

Overview of Michigan's Program and the State Evaluation

Description of the Program

BACKGROUND OF THE 21ST CCLC PROGRAMS

Recent research on out-of-school-time programs has indicated that high quality programming can have a positive influence on the academic performance and social development of children and youth¹. These programs can be of particular benefit in improving the academic performance of children and youth who are considered academically at risk².

The 21st Century Community Learning Centers (21st CCLC) program is a federally funded initiative administered by the states to fund before-school, after-school, weekend, and summer programs for children in grades preK-12. When the program was originally authorized by Congress in 1996, the intent was to create community learning centers for broader community use. However, when the program was reauthorized under Title IV, Part B of the No Child Left Behind Act of 2001, the focus was changed to improving the academic performance of at-risk students attending low-performing schools. In addition to meeting federal requirements, states may define their own criteria for funding.

PURPOSE, GOALS, AND FUNDING PRIORITIES

Since 2001, the primary goal of the program has been to provide educational opportunities for children and youth attending low-performing schools in high-poverty areas. A secondary goal is to improve student functioning.

Programs are required to provide expanded educational opportunities, including tutoring and academic enrichment, that are designed to help students meet state and local academic standards in core subjects, such as reading and math. To improve student functioning, programs also must provide other enrichment and youth development opportunities, such as drug and violence prevention programs, technology education, art, music, and recreation programs, counseling, character education, and other activities that enhance the academic component of the program.

In Michigan, grants are awarded through a competitive process administered by the Michigan Department of Education (MDE). Grantees can receive up to five years of funding for programs that serve schools in which at least 30% of students' families are low income as determined by eligibility for free or reduced-price lunches. Funding priorities reflect the primary goal of improving the performance of academically at-risk students. In the review process, priority points are awarded for serving schools that have a high proportion of students from families living in poverty or that have been identified by MDE for school improvement. MDE also



awards priority points to programs that propose partnerships between local schools and community organizations or that serve students in middle and high schools.

MICHIGAN'S PROGRAM IN 2009-2010

The first cohort of programs was funded in 2003, and the most recent grants were awarded in 2008. A new round of competition will not occur until 2012. Each grant may serve up to 5 sites, and some grantees have multiple grants. In the 2009-2010 program year, MDE funded 93 grants to 49 different grantees serving children at 333 program sites. Twelve additional sites offered summer programs only. Grantees included 23 local school districts, 2 intermediate school districts, 6 public school academies (charter schools), 17 nonprofit and community-based organizations, and 1 university. Total enrollment across the state was 46,238; of these students, 52% were African American, 30% were White, 9% were Hispanic or Latino, 5% were multiracial, and 2% were of Middle Eastern descent. Less than 1% were Asian, Native Hawaiian/Pacific Islander, or American Indian. Just over half of the participants were in elementary grades (K-5th) and just under half were in 6th -12th grades. On average, grantees provided 3 hours/day of programming 4 days per week. Half of the grantees also offered programming in the summer.



Evaluation of Michigan's Program

LEVELS OF EVALUATION

The 21st CCLC program is evaluated at three levels, each of which has a different purpose and focus. Table 1 describes the purpose and outcomes for the federal, state, and local evaluations. The U.S. Department of Education, the funding source, has contracted with an outside evaluator, American Institutes for Research (formerly Learning Points Associates), to conduct the national evaluation. In Michigan the MDE contracts with the state evaluator, Michigan State University (MSU). Each grantee is required to have a local evaluator to help them fulfill evaluation requirements.

Table 1: Levels of 21st CCLC Evaluation

Level	Purpose	Outcomes Assessed
Federal	Accountability to Congress and the American people regarding results of money spent on the program	Improved academic performance of participants (grades, test scores, teacher ratings of school performance)
State	Assess performance of students in Michigan's program compared to students in other states; identify key features of more successful programs; provide grantees with data for program quality improvement	Improved academic and youth development outcomes; participation; program quality; features of more successful program sites
Local	Help individual programs collect required data and any data needed to answer their own evaluation questions; help programs use the data for planning program improvements	Improved academic and youth development outcomes, plus information on quality, participation and outcomes that will help with continuous program improvement

THE STATE EVALUATION



University Outreach and Engagement (UOE) at MSU has been the state evaluator for Michigan since the program's inception in 2003. The Community Evaluation and Research Collaborative (CERC), a unit of UOE, conducts the evaluation.

In collaboration with the MDE, the evaluation team has developed a set of evaluation questions designed to meet reporting requirements and provide MDE with the information they need to help programs improve their performance:

1. Who are the students enrolled in Michigan 21st CCLC programs? Are they representative of the students in the schools they serve? Are programs reaching their target population of academically at-risk students?
2. Do participating students show improvement in academics and other outcomes?
3. What are the features of sites that show more student improvement and higher quality programming?
4. How are programs doing in improving quality as measured by key leading indicators?
5. Are students and their parents satisfied with the program? What do they like and what areas do they see as needing improvement?

DATA SOURCES FOR THE EVALUATION

In order to meet the evaluation goals, the state evaluators collect a variety of data from different sources. Table 2 shows the data sources and the types of data each provides. Data from the evaluation have multiple uses: for accountability, for outcome assessment, and for program improvement.

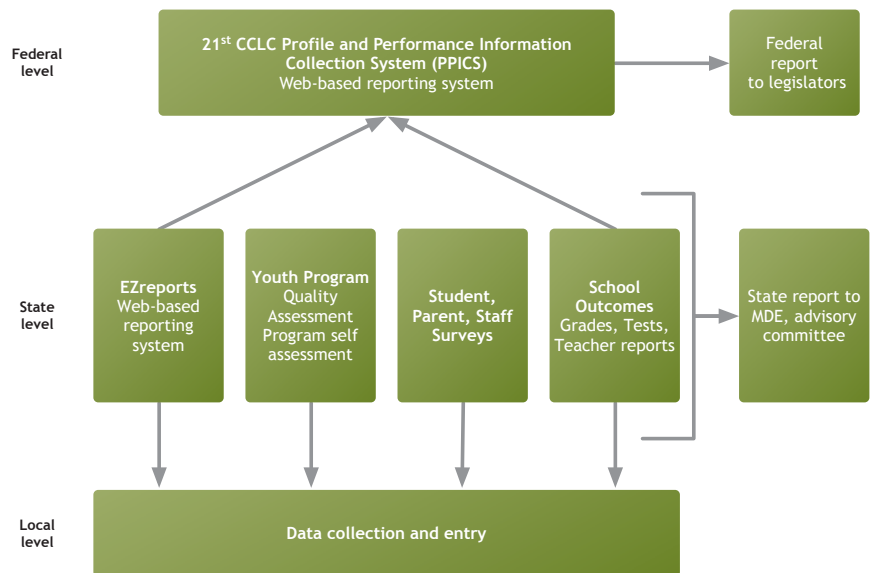
Table 2: Sources and Types of Data

Source	Data Collected
Web-based program reporting system (EZReports)	Student characteristics, program attendance, activity participation, staff and provider information, program characteristics, days and hours of participation overall and by activity
School records	Grades, test scores, attendance, suspensions, expulsions
Student survey	Student perceptions of program quality and the extent to which they have benefited
Parent survey	Parent perceptions of the program, benefits to their children, and reasons for enrollment
Teacher survey	Teachers' ratings of changes in program participants' classroom behavior and performance
Staff survey	Staff perceptions of climate, job satisfaction, and practices
Supervisor survey	Program and site administrator perceptions of climate, job satisfaction, and practices
Youth Program Quality Assessment (YPQA)	Site administrator and staff self-assessments of activity quality
Grantee Annual Report (ARF)	Administrator reports of organizational and site successes, challenges, and program factors known to be related to high-quality programs.

MICHIGAN'S DATA COLLECTION AND REPORTING SYSTEM

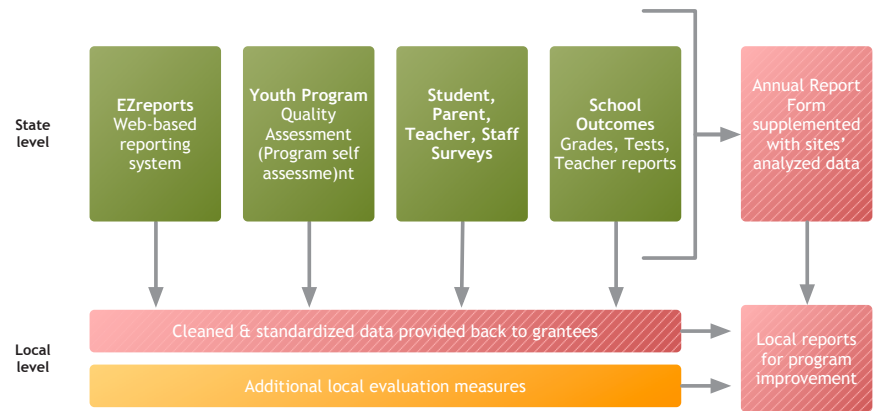
The state evaluation serves as a clearing house for program evaluation at all three levels. The data collection and dissemination system developed by the evaluation team helps programs meet their reporting requirements, as well as obtain data about their program that will help drive program improvement. Figure 1 shows the data collection system that has been set up to meet federal and state reporting requirements. The state evaluation team compiles data collected by local grantees and prepares reports for MDE related to the state evaluation questions. In addition, they also prepare and submit required data to the federal reporting system.

Figure 1: Michigan Data Collection System



The evaluation team has also developed a system to compile and distribute local data to each of the grantees and their local evaluators for use in program planning. Figure 2 shows this data distribution system. The pink (or striped) boxes show how the data that the evaluation team distributes to grantees is used to promote data-driven planning. Grantees receive their data in two forms: 1) a data file that the program evaluator can use to answer local evaluation questions; and 2) an annual report form (ARF) with accompanying data tables that contain analyzed data for each site. Grantees review the data tables to complete their annual report to MDE. The ARF serves as both an annual grantee report to MDE and as a tool for collecting program-level data for the state evaluation. The expectation is that completing the report will also help grantees assess their program strengths, as well as identify areas to target for improvement.

Figure 2: Michigan Data Distribution System



DATA FOR QUALITY IMPROVEMENT

Because we know that high-quality programs are more effective in improving youth outcomes, MDE and the state evaluation team have emphasized collecting and distributing data in formats that can help inform quality improvement. In the past year, CERC has collaborated with MDE and the David P. Weikart Center for Youth Program Quality to develop a set of leading indicators of program quality. These indicators will inform a new initiative to increase quality in the Michigan 21st CCLC system. We will describe Michigan's innovative quality improvement system in an upcoming brief.

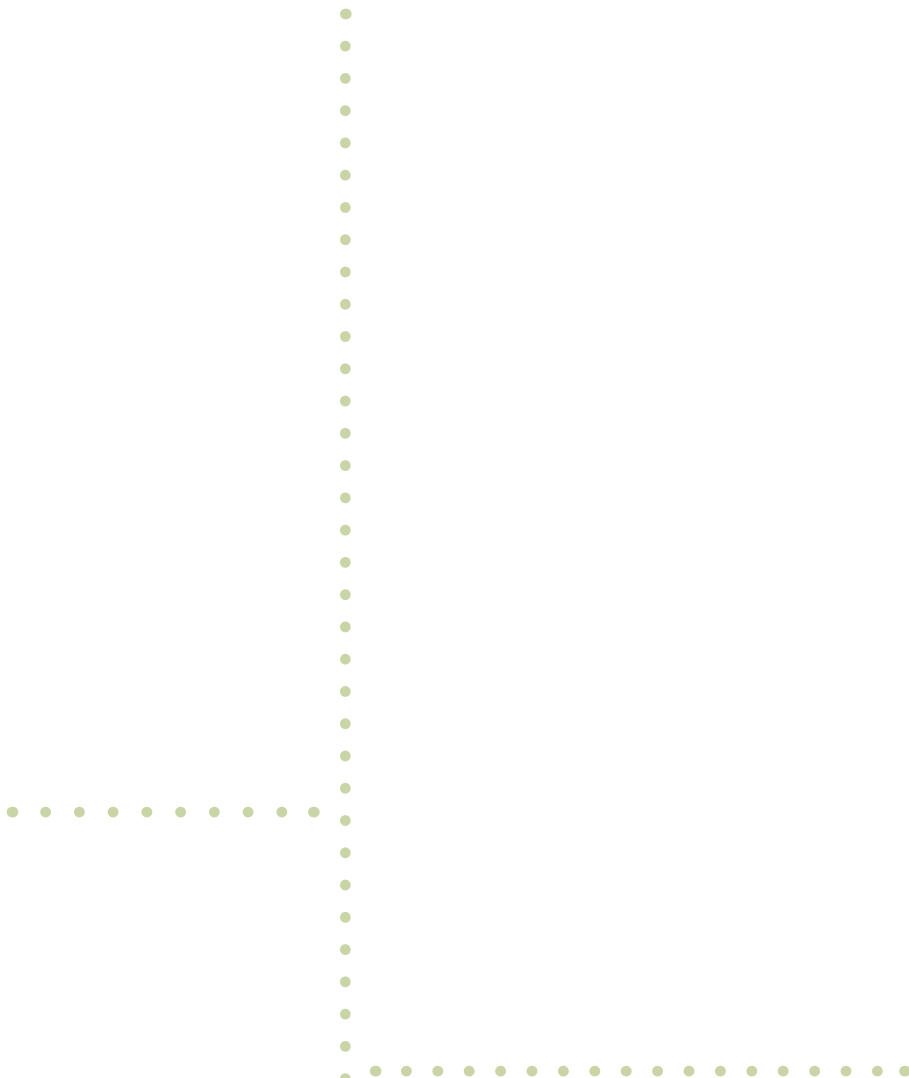


For more information on outcomes, see footnoted reports and articles.

1. Moore, K. A., & Hamilton, K. (2010, August). *How out-of-school time program quality is related to adolescent outcomes* (Child Trends Research Brief No. 2010-19). Washington, DC: Child Trends. Retrieved from http://www.childtrends.org/Files/Child_Trends-2010_08_02_RB_OSTProgramQuality.pdf

Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007, October). *Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising afterschool programs*. Washington, DC: Policy Studies Associates, Inc. Available from <http://www.policystudies.com/studies/?id=32>

2. Laurer, P. A., Akiba, M., Wilkerson, S., Apthorp, H., Snow, D., & Martin-Glenn, M. (2006). Out-of-school time programs: A meta-analysis of effects for at-risk students. *Review of Educational Research*, 76(2), 275-313.



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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