

2011 Before- and After-School Summer Expansion Grant



Summer programs can benefit children and youth by helping them to maintain or improve academic skills over the summer while also promoting positive youth development. For students living in high-poverty areas, such programs offer opportunities not otherwise available.

In 2011 the Michigan legislature appropriated \$3 million to the Department of Human Services to fund the expansion or enhancement of summer programs offered by 21st Century Community Learning Centers programs, which serve students who attend low-performing schools in high-poverty areas.

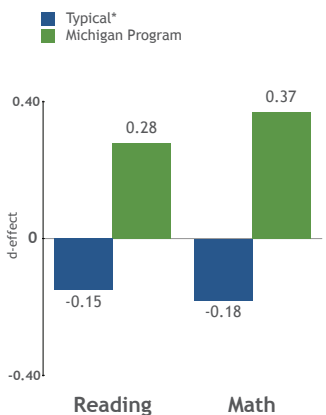
Twenty-nine grantees selected from well-established, high-quality programs received funding to serve students from kindergarten through 9th grade. This fact sheet reports the outcomes from these programs.¹

Summary of Findings

Overall, the summer programs proved to be effective in:

- Helping students retain academic skills from the previous school year
- Improving students' performance in reading and math
- Increasing students' participation and engagement in summer programs
- Promoting students' development in other areas needed for success in school and life

Change in Academic Achievement Over Summer



Improved Academic Performance

Students improved significantly² in reading:

- 31% improved substantially³
- Boys and girls at all grade levels improved

Students improved significantly in math:

- 40% improved substantially
- The program was particularly beneficial to older students (7-9th grade)

Over 75% of participants at least maintained their skills in reading and/or in math over the summer.

Increased Participation and Engagement

Student participation improved significantly:

- The number of students participating increased⁴ 54%
- The average daily attendance increased 50%

Participation by families in family events increased substantially.



Gains in Positive Youth Development and Social-Emotional Functioning

Grantees targeted a variety of skill areas thought to promote positive youth development and improved social-emotional functioning. Programs sought to expose students to new skills and interests.

A significant number of students reported developing new skills and interests:

- Students reported substantial improvements in a variety of new skills such as sports, gardening, social skills, computers, baby-sitting, and problem-solving
- 76% found the program consistently engaging and challenging

Significant numbers of students reported gains in other skills needed for success in school and life:

- 38% improved substantially in nutritional awareness
- 28% improved substantially in leadership skills
- 15-45% improved substantially in other youth development areas such as pregnancy prevention, drug and alcohol awareness, and reduction in aggression and bullying



1. Each program targeted at least 4 goals. Data presented for each goal are from programs that targeted that goal.
2. Significant improvement means that the result was unlikely to have occurred by chance ($p < .05$).
3. Substantial improvement was defined as scores that increased by at least $\frac{1}{2}$ standard deviation from beginning to end of program.
4. Participation was compared to participation rates in the summer of 2010.

*Typical summer change in academic achievement: Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996.

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