

Michigan 21st Century Community Learning Centers Evaluation

2007-08 Annual Report

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Highlights and Implications

Highlights

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 who attend low-performing schools. The main focus of the program is expanding these students' access to enrichment opportunities, particularly academic enrichment.

In 2007-2008, the MDE funded 65 grants to 40 different grantees, including 18 local school districts, 2 intermediate school districts, 7 public school academies (charter schools), 11 community-based organizations (CBOs), and 2 universities. Grantees served 239 sites, including the following grade levels or grade combinations: 96 elementary schools, 72 middle schools, 15 high schools, 41 elementary-middle schools, 8 middle-high schools and 7 elementary-middle-high schools.

Student Characteristics

Student enrollment reflects state demographics, except that African Americans are overrepresented because of the large number of urban programs.

- Ethnicity: 59% African American, 25% white, 8% Hispanic/Latino, 5% multiracial, 3% other
- Gender: Boys and girls each represented about 50% of participants
- Grade level: 53% elementary school (K – 5th grade); 40% middle school (6th – 8th grade); 7% high school (9th –12th grade)

Trends over a four-year period:

- Proportion of African American participants has declined and proportion of whites has increased
- Proportion of middle school students participating has declined

Participation and Programming

In 2007-08, 30,381 students enrolled in 21st CCLC programs; three-quarters of them were considered academically at risk. Few programs offered specific programming for families, although the program allows them to do so.

- The highest penetration rates (extent to which the programs served the population of the host schools) occurred for 3rd – 6th grades
- Programs were more successful in retaining students in elementary school programs than in middle and high school programs
- Over four program years, more than 50% of students participated less than 30 days
- The percent of students who were retained for at least 90 days increased

Participation in academic activities:

- Students were most likely to participate in homework help and were least likely to participate in tutoring
- Over half participated in embedded learning or content-based academic enrichment activities

- 13% of students participated in *no* academic activity, a required program component

Student and Parent Satisfaction

Overall, students and parents were quite positive about the program.

Students

- Two thirds to approximately 90% of students agreed with positive statements about the program
- However, approximately one third of students agreed with negative statements about the program or staff

Parents

- Almost half strongly agreed with statements about how the program helped their child in both academic and nonacademic areas
- Were very positive about staff and only 19% agree with negative statements

Status on Federal Targets

The federal 21st CCLC program sets targets for student improvement in grades, test scores, and teacher ratings of students' homework completion/classroom participation and classroom behavior. Each year, most of the federal targets for percent of regularly attending students who improved in each of these areas have been raised.

Grades

- In each of the past four years, neither Michigan programs nor the U.S. overall have met federal performance targets for improvement in math or reading grades
- A significantly larger proportion of elementary school students met the target compared to middle/high school students
- Considering only students with *room for improvement* (defined as an initial grade of less than 3.0 in the subject area), in 2007-08 Michigan met the federal target for math grades and exceeded the federal target for reading grades

MEAP Scores

Federal targets for improvement in MEAP scores apply only to the elementary level in reading proficiency and only to the middle school for math proficiency

- Michigan elementary students exceeded the federal target for improvement from not proficient to proficient or better: 28% improvement of Michigan elementary students vs. 23% federal target for improvement.
- Michigan middle/high school students exceeded by two time the federal target for improvement in math proficiency: 26% improvement of Michigan middle/high school students vs. 13.35% federal target

Teacher Ratings

The federal targets for homework completion/classroom participation and classroom behavior are based on teacher ratings of students on a number of classroom performance items.

- The percent of Michigan participants who improved on homework completion was slightly below the federal performance target and declined from the previous year

- The percent of Michigan participants whose classroom behavior improved was also slightly below the target

Site Performance

Federal targets of 100% were set for two center-level program attributes: the extent to which core academic content areas were emphasized and the extent to which enrichment and support activities were offered in other areas.

- 99% of Michigan programs emphasized at least one core academic area, exceeding the national average of 97%
- 100% of Michigan sites offered enrichment and support activities in other areas compared to 92% nationally

Implications

Michigan programs have served a generally representative group of students from their communities with the greatest penetration rates for students in grades 3rd through 6th. They have been more successful in retaining elementary than the targeted middle school students, but half of students in the state attend less than 30 days in a program year. However, increases in the percent of students retained for very long periods is promising.

Overall, students and parents are satisfied with Michigan programs, and parents believe the programs have helped their children. However, although 99% of programs say they emphasize at least one core academic area, some 13% of students participated in *no* academic activity. Moreover, the greatest proportion of students participated in homework help, and only half participated in embedded learning activities that are most likely to help students develop greater understanding of academic concepts presented in school and motivate them to become engaged in learning.

Given that Michigan has consistently failed to meet federal targets for improvement in grades and teacher ratings of improvement and lags behind the national averages, we recommend that:

- Programs develop policies to ensure that all students participate regularly in academic activities
- Programs enhance retention by implementing more embedded learning and project-based activities that engage students in learning
- Programs enhance the capacity of their staff to implement embedded learning activities effectively and to provide individual or very-small-group tutoring to students with specific educational needs

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 main focus of the program is expanding enrichment opportunities, particularly academic enrichment, for students attending low-performing schools. Specifically, the Michigan Department of Education (MDE) has consistently emphasized the following priorities in determining funding awards:

- Students live in high-poverty areas
- A high percentage of students attending the school are eligible for free or reduced-price meals
- The school has failed to achieve adequate yearly progress (AYP) two years running
- Schools serve middle-school students (grades 6, 7, and 8)

Key goals of the program are:

- Improving students' academic performance
- Offering enrichment and youth development activities in a safe environment outside of the regular school day

Michigan 21st CCLC programs offer homework help, tutoring, and academic enrichment activities to help students meet state academic standards in subjects such as reading and math. They also provide other enrichment activities focused on youth development, drug and violence prevention, technology, art, music, recreation, and character education to complement the academic components of the program.¹

In this year's report, we depart from our prior approach and format. Here, we concentrate on fewer topics, highlighting the federal targets plus student characteristics, program participation, and parent/student satisfaction. In taking this approach, we are able to emphasize topics of greatest interest and importance to program administrators and funders.

Table 1 compares 21st CCLC grants funded in 2007-2008 with those funded in the previous year. In 2007-2008, the MDE funded **65 grants to 40 different grantees**. However, because Detroit and Grand Rapids used multiple subcontractors to provide their 21st CCLC programs, the number of grantees shown here is 46. The 65 grants operating during this year were funded in three separate cohorts, based on the time period when the grant was first awarded. Each grant could serve students in up to five different sites so a number of the grantees had multiple grants and had grants in multiple cohorts.

The 40 grantee organizations included 18 local school districts, two intermediate school districts, seven public school academies (charter schools), 11 community-based organizations (CBOs), and two universities. 21st CCLC sites served students in the following grade levels or grade combinations: 96 elementary schools, 72 middle schools, 15 high schools, 41 elementary-middle school combinations, 8 middle-high school combinations and 7 elementary-middle-high school grades combined.

This total – 239 sites -- includes six sites serving schools that closed during the 2007-2008 academic year or that only offered summer programs. Sites that operated only in summer were not asked to report. Thus, only 233 sites completed Annual Report Forms.

Table 1. Characteristics of Grantees Funded in 2007-2008

¹ Michigan Department of Education Website, http://www.michigan.gov/mde/0,1607,7-140-6530_35090-127653--,00.html

Compared to Grantees Funded in 2006-2007

<i>Characteristic</i>	<i>2006-2007 grantees</i>	<i>2007-2008 grantees</i>
# of funded grants	53	66
# of grantees	32 (37 ^a)	40 (46^a)
# of new grantees	6	8
# of sites reporting on the ARF	188	233
Cohorts		
A/DA	12/1	NA
B	26	26
C	14	14
D	N/A	26
Fiduciary organization		
Local school district	17	18
Intermediate school district	1	2
Public school academy (charter school)	6	7
Community-based organization	7	11
University	1	2
Grades or grade combinations of students served		
Elementary school	76	96
Middle school	68	72
High school	7	15
Elementary-middle school	30	41
Middle-high school	6	8
Elementary-middle-high school	6	7

^aNumbers in parentheses treat the multiple subcontractors that Detroit Public Schools and Grand Rapids Public Schools used to provide their programs as grantees.

The state evaluation of 21st CCLC was designed to gauge the success of Michigan in meeting program goals. To accomplish that end, this report addresses the following evaluation questions:

1. What were the characteristics of students enrolled in Michigan 21st CCLC programs?
2. In what ways did students' participation in the program change over time and in what ways did their participation stay the same?
3. In what areas were students and their parents satisfied with the program? What areas needed improvement?
4. Did Michigan meet federal performance targets?
5. How did the Michigan 21st CCLC program compare with 21st Century programs across the nation?

Student Characteristics

Data in this section come from the EZreports program data reporting system. MDE has operated 21st CCLC programs since January 2003. For the first year and a half, grantees were being trained in data collection and the system was continually modified to meet grantee and reporting needs, resulting in data that were less reliable and less representative than was desired. We therefore report data beginning with the 2004-2005 program year.

Student Characteristics

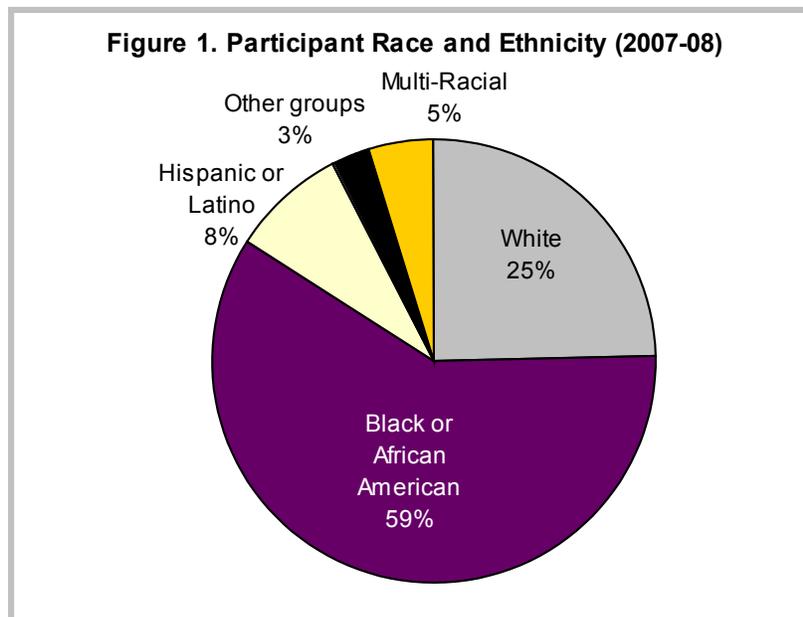
This section describes the demographic characteristics of Michigan 21st CCLC programs in 2007-2008 and over time.

Income

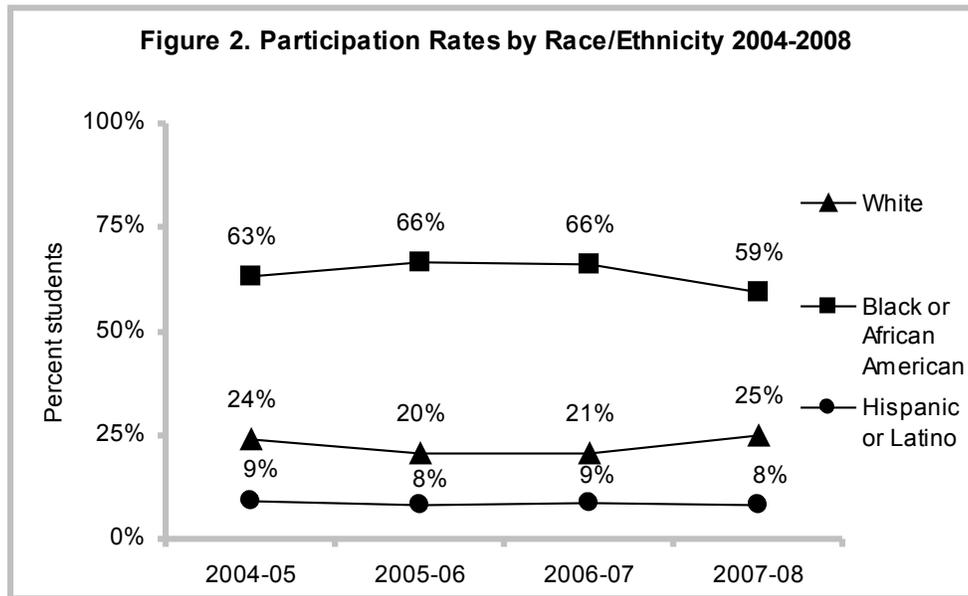
Using data collected on individual students in the 21st CCLC programs, the eligibility for free or reduced price meals rate was 82%.

Race and Ethnicity

Michigan is a diverse state, and the populations attending the 21st CCLC programs reflected that diversity. Figure 1 provides data on the racial and ethnic composition of students attending during the 2007-2008 academic year. The higher-than-expected percentage of black/African American students enrolled (~60% in the program vs. ~14% in population statewide) reflected the predominantly urban focus of the 21st CCLC program.

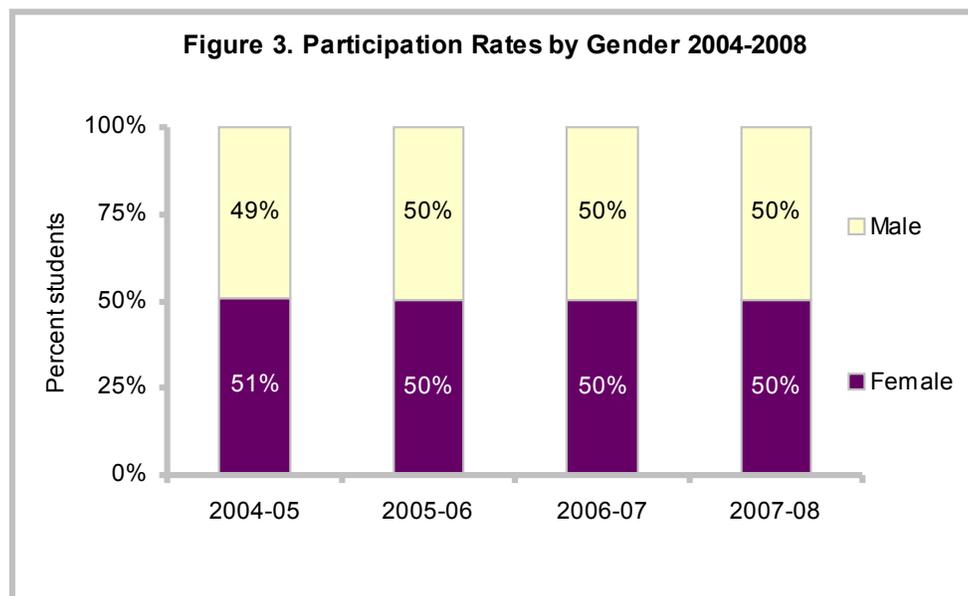


Although the majority of participants were African American or white, substantial proportions identified as Hispanic/Latino (8%) or multi-racial (5%). This pattern has been consistent in Michigan 21st CCLC programs over time. Figure 2 provides data on the composition of the program in the three primary racial/ethnic groups since the program began. In 2007-2008, Black/African American student participation declined approximately 6% and white student participation increased approximately 4%.



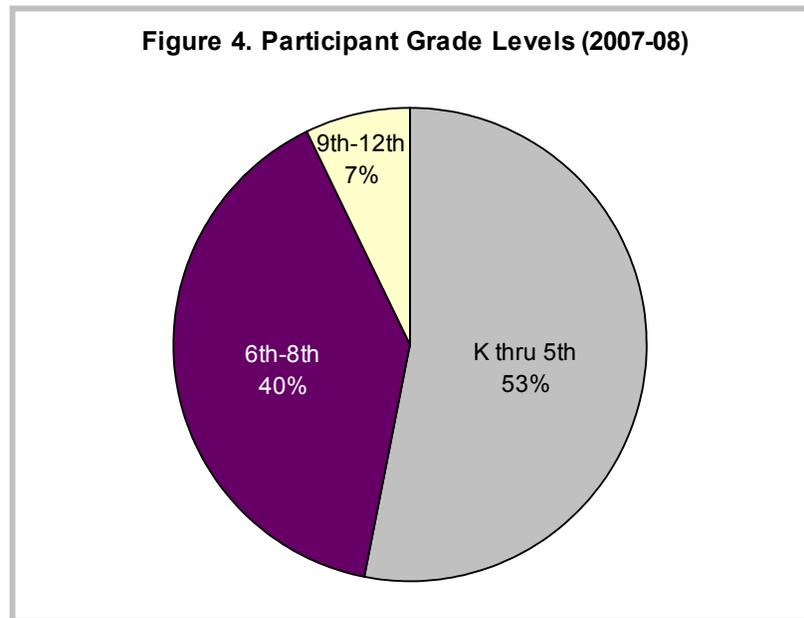
Gender

Although a small number of 21st CCLC programs have from time to time noted challenges in attracting either boys or girls, gender of the overall population has remained balanced, as Figure 3 illustrates. In 2007-2008, girls and boys participated at a rate of approximately 50% each, as they have since the program began.

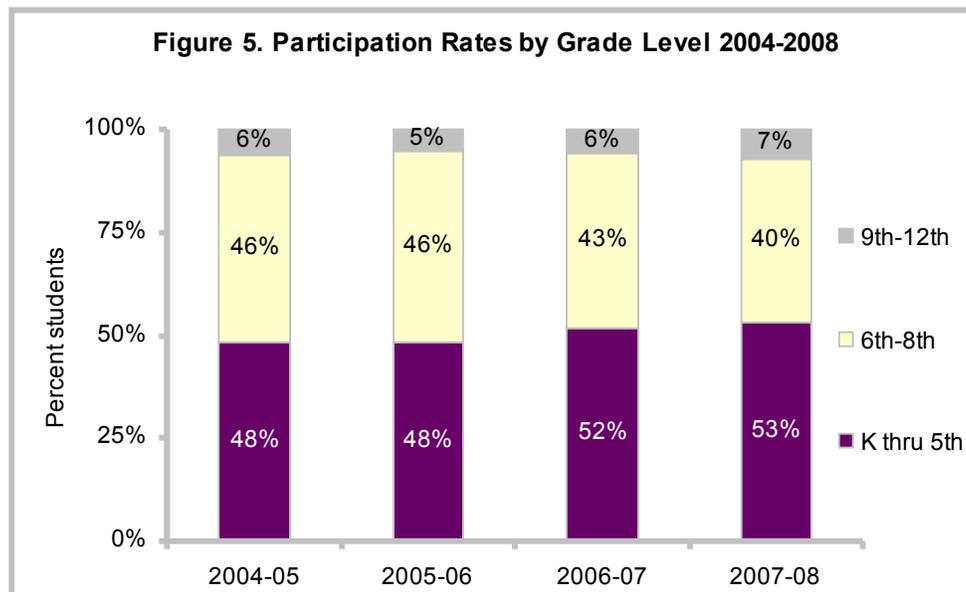


Student Grade Level

MDE has consistently emphasized provision of 21st CCLC programs for middle-school students (in grades 6 through 8), awarding higher priority points to proposals that intend to serve this group. Figure 4 shows the grade distribution of students served in the 2007-2008 academic year. While the percentage of K- to 5th-graders served was slightly higher than the percentage of 6th- to 8th-graders served, this is due to the awarding of two more elementary-school grants than middle-school grants and because elementary-middle school combined grants could have a variety of grade configurations.



The pattern over time for grades served has varied slightly. As can be seen in Figure 5, over a four-year period, the proportion of elementary school students served has increased and the proportion of middle-school students served has declined.

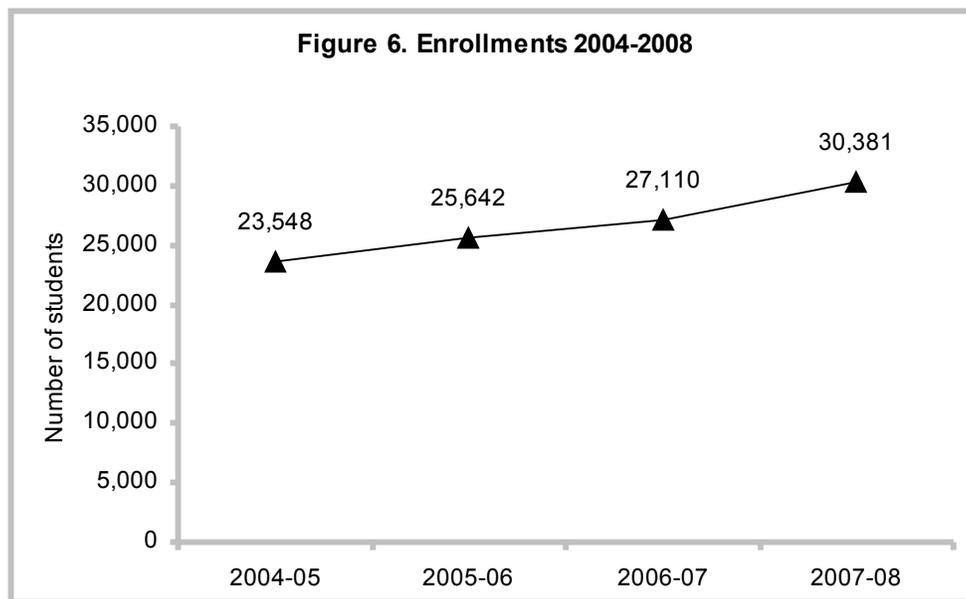


Participation and Programming

Program Growth Over Time

Student Participation

Between 2003 and 2008, 92,417 unique students have been served in Michigan. As shown in Figure 6 enrollments have risen each year.



Note. Each student is counted only once in a year, but is counted more than once if he/she attended in multiple years.

Consistently since the 2004-2005 program year, almost three-quarters (73% to 74%) of the students enrolled in the 21st CCLC program have been at risk academically, defined as having fall reading or math grades of 2.5 or less or not meeting the reading or math standards on Michigan's standardized state test, the Michigan Educational Assessment Program (MEAP).

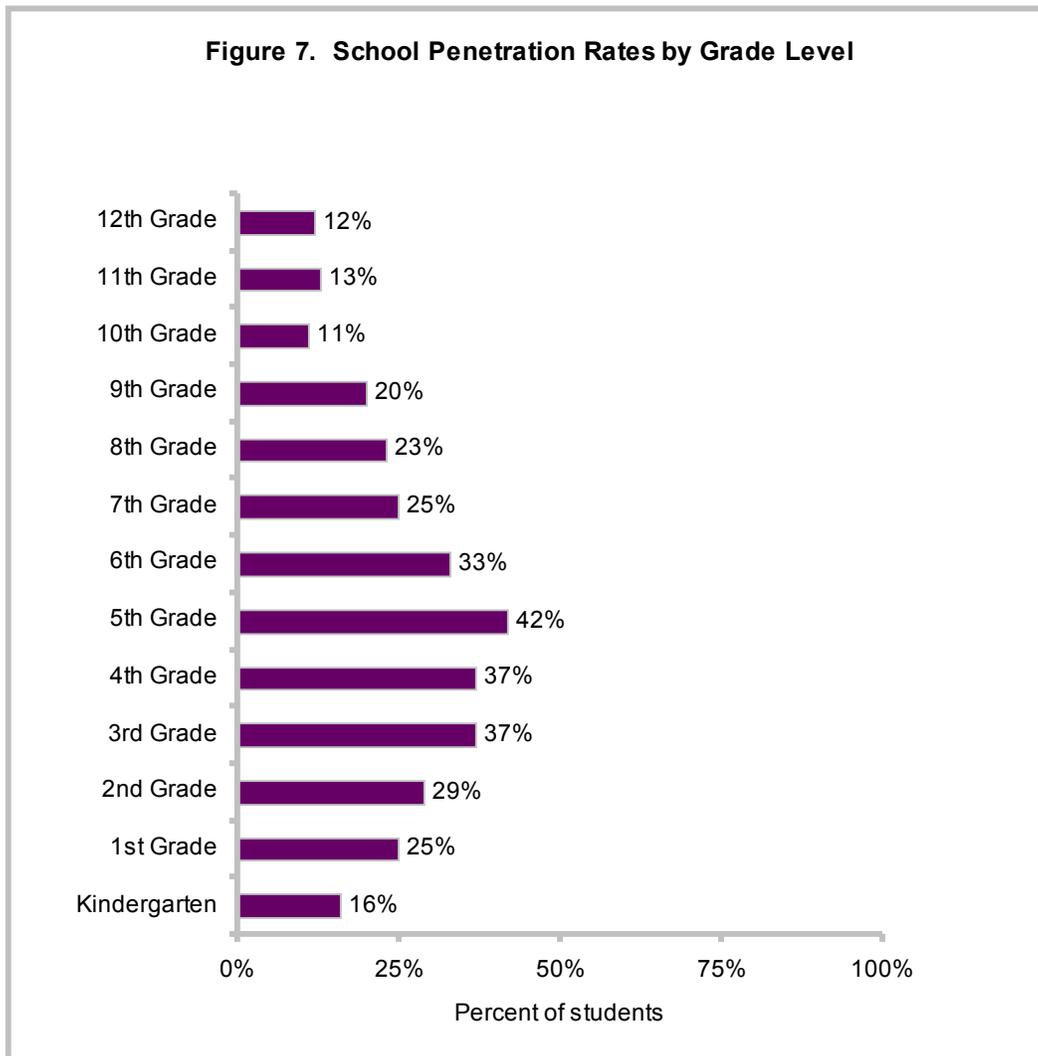
Formal Parent Participation

21st CCLC funding is intended to provide educational services to students' families as well as family involvement activities to support student participation. Specifically, grantees may provide family literacy and educational development programs and family technology programs. Most programs focus on providing youth activities, however, and only a small number of adults have received educational services from the program. These numbers have ranged from a low of 105 adults in 2004-05 to a high of 294 adults in 2006-07; in 2007-08, 211 adults received services. These figures do not include parents and

adult relatives who attended parent nights and other special events held by the 21st CCLC programs where there was no formal registration or enrollment.

School Penetration Rates

One of the implicit assumptions of the 21st CCLC initiative is that it will raise the overall performance of the school. To do so, a substantial proportion of the school needs to be served by the program. As Figure 7 shows, during 2007-2008, the penetration rate of students in grades 2 through 6 enrolled in 21st CCLC programs was between 29% and 42%. Students in grades 7 and 8 were represented less in programs compared to host schools, but still at a high rate. Only in grades 10 through 12 did students enroll at too low a rate to potentially have an impact on the school's performance in those grades.

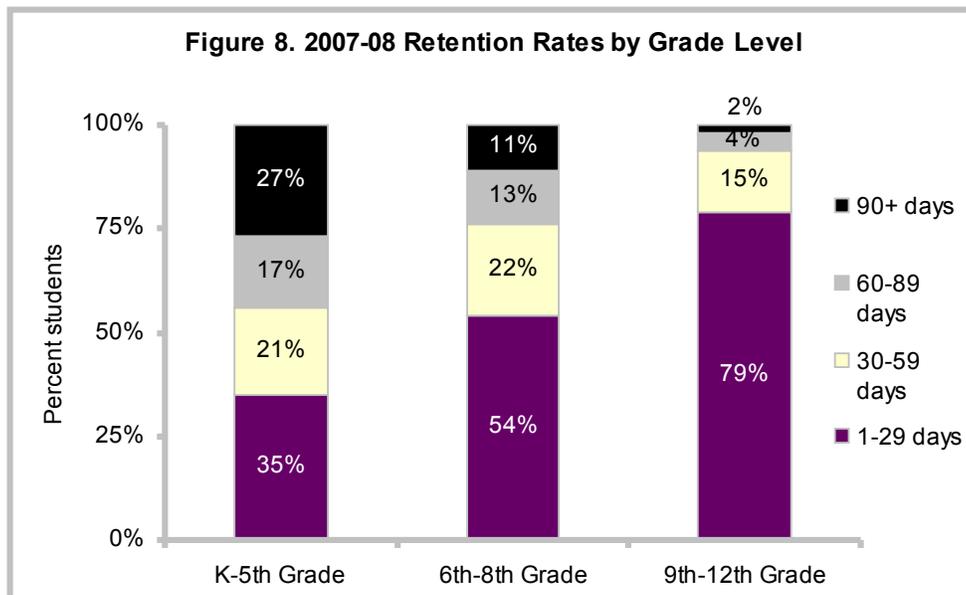


Retention Rates

If 21st CCLC programs appear to be enrolling students at an appropriate rate, the next concern should be whether students stay in the program long enough for activities to have an impact. The federal definition for “regular” participation is attendance of 30 days or more. Figure 8 displays attendance patterns since 2004 in four categories: (a) 1-29 days (less than regular attendance); (b) 30-59 days; (c) 60-89 days; and (d) 90+ days. Rates for school year attendance are shown in Figures 8 and 9. Summer attendance is not included here because summer programs show great variability in their structures and attendance patterns both among themselves and compared to school year programs. Moreover, summer programs sometimes serve quite different populations than are served during the school year.

By Grade

Figure 8 shows 2007-08 retention rates, which can be compared to the penetration rates shown in Figure 7 above. The figure shows that K-5th graders stayed in the program the longest; 65% were retained for 30 days or more and 27% were retained for 90+ days. Substantially fewer—46%—6th-8th graders were retained 30 days or more. Nonetheless, a large number of elementary and middle school students stay in the program long enough to potentially benefit from the programs. High school students had both the lowest penetration rate and the lowest retention rate, with only 21% attending 30 days or more. The combination of low penetration rates and low retention rates suggest that 21st CCLC programs are unlikely to have a marked benefit on indicators of success measured for the school overall, although some students may be individually impacted by their participation.

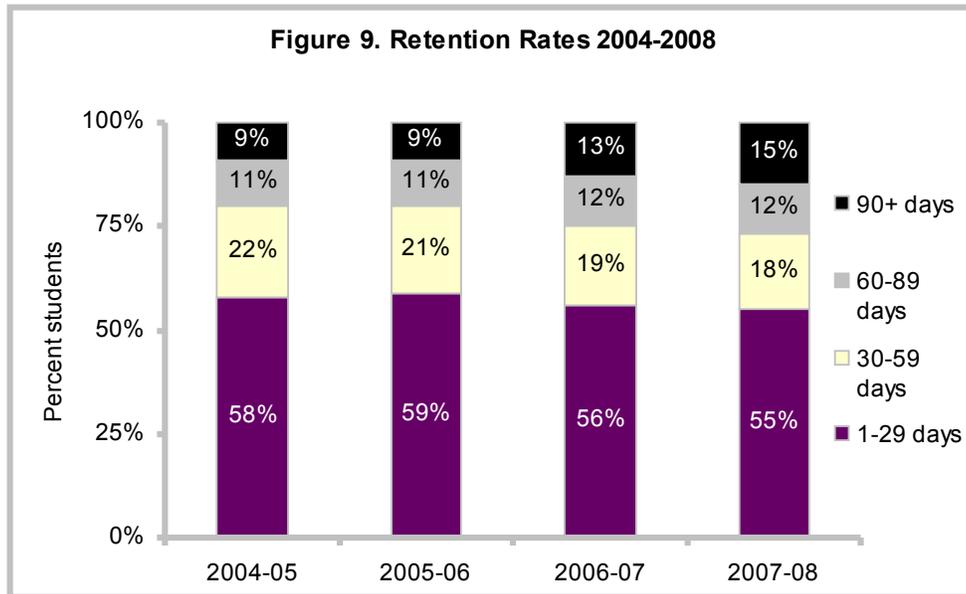


Over Time

Figure 9 shows retention rates for program years from 2004-05 to 2007-08. The decline (3% overall) in students attending in the 1-29 day category is probably not meaningful, nor is the decline (4%) in those attending 30-50 days, and the increase (1% overall) in those attending 60-89 days is definitely not a substantive difference. The increase (6% over 4 years) in those attending 90+ days may be a meaningful change.

However, two important facts are evident in the figure:

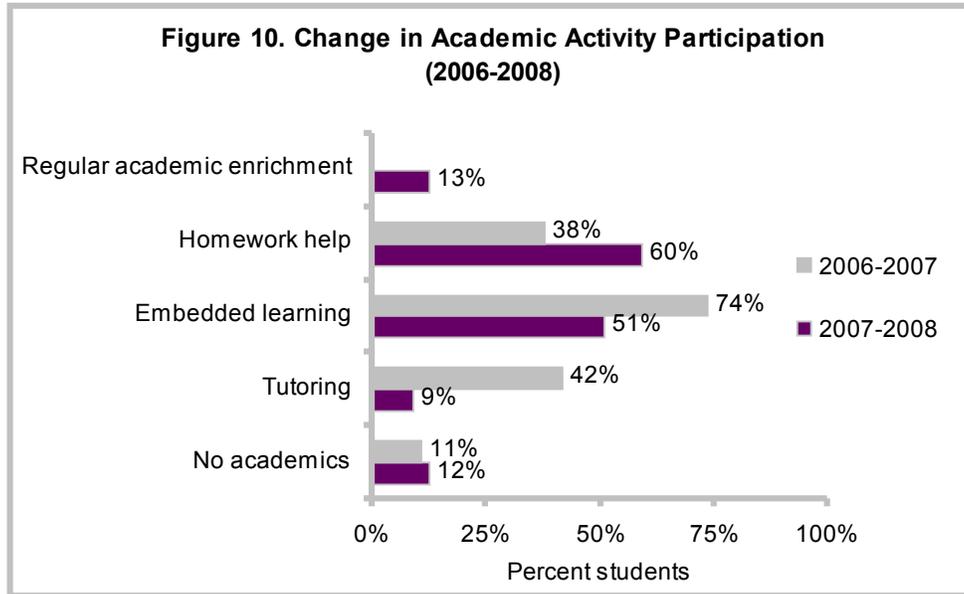
1. Over half of the students participate less than 30 days, which is the equivalent of less than a month over an approximately 8-month school year
2. This has been consistent over the life of the 21st CCLC program



Academic Programming

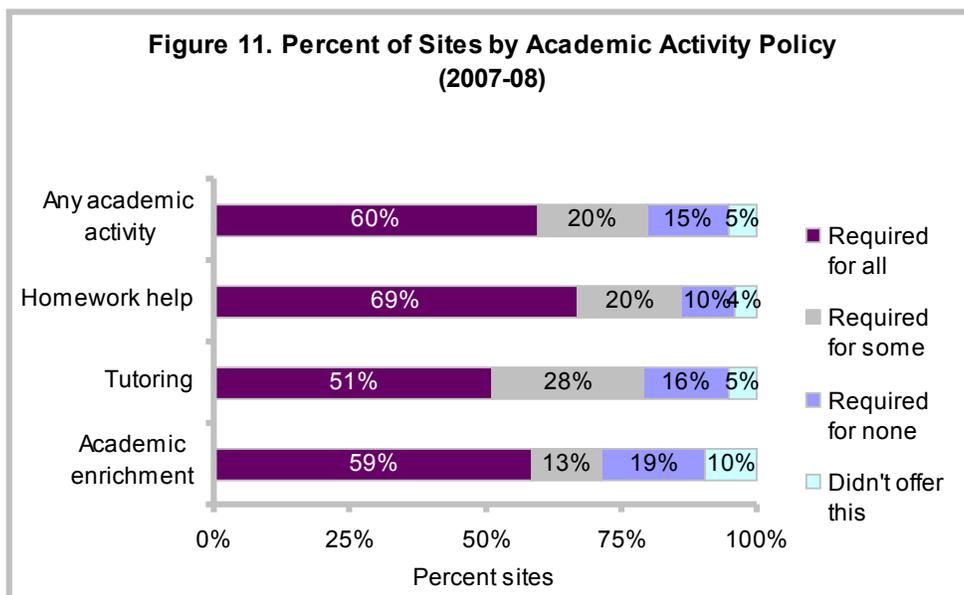
MDE has consistently required academic programming, which may take the form of homework help, tutoring, and/or academic enrichment. In 2007-2008, the MSU Evaluation Team separated academic enrichment into enrichment targeting regular academic subjects (such as social studies or science activities) and embedded learning (activities that integrate academic content into other projects or activities) for the purposes of reporting more accurately on the types of academic programs being offered by 21st CCLC programs. This is the primary reason for the drop in participation that is seen in 2007-2008 embedded learning activities in Figure 10.

Figure 10 compares students' participation in different categories of academic activities in the 2006-2007 and 2007-2008 programming years. There was a striking drop in participation in tutoring during 2007-2008 and a corresponding rise in homework help. Although academics of some kind are required, the percent of students not enrolled in any academics remained consistent at approximately one tenth of all student participants.



In the 2007-2008 Annual Report Form, we presented a check-off list based on their open-ended responses the prior year. Sites were asked to indicate whether the activity was required for all students, was required only for some students, or students were able to choose the activity (marking the “required for none” response was implied). Figure 11 shows only the responses related to academic activities. As the figure shows, the most frequently required academic activity was homework help; 69% of the sites required participation in this activity of all their students. Tutoring was the academic activity most frequently required for some students (28% of sites) and academic enrichment the most frequently offered but not required for any students (19% of sites).

Between 4% and 10% of the sites reported not offering each of the four types of activities. However, these percentages hid the fact that sites could be offering some but not all of the three academic types. For example, 14 sites said they offered no academic enrichment activities but required homework help and tutoring for all of their students. Similarly, among 134 sites that required academic enrichment activities for all of their students, each also offered homework help and only one did not offer tutoring.



Student and Parent Satisfaction

For younger students, parents' satisfaction with the program is often a necessary component for their child's participation in after-school programs. With older students, the youth's interest and satisfaction tends to play an additional role in consistent participation.

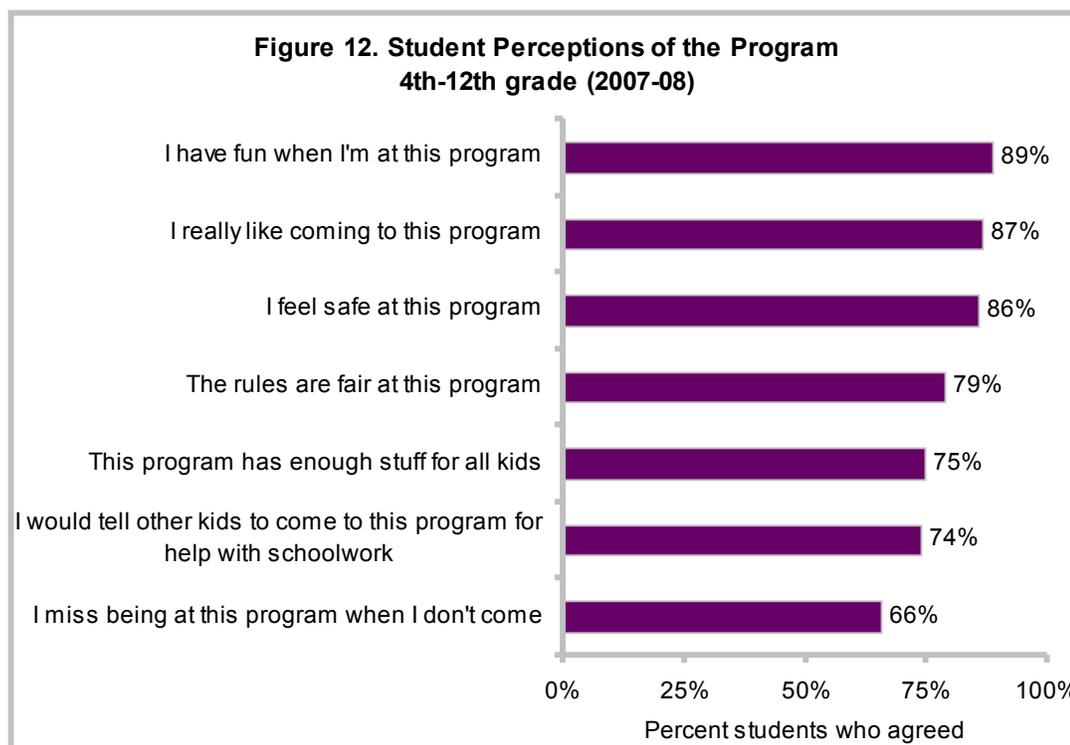
Student Satisfaction

Here we report responses from the 4th- to 12th-grade students. Students were asked to comment on three aspects of the program: (a) the program overall; (b) interactions with staff; and (c) interactions with peers. It is important to remember that these represent the statewide averages and that results for individual sites and grantees can vary substantially from this average.

Student Perceptions of the Program

Both some of the items and the scale used to rate the items on the 4th- to 12th-Grade Program Improvement Survey changed in 2007-2008 from previous years. As can be seen in Figure 12, most students felt positively about the program. However, about a third of students agreed with three negative statements about the program.

- Things get out of control at this program (34%)
- Kids have to wait around a lot at this program (32%)
- I get bored at this program (31%)



While the results indicate that students generally enjoy the program, they also suggest that programs need to assess their activity management and transitions to ensure that these move smoothly and provide a consistent environment for participating youth. Moreover, most administrators are likely to agree that 14% of students feeling unsafe at the program is unacceptably high. By using other sources of data, such as the YPQA, staff survey, and youth survey reports of peer relations, programs may be able to shed light on this finding and find ways to address the issue.

Student Perceptions of Staff

Overall, students were positive about their interactions with 21st CCLC program staff (Figure 13), particularly noting that they trusted staff and felt that staff cared about them. The percent of students who appeared to feel that they could turn to staff to talk about problems and issues was slightly less, but still high.

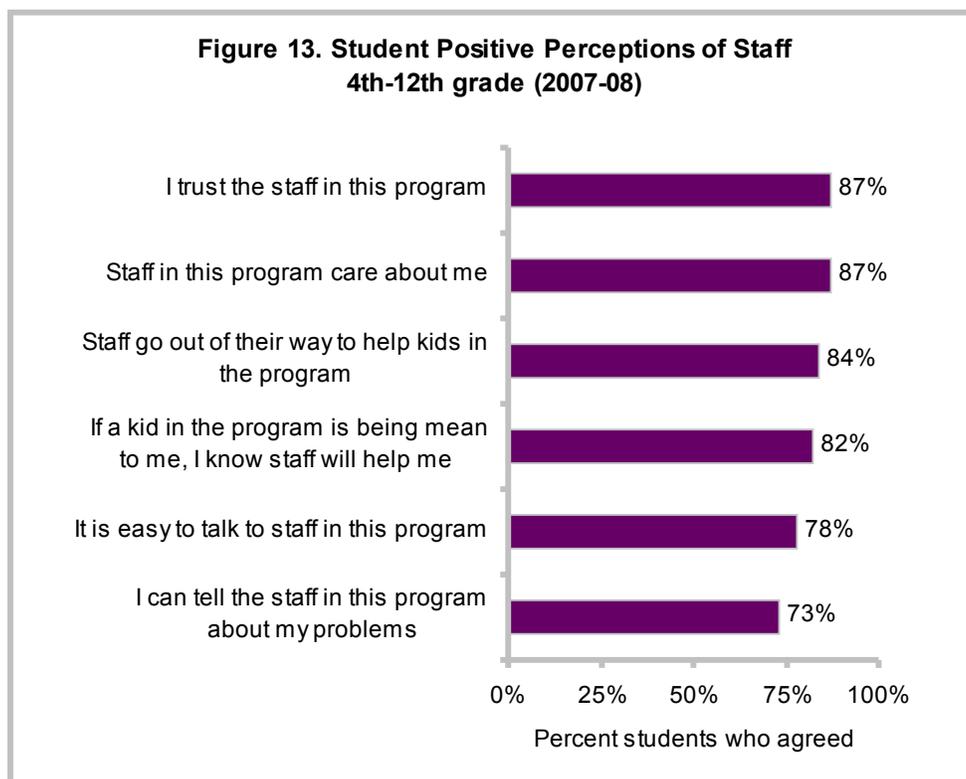
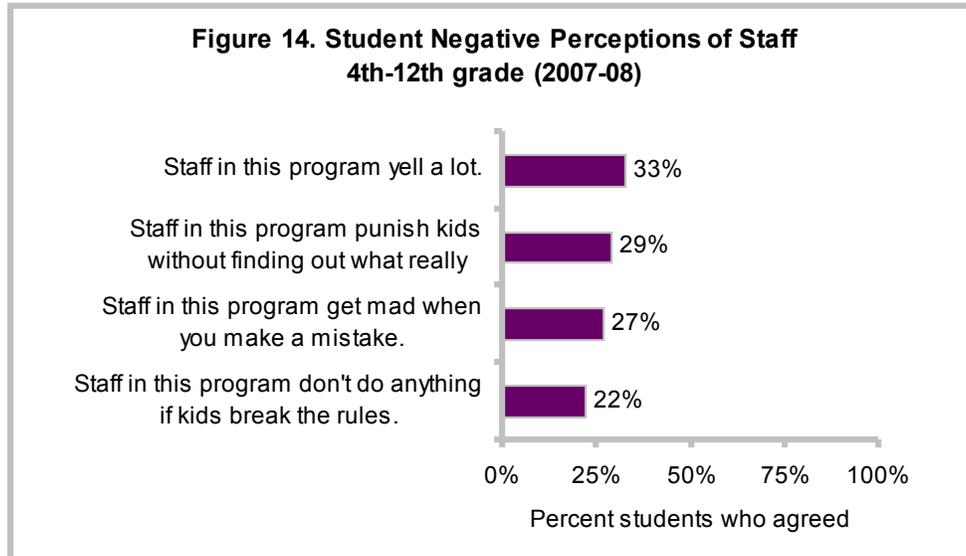


Figure 14 shows the percent of students who agreed with negative statements about the staff. The results indicate that one-third or less of students agreed that staff used these negative behaviors. Although some program managers may think that any instances of poor staff-student interaction are unacceptable, given that these are students' perceptions, some percent of students will probably always have problems with staff behavior. Nonetheless, the findings merit investigation by grantees and sites. We recommend that they examine their individual results in conjunction with other sources of data to determine whether additional staff training and supervision is warranted.



Student Perceptions of Peer Relations

Students also commented on their relationship with other students in the program:

- 62% agreed that it was easier to make friends in the 21st CCLC after school program than it was during the day in school
- 23% agreed that kids in the program made fun of them or that they felt left out or ignored by other kids. Notably, these students were no more or less likely to say that it was easier to make friends in the 21st CCLC program than during the school day.

Peer interactions are a critical part of the overall milieu in which the 21st CCLC program operates. The results suggest that the program has social benefits for many students, with opportunities to make friends and relatively low rates of bullying and isolation. However, programs will still want to examine whether staff and structure are in place to ensure that it is clear that bullying is unacceptable and that all students have adult-facilitated opportunities to engage with their peers.

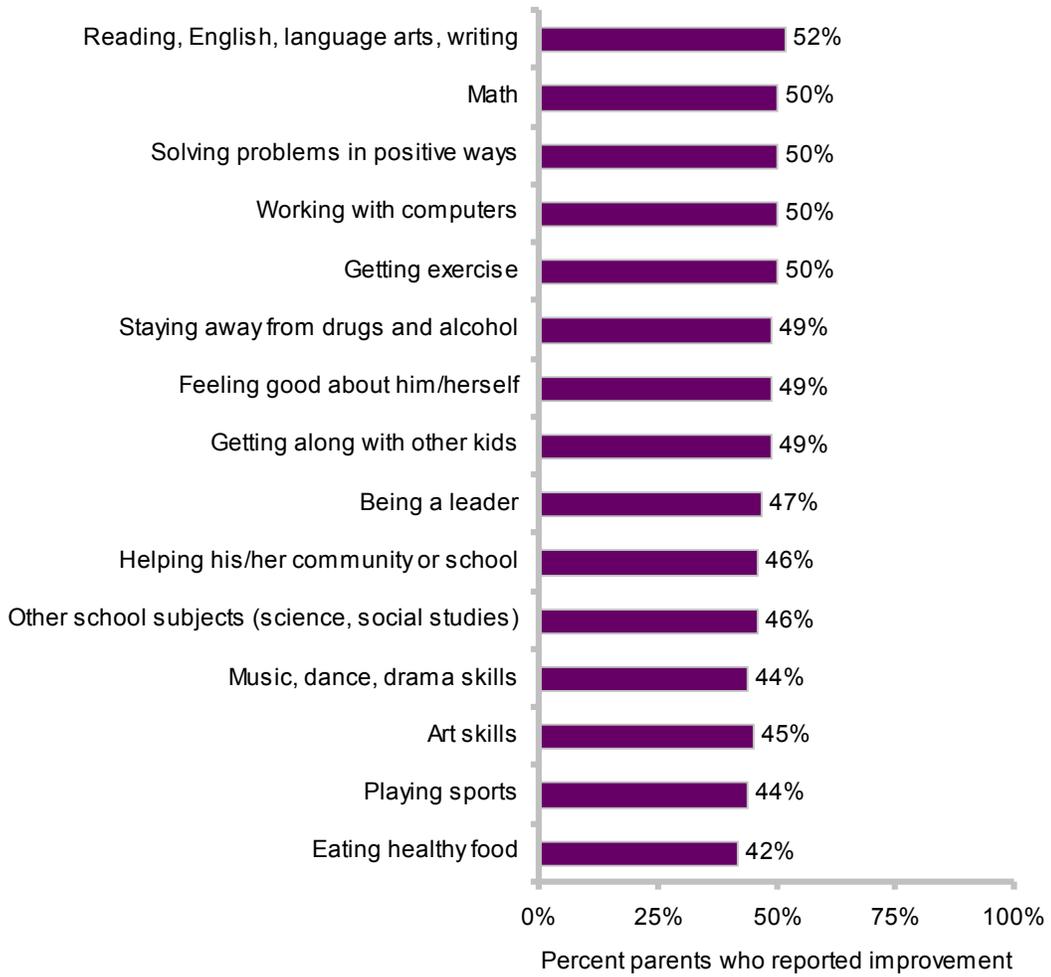
Parent Perceptions

On the parent survey, parents of students of any age were asked to comment on three factors: (a) the extent to which the program helped their student; (b) the staff; and (c) the overall grade they would give the program.

Parent Perceptions of Child Improvement Due to the Program

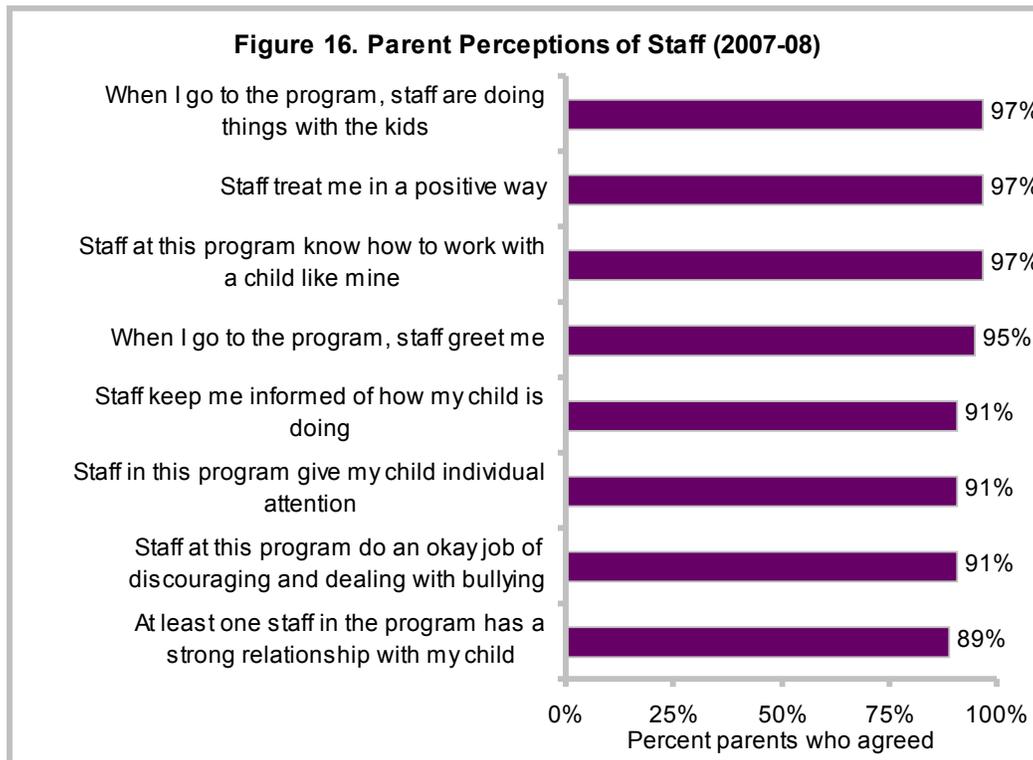
Parents generally rated their children's improvement similarly across all areas, including academic subjects, artistic skills, leadership/resistance skills, exercise/nutrition, getting along with others/helping in the community. Figure 15 shows that for each statement, almost half of parents reported that the program had helped their child (a range of 42% to 52%).

Figure 15. Parent Perceptions of Student Improvement Due to Program (2007-08)

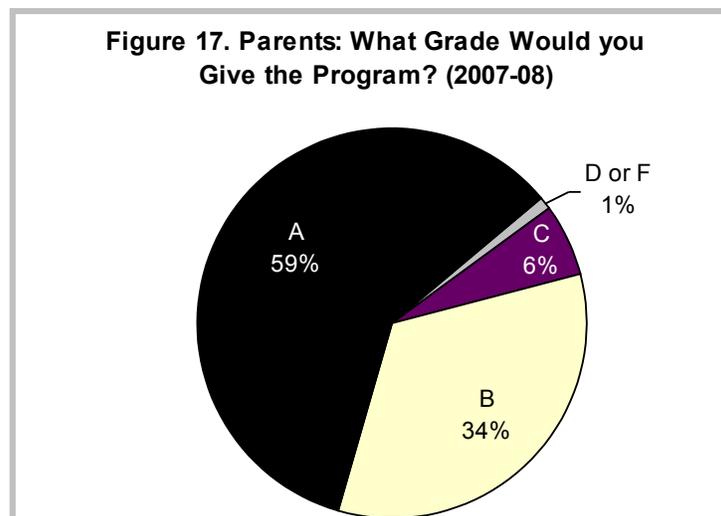


Parent Perceptions of Staff

Figure 16 shows the percent of parents who agreed with the series of statements regarding staff in the program. As can be seen, parents felt very positively about staff. Relatively few (19%) agreed with the negative statement, “When I go to the program, staff are hanging out with other staff instead of with the kids.”



Therefore, it is no surprise that the majority of parents endorsed the program by giving it a positive grade, as shown in Figure 17.



Status on Federal Targets

In 2007-2008 the U.S. Department of Education set targets in the following categories:

1. **Student performance targets**, represented by:
 - a. Improvement in mathematics and English/language art/reading grades of ½ grade (e.g., 2.5 to 3.0) from fall to spring
 - b. Moving from not proficient to proficient on state tests (in Michigan, the MEAP) in reading and mathematics from one year to the next
 - c. Teacher reports of any improvement in homework completion and class participation
 - d. Teacher reports of any improvement in student classroom behavior
2. **Site performance targets**, indicating that sites should:
 - a. Emphasize at least one core academic area
 - b. Offer enrichment and support activities in other areas

For comparison purposes, Michigan regular enrollees are compared to all regular enrollees in the United States. As a rule of thumb, a minimum of 5% increase or decrease will be considered as a meaningful change for within academic year improvements in grades or teachers' reports.

The Federal Targets come from the U.S. Department of Education 2008 Performance Plan (U.S. Department of Education, 2007)² and the national data were retrieved from the 21st Century Profile and Performance Information Collection System (PPICS)³. Michigan data were collected through EZReports, excel templates through which sites provided school outcomes data, and teacher surveys collected by 21st CCLC program staff.

Student Performance

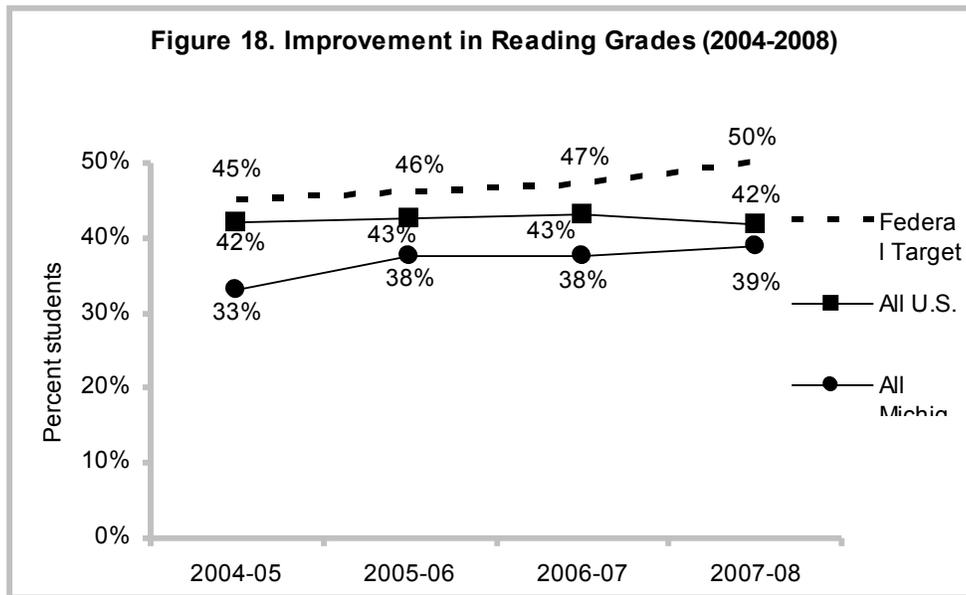
Grades

Reading Grades

Overall. Between 2004-05 and 2007-08, federal targets for the percent of participating students whose reading grades improved at least ½ grade from fall to spring increased from 45% to 50% for students in general, with different targets for each grade level. Figure 18 shows the percent of participants who improved in reading grades each year in Michigan and in the U.S. compared to the federal target for that year. Michigan programs have not met the targets in any year, and the percentage of Michigan's students whose grades improved from fall to spring was 3% to 8% less than students across the nation. In 2007-08, the smaller gap was due more to a decline in the percent of students across the U.S. who improved than to an increase in the percent of Michigan students who improved.

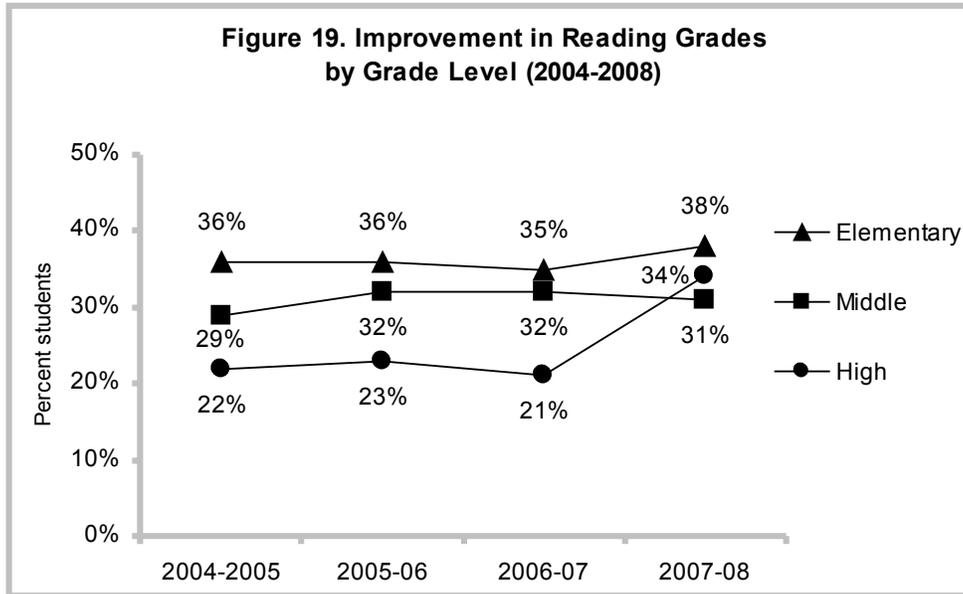
² U.S. Department of Education (2007). *21st CCLC Program Performance Plans and Reports: 2008 Performance Plan*. Retrieved August 31, 2009, from ED.gov 21st CCLC site: <http://www.ed.gov/programs/21stcclc/performance.html>.

³ <http://ppics.learningpt.org/ppics/public.asp>



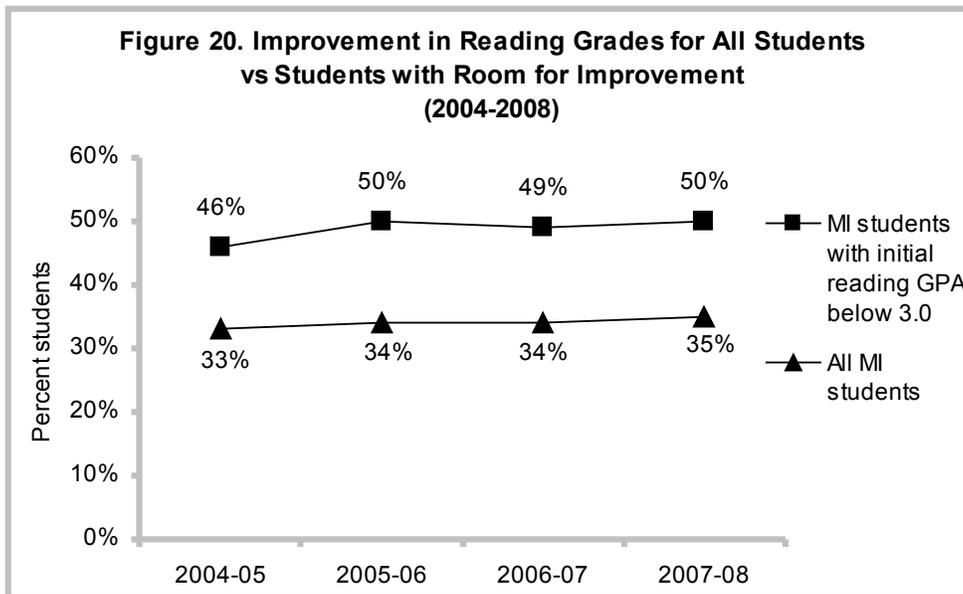
Note. Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days.

By grade level. 2007-08 federal targets for improvement in reading grades varied by grade level, with targets set at 47.5% of elementary school students and 50% of middle and high school students. When student grades were separated by grade level – elementary school (K-5th grade) vs. middle school (6th-8th grade) and high school (9th-12th grade) – although no grade level met the target, differences in reading grade improvement were evident. As shown in Figure 19, over time, the gap between the percent of elementary school students and middle school students with improved reading grades has lessened. The percent of high school students’ with improved reading grades had been consistently lower compared to the percent of elementary or middle school students showing improvement, but in 2007-2008, that gap diminished between high school and elementary school students and high school students performed marginally better than middle school students.



Note. Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days.

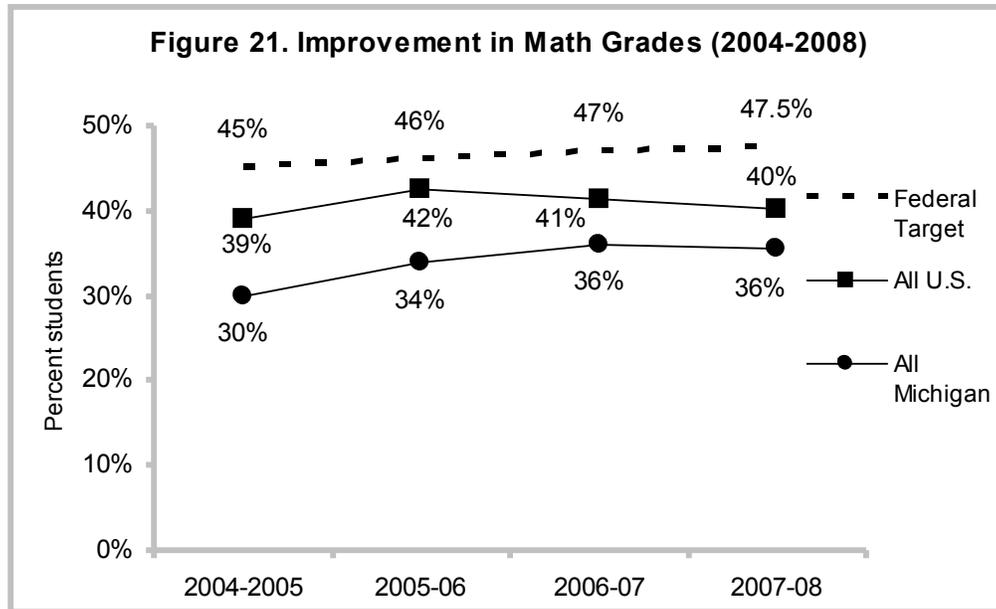
Students with room for improvement. Data informing the federal targets are required to include all regular students (those who attend at least 30 days), including those who started with high grades and have little or no room to improve. When we compare the performance of Michigan regular students with room for improvement to that of all regular Michigan students, a substantially higher percentage of students with room for improvement showed at least a half grade gain in reading compared to all students.



Note. Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days. Room for improvement is defined as having a fall grade below 3.0.

Math Grades

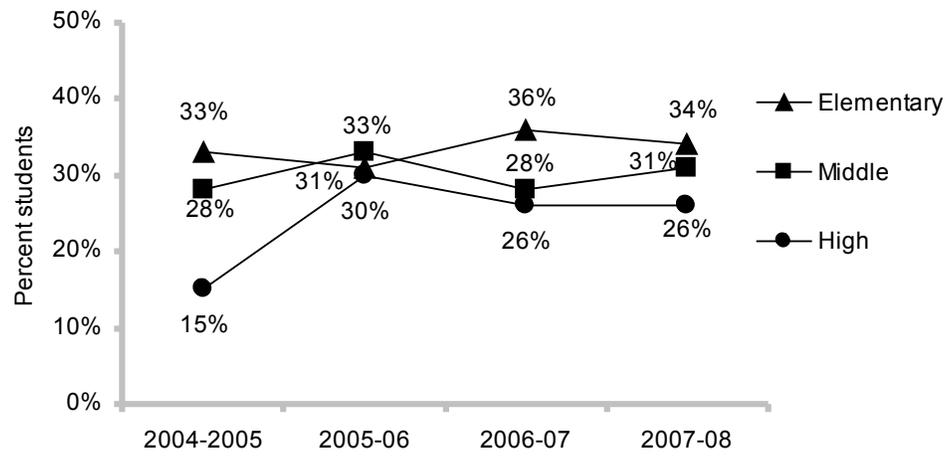
Overall. Between 2004-05 and 2007-08, federal targets for the percent of participating students whose math grades improved $\frac{1}{2}$ grade from fall to spring increased from 45% to 47.5% for all grade levels. Figure 21 shows the percent of participants who improved in each year in Michigan and in the U.S. compared to the federal target for that year. Michigan programs have not met the targets in any year, with just over a third of students improving in math. While programs across the U.S. have also not met the targets in any year, the gap is less pronounced. However, Michigan's numbers have remained stable while numbers for the U.S. have declined over time.



Note. Improvement is defined as $\frac{1}{2}$ grade increase from fall to spring within a year. Includes only students who participated at least 30 days.

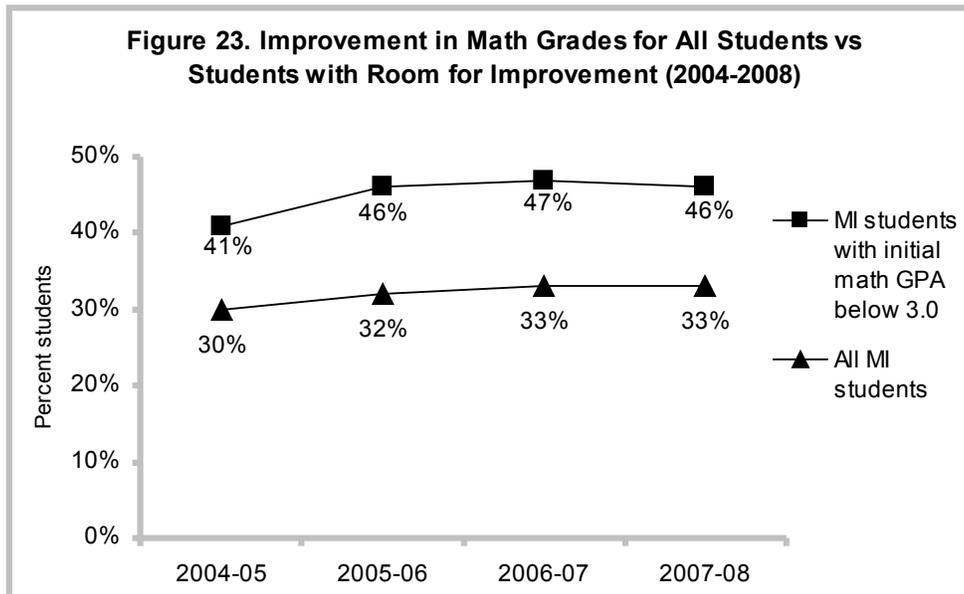
By grade level. Figure 22 shows the percent who improved in math grades by grade level. The percent of elementary school (K-5th grade) students' fall-to-spring grade improvements as well as those of middle school students (6th-8th grade) have remained relatively consistent over time. The percent of high school (9th-12th grade) students whose grades improved in 2004-05 was substantially lower than their elementary and middle school companions. That may be attributed to the fact that there were a much smaller number of high school students and were probably less representative of the whole.

**Figure 22. Improvement in Math Grades
by Grade Level (2004-2008)**



Note. Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days.

Students with room for improvement. The improvements shown in Figures 21 and 22 include all regular students, both those who started with high grades and had little or no room to improve as well as those with low grades who had substantial room to improve. As shown in Figure 23, when Michigan students with room for improvement were compared with all Michigan students, a striking difference in performance was evident between those two groups, with students with room for improvement showing much larger gains.



Note. Improvement is defined as ½ grade increase from fall to spring within a year. Includes only students who participated at least 30 days. Room for improvement is defined as having a fall grade below 3.0.

Standardized Tests – The MEAP

Because state tests are developed according to standards set by each state, they are not comparable, and the percent of students meeting proficiency in each state varies widely. Still, beginning in 2005-06, federal targets were set for state standardized tests—in Michigan, the MEAP, given from 3rd through 8th grade. Note that in this instance, the federal target is not the percent improved – as was the case for grades – but the percent change from *not proficient* in one year to *proficient* in the next year. In 2007-08, federal targets were set only for elementary school students for reading (23%) and middle/high school students for math (13.35%). 2007-08 was the first year that Michigan collected data on the previous year’s MEAP proficiency for students attending in the current year. However, it must be noted that the MEAP is given in the fall of the programming year, and is not a good measure of participating students’ progress for that year; many students will either have just started participating or not yet have participated in 21st CCLC when they take the MEAP.

MEAP Reading

Elementary school students (3rd to 5th grade). In 2007-08, the baseline percent of improvement from not proficient to proficient was set at 23% for elementary students’ reading scores. The results showed that 28% of elementary school students who did not meet state standards in 2006-07 did achieve proficiency in reading in 2007-08; thus exceeding the federal target of 23%. Across the state, the percent of elementary school students who improved was 34%, slightly more than that of the 21st CCLC students.

Middle school students (6th to 8th grade). No federal target in reading was set for middle or high school students. The percent of Michigan 21st CCLC middle-school students who improved from not proficient

in 2006-07 to proficient in 2007-08 was 23%. Thirty-one percent of middle-school students across Michigan improved, a higher rate than for Michigan 21st CCLC middle-school students.

MEAP Math

Elementary school students (3rd to 5th grade). Federal targets were not designated for state tests in math for elementary school students. The percent of elementary school students who were not proficient in math in 2006-07 and were proficient in 2007-08 was 25%. Improvement rates for 21st CCLC students were comparable to those for Michigan students overall (26%).

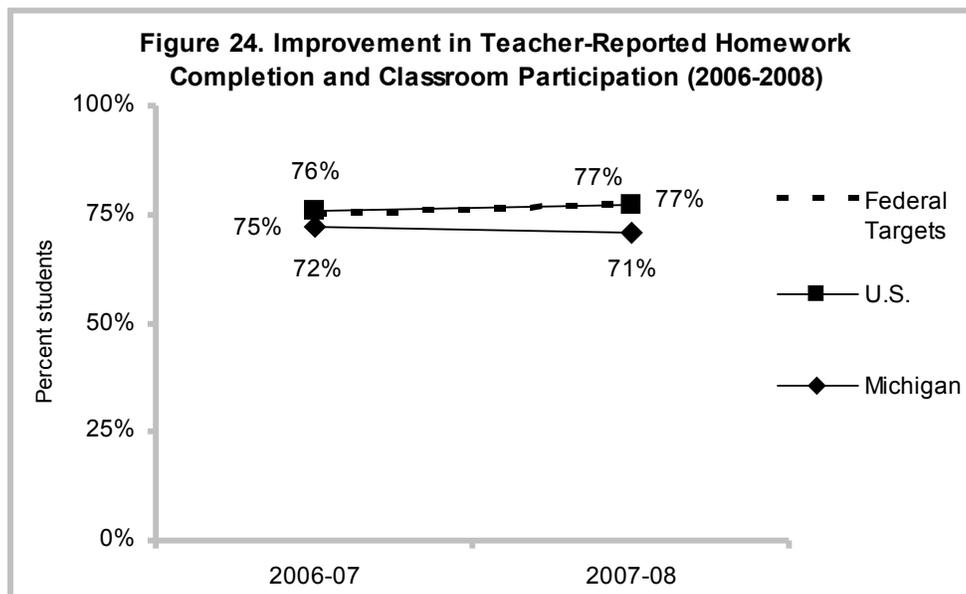
Middle school students (6th to 8th grade). The federal target for middle/high school students in math was set at 13.35%. Twenty-six percent of middle school students who were not proficient in math in 2006-07 moved to proficiency by 2007-08, twice the rate targeted. This was not quite as high as the percent of middle school students across the state who improved (32%).

Teacher Ratings

Each year, teachers rate students attending the 21st CCLC program on the extent to which they have changed over the year in homework completion/classroom participation and classroom behavior. Although data have been collected since 2004-05, beginning in 2006-07, a question was added that allowed teachers to indicate for each item whether students did not need to improve. Therefore, teacher ratings collected prior to 2006-07 are not comparable to data from subsequent years. As a result, we present data only for the past two years.

Homework Completion/Classroom Participation

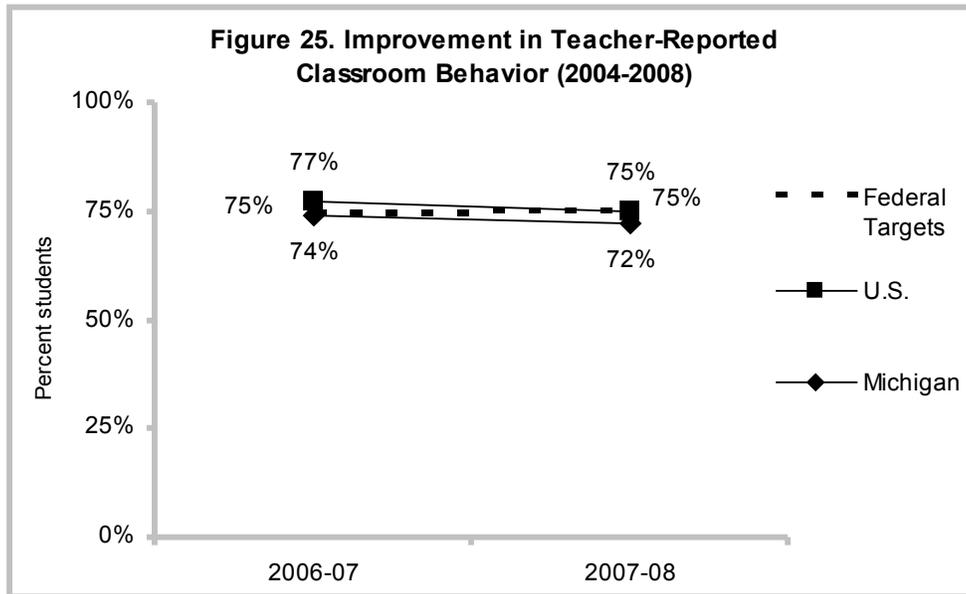
Homework completion/classroom participation includes behaviors such as turning in homework on time and completing it to the teacher’s satisfaction as well as participating and volunteering in class. In 2007-08, the federal target for students of all ages was 77%. Figure 24 shows the percent of students who improved in homework completion/classroom participation according to teachers over the past two years. Although students across the U.S. met the target in 2007-08, Michigan students did not. The percent of Michigan students improving declined by 4% over the past two years.



Note. Includes only students who participated at least 30 days.

Classroom Behavior

Classroom behavior includes items such as behaving well in class and getting along with other students. For the past two years, the federal target has been 75%. As shown in Figure 25, Michigan students were close to meeting the target with 72% improving in 2007-08, while students across the U.S. met the target with 75%.



Site Performance

Federal targets were also set for two center-level program attributes: the extent to which core academic content areas were emphasized and the extent to which enrichment and support activities were offered in other areas. From 2005-2006 on, both targets were set at 100%--that is, 100% of sites in a state were expected to offer these activities. Michigan's 21st CCLC program has consistently performed as well as or better than the rest of the programs in the U.S. on both of these targets. In 2007-08, 99% of Michigan sites reported emphasizing at least one core academic area compared to 97% nationally, and 100% of Michigan sites reported offering enrichment and support activities in other areas compared to 92% nationally.