

FACT SHEET

August 2013



Participation in Michigan 21st CCLC Programs Relates to Improvement in Academic Outcomes

PURPOSE OF THE PROGRAM

The 21st Century Community Learning Centers (21st CCLC) program funds before- and after-school and summer programs for students in pre-K through 12th grade. It targets students who attend low-performing schools in high-poverty areas. The intent is to help students meet standards in core academic subjects through activities such as homework help, tutoring, and project-based learning.

IN MICHIGAN, STUDENTS WHO PARTICIPATED MORE HAD BETTER ACADEMIC OUTCOMES

- Students who participated for more days showed greater improvement in all academic outcomes measured than students who participated fewer days.
- Results held true regardless of the student's gender, race, age, and level of academic risk.
- It also held true regardless of the program's location (rural or urban) or the type of organization that ran the program (school district, community-based organization, or university).

PARTICIPATION IN DIFFERENT TYPES OF ACTIVITIES WAS RELATED TO INCREASES IN DIFFERENT ACADEMIC OUTCOMES¹

As Table 1 on the next page shows:

- **Academic help.** Students who reported that the program helped them more with academics were those who attended more days of traditional academics, academic enrichment and youth development activities.
- **School commitment.** Students who reported the program helped them become more committed to school were those who attended more days in academic enrichment and youth development activities.
- **Homework completion.** Teachers reported improvements in homework completion for students who participated more days in traditional academics and physical activities. Physical activity may have been related to homework completion because many programs required homework to be completed before students were admitted to other activities.
- **School behavior and grades.** Although teacher-reported school behavior and grades improved with more days of participation, the specific type of activity did not matter.



Table 1: Relation Between Participation in Activities and Increases in Academic Outcomes

Activity type ^a	Student Reports		Teacher Reports		Grades
	Help with academic learning	School commitment	Homework completion	School behavior	Math and reading grades
Total attendance	✓	✓	✓	✓	✓
Traditional academics	✓		✓		
Academic enrichment	✓	✓			
Physical activity			✓		
Youth development	✓	✓			

a. Traditional academics are homework help, tutoring, subject-based lessons, credit recovery; academic enrichment activities include project-based or embedded learning (math instruction embedded in a cooking lesson, for example); physical activities include sports, dance, and physical recreation; youth development includes character development and leadership.

SUMMARY

The data suggest that participation in Michigan 21st Century Community Learning Centers is associated with better academic outcomes, and this finding persists across different demographic and program factors. Moreover, different types of activities are linked to improvement in different academic measures. This highlights the importance of intentional delivery of diverse activities to produce more engaged students (better attendance) and improved student academic outcomes.

1. Data analysis notes: Analyses took into account the total days of attendance, program contexts, and student demographic characteristics. Samples include 9,003 student surveys; 11,998 teacher surveys reporting on students who attended at least 30 days; and 23,722 sets of reading and math grades for students who attended the program at least once during the school year. Findings reported were statistically significant at minimum $p < .05$.

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