very low
Sports	12%	24%	Low
Youth development	70%	42%	Very high
Field trip or special event	16%	26%	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 for at least 15 hours. From EZReports: N = 1400.

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 high-quality experience

- ⓘ 1.4.3 Staff report of providing youth with leadership opportunities

- ⓘ 1.4.4 Youth report of opportunities for leadership and teamwork

- ⓘ 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 opportunities for mastery

- ⓘ 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 decision-making and governance

- ⓘ 1.4.11 Youth report of opportunities for increasing health awareness

- ⓘ 1.4.12 Youth report of program benefits around social-emotional learning

- ● 1.4.13 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.

Survey item: Activities were…	Your grantee	Statewide	Your grantee compared to state
Table 14. Activities Were Intentionally Planned: Percent of Staff Reported Frequently or Always			
Well-planned in advance	87%	88%	Average
Based on written plans for the session, assignments, and projects	92%	86%	High
Tied to specific learning goals	84%	85%	Average
Meant to build upon skills cultivated in a prior activity or lesson	79%	78%	Average
Explicitly designed to promote skill-building and mastery in relation to one or more state standard	68%	77%	Low
Explicitly meant to address students' social-emotional developmental needs (e.g., cognitive, social, emotional, civic, physical, etc.)	89%	76%	Very high
Structured to respond to youth feedback on what the content or format of the activity should be	76%	76%	Average
Informed by the expressed interests, preferences, and/or satisfaction of the participating youth	82%	82%	Average

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

1.4.2 YOUTH REPORT OF HIGH-QUALITY EXPERIENCE

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

Survey item: At this program…	Your grantee	Statewide	Your grantee compared to state
Table 15. Youth Report of High-Quality Experience: Percent of Youth Who Agreed or Strongly Agreed			
I get to do things I like to do here.	92%	85%	High
I do things that I don't get to do anywhere else.	84%	66%	Very high
I learn new skills that help me in life.	93%	84%	Very high
I learn about different careers and colleges.	96%	65%	Very high

Note. Data are presented only if available for at least 15 youth. From Youth Survey: N = 361.

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 grantee*	*Statewide*	*Your grantee compared to state*
Staff listen to youth more than talk at them.	84%	82%	Average
Staff actively and continuously consult and involve youth.	92%	91%	Average
Staff facilitate youth to lead activities.	92%	80%	Very high
Staff have youth help or mentor other youth in completing a project or task.	92%	86%	High
Staff provide opportunities for the work, achievements, or accomplishments of youth to be publicly recognized.	84%	82%	Average
Staff have youth make formal presentations to the larger group of students.	81%	62%	High

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

1.4.4 YOUTH REPORT OF OPPORTUNITIES FOR LEADERSHIP AND TEAMWORK

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

Table 17. Opportunities for Leadership and Teamwork: Percent of Youth Who Agreed or Strongly Agreed			
Survey item: At this program…	*Your grantee*	*Statewide*	*Your grantee compared to state*
I have opportunities to be a leader.	95%	82%	Very high
I get to work in teams.	97%	92%	Very high
We reflect on activities.	94%	85%	Very high

Note. Data are presented only if available for at least 15 youth. From Youth Survey: N = 361.

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 grantee*	*Statewide*	*Your grantee compared to state*
Staff include time in activities for youth to reflect on their experiences (e.g., formal journal writing, conversational feedback).	89%	84%	Average
Staff are effective at providing youth with meaningful choices during activities.	92%	91%	Average
Staff provide structured and planned activities explicitly designed to help youth get to know each other.	95%	90%	Average
Staff are effective at providing youth with opportunities to set goals and make plans within the program.	92%	83%	High
Staff ask for and listen to student opinions about the way things should work in the program.	92%	88%	Average
Staff have youth work collaboratively with other youth in small groups.	94%	91%	Average
Staff have youth work on group projects that take more than one day to complete.	95%	82%	High

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

1.4.6 YOUTH REPORT OF HAVING ADULT SUPPORT

The table below lists the percent of youth at this grantee 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 grantee*	*Statewide*	*Your grantee compared to state*
Adults care about me.	97%	96%	Average
Adults listen to both sides when there is a disagreement.	86%	82%	High
I can tell the adults about my problems.	86%	78%	High
Adults allow others to be mean to me*.	88%	88%	Average

Note. Data are presented only if available for at least 15 youth. From Youth Survey: N = 361. *Scores were reverse coded so the higher the better.

1.4.7 YOUTH REPORT OF OPPORTUNITIES FOR MASTERY

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

Table 20. Opportunities for Mastery: Percent of Youth Who Agreed or Strongly Agreed			
Survey item	*Your grantee*	*Statewide*	*Your grantee compared to state*
I'm encouraged to be the best I can be.	97%	91%	Very high
Asking questions is welcomed.	98%	93%	Very high
It's ok to make mistakes.	97%	93%	Very high
Adults ask me about my goals.	96%	79%	Very high

Note. Data are presented only if available for at least 15 youth. From Youth Survey: N = 361.

1.4.8 YOUTH REPORT OF QUALITY PEER INTERACTION

The table below lists the percent of youth at this grantee 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 grantee*	*Statewide*	*Your grantee compared to state*
I work with my peers to solve problems.	89%	81%	High
I can ask my peers for help.	91%	86%	High
We tell each other when we do a good job.	90%	80%	Very high

Note. Data are presented only if available for at least 15 youth. From Youth Survey: N = 361.

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 grantee*	*Statewide*	*Your grantee compared to state*
Youth are able to take responsibility for their own program.	92%	72%	Very high
Youth can set goals for what they want to accomplish in the program.	97%	79%	Very high
Youth help make plans for what activities are offered at the program.	86%	78%	High
Youth make choices about WHAT content is covered in program offerings.	81%	64%	Very high
Youth make choices about HOW content is covered in program offerings.	70%	54%	Very high
Youth help create rules and guidelines for the program.	84%	73%	High

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

1.4.10 YOUTH REPORT OF OPPORTUNITIES FOR DECISION-MAKING AND GOVERNANCE

The table below lists the percent of youth at this grantee 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 Decision-Making and Governance: Percent of Youth Who Agreed or Strongly Agreed			
Survey item	*Your grantee*	*Statewide*	*Your grantee compared to state*
I am asked what kinds of activities I like.	94%	82%	Very high
I get to choose my activities.	90%	68%	Very high
I get to help plan activities, projects or events.	88%	69%	Very high
I am asked to make decisions about this program.	87%	66%	Very high

Note. Data are presented only if available for at least 15 youth. From Youth Survey: N = 361.

1.4.11 YOUTH REPORT OF OPPORTUNITIES FOR INCREASING HEALTH AWARENESS

The table below shows the percent of youth who "agreed" or "strongly agreed" that the program helped them build a healthier life.

Table 24. Opportunities for Increasing Health Awareness: Percent of Youth Who Agreed or Strongly Agreed			
Survey item	*Your grantee*	*Statewide*	*Your grantee compared to state*
I learn how to be physically active to improve my health.	91%	85%	High
I learn how to make healthy choices here.	93%	85%	High

Note. Data are presented only if available for at least 15 youth. From Youth Survey: N = 361.

1.4.12 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 25. Program Helped with Social-emotional Learning: Percent of Youth Who Agreed or Strongly Agreed			
Survey item	*Your grantee*	*Statewide*	*Your grantee compared to state*
Managing my emotions	85%	71%	Very high
Understanding how other people feel	90%	81%	Very high
Working together	95%	89%	High
Being responsible for my actions	95%	90%	Very high
Trying new things	95%	91%	High
Not giving up	92%	86%	Very high
Helping others	96%	89%	Very high
Solving problems	95%	88%	Very high
Standing up for what is right	95%	88%	High
Making my school or community better	92%	84%	High
Making and keeping friends	92%	87%	High

Note. Data are presented only if available for at least 15 youth. From Youth Survey: N = 361.

1.4.13 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 26. Staff Self-Assessment on Practices: YPQA Scores			
YPQA scale	*Your grantee*	*Statewide*	*Your grantee compared to state*
Safe environment	4.3	4.5	Low
Supportive environment	4.5	4.3	High
Interaction	4.2	4.0	Average
Engagement	4.1	3.6	Very high

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

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% [Data to be available in 2023]

ⓘ 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

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

Table 27. Seasoned Project Director: Your Program 100% = Yes / 0% = No			
Survey Item	*Your grantee*	*Statewide*	*Your grantee compared to state*
The Project Director is the same from last year and stays for the entire program year	100%	65%	Not applicable

Note. From Project Director Survey.

2.1.2 SEASONED SITE COORDINATOR

The table below indicates the percent of your Site Coordinators being the same from last year and staying for the entire program year.

Table 28. Seasoned Site Coordinator			
Survey Item	*Your grantee*	*Statewide*	*Your grantee compared to state*
The Site Coordinator is the same from last year and stays for the entire program year	66%	57%	Average

Note. Data are From Site Coordinator Survey: N = 30.

2.1.3 STAFF RETENTION RATE IS AT LEAST 75% [DATA TO BE AVAILABLE IN 2023]

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 29. Sites or the Host Schools Did Not Relocate or Face Budget Cuts			
Survey Item	*Your grantee*	*Statewide*	*Your grantee compared to state*
Program remained on the same site. Host school was not reorganized or faced with budget cuts that affect the program.	96%	95%	Average

Note. From Site Coordinator Survey: N = 30.

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 30. Sites Have Same School Administration			
Survey Item	*Your grantee*	*Statewide*	*Your grantee compared to state*
The superintendent or the school-day administration did not change since last year.	69%	77%	Average

Note. From Site Coordinator Survey: N = 30.

2.2 LEADING INDICATOR: GRANTEE MANAGEMENT

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

ⓘ 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

2.2.1 PROJECT DIRECTOR SUPPORTS SITE COORDINATORS

The table below shows the percent of Site Coordinators who received the kind of supports from the Project Director.

Table 31. Project Director Supports Site Coordinators			
Survey item: My project director…	*Your grantee*	*Statewide*	*Your grantee compared to state*
Challenges me to innovate and try new ideas.	81%	73%	Average
Makes sure that program goals and priorities are clear to me.	88%	80%	Average
Provides me with opportunities to collaborate with other Site Coordinators or co-plan with my team.	83%	82%	Average
Visits my site regularly.	23%	50%	Low
Is available during the program hours.	85%	83%	Average
Gives me useful feedback about how I work with my staff.	60%	69%	Average

Note. From Site Coordinator Survey: N = 30.

2.2.2 EFFECTIVE MEETINGS ARE HELD BY PROJECT DIRECTOR

The table below shows the percent of Site Coordinators who reported that the meetings with the Project Director were effective.

Table 32. Effective Site Coordinator Meetings			
Survey item: At this program, meetings are…	*Your grantee*	*Statewide*	*Your grantee compared to state*
Well Organized.	92%	83%	High
Open to input.	75%	85%	Low
Open to disagreement.	75%	72%	Average
Able to achieve agreement from all participants when necessary.	65%	79%	Low

Note. From Site Coordinator Survey: N = 30.

2.2.3 SITE COORDINATORS HAVE HIGH JOB SATISFACTION

The table below shows the percent of Site Coordinators who had high job satisfaction.

Table 33. Site Coordinators Have High Job Satisfaction			
Survey item	*Your grantee*	*Statewide*	*Your grantee compared to state*
I am satisfied with my job at this after-school program.	67%	74%	Average

Note. From Site Coordinator Survey: N = 30.

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 grantee and statewide who reported that they received the following supports from their supervisor at least once a month.

Table 34. Site Coordinator Supports Staff: Percent of Staff Reported Practice Occurring at Least Once a Month			
Survey item: Your supervisor…	*Your grantee*	*Statewide*	*Your grantee compared to state*
Reviews your activity plans.	76%	81%	Average
Makes sure that program goals and priorities are clear to you.	82%	82%	Average
Gives you positive feedback.	84%	86%	Average
Is visible during activities.	89%	88%	Average
Gives you useful feedback about how you work with youth.	76%	83%	Low

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

2.3.2 EFFECTIVE MEETINGS ARE HELD BY SITE COORDINATOR

The table below lists the percent of staff at this grantee 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 35. Staff Report Effective Staff Meetings			
Survey item: At this program, meetings are…	*Your grantee*	*Statewide*	*Your grantee compared to state*
Well organized.	84%	87%	Average
Open to input from staff.	91%	94%	Average
Open to disagreement from staff.	84%	83%	Average
Able to achieve agreement from all participants when necessary.	84%	92%	Very low

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

2.3.3 STAFF HAVE HIGH JOB SATISFACTION

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

Table 36. Staff Job Satisfaction: Percent of Staff Who Agreed or Strongly Agreed			
Survey item	*Your grantee*	*Statewide*	*Your grantee compared to state*
I am satisfied with this job at this out-of-school time program.	90%	83%	High

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

2.3.4 YOUTH REPORT EFFECTIVE PROGRAM MANAGEMENT

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

Table 37. Effective Program Management: Percent of Youth Who Agreed or Strongly Agreed			
Survey item: At this program…	*Your grantee*	*Statewide*	*Your grantee compared to state*
Adults are organized.	92%	90%	Average
Adults yell a lot*.	86%	72%	Very high
I usually don't know the plan for the day*.	74%	59%	Very high
We have to wait around a lot*.	87%	75%	Very high

Note. Data are presented only if available for at least 15 youth. From Youth Survey: N = 361. *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 grantee 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 38. The Absence of Negative Peer Experience: Percent of Youth Who Agreed or Strongly Agreed			
At this program…	*Your grantee*	*Statewide*	*Your grantee compared to state*
My peers make fun of me*.	76%	78%	Average
I feel pressured by my peers to do things I don't want to do*.	89%	80%	Very high
I feel left out*.	89%	82%	High
I don't feel like I can be myself here*.	89%	82%	Very high

Note. Data are presented only if available for at least 15 youth. From Youth Survey: N = 361. *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 39. Professional Qualification: Percent of Staff with the Qualification			
Staff credentials	*Your grantee*	*Statewide*	*Your grantee compared to state*
At least an Associate Degree in child-related field	17%	11%	Average
MiSAYD	10%	1%	Very high
Teaching certificate	49%	20%	Very high
Social worker	0%	1%	Low
At least 60 semester hours with 12 semester hours in a child-related field	20%	16%	Average

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

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 40. Staff Education: Percent of Staff with at Least 3-Year Experience			
Staff years of experience	*Your grantee*	*Statewide*	*Your grantee compared to state*
At least 3-year experience working with youth	90%	74%	Very high

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

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 41. Staff Familiar with State and Other Standards: Percent of Staff Who Agreed or Strongly Agreed			
Survey item	*Your grantee*	*Statewide*	*Your grantee 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.	79%	59%	Very high
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.	69%	49%	Very high
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.	79%	60%	Very high
I refer to the state standards or other written standards when identifying what this program should be doing with youth.	79%	59%	Very high

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

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 42. New Staff Training: Percent of Staff Who Agreed or Strongly Agreed			
Survey item: When beginning working at this program, staff were…	*Your grantee*	*Statewide*	*Your grantee compared to state*
Informed about how staff at this program are expected to work with youth.	88%	83%	Average
Mentored by more experienced staff.	95%	78%	Very high
Informed about what this program is trying to accomplish with youth.	95%	86%	Very high
In daily communication with my supervisor about how things were going.	90%	82%	High

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

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 43. 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 grantee*	*Statewide*	*Your grantee compared to state*
SEL/Youth leadership	56%	65%	Average
STEM	53%	45%	Average
Behavioral management	53%	55%	Average
Health/Safety	66%	60%	Average
Youth work method	57%	55%	Average

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

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 percent of Site Coordinators reporting that school principals and teachers are invested or highly invested in program.

Table 44. Sites Have Host School Investing in the Program			
Survey Item: How invested was(were) your school…	*Your grantee*	*Statewide*	*Your grantee compared to state*
Principal	63%	63%	Average
Teachers	42%	55%	Average

Note. From Site Coordinator Survey: N = 30.

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

The table below shows the percent of your Site Coordinators reporting sites having established formal policies and procedures to follow for connecting with the school-day administrators.

Table 45. Policy for Connecting with the School-day Administrators			
Survey Item	*Your grantee*	*Statewide*	*Your grantee compared to state*
Site Coordinator reports that the site has established formal policies and procedures to follow for connecting with the school-day administrators.	52%	39%	Average

Note. From Site Coordinator Survey: N = 30.

2.6.3 SITE COORDINATOR MEETS WITH SCHOOL ADMINISTRATOR REGULARLY

The table below shows the percent of Site Coordinators meeting with the school-day administrators at least monthly.

Table 46. Meets with School Administrator Regularly: Percent of Site Coordinator Who Reported at Least Monthly			
Survey Item	*Your grantee*	*Statewide*	*Your grantee compared to state*
Site Coordinator reports meeting with school-day administrators at least monthly	81%	82%	Average

Note. From Site Coordinator Survey: N = 30.

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 47. Use School Records for Activity Planning: Percent of Staff Who Reported Regularly			
Survey Item	*Your grantee*	*Statewide*	*Your grantee compared to state*
Students' academic plans	21%	17%	Average
Students' standardized test scores	13%	9%	Average
Students' grades	39%	24%	High
Input from students' school-day teachers	34%	30%	Average

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

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 48. Strengthening School Connection: Percent of Youth Reported Who Agreed or Strongly Agreed			
At this program…	*Your grantee*	*Statewide*	*Your grantee compared to state*
The activities here help me do better at school.	90%	80%	Very high
I learn school subjects in fun ways at this program.	90%	84%	High
I can use the things I do here during my school day.	88%	78%	Very high
I don't get help on my school work here*.	85%	84%	Average

Note. Data are presented only if available for at least 15 youth. From Youth Survey: N = 361. *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 grantee and statewide who communicated with parents at least once a month.

Table 49. Parent Communication: Percent of Staff Reported at Least Once a Month			
Survey item: How often do staff…	*Your grantee*	*Statewide*	*Your grantee compared to state*
Send materials about program offerings home to parents	53%	55%	Average
Send information home about how the student is progressing in the program	38%	45%	Average
Hold events or meetings to which parents are invited	28%	25%	Average
Have conversations with parents over the phone	53%	62%	Average
Meet with a student's parents to talk about the student's progress	32%	44%	Average
Ask for input from parents on what and how activities should be provided	36%	30%	Average

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

2.7.2 SITE COORDINATOR FREQUENTLY COMMUNICATES WITH PARENTS

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

Table 50. Site Coordinator Communicates with Parents at Least Once a Month			
Survey item: How often do you, as a Site Coordinator...	*Your grantee*	*Statewide*	*Your grantee compared to state*
Send materials about program offerings home to parents	44%	60%	Low
Send information home about how the student is progressing in the program	19%	38%	Low
Hold events or meetings to which parents are invited	27%	26%	Average
Have conversations with parents over the phone	60%	74%	Low
Meet with a student's parents to talk about the student's progress	27%	39%	Average
Ask for input from parents on what and how activities should be provided	23%	27%	Average

Note. From Site Coordinator Survey: N = 30.

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 grantee 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 51. 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 grantee*	*Statewide*	*Your grantee compared to state*
Review and interpret evaluation data.	39%	31%	Average
Conduct program planning based on a review of data.	37%	35%	Average
Use evaluation data to set program improvement goals.	38%	33%	Average
Discuss progress on meeting program improvement goals.	58%	49%	Average
Observe other afterschool staff delivering programming in order to provide feedback on their practice.	39%	24%	High
Get observed by other afterschool staff while I deliver programming in order to get feedback on my practice.	42%	30%	High
Conduct program planning in order to meet specific learning goals in coordinated ways across multiple activities.	66%	54%	High
Share ideas on how to make programming more engaging for participating students.	82%	76%	Average
Follow up about individual students.	79%	75%	Average
Receive feedback from school-day teachers and/or administrators on how the program could better support student learning needs.	65%	44%	Very high
Discuss current research-based instructional practices.	58%	37%	Very high
Work with or see presentations from the local evaluator for this program.	37%	26%	High

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

2.8.2 STAFF PARTICIPATE IN TRAINING FOR PROGRAM ASSESSMENT

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

Table 52. 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 grantee*	*Statewide*	*Your grantee compared to state*
I attended a formal PQA Basics training through the Weikart Center (online or live).	44%	24%	Very high
I received training on how to do self-assessment from my organization.	51%	33%	High
I used the PQA to observe another staff member.	34%	24%	High
I was observed by another staff member using the PQA.	41%	36%	Average
I participated in a consensus PQA scoring meeting.	29%	20%	High
I reviewed and discussed our Leading Indicators Report.	29%	16%	Very high
I reviewed and discussed our PQA scores.	37%	28%	High
I co-developed program improvement plans with my supervisor.	34%	27%	High
I participated in follow-up discussions or progress meetings related to our goals.	59%	54%	Average

Note. Data are presented only if available for at least 3 staff. From Staff Survey: N = 41.

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 53. Local Evaluator's Involvement			
Survey item: The Local Evaluator…	*Your grantee*	*Statewide*	*Your grantee compared to state*
Interpreted reports provided by MSU	91%	86%	Average
Collected additional feedback (e.g., surveys, interviews, focus groups)	92%	93%	Average
Obtained School Outcomes information to submit to MSU	89%	90%	Average
Helped us meet the grant reporting requirements	89%	95%	Average
Participated in the YPQA process	92%	88%	Average
Worked with us on program improvement	92%	93%	Average
Worked with us on funding and stability	80%	88%	Average
Used data to create professional development plans	91%	87%	Average
Visited our sites	46%	67%	Low

Note. From Site Coordinator Survey: N = 30.

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 grantee 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 2020-21 and 2021-22 program years and improved for at least one-half point for your grantee and statewide.

Table 54. Improvement in Grades among Attendees Whose Data were Available: Percent of All Attendees Who Improved			
Outcome	*Your grantee*	*Statewide*	*Your grantee compared to state*
GPA/grades	22%	34%	Low

Note. From school outcomes data: GPA/grades N = 902.

3.1.2 ATTENDEES WITH ROOM FOR IMPROVEMENT

The table below shows the percent of attendees with room for improvement, whose GAP/grades data were available for both 2020-21 and 2021-22 program years and improved for at least one-half point GPA/grades for your grantee and statewide.

Table 55. Improvement in Grades among Attendees with Room for Improvement: Percent of Attendees with Room for Improvement			
Outcome	*Your grantee*	*Statewide*	*Your grantee compared to state*
GPA/grades	30%	42%	Low

Note. Data only include attendees whose average GPA/grades were below 3.0. From school outcomes data: available GPA/grades with room for improvement N = 605.

3.2 TEACHER RATINGS

3.2.1 OVERALL CHANGES

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

Table 56. Teacher Ratings on Overall School Performance: Percent of Attendees Who Improved			
Outcome	*Your grantee*	*Statewide*	*Your grantee 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**. 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 57. Teacher Ratings on Specific School Activities: Percent of Attendees Who Improved			
Outcome	*Your grantee*	*Statewide*	*Your grantee 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**. From Teacher Survey: N = 0.