

# Michigan 21<sup>st</sup> Century Community Learning Centers

## *Evaluation Update for 2007-2008*

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21<sup>st</sup> CCLC Fall Kick-Off 2007-08  
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## What we're going to do this morning:

- Update on federal targets
- What does *your* data say contributes to successful engagement and governance?
- This presentation will be available for download from [www.outreach.msu./cerc/21cclc.asp](http://www.outreach.msu./cerc/21cclc.asp)

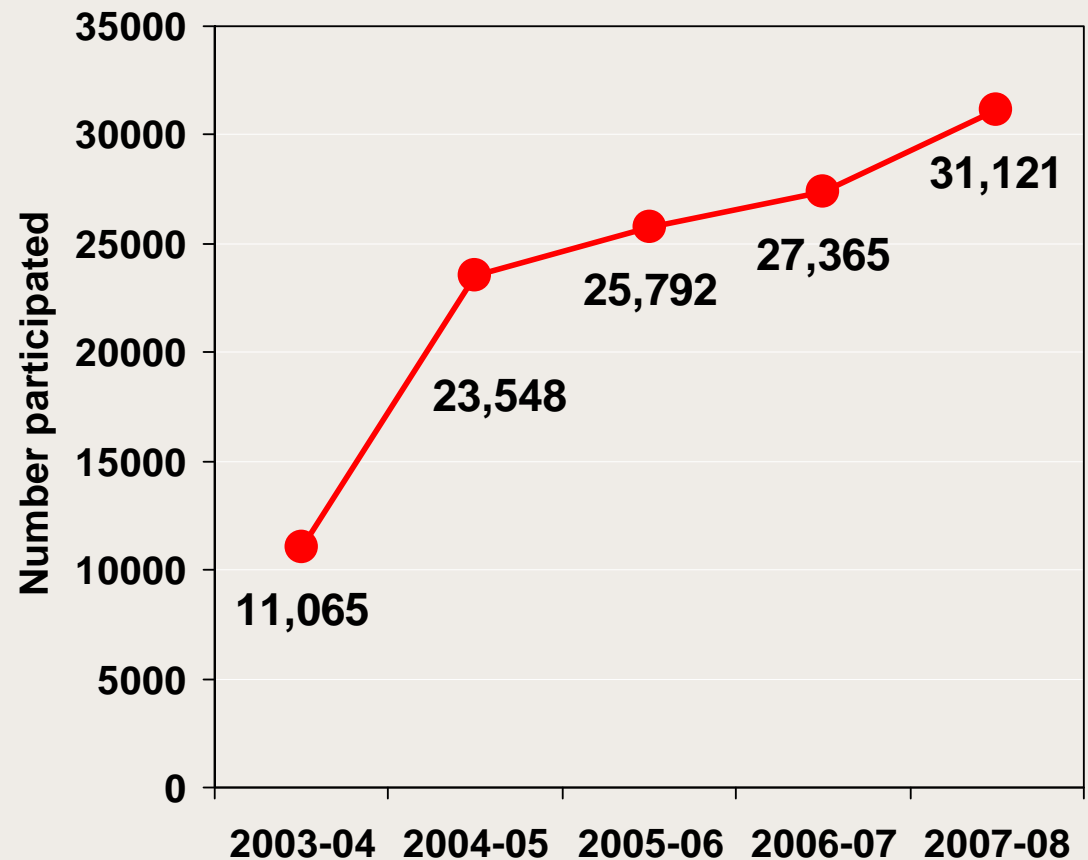


# Recruitment and Retention...



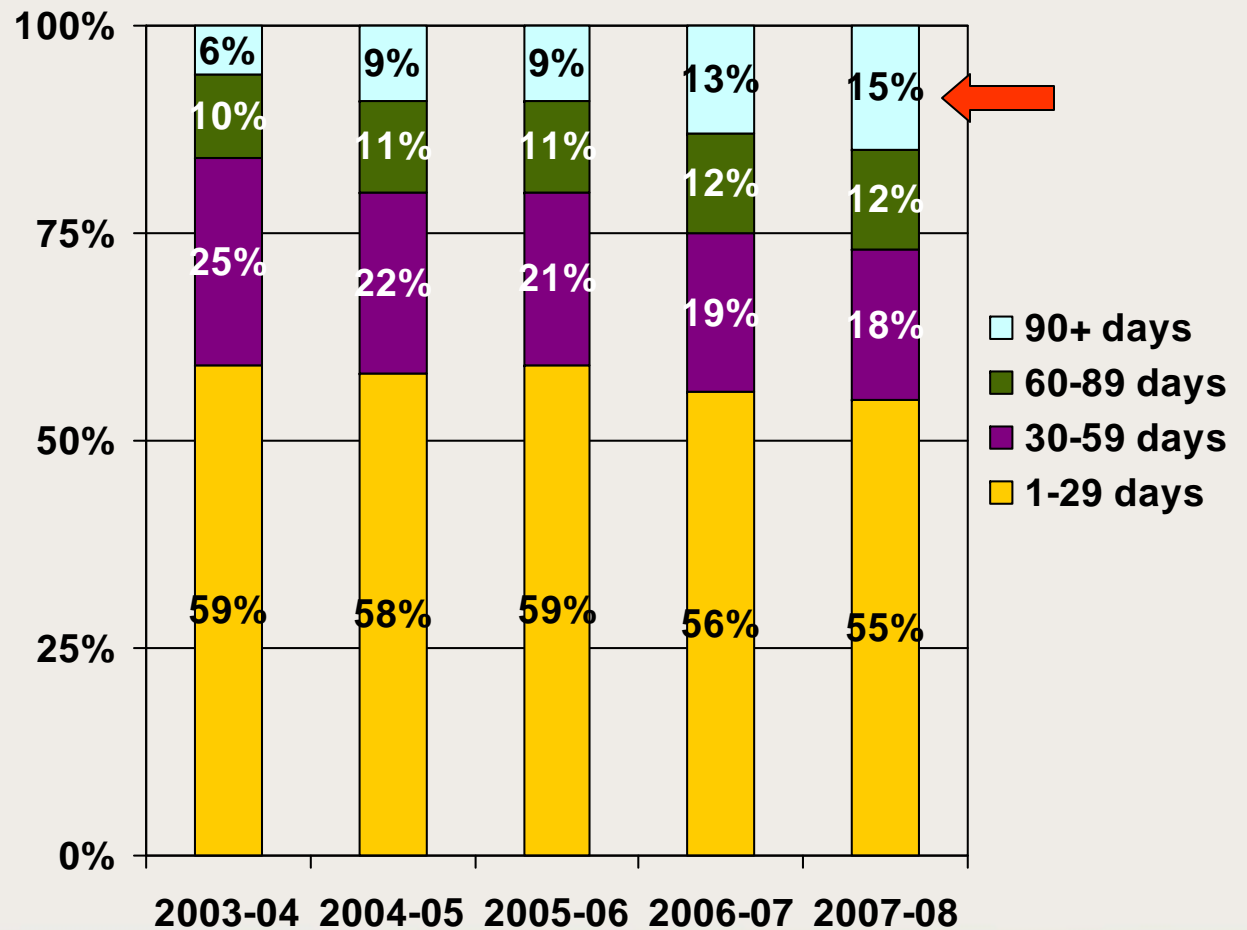
## Recruitment since the beginning...

- About 88,890 unique students served in Michigan



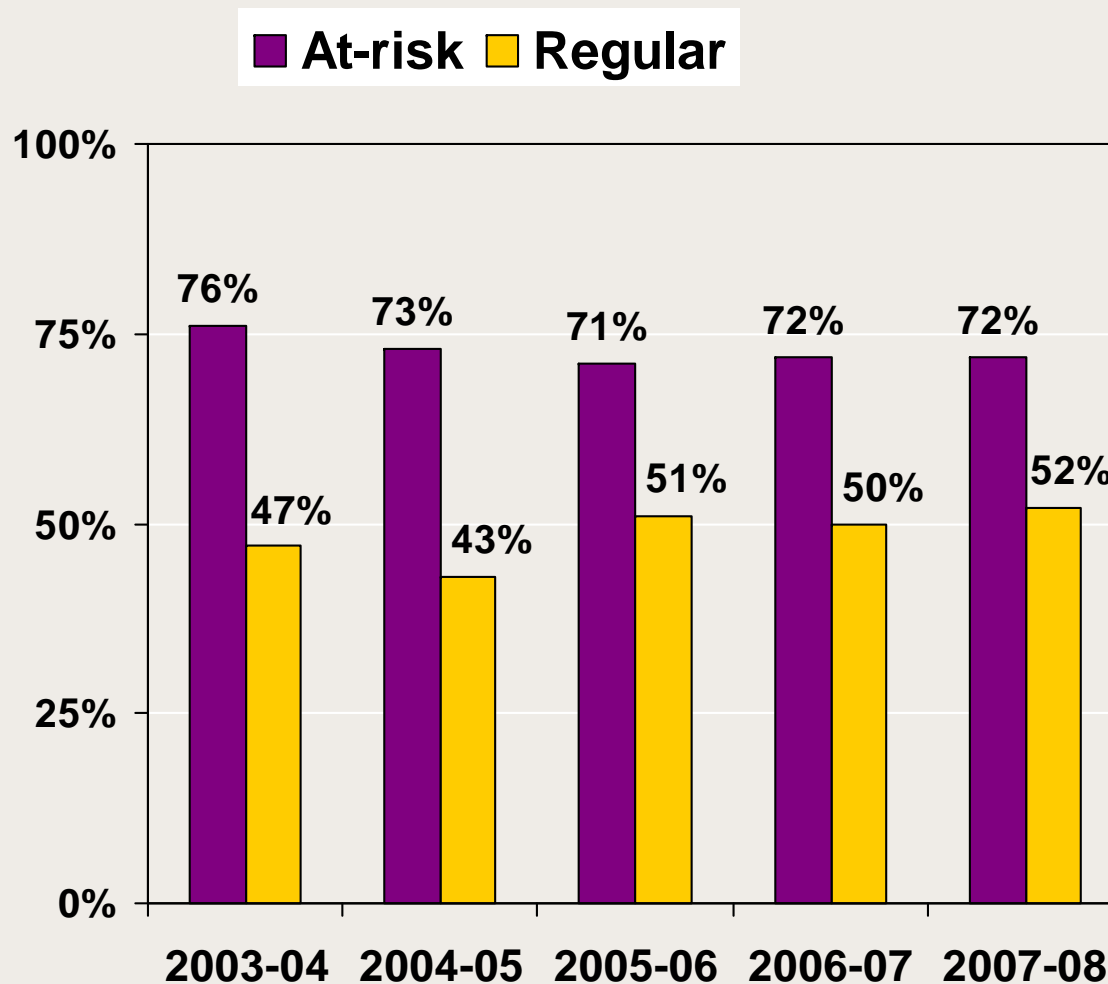
## Retention since the beginning...

- Retention rates improved
- 45% of students attended at least 30 days (regulars)
- Very long-term participants increased



## Recruitment and retention among students at risk for poor academic achievement

- The majority of students participating are at risk
- Recruitment of at-risk students is stable
- Retention has stabilized at about half



Risk = Initial grades of 2.5 or less, or did not meet MEAP standards



# Summary

- Michigan is serving more youth per year and getting better at keeping them longer.
- By next year, Michigan will have served over 100,000 different students!



## What are the 21<sup>st</sup> CCLC Federal Performance Indicators?

Of regular participants (30+ days attendance)...	
Improvement in reading grades from fall to spring (1/2 grade)	All: 50% Elementary: 47.5% Middle/High School: 50%
Improvement in math grades from fall to spring (1/2 grade)	47.5%
Improvement on state reading test scores (MEAP) (moves from not proficient to proficient since 2006-07)	Elementary: 23%
Improvement on state math test scores (MEAP) (moves from not proficient to proficient since 2006-07)	Middle/High School: 13.35%
Improvement on teacher ratings of homework completion and class participation	All: 77% Elementary: 77% Middle/High School: 78%
Improvement on teacher ratings of student behavior	All: 75%





## What are the 21<sup>st</sup> CCLC Federal Performance Indicators?

Emphasis in at least one core academic area	100% of sites
Other enrichment and support activities offered	100% of sites
% of states that submit complete, accurate performance data on time	90%



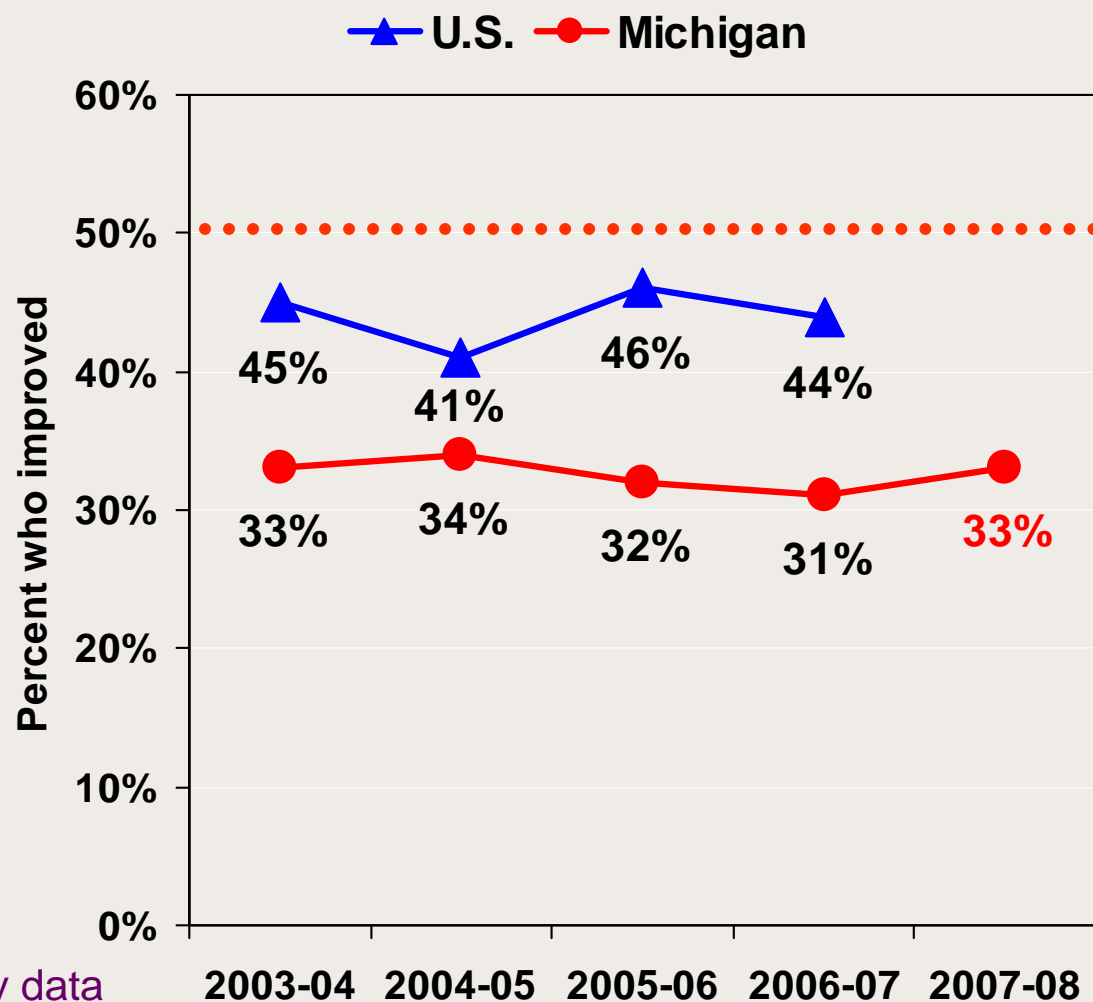
**With 5 years under our belts,  
how are we doing against the federal  
targets?**

**Let's review Michigan's status, then take  
a closer look...**



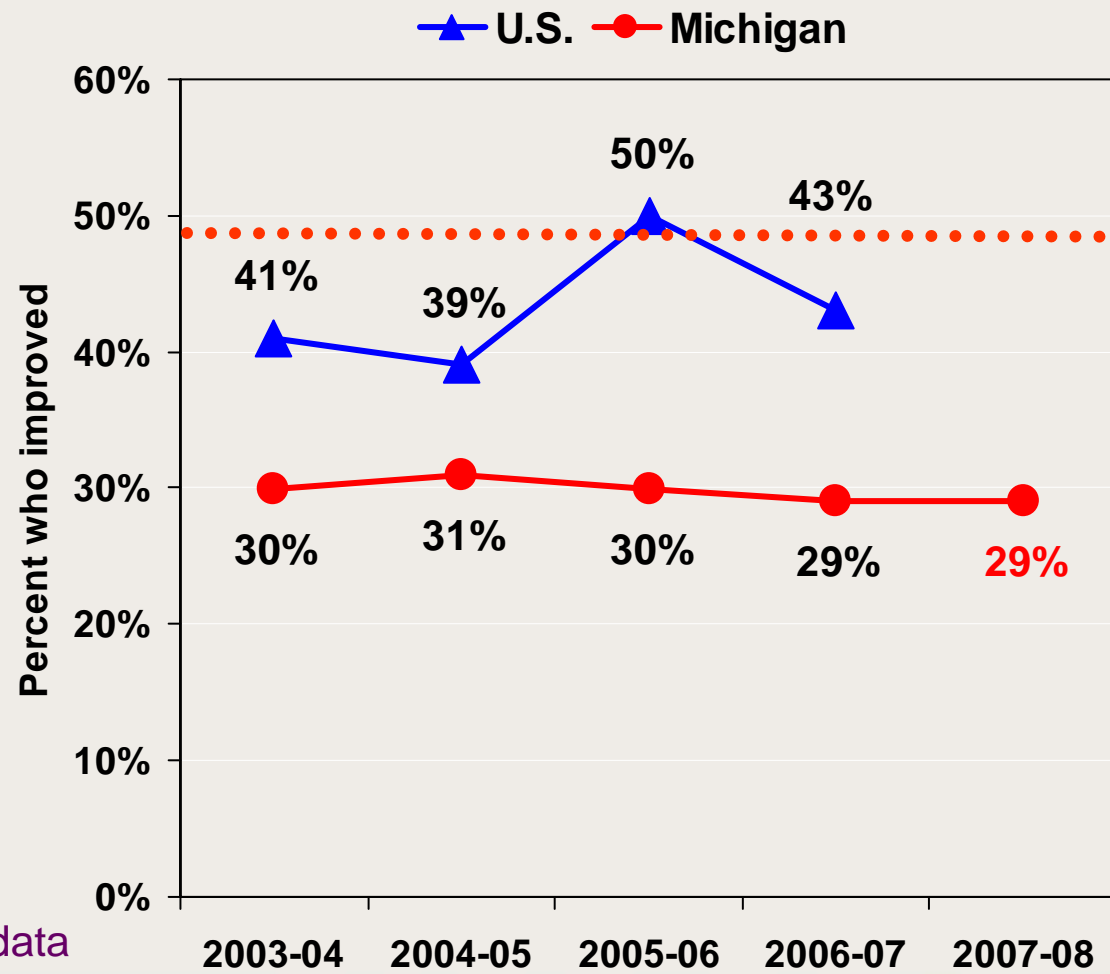
## Michigan did not meet the target this year for reading grades.

- Federal target was 47.5%.
- U.S. did not meet the target last year.
- Michigan has stayed stable, and is not close to meeting the target.



# Michigan did not meet the target this year for **math** grades.

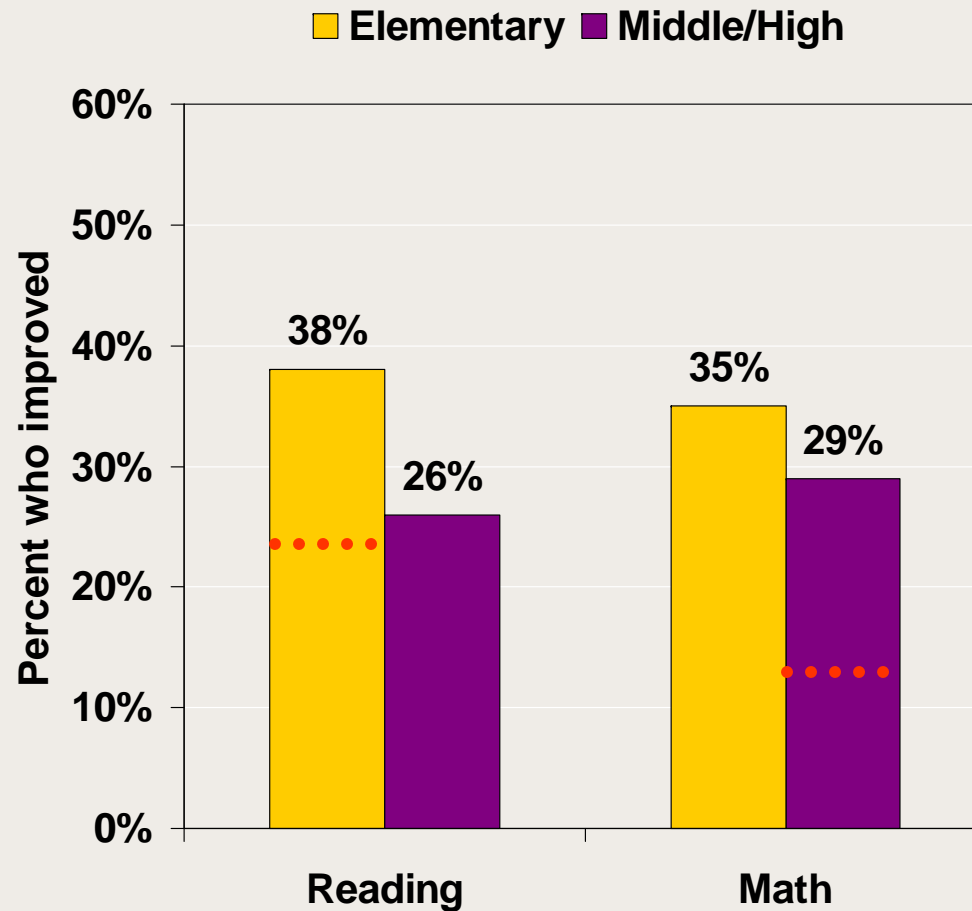
- Federal target is 47.5%.
- U.S. did not meet the target last year.
- Michigan has remained stable and low.



2007-08 preliminary data

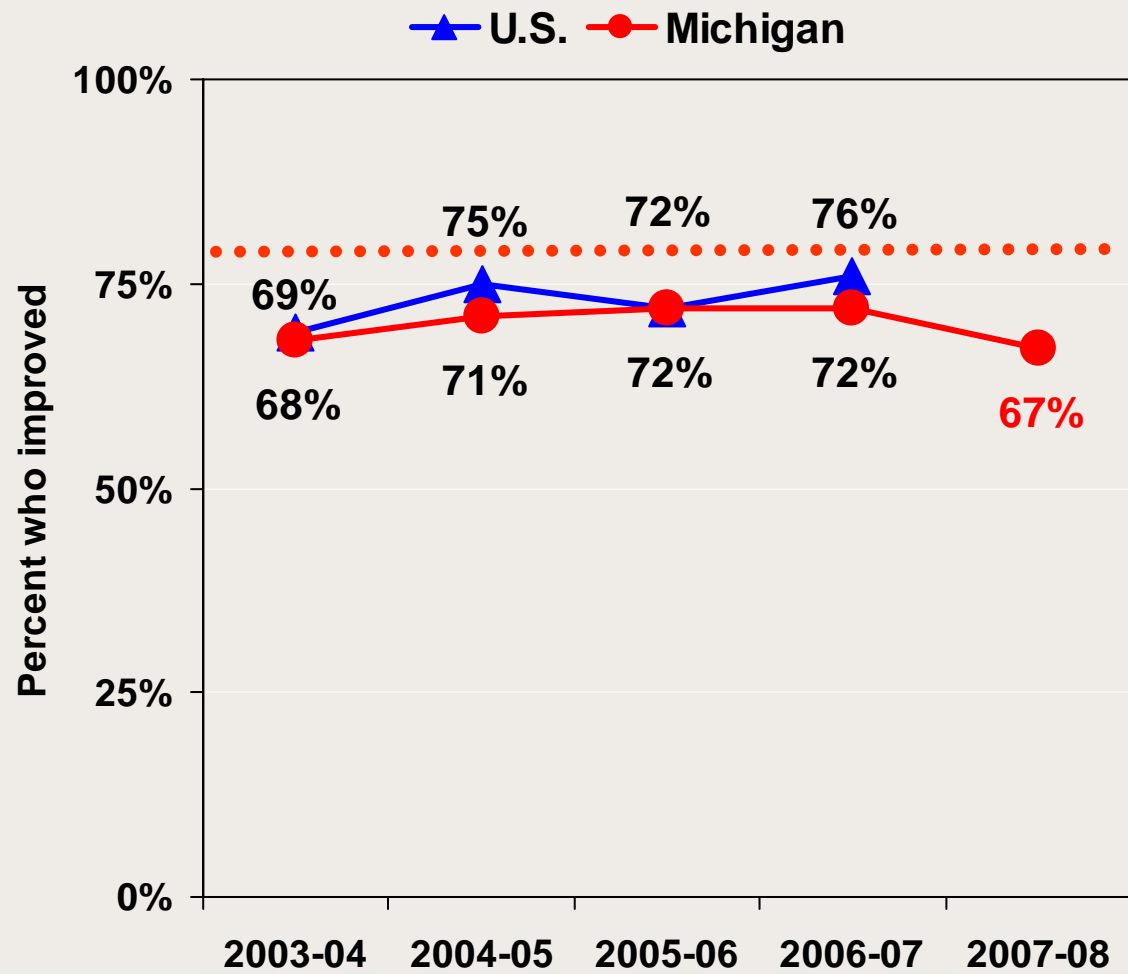
# Michigan exceeded the targets this year for improvement in MEAP from not proficient to proficient.

- The federal target was 23% for elementary reading, 13.35% for middle/HS math.
- Michigan exceeded these targets significantly.



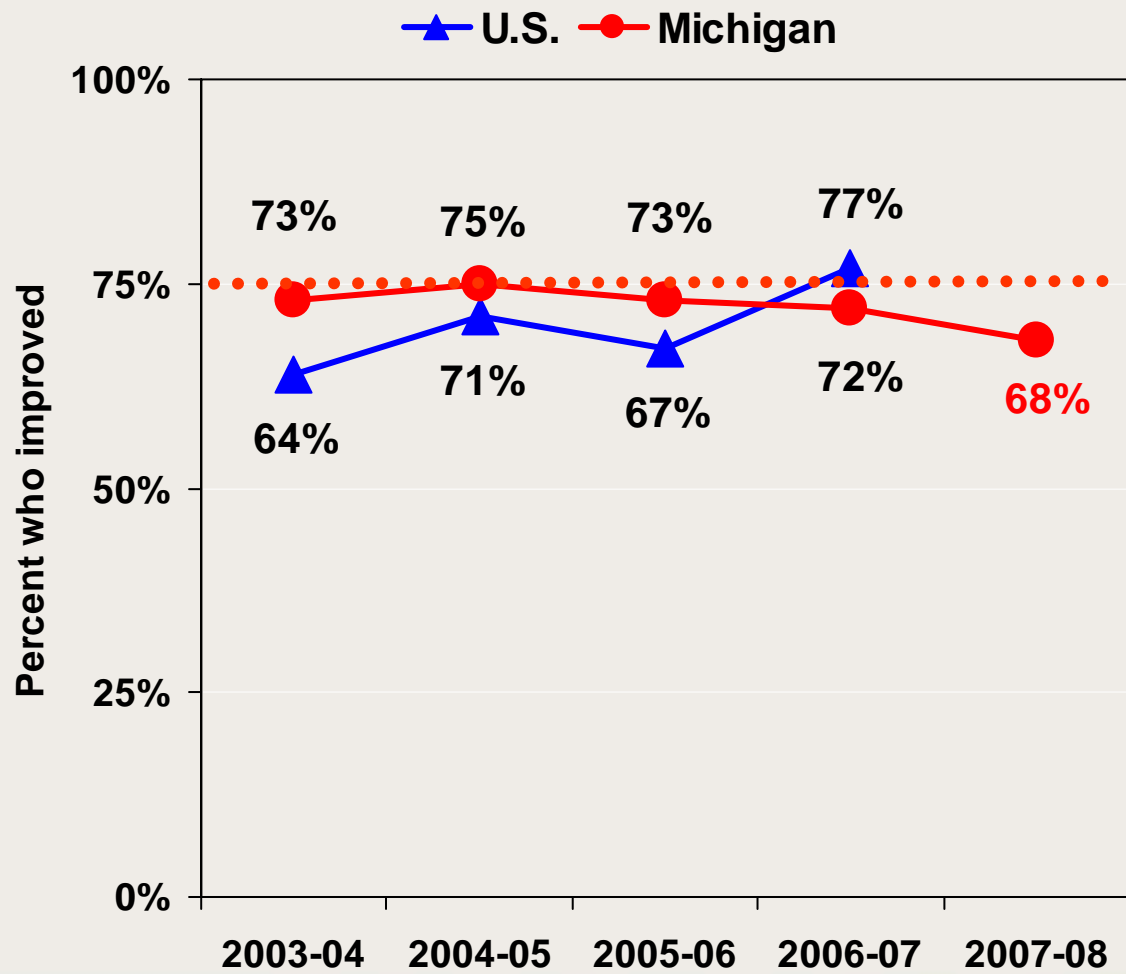
## Michigan did not meet the target this year for **improved homework completion/classroom participation**.

- The federal target is 77%.
- The U.S. is close to meeting the target
- Michigan is 10% below the target and worsening.



# Michigan did not meet the target this year for improved student behavior.

- The federal target is 75%.
- The U.S. met the target last year
- Michigan is 7% below the target.



## Did Michigan meet the targets for the **activities** provided?

- The Federal target is that **100%** of sites will provide these activities:
  - Core academic areas: 99% of sites
  - Other areas: 99% of sites





# Michigan's **status** on the federal targets

Indicator	U.S.				Michigan				
	2004	2005	2006	2007	2004	2005	2006	2007	2008
Improved reading grades	●	●	●	●	●	●	●	●	●
Improved math grades	●	●	●	●	●	●	●	●	●
MEAP reading									●
MEAP math									●
Improved homework completion/class participation	●	●	●	●	●	●	●	●	●
Improved student behavior	●	●	●	●	●	●	●	●	●



## All is not bleak! Things to note:

- Grades are notoriously poor measures of achievement
- These results include students who are already high achievers
- Targets are increasing, but some sites are in their first year
- This is not a randomized, controlled study
- What are reasonable expectations for impact of after-school programs on academic achievement?

*Not excuses, but take results with a grain of salt...*

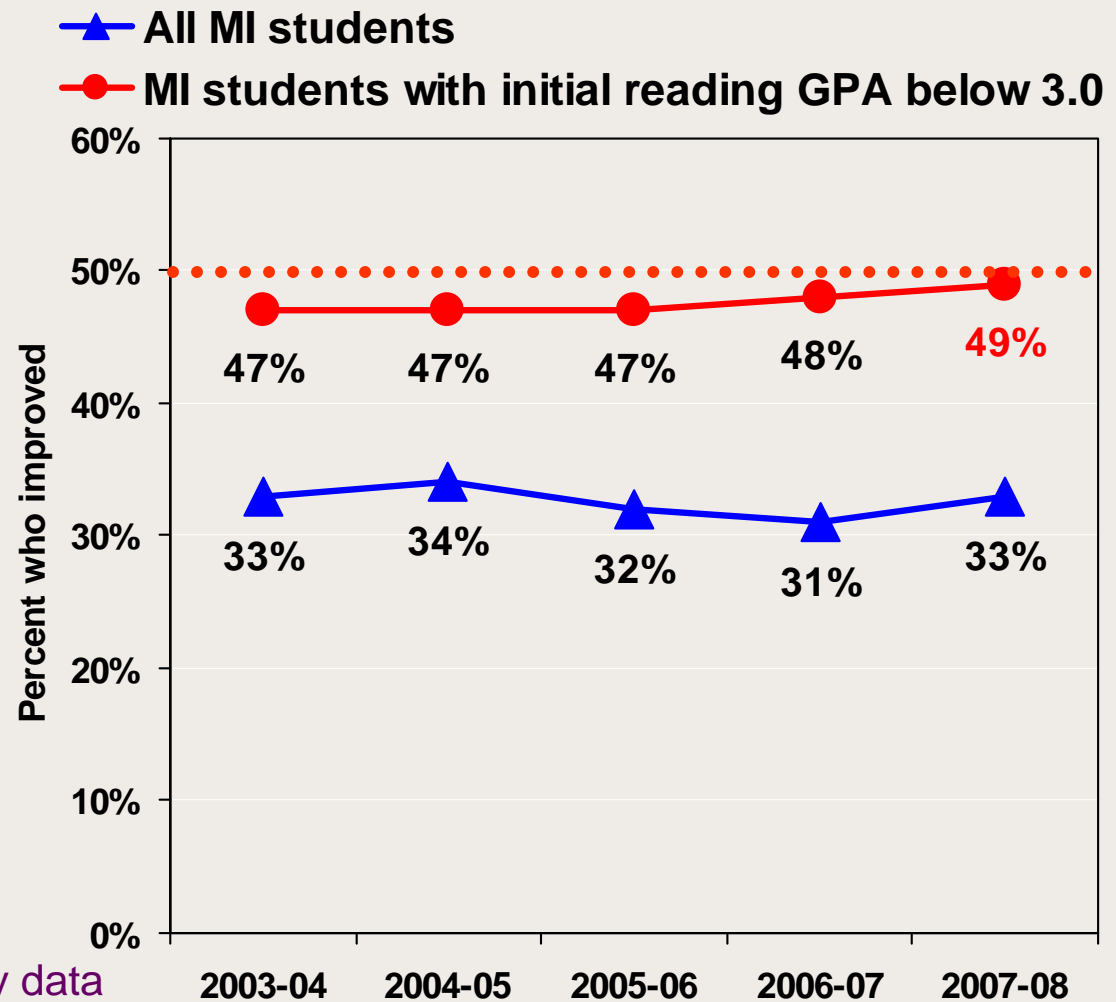


**How are we doing with students who  
have room for improvement?**



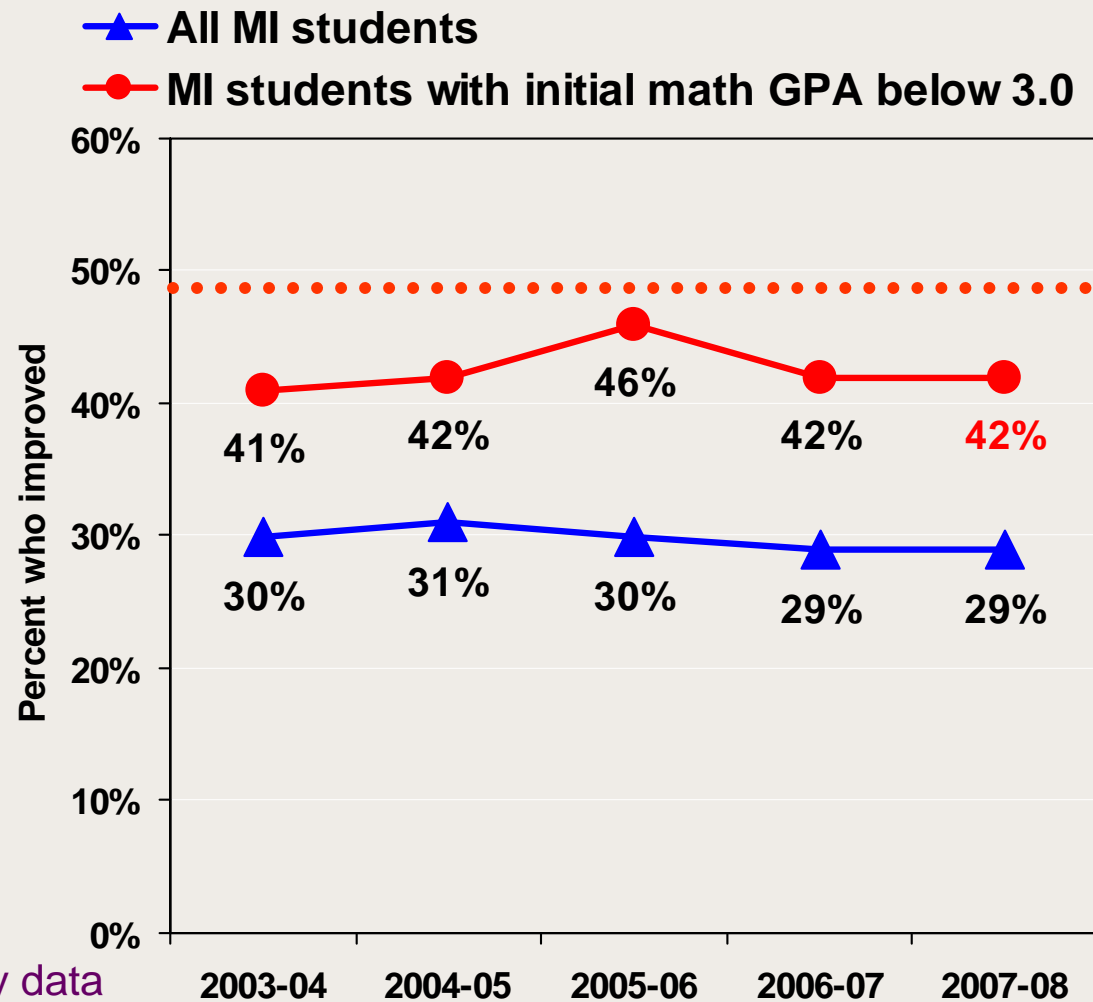
# Improvement in reading grades

- Nearly half of students at academic risk improve in reading
- The percent *may* be increasing slowly



# Improvement in math grades

- 42% of students at academic risk improve in math
- The percent is stable
- We'd like to see an increase



**That was students across all of Michigan. How many individual sites are meeting the targets? Where does your site fit in?**



## What percent of sites are meeting targets?

	This year	Last year
Reading grades (all)	13%	10%
Math grades (all)	5%	10%
Reading grades (room for improvement)	46%	52%
Math grades (room for improvement)	36%	44%
MEAP reading	40%	NA
MEAP math	59%	NA
Homework completion/classroom participation	37%	43%
Classroom behavior	42%	46%



## The Story So Far...

- Michigan is not meeting the federal targets.
- More importantly, Michigan is remaining stable...meaning it is not getting closer to the targets.
- As the targets go up, the percent of sites meeting targets goes down.
- However, a large percentage of non-proficient students improved to proficient on the MEAP
- This is the first year to assess the MEAP across years; we'll need to see if it continues.





## Final Federal Target: 90% of Sites Submit Accurate, Complete Data on Time

- We did (pretty much)
- Response rates this year—wow!

	2007-08	2005-06
4 <sup>th</sup> -12 <sup>th</sup> grade survey	72%	51%
K-3 <sup>rd</sup> grade survey	80%	58%
Parent survey	39%	27%
Teacher survey	68%	44%
Staff survey (06-07)	1,489	986
EZreports students (06-07)	31,121	27,365



## What leads to better outcomes?

High-quality program implementation and management



High-quality activities and interaction



Successful recruitment and retention



Students who learn



# What leads to better outcomes?

High-quality program implementation and management



High-quality activities and interaction



Successful recruitment and retention



Students who learn



# Engagement and Opportunities for Governance and Decision-Making

1. **Engagement:** Are youth challenged, interested, invested, motivated, interactive?
2. **Opportunities for Governance:** Do students have chances to make decisions, build involvement, learn to manage and solve problems?

*We know that these are high-level skills and that staff regularly need the most improvement in these areas...BUT the best youth outcomes result from these types of opportunities!*



# Engagement and Opportunities for Governance and Decision-Making

- Let's look at what staff thought was important...
- What their supervisors thought was important...
- And what the students experienced



# Staff Survey Results

## Staff types

- Administrators (350)
- School day teachers (357)
- Other school personnel (counselors, etc) (191)
- Youth development workers (216)
- College students (150)
- High school students (70)
- Others (parent volunteers, businesses, etc) (124)

## Positions

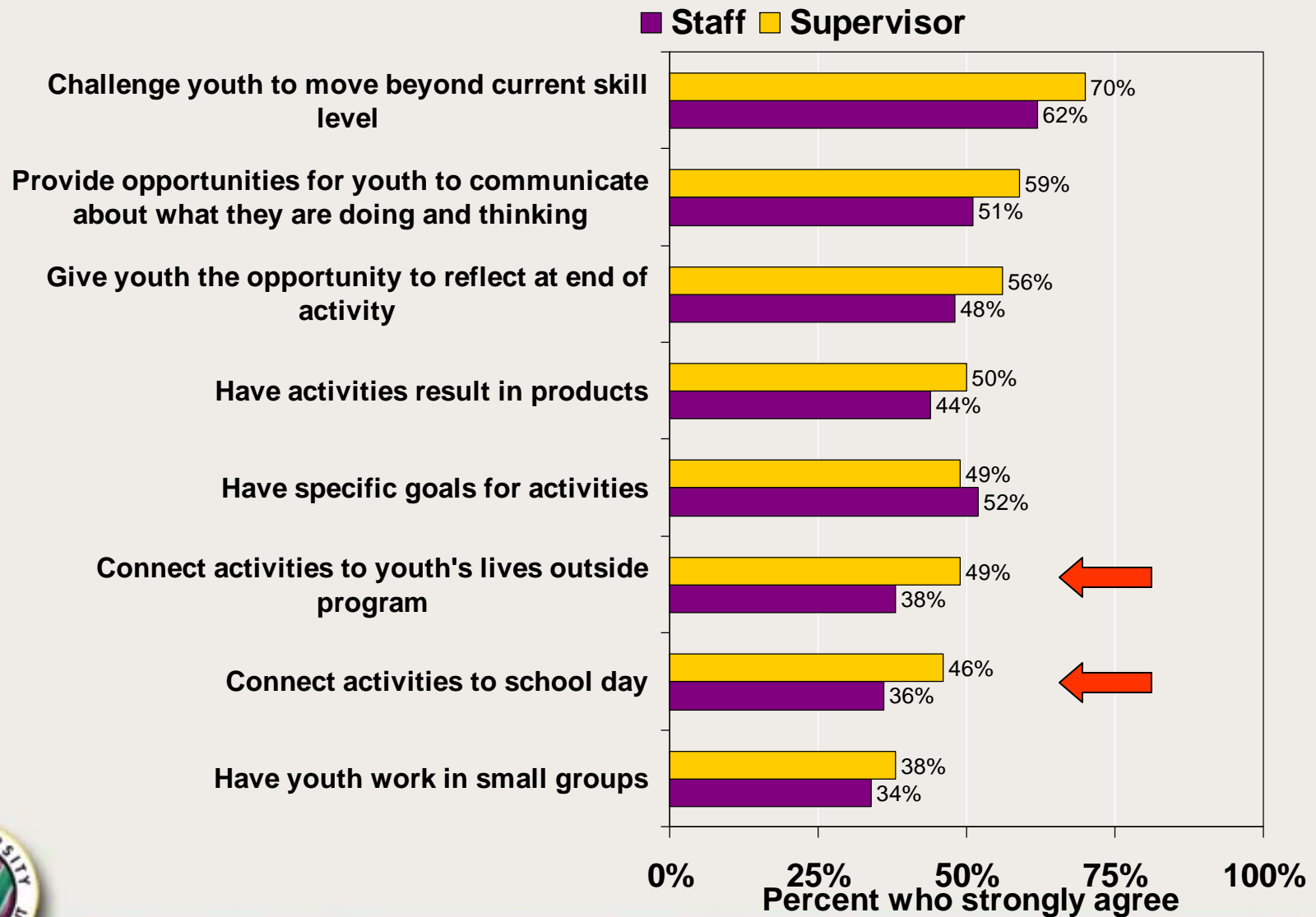
- Regular staff (1,250)
- Partners (other orgs who provide activities) (134)
- Independent contractors (66)
- Volunteers (27)



# Engagement...

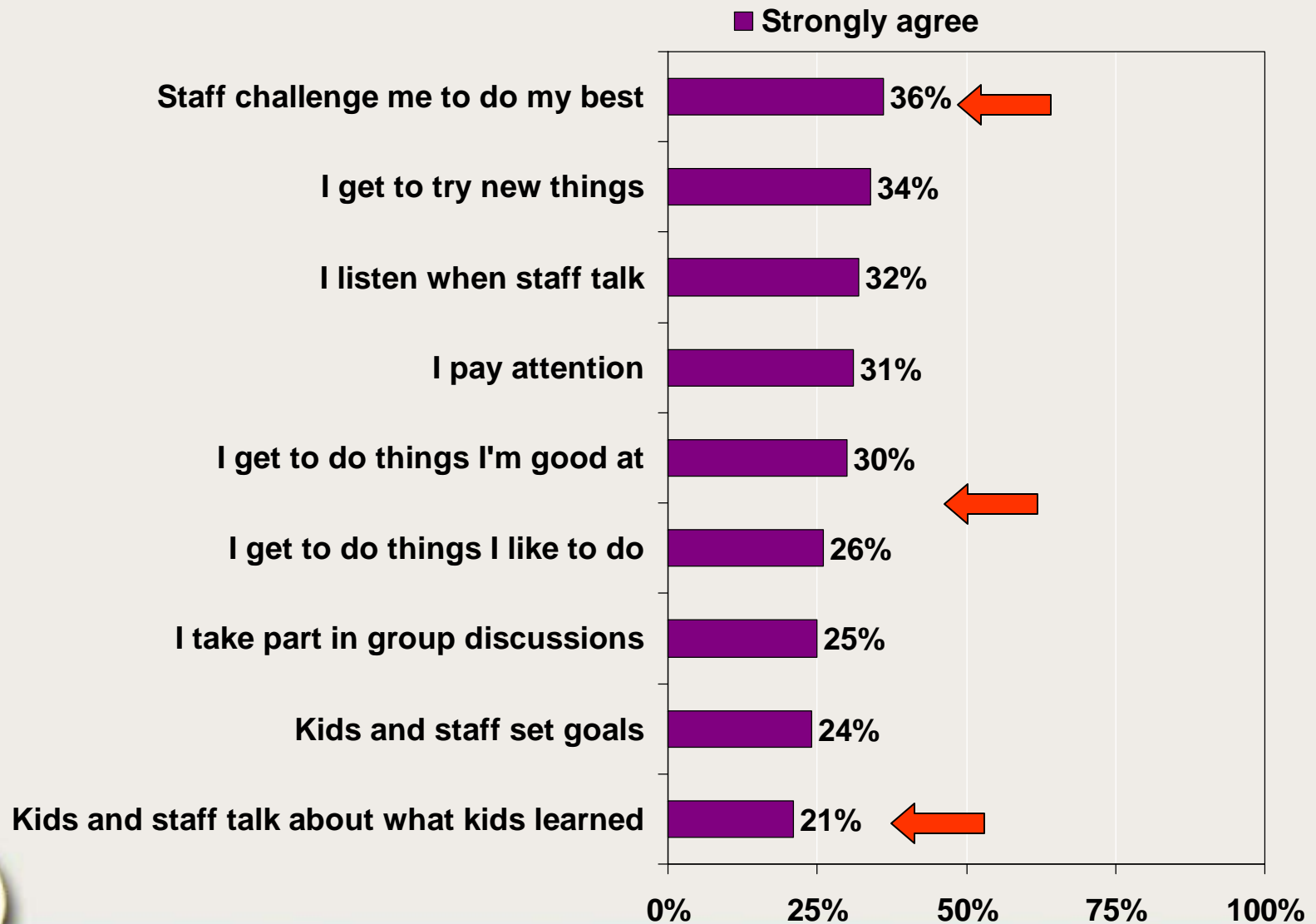


# Staff and Supervisor—Importance of Engagement





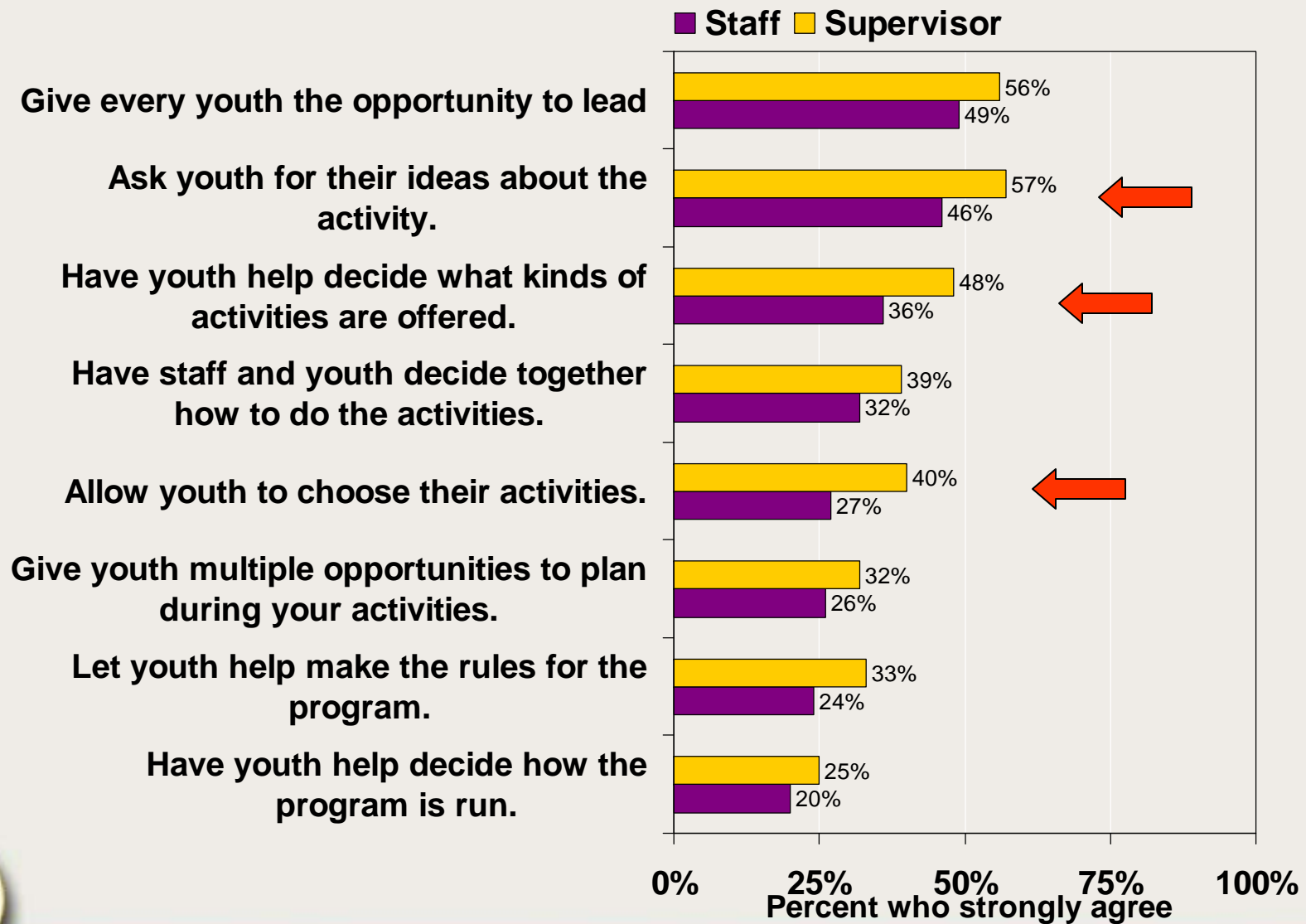
# Youth Perceptions of Engagement



# Opportunities for Governance and Decision-Making...



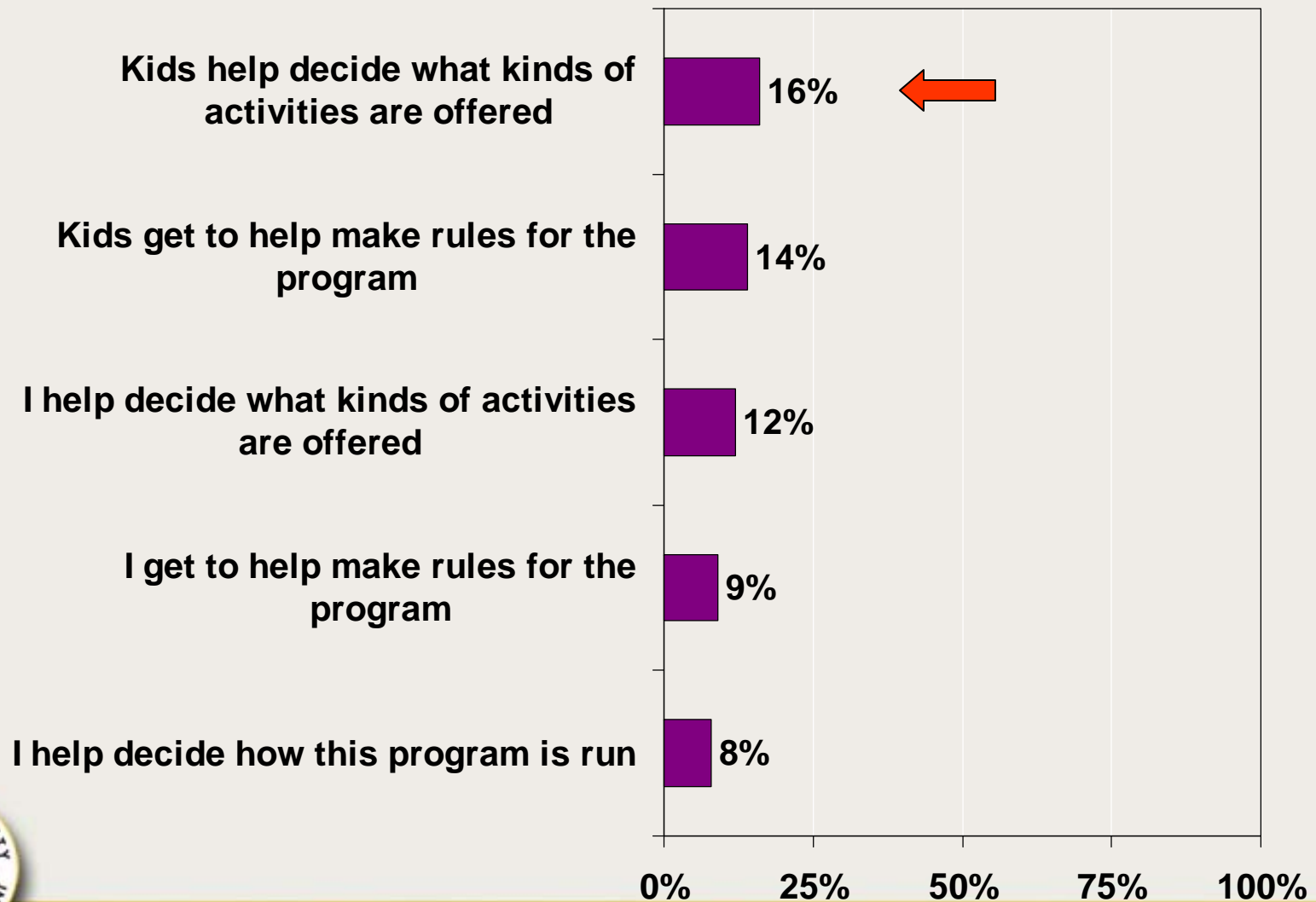
# Staff and Supervisor—Importance of Governance



# Youth Perceptions of Governance--Activity



# Youth Perceptions of Governance--Program



# Summary

- In almost all cases, staff consider issues related to engagement and opportunities for governance less important than do their supervisors
- The majority of students agree that they engage and have some basic opportunities for decision-making. However...
- A third of students or fewer report high-level experiences of engagement
- A quarter of students or fewer report high-level basic opportunities for decision-making within the program
- Few students report high-level experiences for governance within the program



**What staff/supervisor practices contribute to engagement and opportunities for government/decision making?**



## Staff/Supervisor Areas

- **Beliefs about positive youth development:** support, control, opportunities for engagement, and opportunities for decision-making—your own, what you *believe* your supervisor thinks, and what the supervisor actually thinks
- **Job support:** supervisor support, support and collaboration with other staff, effective staff meetings, training opportunities, consensus around what's important, feelings of control in the program, and job satisfaction
- **Program improvement involvement:** Knowledge of standards, exposure to data, involvement in thinking about program improvement, and knowledge of program objectives





## Engagement and Positive Beliefs: Youth were more engaged when...

- Staff thought the **supervisor** placed **greater importance on supporting youth and creating a sense of belonging** (getting to know them, making them feel like they belong in the group, and making sure they were respectful to one another)
- Staff thought the **supervisor** placed **less importance on control and mediation** (keeping youth under control, solving problems for them, making decisions for them)
- And **supervisors** themselves reported more emphasis on **youth engagement within activities** (small groups, reflection, connecting to outside lives)
- What staff themselves believed was important was not related to whether youth were engaged.



## Engagement and Job Support: Youth were more engaged when...

- Staff felt that **staff meetings were more effective**
- Supervisors reported that there was **more intentionality around activities** (staff planned in advance, had written plans, had specific goals for activities, and used existing structured curricula)
- Job satisfaction, supervisor support, staff support, consensus among staff did not make a difference; all was tied to **organized, intentionally planned activities.**



## Engagement and Program Improvement: Youth were more engaged when...

- Supervisors reported that they collected and used data to improve the program.



## Governance and Positive Beliefs: Youth reported more opportunities for governance when...

- **Supervisors** placed more importance on providing opportunities for governance
- What staff themselves believed was important was not related to whether youth thought they had these opportunities, nor was what they believed their supervisor thought.



## **Governance and Job Support:** Youth reported more opportunities for governance and decision-making when...

- Staff felt that **staff meetings were more effective**
- Staff reported **less job satisfaction**



## **Governance and Program Improvement: Youth reported more opportunities for governance when...**

- Nothing...not related.



## Summary

- What made the difference in how *students* perceived high-quality opportunities was **supervisors**, not what staff believed or said they did
  - Supervisors who believe that engagement and governance are important and ensure strategies are put into practice
  - Supervisors who encourage **intentionality** in activities—written plans, clear goals
  - **Staff meetings that are effective**—well organized, open to input from staff, open to disagreement from staff, and able to achieve consensus and buy-in from staff



- In short, supervisors with a clear vision about good youth practices, organized ways to communicate that vision, and effective strategies for putting that vision in place will be more likely to have staff who can reach students with these opportunities.





## Contact Information

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