

21st CCLC Programs in Michigan: What's Happening and How Students Benefit

ABOUT MICHIGAN PROGRAMS

The 21st Century Community Learning Centers (21st CCLC) program funds schools and community organizations to offer before- and after-school and summer programs for preK - 12 students who attend low-performing schools in high-poverty areas. The focus of the program is expanding access to academic enrichment opportunities, such as homework help, tutoring, and project-based academic learning, designed to help students meet local and state standards in core academic subjects.

An additional goal of the program is to enhance students' general functioning. To meet this goal, programs offer activities in youth development, drug and violence prevention, technology, the arts, sports, and recreation, as well as counseling and character education.

In the 2009-2010 program year, the U. S. Department of Education allocated \$41,900,607 for Michigan programs. The Michigan Department of Education (MDE) funded 93 grants to 49 organizations: 23 local school districts, 2 intermediate school districts, 17 community-based organizations, 6 public school academies (charter schools), and 1 university. These grantees offered programming at 333 sites throughout the state.

COMMUNITY PARTNERSHIPS

21st CCLC programs worked with a variety of community partners. Of the 845 community organizations that programs worked with, the most common partners were for-profit organizations (for example, karate studios), community-based and nonprofit organizations (local or nationally affiliated, such as Boy/Girl Scouts, Red Cross), school districts, parks and recreation departments or other government agencies, higher education, and museums or libraries.

In 2009-2010, community partners contributed materials and services with an estimated value of \$4,384,325. These partners were involved in a number of different ways:

- 94% were activity providers
- 71% contributed materials
- Others contributed staff/volunteers or supported program evaluation or fund raising efforts



PROGRAM PARTICIPANTS

During the 2009-2010 program year, 46,238 students participated. A diverse group of students participated in programs.

Gender. Students were evenly split between boys and girls.

Age. Participants were from all grade levels, pre-K through high school:

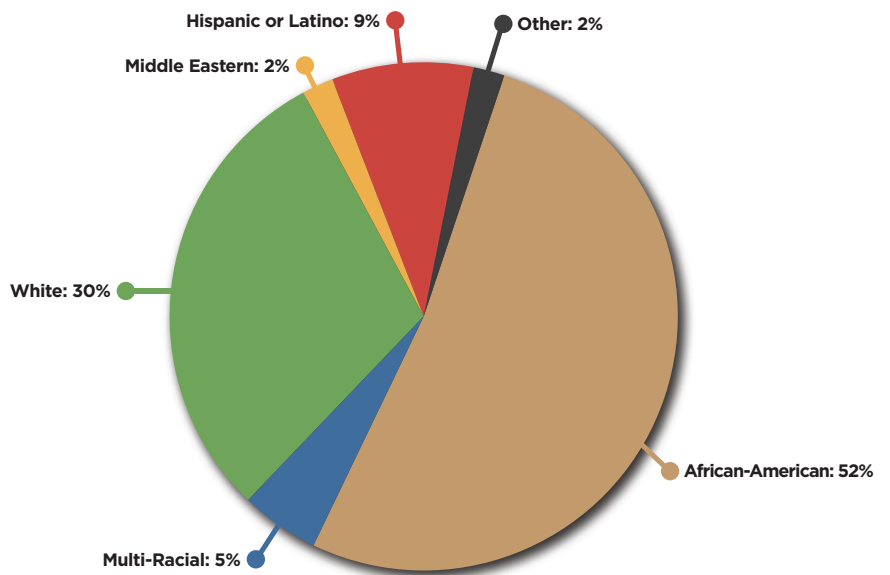
- About half (53%) were in preK - 5th grade
- 29% were in grades 6 - 8
- 18% were in grades 9 - 12

Ethnic/racial diversity. Students came from diverse ethnic and racial backgrounds (see Figure 1):

- Half were Black or African American, reflecting the urban focus of the program
- Middle Eastern children, a key ethnic group in Michigan, participated in significant numbers
- Almost 10% of participants were Hispanic/Latino



Figure 1: Percent of Participants from Each Racial/Ethnic Group



Risk factors. Programs were successful in reaching children with the greatest need:

- 85% came from economically disadvantaged families
- 71% were academically at risk¹

¹ Academically at risk is defined as having a GPA of 2.5 or less at the beginning of the program year or a MEAP score of 3 or 4, based on data available.



BENEFITS OF PROGRAM PARTICIPATION

Michigan programs focus on academic improvement

Each year, the state evaluator collects information about staff attitudes and student participation. In 2009 - 2010:

- 84% of staff and supervisors rated academic improvement as a top program priority
- 80% of students participated in one or more academic activities
- 54% participated in homework help
- 54% participated in academic enrichment

Students and parents reported improvements in academic performance and commitment to school because of the program

In the spring of each year, the state evaluator surveys students and parents about their experiences in the program. Among those who responded to the surveys:

- Almost half (47%) of students felt they improved in overall academic performance from the beginning to the end of the year
- 57% of their parents said they saw academic improvements
- Although only 22% of students said their commitment to school improved, 58% of their parents reported improvement

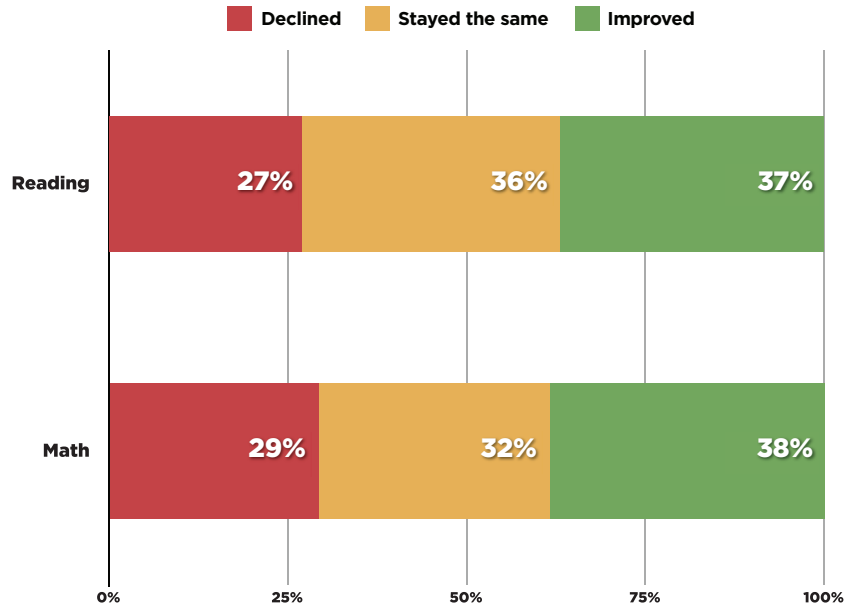
The majority of academically at-risk students who attended the program regularly² either improved or maintained their grades

Figure 2 shows the percent of academically at-risk students with regular attendance whose reading and math grades declined, stayed the same, or improved from the beginning to end of the school year:

- Over one third showed improvement in reading and math grades
- Less than 30% had declining grades

² Regular attendance is defined as attending 30 or more days in a program year.

Figure 2: Grade Improvement among Academically At-Risk Students



Teachers reported improvements in academically at-risk students' school performance and engagement

Figures 3 and 4 show the percent of at-risk students with regular attendance whom teachers rated as having declined, stayed the same, or improved on several measures of school performance and engagement:

- As Figure 3 shows, almost two thirds of the students improved on one or more measures of classroom performance
- As Figure 4 shows, 56% improved their attendance and 43% were considered more motivated to learn
- Very few declined on any of these measures

Figure 3: Changes in Academically At-Risk Students' Classroom Performance

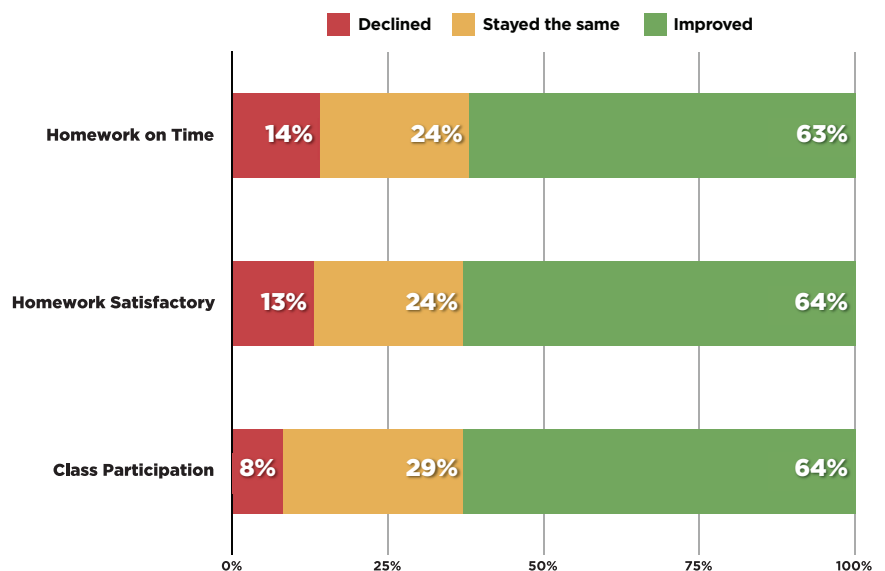
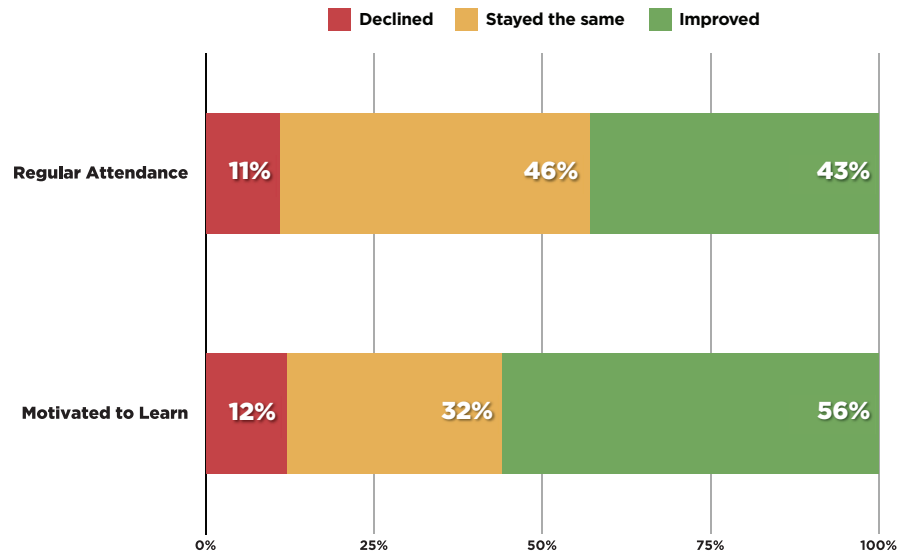


Figure 4: Changes in Academically At-Risk Students' Classroom Engagement



MICHIGAN'S CULTURE OF CONTINUOUS QUALITY IMPROVEMENT

Recent research indicates that quality in after-school programs is important for achieving good outcomes. MDE's approach to program development and monitoring emphasizes helping programs to improve the quality of their activities through training and technical assistance. MDE and its partners have developed several innovative approaches.

Data for program improvement

The state evaluator has developed an annual report format that presents each grantee with individualized site-level data about their program's quality and student participation and outcomes. These data allow programs to compare performance among sites and with state averages to assess progress and identify areas to target for improvement.

Program quality self-assessment

Programs are required to conduct annual self-assessments using the Youth Program Quality Assessment tool (YPQA) developed by the Weikart Center for Youth Program Quality. These self-assessments are then used in a continuous improvement process.



Technical Assistance and Coaching Support Services (TACSS)

MDE has partnered with the Weikart Center in a major initiative to build the culture and capacity for data-driven quality improvement. TACSS provides routine quality supports to all grantees and comprehensive supports to a subset of referred grantees. Using data from the self-assessment and from a set of leading indicators developed from state evaluation data as the basis for planning, TACSS coaches help programs establish and maintain quality improvement systems.

Data for this report were drawn from several sources: EZReports after-school program reporting system; 21st CCLC Profile and Performance Information Collection System (PPICS); staff, student, parent and teacher surveys; and school records.

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