21st CCLC Annual Evaluation Report

Communities in Schools Kalamazoo

July 2025

Prepared by iEval

Key Findings

This evaluation report analyzes various available data sources to understand how the 21st CCLC program impacts student academic achievement and behavior. It is also recommended to review the interim evaluation report to see recommendations based on qualitative studies. Some highlighted successes from this report include:

- **608 students** participated in the KPS 21st CCLC program across 14 sites in 2024-25, up from 481 the previous year. **77% achieved "regular" status** (attending 30+ days).
- **Regular 21st CCLC participants had fewer absences** than non-participants at all sites, with statistically significant differences ($p<.05$) at Edison, El Sol, Hillside Middle, Milwood EL, Milwood Magnet, Northeastern, Prairie Ridge, Spring Valley, Washington, Woods Lake, and Woodward. Students attending 90+ days showed significantly better school attendance compared to those attending fewer days, indicating a positive impact of higher participation.
- At Hillside Middle and Maple Street Magnet, **21st CCLC participants improved more in ELA and math** (Hillside only for math) than non-participants, but differences were not statistically significant.
- Both successful and struggling **students benefited from homework support**, but successful students showed more independence and accountability. Successful students reported greater engagement with academic and creative activities, increased confidence, and improved social interactions, while struggling students emphasized social/physical play and faced distractions. The program helped students identify new interests (e.g., crafts, cooking, career exploration) and build friendships.

Table of Contents

Background

Communities In Schools of Kalamazoo (CIS) operates a 21st Century Community Learning Centers (21st CCLC) grant for the students in schools within Kalamazoo Public Schools. iEval was hired as the external evaluator in summer 2011. The evaluation charge was to provide supporting evidence and analyses focused on the following goals:

- To improve the academic success for students at risk of failing high academic standards.
- To increase school attendance, community involvement, and responsible behavior through youth development activities.
- To provide a broad range of opportunities for student enrichment as evidenced by the student participation records.

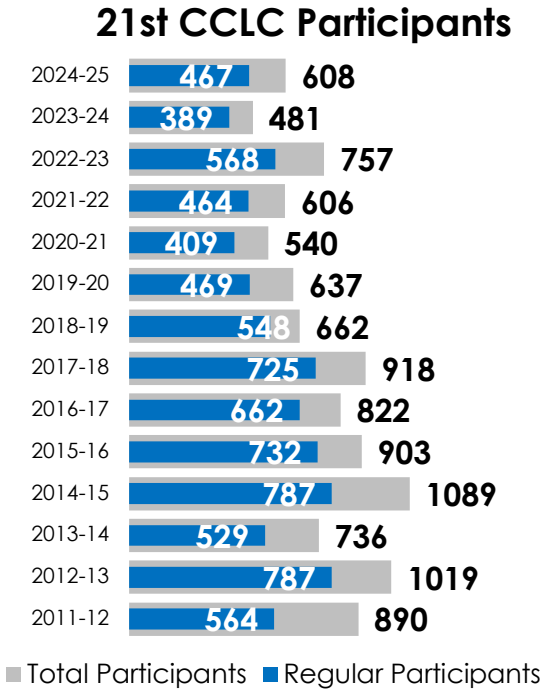
This report focuses on the impact of 21st CCLC programming on regular participants compared to the rest of the student population. For this report, the federal definition of a regular participant (i.e., attending 30 days or more) is being used. It should be noted that data in this report are only presented if there are 10 or more students in the subgroup for that analysis. If fewer than 10 students are in a subgroup, the data are not shared in adherence with FERPA regulations for protecting the students' identities.

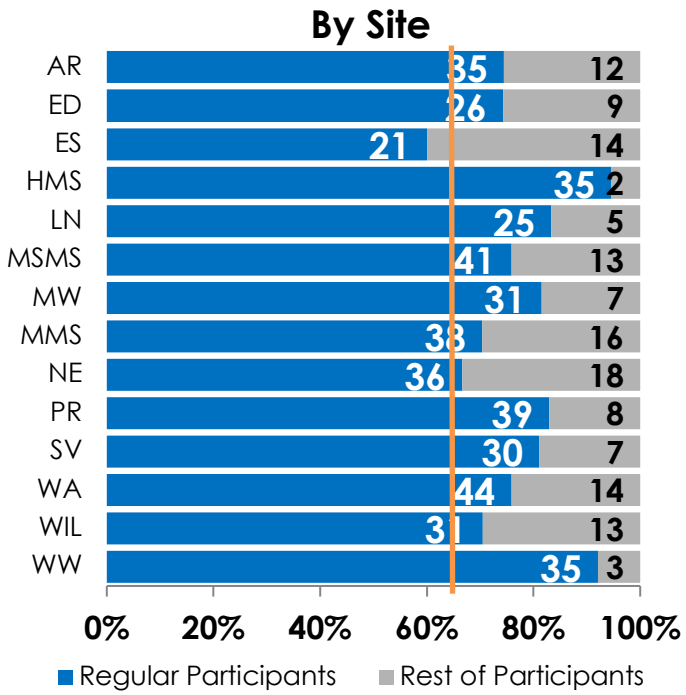
The purpose of this report is more summative in nature, providing summary data and analyses for the entire year that can be used as a basis for conversations regarding program improvements. The interim reports given verbally and in writing during the year are intended to be more formative, helping to make immediate program improvements based on data.

For the purposes of this report, the following abbreviations will be used: Arcadia (AR), Edison (ED), El Sol (ES), Hillside Middle (HMS), Lincoln (LN), Maple Street Magnet (MSMS), Milwood EL (MW), Milwood Magnet (MMS), Northeastern (NE), Prairie Ridge (PR), Spring Valley (SV), Washington (WA), Woods Lake (WL), and Woodward (WW).

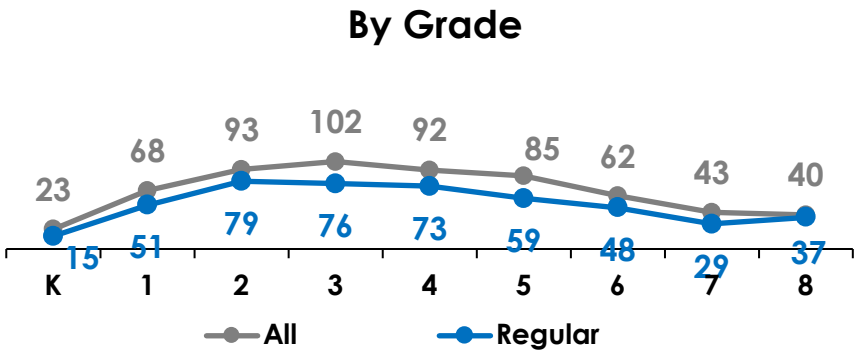
Participants *Regular Attendance*

The U.S. Department of Education defines a regular 21st CCLC participant as a student who attends the program 30 or more days during the school year. The following chart indicates the percentage of regular 21st CCLC participants in relationship to all participants. There was a total of **608 students** who attended the program more than 1 day during 2024-25 at 12 sites, up from 481 students last year. **Overall, a total of 77% of students earned "regular" status, down from 81% last year, compared to the 74% averaging across programs iEval serves.**





The graph to the right illustrates the participants broken down by grade. **All** students represent participants attending for one or more days and **Regular** is a sub-set of that, showing students attending 30 or more days.



How can your sites that have less than 60% of students regularly attending the program engage students more effectively which will encourage their continued participation?

Participants *CCLC Attendance by Range*

For the table below, participants include students who attended your program during the 2024-25 school year only and were reported in EZReports. This shows what percentage of your students are in each breakdown of days of participation. **Review retention strategies at sites with 30% of more of participating students attending less than 30 days (e.g., ES, MMS, NE, WL).**

	AR	ED	ES	HMS	LN	MSMS	MW
All Attendees (total)	**47**	**35**	**35**	**37**	**30**	**54**	**38**
Students attending 90+ days	8	9		14	19	14	20
Percentage of students attending 90+ days	17%	26%	0%	38%	63%	26%	53%
Students attending 60-89 days	7	5	1	10	4	9	5
Percentage of students attending 60-89 days	15%	14%	3%	27%	13%	17%	13%
Students attending 30-59 days	20	12	20	11	2	18	6
Percentage of students attending 30-59 days	43%	34%	57%	30%	7%	33%	16%
Students attending <30 days	12	9	14	2	5	13	7
Percentage of students attending <30 days	26%	26%	40%	5%	17%	24%	18%

	MMS	NE	PR	SV	WA	WL	WW
All Attendees (total)	**54**	**54**	**47**	**37**	**58**	**44**	**38**
Students attending 90+ days	16	18	13	15	28	11	15
Percentage of students attending 90+ days	30%	33%	28%	41%	48%	25%	39%
Students attending 60-89 days	8	10	11	5	10	8	12
Percentage of students attending 60-89 days	15%	19%	23%	14%	17%	18%	32%
Students attending 30-59 days	14	8	15	10	6	12	8
Percentage of students attending 30-59 days	26%	15%	32%	27%	10%	27%	21%
Students attending <30 days	16	18	8	7	14	13	3
Percentage of students attending <30 days	30%	33%	17%	19%	24%	30%	8%

Research shows that students participating for at least 60 days demonstrate more positive changes in academic growth, behavior, and social-emotional health. How can the strategies for retention that have been successful at sites with higher percentages of students attending 60+ days be replicated at other sites?

Participants *Demographics*

The following table illustrates if the 21st CCLC program involved students who were representative of the rest of the student population based on gender. Additionally, the ideal is to have over-representation of the rest of the student population based on free/reduced lunch status. **Examine gender distributions and reasons at ES, HMS, MSMS, MW, MMS, PR, SV, and WA. In general, the program is attracting more females than males.**

School	No CCLC			Regular CCLC		
	Female	Male	Free or Reduced Lunch	Female	Male	Free or Reduced Lunch
AR	55%	45%	87%	53%	47%	92%
ED	46%	54%	97%	54%	46%	96%
ES	47%	53%	69%	62%	38%	71%
HMS	46%	54%	81%	76%	24%	94%
LN	51%	49%	88%	56%	44%	100%
MSMS	49%	51%	81%	100%	0%	100%
MW	51%	49%	72%	70%	30%	100%
MMS	46%	54%	78%	30%	70%	97%
NE	51%	49%	83%	52%	48%	97%
PR	49%	51%	97%	61%	39%	92%
SV	48%	52%	72%	64%	36%	90%
WA	45%	55%	93%	68%	32%	90%
WIL	50%	50%	99%	59%	41%	100%
WW	50%	50%	87%	57%	43%	100%
Totals	**49%**	**51%**	**82%**	**59%**	**41%**	**95%**

At the sites where gender distribution in the 21st CCLC program is not similar to the rest of the student population or where free/reduced lunch percentage is significantly lower than the rest of the population, is this because those specific students needed additional support or because of biased program components (e.g., staffing, activities offered, recruiting strategies)? What can be done differently in the future?

Participants *Activities*

This snapshot illustrates which activities each program incorporated into their schedule during the 2024-25 school year. This can help facilitate discussion on if each site is providing the type of programming that meets the needs of their students and what other options are available. **There are some opportunities to bring in new types of programing at sites (e.g., career, drug & violence prevention) or to ensure programs are coded more accurately in EZReports.**

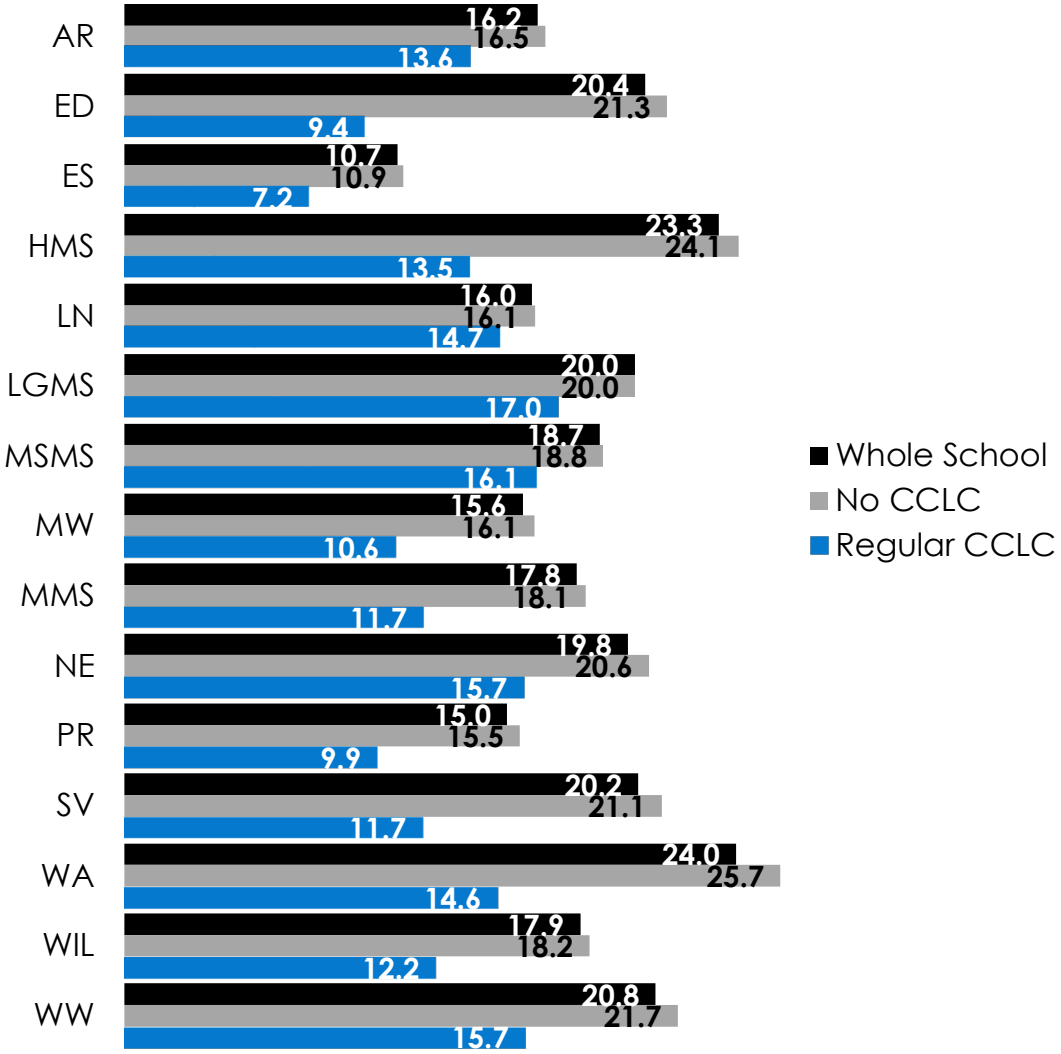
21st CCLC Activity	AR	ED	ES	HMS	LN	MSMS	MW	MMS	NE	PR	SV	WA	WL	WW
Academic Enrichment	X	X	X	X		X	X	X	X	X	X	X	X	X
Career Competencies and Career Readiness				X		X		X						
Cultural Programs	X	X	X	X		X	X	X	X	X	X	X	X	X
Drug and Violence Prevention and Counseling														
Healthy and Active Lifestyle	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Literacy Education	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Science, Technology, Engineering, and Mathematics	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Well-rounded Education Activities	X	X		X		X	X	X	X	X	X	X	X	X
Other	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Program quality in 21st CCLC programs across the country has been declining since the pandemic. In this report, you'll see evidence – where possible – of the impact of participation in specific types of activities. If the impact demonstrated is not what was anticipated, are the activities being implemented with fidelity to the intended design? What can be done to improve program quality (e.g., additional training, modeling of instruction, regular observations by site coordinators/project directors)?

Student Behavior *School Attendance*

This chart includes the average school year attendance for all students in the building, students who didn't participate in CCLC, and students who were regular participants in CCLC. **At all of the sites, the regular 21st CCLC participants averaged fewer absences. The differences were statistically significant (p<.05) at ED, ES, HMS, MW, MMS, NE, PR, SV, WA, WIL, and WW, with 21st CCLC participants exhibiting fewer absences than the rest of the students.**

Average Days Absent 2024-25



What 21st CCLC activities were identified as potentially have a positive impact on school day attendance? Did any specific subpopulations have better attendance than others? What barriers do students face that preclude better attendance? How can the 21st CCLC program adapt to better meet the needs of students related to school attendance?

Student Behavior *Changes*

The federal goal related to attendance is to increase the percentage of students in grades 1-12 participating in 21st CCLC programs who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year. This table only includes those students who were in the program both years and had school attendance rates of 90% or lower in the 2023-24 school year.

Student behavior is measured by the number of suspensions. The data shared is reflective of the federal goal: increase the percentage of students in grades 1-12 participating in 21st CCLC programs who experienced a decrease in suspensions compared to the previous school year. Only those students who have data in both years and had a suspension last year (2023-24) are included in the table below.

This is the first year data are being reported this way, so it will become more meaningful in subsequent years when trends can be reported.

The numbers were too low to report findings by site, so it is reported in the aggregate.

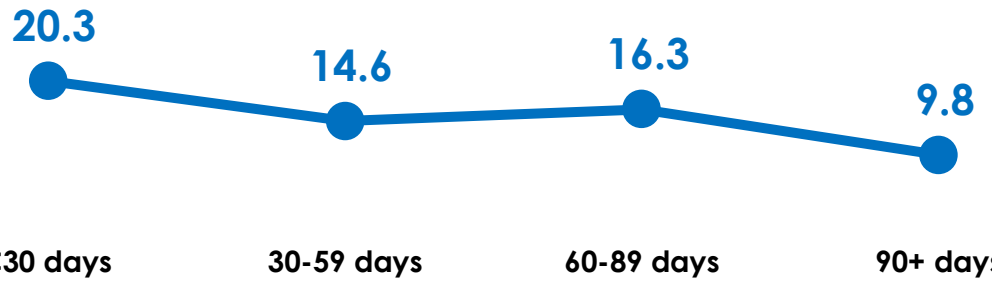
Federal Goal	Percentage Who Improved	Total Number of CCLC Participants with Relevant Data in Both Years
Percentage of Students Who Increased School **Attendance Rate** from 90% or Lower in 2023-24 to Above 90% in 2024-25	36%	159
Percentage of Students Who Decreased School **Suspensions** from 2023-24 to 2024-25	69%	105

21st CCLC programs can help improve student behavior by providing engaging activities that promote social-emotional learning, teamwork, and self-regulation. Do your sites regularly provide programming that engages students in learning about self-awareness, responsible decision-making, problem-solving, and goal setting?

Student Behavior *Digging Deeper*

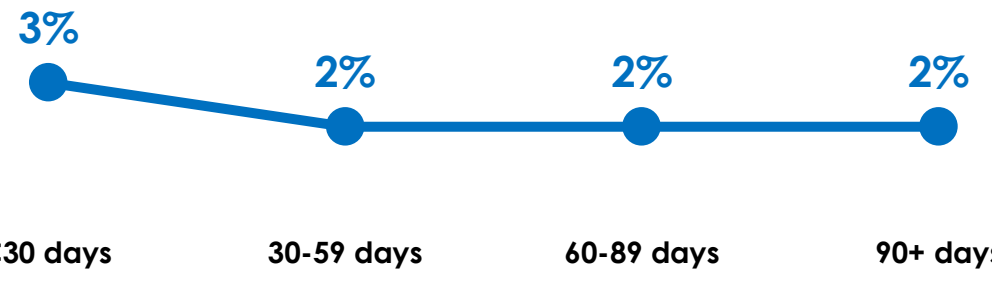
When examining average absences by the level of participation in 21st CCLC, there were statistically significant differences for attendance between students who attended 90+ days over the course of the year and those who attended less than 90 days. **These data suggest that 21st CCLC participation have a positive impact on school day attendance when students participate in more than 90 days of programming.** Granted, students need to show up at school to participate in the program and therefore there is a natural correlation between the two, but this analysis points to possible programmatic thresholds at which school day attendance may be positively influenced.

Average Days Absent by CCLC Attendance: 2024-25



When examining the percentage of students suspended by the level of participation in 21st CCLC, there were no statistically significant differences for suspensions between students who at the different levels of days of the program. **These data suggest that 21st CCLC participation did not have a positive or negative impact on school day suspensions.** This is not typically the result of this analyses – has anything changed in the program design that may have impacted this?

Students (%) Suspended by CCLC Attendance: 2024-25



What 21st CCLC activities were identified as potentially have a positive impact on school attendance or suspensions over time? Did any specific subpopulations have better outcomes than others? Looking at your qualitative data (e.g., interviews, observations, surveys), what are some key drivers of positive engagement and impact?

Academics *Fastbridge Math & Reading*

Fastbridge was used to measure mathematics and reading. Examining the data in a different way than we have in the past, this provides the team with the opportunity to determine progress based on the same parameters used for the federal goals for 21st CCLC programming. Only those students who were performing below the 50th percentile in the fall and also have spring assessment results are included below. At many of the sites, there were fewer than ten 21st CCLC participants qualifying with relevant data, so the data are being reported in the aggregate for AR, ED, ES, LN, MW, NE, PR, SV, WA, WL, and WW. There were no statistically significant differences in mathematics or reading.

Focus	CCLC	Percentage of Students Who Were Performing Below 50th Percentile in Fall 2024 and Improved At All in Spring 2025	Percentage of Students Who Were Performing Below 50th Percentile in Fall 2024 and Improved to At/Above 50th Percentile in Spring 2025	Total Number of Students with Relevant Data in Both Timeframes
Math	YES	30%	8%	122
	NO	28%	7%	894
Reading	YES	17%	3%	171
	NO	15%	3%	1,199

Recent national research has indicated that measuring student engagement during activities is more closely correlated with improvements in academics and behavior than mere attendance/participation. Are the activities your sites use to focus on mathematics and reading engaging students in a meaningful way? How could they be improved?

Academics *NWEA Mathematics & Reading*

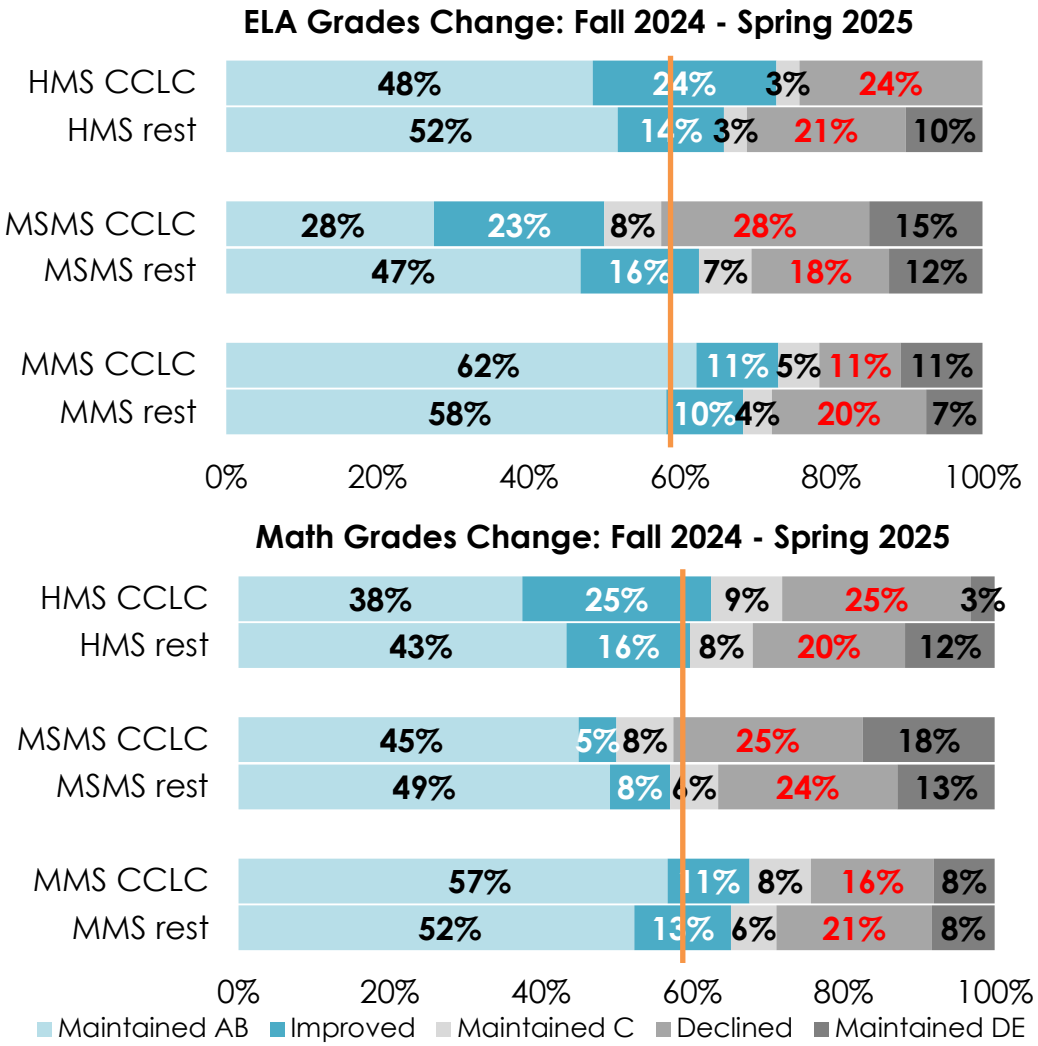
NWEA was used to measure mathematics and reading. Examining the data in a different way than we have in the past, this provides the team with the opportunity to determine progress based on the same parameters used for the federal goals for 21st CCLC programming. Only those students who were performing below the 50th percentile in the fall and also have spring assessment results are included below. **While the participating students showed more improvements at Hillside MS in math and reading, the magnitude of differences was only statistically significant (p<.05) at Maple St MS in mathematics with 21st CCLC participants improving less than the rest of the students. There were no statistically significant differences in reading.**

Focus	Site	CCLC	Percentage of Students Who Were Performing Below 50th Percentile in Fall 2024 and Improved At All in Spring 2025	Percentage of Students Who Were Performing Below 50th Percentile in Fall 2024 and Improved to At/Above 50th Percentile in Spring 2025	Total Number of Students with Relevant Data in Both Timeframes
Math	Hillside MS	YES	63%	27%	30
		NO	57%	14%	251
	Maple St MS	YES	50%	7%	30
		NO	59%	16%	453
Reading	Hillside MS	YES	50%	21%	24
		NO	53%	12%	215
	Maple St MS	YES	40%	8%	25
		NO	55%	11%	335

Recent national research has indicated that measuring student engagement during activities is more closely correlated with improvements in academics and behavior than mere attendance/participation. Are the activities your sites use to focus on mathematics and reading engaging students in a meaningful way? How could they be improved?

Academics *Grades (ELA and Mathematics)*

The following chart illustrates the percentage of regular 21st CCLC students who have improved/maintained/declined grades in English Language Arts or Mathematics compared to the rest of the student population. **While 21st CCLC participants at HMS and MSMS improved more in ELA than the rest of the students and 21st CCLC participants at HMS improved more in math than the rest of the students, the differences were not statisically significant.**



How are the relationships between the 21st CCLC program and the school day staff at these sites? Is there better integration of programming at the sites where there's more improvement for 21st CCLC participants? How can we be measuring this in the future to have more accurate data for decision-making and to understand outcomes?

Interview Highlights

The full report on student and parent/guardian interviews was provided in March. These highlights give an easy reference to some qualitative findings that may connect with other data in this report.

Parents/guardians primarily enrolled their children for academic support, structured activities, and convenience. They viewed the program as a valuable resource for homework help, particularly for struggling students. The program also provided a safe environment for children after school, which is especially beneficial for working families. Parents consistently highlighted academic support (especially homework help), socialization, and engaging activities as key benefits. The program helped students build friendships and introduce them to new activities.

Both successful and struggling students benefited from homework support, though successful students demonstrated more independence and accountability. The program also helped students identify new interests through creative activities and hands-on learning. Many parents and students reported that the program helped students build friendships and strengthen connections.

Both parents/guardians and students shared the program's role in homework help, identifying missing assignments, providing a safe environment, and offering engaging activities and opportunities for making friends. An issue identified by all students was dissatisfaction with the food provided.

Overall, parents/guardians of both successful and struggling students expressed high satisfaction with the afterschool program, appreciating its activities, staff, and positive impact. Parents/guardians overwhelmingly recommended the program to other families.

Recommendations

Several of iEval's recommendations for your review are listed below. This list of recommendations is not comprehensive, as it is anticipated that your leadership team will review the report and come up with some recommendations together. It is important to look back at changes and trends over time, as well as take local contextual factors into consideration, to understand and better apply data in your decision-making moving forward.

Improve Student Behavior: Review program design changes that may have contributed to the lack of impact on suspensions, exploring strategies like conflict resolution workshops or behavioral support to align with federal goals. While improving student behavior strategies and interventions should help increase regular attendance, also consider participation incentives (e.g., awards, trips).

Promote Social and Emotional Growth: Continue fostering an inclusive environment with activities that enhance confidence and communication skills, especially for struggling students, as successful students reported greater gains in these areas. Expand mentorship opportunities with staff to support emotional regulation and social skill-building, leveraging the positive adult role models noted by students. Implement strategies to minimize distractions during homework time, such as designated quiet areas, noise-reducing tools, or small-group supervision, particularly for struggling students who reported distractions as a barrier.

Enhance Academic Support: Provide targeted interventions in mathematics at Maple Street Magnet School, where 21st CCLC participants lagged behind non-participants, and in social studies and ELA for struggling students, as noted in parent interviews. Offer additional support for struggling students to improve focus and engagement during homework time, possibly through one-on-one tutoring or structured academic activities.

Implementation of these suggestions, as well as a thoughtful review of the *interim report*, should improve program efficiency as well as the ability to accurately assess program impact, ultimately leading to increased benefits for student participants.