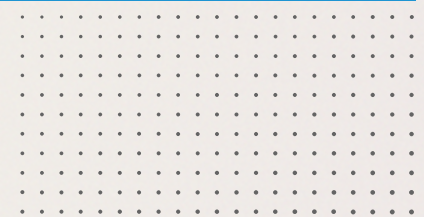




Wayne Metropolitan Community Action Agency

21st Century Community Learning Centers

2024-2025
ANNUAL REPORT



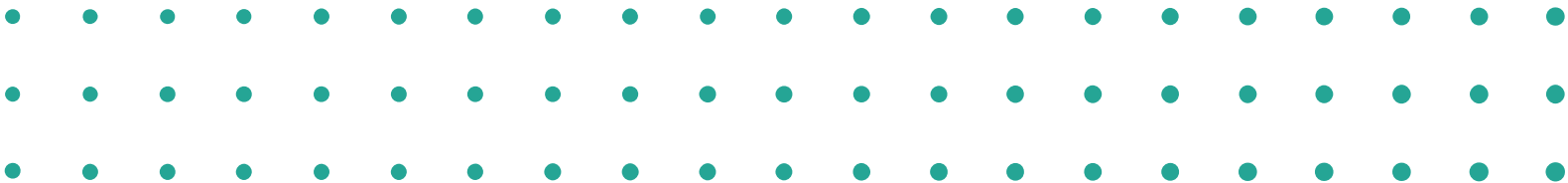
Participating Sites

2024-2025



- Ann Visger Prep Acad
- Barber Elementary
- Bunche Acad
- Clark Prep Acad
- Daly
- Dickinson East E
- Dickinson West E
- Duke Ellington
- FisherMagnetUpperAcad
- GeorgeWashingtonCarverE
- GrandportE
- HooverM
- KeppenE

- Lafayette
- Lincoln Park Middle
- Lincoln ParkH
- MasonAcad
- Mark Twain
- MyersE
- RauppE
- RonaldBrownAcad
- SabbathPrepAcad
- Taylor Parks Elementary
- Thorne Elementary
- TomlinsonM



2024-2025 Program Overview

Total Served

Total number of students participating in programming

1,026

Total Hours

Total number of hours provided of programming across all sites.

138,993

Total Days

Total number of days provided of programming across all sites.

51,471

\$20,000

Students Served

- 94 percent served were academically disadvantaged
- 74 percent served reported as Black or African American
- 37 percent were ages 11-13 years
- 53 percent reported as female
- 38 percent served in grades 7-9
- 4.5 percent served spoken languages other than English (Spanish/Arabic)



Program Summary

Wayne Metro Community Action Agency and its 21st Century Community Learning Center Program experienced a significant transition in the 2024-2025 academic year. For the first time since the beginning of 21CCLC at the agency, a new project director took the reins managing a new program structure and almost 50 staff members. While being post-pandemic, significant challenges emerged with serving families of participants experiencing higher levels of housing instability, food insecurity, and unemployment. Increasing restrictions on agency-wide resources placed a premium on staff to support families in creative ways.

During the 2024-2025 program year, Wayne Metro Community Action Agency implemented high-quality 21st Century Community Learning Centers programming across 26 school-based sites, serving a total of 1,026 students. Report findings are based on 558 youth with available data. Results from staff, teachers, parent/guardians, and student surveys in addition to staff interviews are included.

Wayne Metro programming is intentionally designed to serve students with the greatest academic and social-emotional needs. Across the grant, 94% of participating youth were identified as academically disadvantaged, reflecting strong alignment with federal program priorities and equitable access to services for high-need populations.

Challenges related to attendance consistency, staff-level academic alignment, and enrichment access mirror State of Michigan trends, yet Wayne Metro Community Action Agency data indicate that the organization is well-positioned for improvement due to its strong instructional foundation, positive youth–adult relationships, and high levels of youth satisfaction. In this context, state comparison data serve to validate the organization’s strengths while reinforcing the importance of continued investment in attendance systems, professional development, and cross-site learning to further enhance program impact.



2025 Progress

Leading Indicators Report



Indicator 1: Enrollment and Continuous Participation

- 92% reported having a formal enrollment policy
- 38% of sites reported having a formal attendance policy
- Sites met ADAEZ goals for 16 weeks during the school year and 3 weeks during the summer

Indicator 3: Enrichment Content

- 64% score for Enrichment Content, reflecting a broad but uneven range of enrichment opportunities across sites.
- 91% youth engaged development activities (e.g., leadership, teamwork, life skills)
- 61% engaged in physical activities
- 67% engaged in arts-based activities
- 39% engaged in field trips or special events

Indicator 2: Academic Content

- 77% of youth participated in schoolwork-focused activities (e.g. homework assistance and tutoring).
- 77% of program administrators reported active efforts to connect afterschool programming to school-day content, while 50% of staff reported regularly making these connections.
- 62% of sites identified academic growth as a top program priority

Indicator 4: Instructional Quality

- 81% of staff reported delivering high-quality instructional sessions.
 - 86% of youth reported satisfaction with the program.
 - 88% of youth reported having supportive relationships with adults.
 - 92% of youth reported developing a growth mindset.
 - 85% of youth reported positive collaboration experiences.
 - 87% of youth reported social-emotional learning benefits.
- 

Progress Comparisons

2023-2024 vs 2024-2025

Leading Indicators Report



Instructional Context (Leading Indicators 1.1–1.4). Between the 2024 and 2025 program years, Wayne Metro demonstrated overall improvement in program quality and instructional effectiveness, while continuing to address persistent challenges related to attendance intensity, enrichment equity, and academic alignment. In Enrollment and Continuous Participation (1.1), Wayne Metro exceeded the State of Michigan average in 2025, reflecting stronger enrollment practices and improved retention at most sites. Several sites achieved near-universal participation, indicating effective recruitment and engagement strategies. However, attendance intensity remained a challenge across both years, with limited progress toward the federal benchmark, particularly during summer programming.

Academic Content (1.2) showed modest gains from 2024 to 2025, with the grantee surpassing the state average. More sites consistently offered academic enrichment and schoolwork-focused activities. Despite these gains, staff-level alignment with school-day instruction remained inconsistent and continues to be a focus area for improvement.

Performance in Enrichment Content (1.3) remained mixed across both years. Youth development activities continued to be a strong and stable component of programming; however, access to arts, physical enrichment, and experiential learning opportunities varied by site, and participation in field trips and special events remained limited.

The most significant improvement from 2024 to 2025 occurred in **Instructional Quality (1.4)**. Wayne Metro exceeded the state average, with high levels of youth satisfaction, strong adult support, and positive social-emotional learning outcomes reported across sites. While youth engagement and program climate strengthened overall, opportunities for youth voice and leadership remained uneven.

Select Staff Interviews

"I enjoy working at my school because administrators are so supportive. I would not want to work any other place"

93% of Interviewees

Percentage of staff participants who reported having good relationships with school administrators

93%

"I appreciate efforts for developing my skills. The job isn't always easy and it is nice knowing I can do the job and receive help in areas were I am uncertain"

97%

97% of Interviewees

Percentage of staff who reported feeling supported by Wayne Metro program leadership

96%

96% of Interviewees

Percentage of staff who reported being adequately trained for their jobs

Parent/Guardian Survey Responses

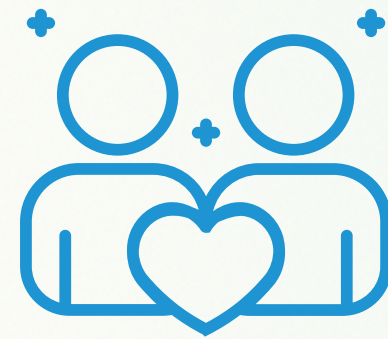
"I think A2G works well with my daughter. Her grades are improving. The program gives me a chance to continue to provide for my family."

"It has helped my son with his self-control and people skills."



Partnership

- 70% Respondents had students in 3rd-6th Grades
- 33% Responded that they would have to stop working for find another job if not for A2G
- 86% Strongly agreed that the program makes them feel supported and welcomed.



Support Provided to Children

- 97% Strongly agreed that programming supported their child being physically active.
- 97% Strongly agreed that programming supported their child by having adult support.
- 93% Strongly agreed that programming supported their child keeping up with schoolwork.



Impact

- 96% of Respondents agreed that significant improvement occurred to child's behavior to effectively regulate their emotions.
- 96% of Respondents agreed that significant improvement occurred to child's willingness to learn about others' perspectives
- 93% of Respondents agreed that significant improvement occurred in child's behavior towards developing healthy friendships.

2026 Program Recommendations



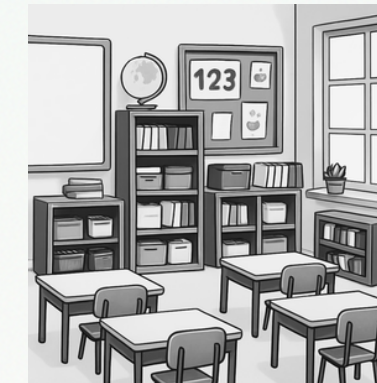
Attendance

- Develop and implement a standardized grantee-wide attendance policy, including attendance expectations, communication protocols, and incentives.
- Share best practices from sites with 100% continuous participation (e.g., Clark Prep Academy, Duke Ellington).
- Implement monthly attendance monitoring dashboards reviewed by the Project Director and Site Coordinators.



In- and Out-School Teacher Collaboration

- Develop aligned lesson planning templates that explicitly reference school-day objectives.
- Strengthen school-day communication protocols, including regular meetings between Site Coordinators and school administrators.
- Encourage use of school data (where available) to inform instructional planning.



Youth Development Activities

- Develop a shared enrichment resource bank (artists, facilitators, curriculum kits).
- Use mobile enrichment programming to support sites with limited capacity.
- Establish partnerships with local arts, cultural, and recreational organizations.



2024-2025 Report

Prepared by



The Waverly Group-MidWest LLC

19650 Harper Avenue, Suite 108

Grosse Pointe Woods, MI 48236

