21st Century Community Learning Centers Summer Expansion Grant

Final Evaluation Report

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Overview

The 21st Century Community Learning Centers (21st CCLC) Before- and After-School Summer Expansion Grant program was funded to expand services to eligible 21st CCLC grantee families, children, and youth during the summer months. The summer expansion grants were supported through the Michigan Legislature with $3 million in the Department of Human Services (DHS) budget (P.A. 190 of 2010, Section 657) for fiscal year 2011. The Children's Trust Fund (CTF) was designated as the agency within DHS for administering funds for before- and after-school programs. An interagency agreement between the Michigan Department of Education (MDE) and DHS was established permitting MDE to oversee the administration and implementation of these funds. Twenty-nine grants were awarded to 21 organizations.

The grant program had several purposes:

- To provide opportunities for academic enrichment, including tutorial services, to help K-9th grade students, particularly students who attend high-priority schools, to help students meet state and local performance standards in core academic subjects such as reading and mathematics

- To offer students a broad array of additional services, programs and activities such as youth development activities, drug and violence prevention, counseling, personal safety, internet safety, art, music, nutrition, recreation programs, technology, vocational education, and character education programs that are designed to reinforce and complement academic programs offered during the regular school year at schools of children and youth participating in 21st CCLC programs

- To offer families served by the community learning centers opportunities for literacy, household budgeting programs, GED completion assistance, career guidance, and related educational development

Sixteen goal areas were defined by DHS, and grantees were required to target at least four goal areas. Using attendance tracking data, student surveys (pre-post and retrospective pre-post), and an administrator survey, 14 of the 16 goal areas were assessed. These fell into four categories: program implementation, participation, academic performance, and youth development and social-emotional functioning.

Program Implementation

Two goals were included in the program implementation area: "Provide first-aid and health education" and "Provide community collaboration and links to other community supports."

- **First-aid and health education (9 grantees).** The summer expansion grants permitted programs to significantly expand services around first-aid and health education. Compared to summer 2010 for these grantees, the number of students

attending health education increased 109%; average attendance at these activities increased 72%; service hours for health education were expanded by 275%; and the number of days that health education was offered were expanded by 141%.

- **Community collaboration (12 grantees).** Grantees collaborated effectively with community partners/vendors to expand services for participants. Administrators reported that these partnerships permitted programs to offer more activities and services than in previous summers.

Participation

Two goals were included in the participation area: "Improve summer attendance and reduce dropout rates from summer program" and "Provide parental involvement and improved family functioning."

- **Summer attendance (10 grantees).** Compared to summer 2010, summer 2011 attendance significantly increased for these grantees. The number of students attending the program increased 54%; average daily attendance increased 50%; the number of hours of activities increased 38%; and the number of program days increased 16%.

- **Parental involvement (17 grantees).** Grantees who targeted parental involvement significantly increased the number of participants at family events, with 2011 attendance 366% higher than 2010 attendance. The number of hours that family activities were offered decreased by 28%, but the number of days in which family activities were offered increased by 86%.

Academic Performance

Most grantees (19) targeted increases in academic achievement. Grantees assessed changes in academic achievement using a variety of reading and math assessments to conduct pre-post-tests.

- **Reading.** Students improved significantly in reading. Almost one-third (31%) percent of students improved substantially, and 76% improved or stayed stable.

- **Math.** Students improved significantly in math. Forty percent of students improved substantially, and 77% improved or stayed stable. Older students were particularly likely to improve, with 52% of students showing substantial increases.

Youth Development and Social-emotional Functioning

Grantees addressed a wide variety of areas related to youth development beyond academic performance. Most were evaluated through retrospective pre-post surveys[1] administered to youth. Students reported improvements in nearly all areas.

- **Development of new skills and interests (11 grantees)** Students improved significantly in perceived knowledge and skills in areas such as sports, swimming, sailing, gardening, social skills, computers, babysitting, and problem-solving. Over half (55%) improved substantially.

- **Nutritional awareness (6 grantees).** Students improved significantly in nutritional awareness, particularly older students. Thirty-eight percent of students improved substantially.

- **Leadership skills (6 grantees).** Students improved significantly in perceived leadership skills. Twenty percent of students improved substantially.

- **Job skills (1 grantee).** Students increased their perceptions that they had skills that promote job success, particularly girls and younger students. One-third of students improved substantially.

- **Preparedness for self-sufficiency (1 grantee).** Students' perceptions that they had skills that promote self-sufficiency significantly increased, especially among girls and younger students. About one-quarter of students improved substantially.

- **Drug and alcohol prevention awareness (3 grantees).** Students' awareness of drug and alcohol effects and their perceptions of the likelihood of using improved significantly, especially among boys and older students. One-quarter to one-third of students improved substantially.

- **Abstinence-based pregnancy prevention (1 grantee).** Students' knowledge and attitudes related to pregnancy prevention improved significantly. Almost half (45%) improved substantially.

- **Aggression and bullying (2 grantees).** Students reported significantly increased ability to cope with bullying, with 27% showing substantial improvement (although a 25% showed a decline). Students did not show significant decreases in their perceptions of committing acts of physical or relational aggression. Thirty-one percent evidenced substantial improvements, but 25% were more likely to report being okay with aggression after the program.

- **Juvenile violence and gang activity (3 grantees).** Students reported significantly less likelihood to engage in violence and gang activity. Fifteen to 30% showed substantial improvements.

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[1]In the retrospective pre-post survey, at the end of the program, students rated their knowledge, skill, or attitude *before* the program and *now,* providing a measure of perceived change. Nutrition awareness was measured through a true pre-post survey, where the survey was given at the beginning and end of the program.

Table 1 presents a summary of the percent of students who improved and who improved/stayed stable.

Table 1. Summary of Student Outcomes

Goal	Improved	Improved or stayed stable
Academic achievement		
Reading	31%	76%
Math	40%	77%
New skills and interests	55%	89%
Increase nutritional awareness	38%	81%
Increase leadership skills	20%	86%
Job skills	33%	83%
Preparedness for self sufficiency	24%	81%
Drug and alcohol prevention	24-31%	88-92%
Pregnancy prevention	45%	85%
Coping with bullying	27%	75%
Aggression and bullying	31%	75%
Juvenile violence and gang-related activities	15-30%	94%

Note: Improved is defined as increased by at least ½ standard deviation. Drug and alcohol prevention and juvenile violence and gang-related activities were each measured in two ways by different grantees.

Conclusions

The results suggest that the summer expansion grant program was an effective way to expand services to students who need them, help students retain academic gains from the previous school year, and assist students in developing areas important for success in school and life.

- **The 21st CCLC summer expansion grant program was effective in increasing participation in summer programs.** Programs receiving grants showed increases in enrollment and average daily attendance of 50% or more; they also increased the number of hours and days of programming available to participants. Parental involvement through attendance at family activities also increased substantially.

- **The grant program was effective in reducing student losses in academic skills over the summer.** Research and practice have shown that students, particularly those from low-income families whose parents lack resources to pay for summer activities, tend to lose academic skills over the summer, requiring more review at the beginning of the school year and difficulty ever achieving the levels of their more affluent peers. Three-quarters of summer participants at least maintained reading and math skills over the summer, and 30% to 40% of them showed improvements.

- **Grantees were effective in promoting positive youth development.** Students attending programs showed improvement in a number of different youth development and life skills. The majority of grantees targeted development of new

skills and interests, and 55% of the students reported that they had improved in developing new skills and interests over the summer. In addition, 76% of students found the program consistently engaging and challenging. One or more grantees targeted a number of different youth development areas, including prevention of risk behaviors, increased life skills, and youth leadership development. Fifteen to 45% of students participating in these activities reported that they had improved in the areas targeted.

Introduction

The 21st Century Community Learning Centers (21st CCLC) program funds schools and community organizations to offer out-of-school-time (OST) activities for K-12 students in high-poverty areas. The focus of the program is expanding enrichment opportunities, particularly academic enrichment, for students attending low-performing schools.

Purpose of the Summer Expansion Grant Program

The 21st Century Community Learning Centers (21st CCLC) Before- and After-School Summer Expansion Grant program was funded to expand services to eligible 21st CCLC grantee families, children, and youth during the summer months. The grant program had several purposes:

- To provide opportunities for academic enrichment, including tutorial services to help students, particularly students that attend high-priority schools, to help students meet state and local performance standards in core academic subjects such as reading and mathematics

- To offer students a broad array of additional services, programs and activities such as youth development activities, drug and violence prevention, counseling, personal safety, internet safety, art, music, nutrition, recreation programs, technology, vocational education, and character education programs that are designed to reinforce and complement academic programs offered during the regular school year at schools of children and youth participating in 21st CCLC programs

- To offer families served by the community learning centers opportunities for literacy, household budgeting programs, GED completion assistance, career guidance, and related educational development

Funding

The summer expansion grants were supported through the Michigan Legislature with $3 million in the Department of Human Services (DHS) budget (P.A. 190 of 2010, Section 657) for fiscal year 2011. The Children's Trust Fund (CTF) was designated as the agency within DHS for administering funds for before- and after-school programs. An interagency agreement between the Michigan Department of Education (MDE) and DHS was established permitting MDE to oversee the administration and implementation of these funds. A maximum of $45,000 per site was awarded to successful applicants. Twenty-nine grants were awarded to the following organizations:

- Arab Community Center for Economic and Social Services (ACCESS)

- Battle Creek Public Schools

- BHK Child Development Board (2)

- Charlevoix-Emmet Intermediate School District

- Clare-Gladwin Regional Educational Services District (3)

- Community Unlimited

- Council for World Class Communities

- Eastern Michigan University

- First Chance, Inc.

- Genesee Intermediate School District (2)

- Highfields, Inc.

- International Academy of Flint

- Mancelona Public Schools

- Muskegon City School District

- Northport Public Schools

- Port Huron Area School District

- School District of the City of Detroit (3)

- Shelby Public Schools

- Starfish Family Services

- Wayne Metropolitan Community Action Agency

- Wyoming Public Schools (3)

Grant Requirements

This was a competitive grant opportunity open only to existing 21st CCLC sites. Priority consideration was given to applicants who addressed the State Board of Education goals and priorities. Specifically, the State Board of Education has adopted as its goal, "Significant and meaningful improvement in the academic performance of all students/children with major emphasis on the persistently lowest achieving schools and students." In addition, applicants were required to meet the criteria described below:

- Serve students in grade levels Kindergarten through 9

- Be geographically located near a school that is not meeting federal Elementary and Secondary Education Act (ESEA) adequate yearly progress (AYP) requirements

- Serve a target population included in school improvement plans of affected school districts as a means to improve outcomes

- Serve children living in households with incomes below 200% of federal poverty guidelines (U.S. Department of Health and Human Services)

In addition, between June 6 and September 2, 2011, programs were required to:

- Operate for a minimum of 6 weeks

- Provide at least 72 hours of programming

Funds could be used either to serve additional children and families (beyond the number served the previous year) or to expand services to children and families currently served.

Description of State Evaluation

The Community Evaluation and Research Collaborative in Michigan State University's (MSU) Office of University Outreach and Engagement was contracted to conduct the evaluation for the summer expansion grant program. MSU has been the state evaluator for Michigan's 21st CCLC program since 2003. Grantees also had local evaluators whose responsibilities were to assist with collection of data required by the state evaluation and with initial implementation and to collect any additional data requested by the local program administrators.

Logic Model for Evaluation of 21st CCLC Programs

The state evaluation for Michigan 21st CCLC has developed a logic model for how the programs work to address the intended outcomes. Figure 1 shows the program logic model with slight modifications for the summer program; this model helped to guide the evaluation.

Figure 1. Michigan 21st CCLC Logic Model
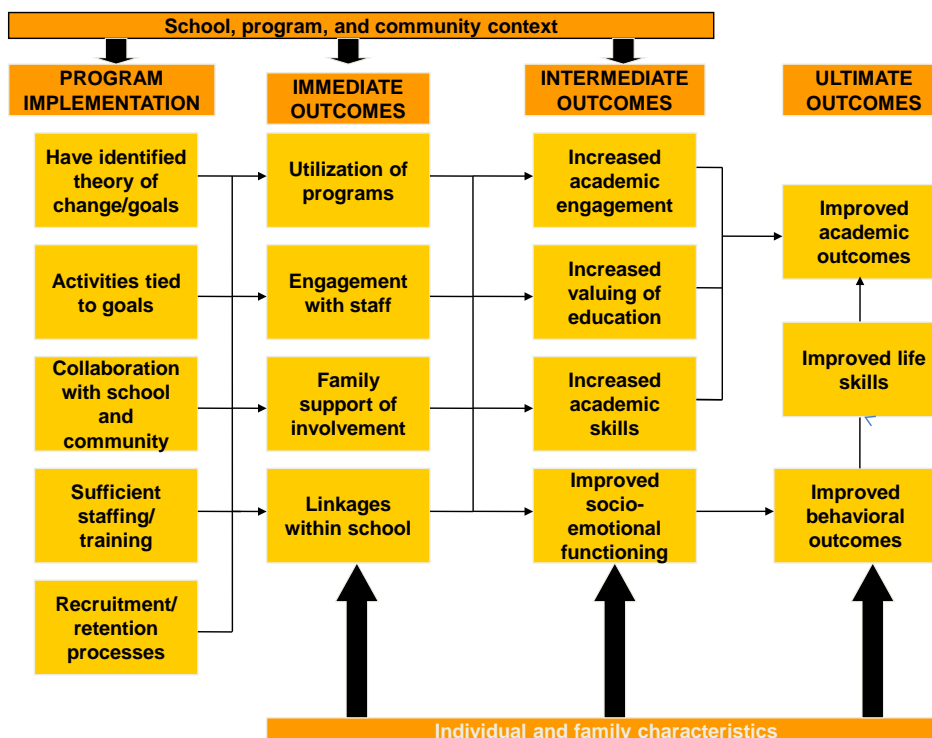
The left column in the model, **program implementation**, identifies some of the characteristics of high-quality programs that are likely to lead to better outcomes. High-quality programming is thought to lead to the **immediate outcomes** of higher student

participation and engagement, family support of involvement, and better links between programs and the school. These factors are expected to result in the **intermediate outcomes** of positive changes in students' attitudes, skills, and socio-emotional adjustment, which over the long term should result in better in the **ultimate outcomes** – improved behavioral and academic outcomes, leading to success in school and life. Ultimate outcomes are long-term measures of success which cannot be assessed as part of the program evaluation. The evaluation of a short-term program such as the summer expansion grant program necessarily focuses on implementation and immediate and—to some extent—intermediate outcomes.

Required Outcomes

DHS identified 16 goal areas to be targeted by grantees through the summer expansion activities; grantees were required to choose at least four goal areas to target in their proposals. Table 2 shows how these 16 goals fit into the Michigan 21st CCLC program logic model.

Table 2. Summer Expansion Grant Program Goals

Logic model area	Goal
Implementation (activities)	Provide first aid and health education
	Provide community collaboration and links to other community supports
Immediate outcomes	Provide parental involvement and improved family functioning
	Improved summer attendance and reduced dropout rates from summer program
Intermediate outcomes	Increase in academic achievement
	Increase in development of new skills and interests
	Increase in nutritional awareness
	Increase in leadership skills
	Provide job skills
	Increase preparedness for self sufficiency
	Increase in drug and alcohol prevention awareness
	Increase in abstinence-based pregnancy prevention
	Reduction in aggressive behavior and bullying
	Increase in safety awareness
Ultimate outcomes	Reduction in juvenile violence and gang related activities
	Increase in positive behavioral changes in school and community

As shown, the outcomes of the grants cover several implementation factors—provision of specific programming and making community connections—as well as outcomes at all levels. Most of the outcomes are intermediate and involve increasing participants' awareness, skills, and behavioral functioning. Two of the outcomes, increase in positive behavioral changes in school and the community and increase in safety awareness, were not

included in the state evaluation because of lack of application within the context of summer programming (school/community behavior change) or inconsistency in definitions across grantees (safety awareness).

Procedures

Because grantees could choose four or more of the 16 goals for their program, each grantee's evaluation was somewhat different. At the orientation meeting for grantees held prior to program implementation, the state evaluator and local grantees together determined common measures and indicators for reporting outcomes across grantees. Grantees could choose additional measures to include in their local evaluations, but these were not reported to the state evaluator.

Grantees who targeted academic improvements were required to conduct pre- and post-tests of academic skills. Additional data sources included the EZreports web-based program-reporting database used by all Michigan 21st CCLC grantees to report on program activities, characteristics, student enrollment and attendance; an online administrator survey; and a student survey. Table 3 shows the grantees who chose each outcome and the data sources for each.

Table 3. Goals by Evaluation Method and Grantee

Method/goal	*Grantees*
EZREPORTS	
• Improved summer attendance and reduced dropout rates from summer program	ACCESS, Battle Creek, BHK, Char-Em, Clare-Gladwin, EMU, Genesee ISD, Northport, Shelby, Wyoming
• Provide first aid and health education	BHK, Clare-Gladwin, CWCC, EMU, First Chance, Genesee ISD, Highfields, Mancelona, Wyoming
• Provide parental involvement and improved family functioning	ACCESS, BHK, Char-Em, Clare-Gladwin, Community Unlimited, CWCC, Detroit, First Chance, Genesee ISD, Mancelona, Muskegon, Northport, Port Huron, Shelby, Starfish, Wayne Metro CAA, Wyoming
ONLINE ADMINISTRATOR SURVEY	
• Provide community collaboration and links to other community supports	Battle Creek, BHK, Char-Em, CWCC, First Chance, EMU, International Academy of Flint, Muskegon, Northport, Port Huron, Shelby, Starfish
PRE-POST ACADEMIC TESTING	
• Increase in academic achievement	ACCESS, Battle Creek, BHK, Char-Em, Clare-Gladwin, Community Unlimited, CWCC, Detroit, First Chance, Genesee ISD, International Academy of Flint, Mancelona, Muskegon, Northport, Port Huron, Shelby, Starfish, Wayne Metro CAA, Wyoming
STUDENT SURVEY	
• Increase preparedness for self sufficiency	Highfields
• Reduction in juvenile violence and gang related activities	Muskegon, CWCC, First Chance
• Provide job skills	Community Unlimited
• Increase drug and alcohol prevention awareness	Wayne Metro CAA
• Reduction in aggressive behavior and bullying	Genesee ISD, Detroit
• Increase development of new skills and interests	ACCESS, Battle Creek, BHK, Char-Em, EMU, Detroit, Highfields, Mancelona, Muskegon, Northport, Wayne Metro CAA
• Increase abstinence-based pregnancy prevention	International Academy of Flint
• Increase nutritional awareness	CWCC, Detroit, First Chance, Genesee ISD, International Academy of Flint, Starfish
• Increase leadership skills	ACCESS, BHK, Community Unlimited, Detroit, EMU, Highfields
NOT REPORTED TO STATE	
• Increase positive behavioral changes in school and the community	Highfields, Northport
• Increase safety awareness	BHK, Clare-Gladwin, Genesee ISD, Wyoming

Results

This section presents findings across programs by goal area. Organizations that received multiple grants are treated as a single grantee.

Program Implementation

Provide First-Aid and Health Education

Nine grantees selected the goal "Provide first-aid and health education." Data from the state data tracking system was used to identify participation (attending at least once), average attendance, and hours and days that these activities were offered.

Compared to 2010, summer expansion grantees significantly increased student participation and the number of service hours and days for first-aid and health education. As shown in Tables 4 and 5, on average for these grantees:

- The number of students attending first-aid and health education activities increased 109%

- Average attendance at first-aid and health education activities increased 72%

- The number of first-aid and health education activity hours increased 275%

- The number of days where first-aid and health education activities were offered increased 141%

Table 4. Health: Enrollment and Attendance from 2010 to 2011

SITE AVERAGE (SD)						TOTAL (SUMMED ACROSS ALL GRANTEES)					
N attending at all			Average attendance			N enrolled			Average attendance		
2010	2011	Inc	2010	2011	Inc	2010	2011	Inc	2010	2011	Inc
33 (37)	69 (43)	36 (47)	25 (30)	43 (30)	18 (28)	1,650	3,432	1,782	1,246	2,168	921

Note. Inc = Increase from 2010 to 2011.

Table 5. Health: Service Days and Hours from 2010 to 2011

SITE AVERAGE (SD)						TOTAL (SUMMED ACROSS ALL GRANTEES)					
Service hours			Days			Service hours			Days		
2010	2011	Inc	2010	2011	Inc	2010	2011	Inc	2010	2011	Inc
12 (14)	45 (35)	33 (42)	12 (11)	29 (12)	17 (20)	619	2,265	1,646	593	1,450	857

Note. Inc = Increase from 2010 to 2011.

Provide Community Collaboration and Links to Other Community Supports

Twelve grantees selected the goal, "Provide community collaboration and links to other community supports" as a summer program outcome. An online survey was administered to program directors for those grantees after summer programming was complete to permit them to report on their collaboration with community partners and vendors.

Ability to secure partners. Ten of the 12 programs (83%) reported that they were able to identify appropriate community partners or vendors for all proposed activities. The other two programs (17%) reported that although they were not able to find partners for all programs, they were able to identify enough partners to run the program.

Preparation of community partners/vendors. Program administrators were asked how they prepared their community partners and vendors to work with the 21st CCLC program. They could select multiple answers. Table 6 shows their responses.

The majority of programs said they provided pre-program orientation (58%). Some (42%) reported asking community partners to train 21st CCLC staff about the activities they provided. The same number reported signing formal contracts or Memos of Understanding with partners/vendors.

Half reported they did "something else," including:

- Building structures and processes to support communication between the program and partners

- Involving community partners in providing input on program design

- Establishing connections between the partners and parents and children in the program

- Working with partners to establish mutually agreed-upon relationships

- Giving feedback to vendors on activities they provided from student survey results

Table 6. Preparation of Community Partners/Vendors

Responses	N (%)
• We provided a pre-program orientation to community partners/vendors that introduced them to our staff and students and to the students' needs	7 (58%)
• We developed and signed a formal contract or Memo of Understanding for the summer program	5 (42%)
• We asked the community partner to provide training to 21st CCLC staff so that our staff could understand their session/activity/service	5 (42%)
• Something else	6 (50%)

Relationships with partners/vendors. Program administrators also described characteristics of their working relationships with community partners. Table 7 presents their responses. Nearly all (92%) kept 21st CCLC staff on site to deal with any problems, and the majority (58%) provided supervision to ensure that vendors met program standards. The same number (58%) allowed vendors to determine their own work schedule within certain parameters. One-third of programs asked partners/vendors to provide their own evaluation of the activity they provided.

Table 7. Characteristics of Relationships with Community Partners/Vendors

Responses	N (%)
• We always had 21st CCLC staff on-site in case of any difficulty	11 (92%)
• We allowed them to determine their own work schedule (within reason)	7 (58%)
• We provided supervision to make sure the community partners/vendors met our standards	7 (58%)
• We asked the community partners/vendors to provide their own evaluation to participate in a formal evaluation of the activity/service they provide	4 (33%)

Ways of involving community partners/vendors. Programs were asked about ways that they integrated community partners/vendors into their programs; Table 8 shows their responses. The primary way that programs involved partners/vendors in the program operations was to invite them to make suggestions for improving the program they offered. Most (75%) also asked them for suggestions for additional programming that might help students. Only 17% included them on a 21st CCLC advisory committee. Three programs reported doing something else: one scheduled a daily period of reflection involving partners and 21st CCLC staff to discuss successes, challenges and possible solutions; one stated that they plan to continue linkages through the year; and one stated that they were unable to develop ongoing contracts with partners because of budget cuts.

Table 8. Ways of Involving Community Partners/Vendors

Responses	N (%)
• We invited each of them to offer suggestions for improving the program they offered	11 (92%)
• We invited each of them to offer suggestions for additional programs that might be helpful to our students	9 (75%)
• We invited each of them to be a member of the 21st CCLC Advisory committee (if they were not already a member)	2 (17%)
• Other	3 (25%)

Satisfaction with partners/vendors. Programs were asked whether they would be willing to work together with their community partners/vendors again, which was viewed as a measure of satisfaction with their partnerships. Table 9 shows their responses. All of the programs said they would be willing to work together again with their community partners/vendors, and none identified concerns that needed to be corrected.

Table 9. Willingness to Work with Community Partner/Vendor Again

Responses	N (%)
• Yes, our organizations already have a history of working together	7 (58%)
• Yes, we worked well together for the first time this summer and would do it again	5 (45%)
• Yes, if the issues we had this summer were corrected	0 (0%)
• No, we would not	0 (0%)

Benefits of working with community partners/vendors. In open-ended questions, program administrators were invited to describe ways in which they thought their work with partners helped to expand their existing 21st CCLC programs. The most frequent responses were in terms of providing more or better services:

- Partnerships enabled the program to offer more programs and services than in previous summers (5)

- Partnerships supported their ability to implement programs (2)

- Partnerships contributed to a higher-quality program (1)

A second set of responses centered on increasing participation and involvement:

- Partnerships resulted in higher participation and attendance of youth in the summer program (2)

- Partnerships fostered higher levels of interactions among partners/vendors and the target population for the summer program (1)

Overall experiences with partners/vendors. In a final open-ended question, program administrators were invited to make any additional comments about their experiences with partners/vendors in the summer program. Ten of the programs made comments, all of which were positive. The largest proportion of these responses (70%) were general positive comments about their experiences with partners/vendors. Other responses included:

- Various benefits of working with partners/vendors, including extra funding, improved quality, and continuing partnerships (5)

- The importance of forming new partnerships and engaging more community members and students (2)

- Learning how to create successful communication among programs and partners/vendors (2)

Participation

Improve Summer Attendance and Reduce Dropout Rates from Summer Program

Ten grantees focused on the goal "Improve summer attendance and reduce dropout rates from summer program." Data presented here are for those 10 grantees only. Compared to 2010, these grantees significantly increased student participation and the number of service hours and days. As shown in Tables 10 and 11, on average for these grantees:

- Participation in the summer program increased 54%

- Average daily attendance increased 50%

- The number of activity hours increased 38%

- The number of operating days increased 16%

Table 10. All Activities: Enrollment and Attendance from 2010 to 2011

SITE AVERAGE (SD)						TOTAL FOR SUMMER EXPANSION GRANTEES					
N attending at all			Average daily attendance			N enrolled			Average daily attendance		
2010	2011	Inc	2010	2011	Inc	2010	2011	Inc	2010	2011	Inc
48 (33)	74 (60)	26 (57)	32 (25)	48 (42)	16 (42)	2,731	4,236	1,505	1,815	2,728	913

Note. Inc = Increase from 2010 to 2011. Data are presented only for grantees who targeted attendance as a goal.

Table 11. All Activities: Service Days and Hours from 2010 to 2011

SITE AVERAGE (SD)						TOTAL FOR SUMMER EXPANSION GRANTEES					
Service hours			Days			Service hours			Days		
2010	2011	Inc	2010	2011	Inc	2010	2011	Inc	2010	2011	Inc
223 (162)	308 (174)	85 (129)	25 (13)	29 (11)	4 (8)	12,684	17,536	4,852	1,453	1,642	189

Note. Inc = Increase from 2010 to 2011. Data are presented only for grantees who targeted attendance as a goal.

Provide Parental Involvement and Improved Family Functioning

Seventeen grantees targeted "Provide parental involvement and improved family functioning" as a goal for the summer expansion grant. Compared to 2010, summer expansion grantees significantly increased participation and average daily attendance at family activities. Days and hours of family activities did not significantly increase; and while grantees provided more days in which family activities were offered, the number of hours of family activities decreased. This may be due to less reliance on extended activities, such as field trips, for family involvement in favor of more frequent family events. As shown in Tables 12 and 13, on average for these grantees:

- The number of students and parents attending parent education and family activities increased increased 366%

- Average attendance in family activities increased 350%

- The number of family activity hours decreased 28%

- The number of days where family activities were offered increased 86%

Table 12. Parental Involvement Activities: Enrollment and Attendance from 2010 to 2011

SITE AVERAGE (SD)						TOTAL FOR SUMMER EXPANSION GRANTEES					
N attending at all			Average daily attendance			N enrolled			Average attendance		
2010	2011	Inc	2010	2011	Inc	2010	2011	Inc	2010	2011	Inc
3 (11)	14 (25)	11 (26)	2 (8)	9 (17)	7 (17)	275	1,133	858	190	773	583

Note. Inc = Increase from 2010 to 2011.

Table 13. Parental Involvement Activities: Service Days and Hours from 2010 to 2011

SITE AVERAGE (SD)						TOTAL FOR SUMMER EXPANSION GRANTEES					
Service hours			Days			Service hours			Days		
2010	2011	Inc	2010	2011	Inc	2010	2011	Inc	2010	2011	Inc
4.6 (32.2)	3.3 (11.5)	-1.3 (33.9)	.7 (3.2)	1.3 (3.9)	.6 (5.0)	377	273	-105	56	104	48

Note. Inc = Increase from 2010 to 2011.

Academic Performance

Nineteen grantees chose increase in academic achievement as a goal. Increase in academic achievement was the only academic outcome defined for the summer programs**.** Programs measured progress through pre- and post-testing of reading and math achievement. Because different measures were reported by different grantees, results are presented on the common measure of difference in scores from pre- to post-test after converting all measures to a one-point scale. Because during the summer, students tend to lose academic skills learned during the school year, both improvements and no change can be considered as positive outcomes. "Meaningful" improvement is defined here as positive change of at least ½ of a standard deviation (SD); thus, only scores that improved by ½ SD or more are reported as "improved."

Reading

Data were available for 2,042 students, 50% female, 81% in grades K-6. Table 14 shows average pre- and post-test scores and change, and Table 15 displays the percent of students who improved, stayed the same, or declined.

- Overall, students improved significantly in reading. Almost one-third (31%) percent of students improved substantially, and 76% improved or stayed stable.

- All gender and grade groups reported reported significant improvements. Rates of change did not differ by gender or grade level.

Table 14. Reading: Average Scores and Change

		MEAN (SD)		
Group	N (%)	Pre	Post	Change
All students	2042	.48 (.26)	.54 (.27)	.07 (.16)***
Gender				
Males	1016 (50%)	.46 (.26)	.53 (.27)	.07 (.16)***
Females	1020 (50%)	.49 (.26)	.56 (.27)	.06 (.16)***
Grade				
K-6	1627 (81%)	.47 (.26)	.54 (.27)	.07 (.16)***
7-9	372 (19%)	.51 (.27)	.57 (.28)	.06 (.16)***

Note. Gender data were missing for 6 students; grade level data were missing for 68 students.
***$p < .001$.

Table 15. Reading: Percent of Students Who Improved, Stayed Same, and Declined

	MEAN (SD)		
Group	*Improved by at least ½ SD*	*Stayed same*	*Declined*
All students	31%	45%	24%
Gender			
Males	31%	44%	25%
Females	31%	46%	23%
Grade			
K-6	31%	46%	23%
7-9	31%	40%	29%

Note. Improvement is defined as increased by at least ½ standard deviation.

Math

Data were available for 1,759 students, 50% female, 78% in grades K-6. Table 16 shows average pre- and post-test scores and change, and Table 17 displays the percent of students who improved, stayed the same, or declined.

- Overall, students improved significantly in math. Forty percent of students improved substantially, and 77% improved or stayed stable.

- All gender and grade groups reported significant improvements. Older students showed particular improvement, with 52% of 7th-9th graders showing increases in math scores of at least ½ standard deviation.

Table 16. Math: Average Scores and Change

		MEAN (SD)		
Group	*N (%)*	*Pre*	*Post*	*Change*
All students	1759	.50 (.28)	.58 (.29)	.08 (.18)***
Gender				
Males	877 (50%)	.50 (.28)	.58 (.29)	.08 (.18)***
Females	878 (50%)	.51 (.27)	.58 (.28)	.07 (.17)***
Grade				
K-6	1348 (78%)	.53 (.27)	.59 (.28)	.06 (.16)***
7-9	386 (22%)	.43).28)	.57 (.30)	.14 (.22)***

Note. Gender data were missing for 4 students; grade level data were missing for 25 students.
***$p < .001$.

Table 17. Math: Percent of Students Who Improved, Stayed Same, and Declined

Group	MEAN (SD)		
	Improved by at least ½ SD	Stayed same	Declined
All students	40%	37%	23%
Gender			
Males	40%	36%	24%
Females	39%	38%	23%
Grade			
K-6	36%	40%	24%
7-9	52%	28%	20%

Note. Improvement is defined as increased by at least ½ standard deviation.

Youth Development and Social-Emotional Functioning

Grantees addressed a wide variety of areas related to youth development beyond academic performance. Most were evaluated through retrospective pre-post surveys administered to youth at the end of the program. In these surveys, youth completed items twice, rating their level on the item *before* the program and *now* (i.e., at the end of the program)*.* This approach permits assessment of change while avoiding overestimates of knowledge or skill that can occur in a true pre-test that relies on self-reported perceptions. It also reduces the burden of data collection on programs since surveys needed to be collected only once.

Increase Development of New Skills and Interests

Eleven grantees chose the goal "Increase development of new skills and interests." To assess this goal, students completed a retrospective pre-post survey. Since each program focused on different skills and interests, grantees identified their own target items, including perceived skills and interests related to academics, social skills, problem solving, swimming, babysitting, sailing, sports, computers, gardening, and so forth, with the group of items differing for each grantee. The average of the set of items that the grantee identified was computed to form a variable representing "skills and interests" across all grantees. Thus, the specific sets of skills and interests vary by grantee, but overall change in skills and interests, whatever those may be, is reported here. Items were mostly rated on a scale of 1 (not very good) to 4 (very good), although grantees occasionally used a scale of 1 (strongly disagree) to 4 (strongly agree).

Data were available for 1,405 students, 50% female, 71% in grades K-6. Table 18 shows average pre- and post-test scores and change, and Table 19 displays the percent of students who improved, stayed the same, or declined.

- Most (79%) of students indicated at the pre-test that they had room for improvement in this area, indicated by a score of less than 3.5.

- Overall, students reported significant increases in the skills and interests identified by their programs. Over half (55%) improved substantially (61% of those with room for improvement), and 89% improved or stayed stable.

- All groups within gender and grade level improved significantly. Older students reported significantly greater increases than did younger students.

Table 18. New Skills and Interests, Average Scores and Change

		MEAN (SD)		
Group	N (%)	Pre	Post	Change
All students	1405	2.97 (.57)	3.32 (.55)	.35 (.49)***
Gender				
Males	692 (50%)	2.94 (.57)	3.29 (.58)	.35 (.49)***
Females	696 (50%)	3.00 (.57)	3.36 (.50)	.36 (.48)***
Grade				
K-6	845 (71%)	3.00 (.58)	3.35 (.56)	.35 (.49)***
7-9	352 (29%)	2.88 (.53)	3.30 (.48)	.43 (.47)***

Note. Pre and post scores were mostly rated on a scale of 1 (not very good) to 4 (very good), although grantees occasionally used a scale of 1 (strongly disagree) to 4 (strongly agree). Gender data are missing for 17 students; one grantee did not collect grade data, resulting in missing grade data for 208 students.
***$p < .001$.

Table 19. New Skills and Interests, Change Categories

	MEAN (SD)		
Group	Improved	Stayed same	Declined
All students	55%	34%	11%
Gender			
Males	56%	34%	10%
Females	54%	35%	11%
Grade			
K-6	55%	34%	11%
7-9	61%	31%	7%

Note. Improvement is defined as increased by at least ½ standard deviation.

Engagement in program. Grantees also assessed students' engagement in activities as another way to evaluate the development of new skills and interests. Students reported on the extent to which they agreed or disagreed that the activities made them think and challenged them to learn new skills, and that they did things they didn't get to do elsewhere and were things they liked to do. Items were mostly rated on a scale of 1 (strongly disagree) to 4 (strongly agree).

Data were available for 1,387 students, 50% female, 71% in grades K-6. Table 20 shows average scores and the percent who agreed that they were engaged.

- The majority (76%) of students found the program consistently engaging and challenging as well as providing new opportunities.

- Girls and younger students reported higher levels of engagement than boys and older students, respectively.

Table 20. Engagement in Program

Group	N (%)	Mean score	% engaged
All students	1387	3.20 (.57)	76%
Gender			
Males	682 (50%)	3.15 (.60)	74%
Females	688 (50%)	3.25 (.52)	79%
Grade			
K-6	842 (71%)	3.20 (.56)	77%
7-9	345 (29%)	3.13 (.54)	70%

Note. Pre and post scores were mostly rated on a scale of 1 (strongly disagree) to 4 (strongly agree). Gender data are missing for 17 students; one grantee did not collect grade data, resulting in missing grade data for 200 students. Percent engaged = % with score of at least 3.0 (agree). $^t p < .10$; $*p < .05$; $**p < .01$; $***p < .001$.

Increase in Nutritional Awareness

Six grantees chose the goal "Increase nutritional awarenss." To assess this goal, students completed surveys at the beginning and end of the program with items taken from the ReCharge! evaluation tools[2] that asked about the following health issues: how many vegetables, fruit, and dairy products they had consumed the day before and whether they had engaged in physical activity; whether they spend time out of school moving; and knowledge of the best and worst food groups. Items were coded into 0 for not healthy or incorrect and 1 for healthy or correct and then summed to form a scale with a possible range of 0 to 7.

Data were available for 363 students, 48% female, 76% in grades K-6. Table 21 shows average pre- and post-test scores and change, and Table 22 displays the percent of students who improved, stayed the same, or declined.

- 91% of students indicated at the pre-test that they had room for improvement in this area, represented by a score less than 6. Scores tended to be quite low.

- Overall, students reported significant increases in nutritional awareness and healthy behaviors, although they remained fairly low. Thirty-eight percent of students improved substantially (41% of those with room for improvement), and 81% improved or stayed stable.

- All gender and grade groups reported significant improvements. Older students tended to improve more than did younger students.

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[2] Action for Healthy Kids, http://www.actionforhealthykids.org/recharge/tools/evaluation-tools.html.

Table 21. Nutritional Awareness, Average Scores and Change

Group	N (%)	MEAN (SD)		
		Pre	*Post*	*Change*
All students	363	2.65 (1.93)	3.00 (1.65)	.35 (1.41)***
Gender				
Males	189 (52%)	2.73 (1.86)	3.11 (1.57)	.38 (1.40)***
Females	174 (48%)	2.57 (1.99)	2.89 (1.73)	.32 (1.43)**
Grade				
K-6	274 (76%)	2.77 (1.94)	3.04 (1.61)	.27 (1.38)***
7-9	86 (24%)	2.22 (1.84)	2.83 (1.80)	.60 (1.51)***

Note. Grade data were missing for 3 students. Possible scores range from 0 to 7.
**$p < .01$; ***$p < .001$.

Table 22. Nutritional Awareness, Change Categories

Group	MEAN (SD)		
	Improved by at least ½ SD	*Stayed same*	*Declined*
All students	38%	43%	19%
Gender			
Males	38%	43%	19%
Females	37%	44%	19%
Grade			
K-6	33%	48%	19%
7-9	52%	28%	20%

Note. Improvement is defined as increased by at least ½ standard deviation.

Increase Leadership Skills

Six grantees chose the goal "Increase leadership skills." To assess this goal, students completed a retrospective pre-post survey that asked about the extent to which they agreed or disagreed that they knew about the challenges of being a leader, had others count on them, had an opportunity to lead an activity, knew how to help others, changed their school or community for the better, and stood up for something they believed was right. Items were rated on a scale of 1 (strongly disagree) to 4 (strongly agree).

Data were available for 622 students, 51% female, 72% in grades K-6. Table 23 shows average pre- and post-test scores and change, and Table 24 displays the percent of students who improved, stayed the same, or declined.

- Eighty percent of students indicated at the pre-test that they had room for improvement in this area, represented by a score less than 3.5.

- Overall, students reported significant increases in perceptions of their leadership skills. Twenty percent of students reported that they improved substantially (24% of those room with room for improvement), and 86% improved or stayed stable.

- All gender and grade groups reported reported significant improvements. Boys and girls did not significantly differ in the degree of improvement, nor did younger and older grades.

Table 23. Leadership Skills, Average Scores and Change

Group	N (%)	MEAN (SD)		
		Pre	Post	Change
All students	622	2.91 (.60)	3.22 (.61)	.31 (.54)***
Gender				
Males	315 (49%)	2.91 (.61)	3.21 (.62)	.30 (.53)***
Females	307 (51%)	2.92 (.60)	3.24 (.60)	.32 (.55)***
Grade				
K-6	445 (72%)	2.96 (.60)	3.26 (.61)	.29 (.52)***
7-9	177 (29%)	2.78 (.56)	3.14 (.59)	.36 (.59)***

Note. Pre and post scores were rated on a scale of 1 (strongly disagree) to 4 (strongly agree).
***$p < .001$.

Table 24. Leadership Skills, Change Categories

Group	MEAN (SD)		
	Improved by at least ½ SD	Stayed same	Declined
All students	20%	66%	14%
Gender			
Males	19%	67%	14%
Females	20%	66%	14%
Grade			
K-6	17%	69%	14%
7-9	26%	59%	15%

Note. Improvement is defined as increased by at least ½ standard deviation.

Provide Job Skills

One grantee chose the goal "Provide job skills." To assess this goal, students completed a retrospective pre-post survey that asked about the extent to which students agreed or disagreed that they knew information about the job they wanted, could tell someone what career they wanted someday, could put information together to make a presentation, could identify a problem and figure out ways to solve it, had good work and study habits, could plan and make short-term goals, and could work with others as a team. Items were rated on a scale of 1 (strongly disagree) to 4 (strongly agree).

Data were available for 18 students, 39% female, 61% in grades K-6. Table 25 shows average pre- and post-test scores and change, and Table 26 displays the percent of students who improved, stayed the same, or declined.

- All but one student indicated at the pre-test that they had room for improvement in this area, represented by a score less than 3.5.

- Overall, students reported significant increases in perceptions of their job skills. One-third of students improved substantially, and 83% improved or stayed stable.

- Both girls and K-6th graders reported significant improvements, and boys tended to show improvement; due to the small sample sizes within gender and grade groups, however, it is difficult to draw conclusions about differences in change associated with gender or grade.

Table 25. Job Skills: Average Scores and Change

Group	N (%)	MEAN (SD)		
		Pre	Post	Change
All students	18	2.44 (.49)	2.86 (.64)	.42 (.51)**
Gender				
Males	11 (61%)	2.29 (.42)	2.64 (.61)	.35(.53)[t]
Females	7 (39%)	2.69 (.53)	3.21 (.57)	.52 (.50)*
Grade				
K-6	11 (61%)	2.58 (.48)	3.13 (.64)	.55 (.52)**
7-9	7 (39%)	2.22 (.46)	2.43 (.37)	.20 (.45)

Note. Pre and post scores were rated on a scale of 1 (strongly disagree) to 4 (strongly agree).
[t]$p < .10$; *$p < .05$; **$p < .01$.

Table 26. Job Skills: Change Categories

Group	MEAN (SD)		
	Improved	Stayed same	Declined
All students	33%	50%	17%
Gender			
Males	36%	36%	27%
Females	29%	71%	0%
Grade			
K-6	36%	55%	9%
7-9	29%	43%	29%

Note. Improvement is defined as increased by at least ½ standard deviation.

Increase Preparedness for Self Sufficiency

One grantee chose the goal "Increase preparedness for self-sufficiency." To assess this goal, students completed a retrospective pre-post survey that asked about how good students felt that were at treating classmates with respect, helping others, respecting school staff, making decisions, resolving conflict, positive problem-solving, planning for long-term results, following directions, understanding how their choices affect others, figuring things out, communicating, and expressing emotion. Items were rated on a scale of 1 (not very good) to 4 (very good).

Data were available for 22 students, 86% female, 76%, in grades K-6. Table 27 shows average pre- and post-test scores and change, and Table 28 displays the percent of students who improved, stayed the same, or declined.

- Most of the students (90%) indicated at the pre-test that they had room for improvement in this area, indicated by a score of less then 3.5.

- Overall, students reported significant increases in perceptions of preparedness for self-sufficiency as defined by this program. About a quarter of students improved substantially, and 81% improved or stayed stable.

- Both girls and K-6th graders reported significant improvements; the small number of boys and 7th-9th graders precluded assessment of differences in improvement by gender or grade.

Table 27. Self-Sufficiency: Average Scores and Change

Group	N (%)	MEAN (SD)		
		Pre	Post	Change
All students	21	2.88 (.51)	3.25 (.62)	.37 (.50)**
Gender				
Males	3 (14%)	2.82 (.31)	2.84 (.58)	.02 (.31)
Females	18 (86%)	2.89 (.55)	3.31 (.61)	.43 (.51)**
Grade				
K-6	16 (76%)	2.91 (.57)	3.31 (.63)	.40 (.52)**
7-9	5 (24%)	2.78 (.27)	3.06 (.60)	.28 (.47)

Note. Pre and post scores were rated on a scale of 1 (not very good) to 4 (very good).
**$p < .01$.

Table 28. Self-Sufficiency: Change Categories

Group	MEAN (SD)		
	Improved	Stayed same	Declined
All students	24%	57%	19%
Gender			
Males	0%	33%	67%
Females	28%	61%	11%
Grade			
K-6	25%	56%	19%
7-9	20%	60%	20%

Note. Improvement is defined as increased by at least ½ standard deviation.

Increase Drug and Alcohol Prevention Awareness

Three grantees chose the goal "Increase drug and alcohol prevention awareness." To assess this goal, students completed a retrospective pre-post survey. Two grantees, who have the same administrator, selected this goal after the orientation meeting and did not align survey items with the other grantee. Results are presented separately for the two approaches.

Survey One (two grantees). Two grantees measured this goal through survey questions about drugs and alcohol in general. Specifically, students rated how good they were at knowing the effects of drugs and alcohol, knowing the negative effects of drugs and alcohol, their ability to deal with pressure to use drugs and alcohol by peers, and their likelihood of using drugs or alcohol. Items were rated on a scale of 1 (not very good) to 4 (very good). Data were available for 127 students, 43% female, 68% in grades K-6. Table 29 shows average pre- and post-test scores and change, and Table 30 displays the percent of students who improved, stayed the same, or declined.

- 83% of students reported room for improvement in this area, represented by a score of less than 3.5.

- Overall, students reported significant improvements in perceived knowledge and attitudes about drug and alcohol use. Thirty-one percent of all students improved substantially (34% of those with room for improvement), and 88% improved or stayed stable.

- All gender and grade groups reported reported significant improvements, particularly boys and older students. Although older students were more likely to report having more knowledge and positive attitudes about drug and alcohol prevention overall, rates of change did not differ by grade level. Gender was also not associated with different rates of change.

Table 29. Drug and Alcohol Prevention: Average Scores and Change (Survey One)

Group	N (%)	MEAN (SD)		
		Pre	Post	Change
All students	127	2.50 (.79)	2.58 (.83)	.09 (.25)***
Gender				
Male	72 (57%)	2.41 (.79)	2.51 (.84)	.10 (.27)**
Female	55 (43%)	2.60 (.80)	2.67 (.81)	.07 (.23)*
Grade				
K-6	86 (68%)	2.36 (.76)	2.43 (.79)	.07 (.25)*
7-9	41 (32%)	2.78 (.80)	2.90 (.81)	.12 (.25)**

Note. Pre and post scores were rated on a scale of 1 (not very good) to 4 (very good). Higher scores are better. Two grantees used this approach.

*p < .05; **p < .01; ***p < .001.

Table 30. Drug and Alcohol Prevention: Change Categories (Survey One)

	MEAN (SD)		
Group	Improved by at least ½ SD	Stayed same	Declined
All students	31%	57%	12%
Gender			
Male	29%	58%	13%
Female	33%	56%	11%
Grade			
K-6	28%	58%	14%
7-9	37%	56%	7%

Note. Improvement is defined as improved by at least ½ standard deviation.

Survey Two (one grantee). The other grantee assessed this goal using survey questions that focused on tobacco use, with one question about alcohol. Students assessed the extent to which they agreed or disagreed that cigarettes were bad for them, smoking one or two packs of cigarettes per day will not hurt them, smoking cigarettes occasionally is okay, and having one or two drinks of alcohol a day is okay. Items were rated on a scale of 1 (strongly disagree) to 4 (strongly agree). Data were available for 135 students, 43% female, 17% in grades K-6. Table 31 shows average pre- and post-test scores and change, and Table 32 displays the percent of students who improved, stayed the same, or declined.

- 35% of students reported room for improvement in this area, represented by a score of less than 3.5.

- Overall, students reported significant improvements in attitudes about cigarette and alcohol use. Twenty-four percent of all students improved substantially (52% of those with room for improvement), and 92% improved or stayed stable.

- Boys and older students reported significant improvements. The lack of findings for girls and younger students may have been because they were less likely to have room to improve. Gender and grade level were not associated with significantly different likelihood of change.

Table 31. Drug and Alcohol Prevention Awareness, Average Scores and Change (Survey Two)

		MEAN (SD)		
Group	N (%)	Pre	Post	Change
All students	76	3.60 (.50)	3.69 (.48)	.09 (.29)*
Gender				
Males	35 (46%)	3.59 (.52)	3.74 (.50)	.15 (.31)**
Females	41 (54%)	3.61 (.49)	3.64 (.47)	.03 (.27)
Grade				
K-6	46 (60%)	3.66 (.41)	3.72 (.42)	.07 (.32)
7-9	30 (40%)	3.51 (.62)	3.63 (.57)	.11 (.25)*

Note. Pre and post scores were rated on a scale of 1 (strongly disagree) to 4 (strongly agree). Higher scores are better.
*$p < .05$; **$p < .01$.

Table 32. Drug and Alcohol Prevention Awareness, Change Categories (Survey Two)

| | MEAN (SD) | | |
Group	Improved by at least ½ SD	Stayed same	Declined
All students	24%	68%	8%
Gender			
Males	29%	69%	2%
Females	20%	68%	12%
Grade			
K-6	22%	67%	11%
7-9	27%	70%	3%

Note. Improvement is defined as increased by at least ½ standard deviation.

Increase Abstinence-Based Pregnancy Prevention

One grantee chose the goal "Increase abstinence-based pregnancy prevention." To assess this goal, students completed a retrospective pre-post survey that asked students how good they were at evaluating the impacts of teen pregnancy, understanding and communicating personal limits and values, and understanding issues associated with pregnancy and pregnancy prevention around financial responsiblities, the media, positive and negative relationships, and resources. Items were rated on a scale of 1 (not very good) to 4 (very good).

Data were available for 20 students, 40% female, 45% in grades K-6. Table 33 shows average pre- and post-test scores and change, and Table 34 displays the percent of students who improved, stayed the same, or declined.

- 80% percent of students indicated at the pre-test that they had room for improvement in this area, represented by a score less than 3.5.

- Overall, students reported significant increases in attitudes favorable to pregnancy prevention. Amost half (45%) of students improved substantially (56% of those with room for improvement), and 85% improved or stayed stable.

- All gender and grade subgroups showed significant improvements, but girls were significantly more likely to report increases than were boys.

Table 33. Pregnancy Prevention, Average Scores and Change

		MEAN (SD)		
Group	N (%)	Pre	Post	Change
All students	20	2.69 (.75)	3.10 (.73)	.41 (.53)**
Gender				
Males	12 (60%)	2.61 (.83)	2.85 (.76)	.24 (.37)*
Females	8 (40%)	2.80 (.62)	3.47 (.52)	.67 (.65)*
Grade				
K-6	9 (45%)	2.36 (.73)	2.83 (.88)	.47 (.57)*
7-9	11 (55%)	2.96 (.67)	3.32 (.53)	.36 (.51)*

Note. Pre and post scores were rated on a scale of 1 (not very good) to 4 (very good).
*p < .05; **p < .01.

Table 34. Pregnancy Prevention, Change Categories

	MEAN (SD)		
Group	Improved	Stayed same	Declined
All students	45%	40%	15%
Gender			
Males	33%	50%	17%
Females	63%	25%	13%
Grade			
K-6	56%	22%	22%
7-9	36%	55%	9%

Note. Improvement is defined as increased by at least ½ standard deviation.

Reduction in Aggressive Behavior and Bullying

Two grantees chose the goal "Reduction in aggressive behavior and bullying." To assess this goal, students completed a retrospective pre-post survey. Because three questions are about coping with being bullied and two are about initiating aggressive behavior, these areas are presented separately.

Coping with bullying. Students rated the extent to which they agreed or disagreed that they could handle being bullied, could stand up for themselves when being bullied, and had someone they could talk to about being bullied with respect to bullying that occurs in person and online. Items were rated on a scale of 1 (strongly disagree) to 4 (strongly agree). Table 35 shows average pre- and post-test scores and change, and Table 36 displays the percent of students who improved, stayed the same, or declined. Data were available for 250 students, 51% female, 75% in grades K-6.

- 80% of students reported room for improvement in this area, represented by a score of less than 3.5.

- Overall, students reported significant improvements in perceived ability to cope with bullying. Twenty-seven percent of all students improved substantially (34% of

those with room for improvement), and 75% improved or stayed stable. However, a quarter of students reported reduced ability to cope with bullying. This result was not due to a particular site or grantee, suggesting that it is not attributable to errors in data entry; reasons for this finding are unclear.

- Both boys and girls reported reported significant improvements, as did younger students.

Table 35. Coping with Bullying, Average Scores and Change

		MEAN (SD)		
Group	N (%)	Pre	Post	Change
All students	250	2.92 (.65)	3.09 (.73)	.18 (.71)***
Gender				
Male	123 (49%)	2.96 (.65)	3.12 (.72)	.17 (.63)**
Female	127 (51%)	2.87 (.64)	3.06 (.75)	.19 (.79)**
Grade				
K-6	188 (75%)	2.92 (.68)	3.14 (.76)	.21 (.75)***
7-9	62 (25%)	2.89 (.53)	2.97 (.62)	.08 (.57)

Note. Pre and post scores were rated on a scale of 1 (strongly disagree) to 4 (strongly agree). Higher scores are better.
**$p < .01$; ***$p < .001$.

Table 36. Coping with Bullying, Change Categories

	MEAN (SD)		
Group	Improved by at least ½ SD	Stayed same	Declined
All students	27%	48%	25%
Gender			
Male	24%	55%	22%
Female	30%	43%	28%
Grade			
K-6	28%	50%	22%
7-9	24%	44%	32%

Note. Improvement is defined as improved by at least ½ standard deviation.

Reduced aggression. Students rated the extent to which they agreed or disagreed that that they solved problems with hitting and punching and that they thought it was okay to spread lies and mean rumors about kids. The items were rated on a scale of 1 (strongly disagree) to 4 (strongly agree) in which lower scores and decreases in change are better. Table 37 shows average pre- and post-test scores and change, and Table 38 displays the percent of students who improved, stayed the same, or declined. Data were available for 245 students, 50% female, 75% in grades K-6.

- 73% students reported room for improvement in this area, represented by a score of more than 1.5.

- Overall, students did not change significantly in their perceived likelihood of physical or relational aggression. While 31% of students improved substantially (41% of those with room for improvement) and 75% improved or stayed stable, one quarter reported more likelihood of aggression. This result was not due to a particular site grantee, or grade level, suggesting that it is not attributable to errors in data entry; reasons for this finding are unclear.

- Change was not significant in any subgroup of gender or grade; however, older students were more likely to increase in perceived aggression, while younger students were more likely to decrease in perceived aggression.

Table 37. Aggression and Bullying, Average Scores and Change

| Group | N (%) | MEAN (SD) | | |
		Pre	Post	Change
All students	245	2.19 (.79)	2.16 (.86)	-.03 (.69)
Gender				
Male	123 (50%)	2.19 (.77)	2.11 (.86)	-.08 (.64)
Female	122 (50%)	2.19 (.81)	2.22 (.86)	.03 (.73)
Grade				
K-6	183 (75%)	2.17 (.81)	2.08 (.86)	-.08 (.68)
7-9	62 (25%)	2.26 (.72)	2.40 (.81)	.14 (.68)

Note. Pre and post scores were rated on a scale of 1 (strongly disagree) to 4 (strongly agree). Lower scores and decreases in change are better.
[t]$p < .10$; *$p < .05$; **$p < .01$; ***$p < .001$.

Table 38. Aggression and Bullying, Change Categories

| Group | MEAN (SD) | | |
	Improved by at least ½ SD	Stayed same	Declined
All students	31%	45%	25%
Gender			
Male	33%	44%	23%
Female	28%	45%	27%
Grade			
K-6	32%	47%	21%
7-9	26%	37%	37%

Note. Improvement is defined as improved by at least ½ standard deviation.

Reduction in Juvenile Violence and Gang-Related Activities

Three grantees chose the goal "Reduction in juvenile violence and gang-related activities." To assess this goal, students completed a retrospective pre-post survey. Two grantees, who have the same administrator, selected this goal after the orientation meeting and did not align survey items with the other grantee. Results are presented separately for the two approaches.

Reduced aggression and likelihood of gang activity (four items, two grantees). Two grantees assessed this goal through survey items that asked students the extent to which they agreed or disagreed that they thought it was okay to hit/punch other kids, bully, and sell drugs, and the extent to which they considered becoming a gang member. Items were rated on a scale of 1 (strongly disagree) to 4 (strongly agree), in which lower scores and decreases in change are better. Data were available for 127 students, 43% female, 68% in grades K-6. Table 39 shows average pre- and post-test scores and change, and Table 40 displays the percent of students who improved, stayed the same, or declined.

- 39% of students reported room for improvement in this area, marked by a score greater than 1.5.

- Overall, students reported significant improvements in perceptions of likelihood for aggression and gang activity. Thirty percent of students improved substantially (53% of those with room for improvement), and 94% improved or stayed stable.

- All gender and grade groups reported reported significant improvements. Boys and girls did not significantly differ in the degree of improvement, nor did younger and older grades.

Table 39. Aggression and Likelihood of Gang Activities, Average Scores and Change

		MEAN (SD)		
Group	N (%)	Pre	Post	Change
All students	127	1.42 (.48)	1.38 (.46)	-.04 (.13)***
Gender				
Male	72 (57%)	1.46 (.51)	1.43 (.50)	-.03 (.13)**
Female	55 (43%)	1.37 (.42)	1.32 (.40)	-.05 (.13)*
Grade				
K-6	86 (68%)	1.38 (.45)	1.34 (.41)	-.04 (.13)*
7-9	41 (32%)	1.53 (.52)	1.48 (.56)	-.05 (.13)*

Note. Pre and post scores were rated on a scale of 1 (strongly disagree) to 4 (strongly agree). Lower scores and decreases are better.
*$p < .05$; **$p < .01$; ***$p < .001$.

Table 40. Aggression and Likelihood of Gang Activities, Change Categories

	MEAN (SD)		
Group	Improved by at least ½ SD	Stayed same	Declined
All students	30%	64%	6%
Gender			
Male	29%	64%	7%
Female	31%	64%	5%
Grade			
K-6	27%	66%	7%
7-9	36%	59%	5%

Note. Improvement is defined as improved by at least ½ standard deviation.

Avoiding gang activities (one item, one grantee). One grantee assessed this goal through a single item that asked students to rate how good they were at avoiding gang activities. The item was rated on a scale of 1 (not very good) to 4 (very good). Data were available for 135 students, 43% female, 17% in grades K-6. Table 41 shows average pre- and post-test scores and change, and Table 42 displays the percent of students who improved, stayed the same, or declined.

- 45% of students reported room for improvement in this area, marked by a score under 3.5.

- Overall, students tended to report improvements in their perceived ability to avoid gang activity. Fifteen percent of students improved substantially (33% of those with room for improvement), and 94% improved or stayed stable.

- All gender and grade groups reported reported significant improvements. Girls and younger students were significantly more likely to report improvement compared to boys and older students, respectively.

Table 41. Avoiding Gang Activities, Average Scores and Change

		MEAN (SD)		
Group	N (%)	Pre	Post	Change
All students	135	3.21 (1.02)	3.33 (.95)	.13 (.76)[t]
Gender				
Males	74 (57%)	3.24 (.98)	3.23 (.99)	-.01 (.45)
Females	56 (43%)	3.20 (1.07)	3.52 (.83)	.32 (1.03)*
Grade				
K-6	23 (17%)	2.87 (1.01)	3.35 (.83)	.48 (.99)*
7-9	112 (83%)	3.28 (1.02)	3.33 (.97)	.05 (.68)

Note. Pre and post scores were rated on a scale of 1 (not very good) to 4 (very good). Higher scores are better. Gender data were missing for 5 students.
[t]$p < .10$; *$p < .05$.

Table 42. Avoiding Gang Activities, Change Categories

	MEAN (SD)		
Group	Improved by at least ½ SD	Stayed same	Declined
All students	15%	79%	6%
Gender			
Males	8%	84%	8%
Females	25%	70%	5%
Grade			
K-6	30%	65%	4%
7-9	12%	81%	7%

Note. Improvement is defined as increased by at least ½ standard deviation.

Discussion

Study Limitations

This study has a number of limitations that should be kept in mind in reviewing the results. First, all participants received 21st CCLC program services; no control group is included in this study that would permit us to conclusively determine that the program – and not other factors – led to the results. However, evidence for summer learning loss is well-documented, and no other apparent reason would lead to results indicating that most participants either sustained or improved their academic achievement over the summer.

Another limitation was that measures were inconsistent across and, for academic measures, within programs. Since programs identified different sets of goals to target, measures necessarily varied from program to program, although differences were minimized by having programs identify common measures for each goal. In a few cases, programs did not adhere to those common measures. Still, the results were generally consistent for particular goals even when measures differed.

For the academic goal, due to the necessity of providing pre-post data within the limited time allotted, some programs used school assessments collected in the month prior to the end of the school year as their pre-test. Some programs served students from different schools or districts, which resulted in different assessments depending on what the school used. Some programs used online assessments while others developed their own assessments based on the content of the academic activities provided. Some programs served children from Kindergarten to 9th grade, requiring multiple assessments appropriate for different ages. To accommodate the variations in assessments, scores were standardized to a scale of 0 to 1.

Finally, data evaluating many goals were based on student self-report. While student perceptions of change in skills and knowledge is important, this study does not permit us to determine whether those changes were accompanied by changes in behavior.

Conclusions

Despite these limitations, these data demonstrate substantial improvement in program participation, engagement, academic achievement, and youth development among students attending summer programs funded through the 21st CCLC Summer Expansion Grant program. The results suggest that the program was an effective way to expand services to students who need them, help students retain academic gains from the previous school year, and assist students in developing areas important for success in school and life.

- **The 21st CCLC summer expansion grant program was effective in increasing participation in summer programs.** Programs receiving grants showed increases in enrollment and average daily attendance of 50% or more; they also increased the number of hours and days of programming available to participants. Parental involvement through attendance at family activities also increased substantially.

- **The grant program was effective in reducing student losses in academic skills over the summer.** Research and practice have shown that students, particularly those from low-income families whose parents lack resources to pay for summer activities, tend to lose academic skills over the summer, requiring more review at the beginning of the school year and difficulty ever achieving the levels of their more affluent peers. Three-quarters of summer participants at least maintained reading and math skills over the summer, and 30% to 40% of them showed improvements.

- **Grantees were effective in promoting positive youth development.** Students attending programs showed improvement in a number of different youth development and life skills. The majority of grantees targeted development of new skills and interests, and 55% of the students reported that they had improved in developing new skills and interests over the summer. In addition, 76% of students found the program consistently engaging and challenging. One or more grantees targeted a number of different youth development areas, including prevention of risk behaviors, increased life skills, and youth leadership development. Fifteen to 45% of students participating in these activities reported that they had improved in the areas targeted.