Michigan 21st Century Community Learning Centers
Five Years Old and Growing

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What we're going to do this morning:

- Update on federal targets
- What does *your* data say contributes to successful programs?
- This presentation will be available for download from www.outreach.msu./cerc/21cclc.asp

Data We'll Talk About

- EZreports
- School outcomes (grades, MEAP)
- Student surveys
- Teacher surveys
- Parent surveys
- Staff surveys
- Annual Report Form
- YPQA
- Federal data for U.S.

What are the 21st CCLC Federal Performance Indicators?

Indicator	2006-07	2007-08
Improved grades, reading/language arts	47%	47.5%
Improved grades, math	47%	47.5%
Improvement in state assessment proficiency, reading/language arts	About 32%	About 33%
Improvement in state assessment proficiency, math	About 30%	About 31%
Improved homework completion and class participation	75%	77%
Improved student behavior	75%	75%

What are the 21ˢᵗ CCLC Federal Performance Indicators?

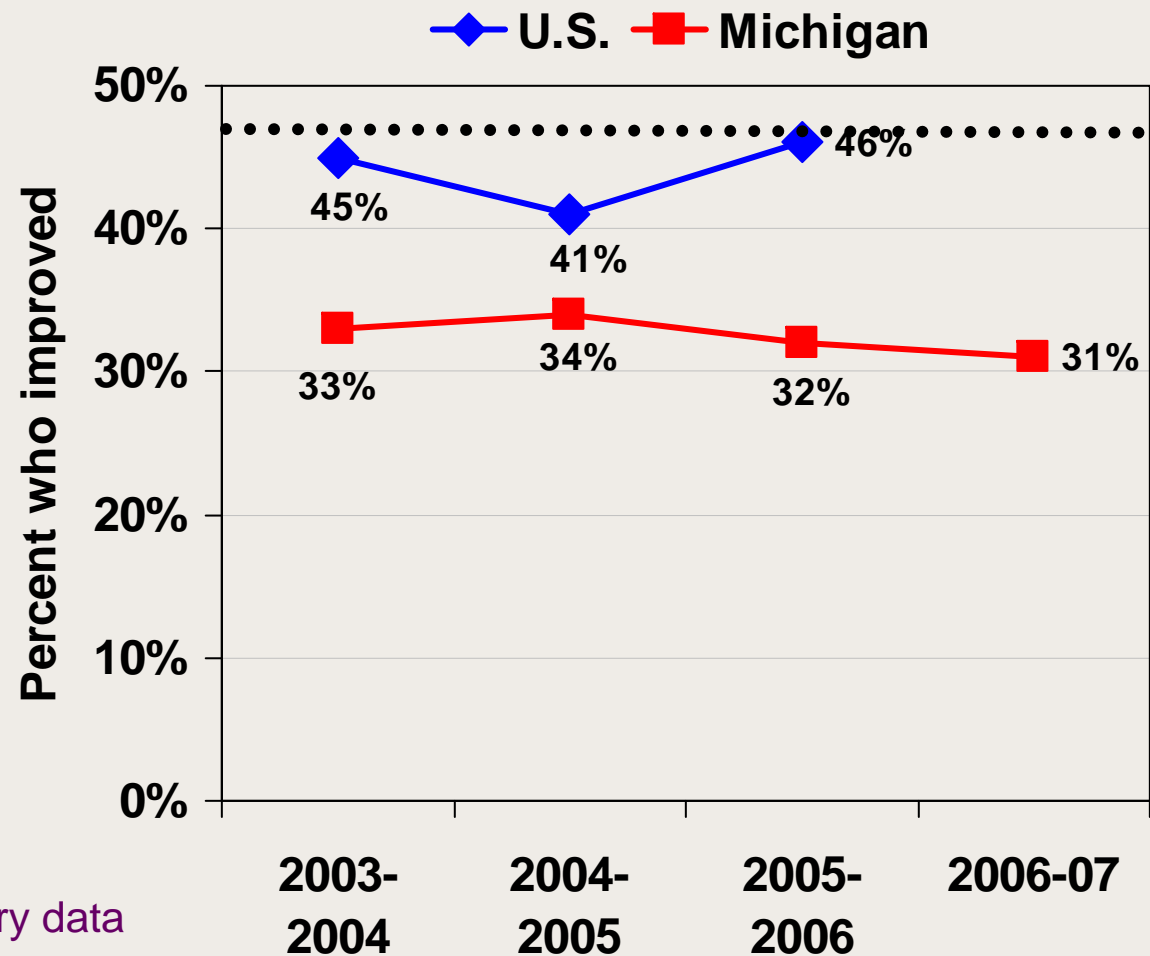| Indicator	2006-07	2007-08
Centers emphasizing at least one core academic area (reading and literacy, math, science	100%	100%
Centers offering enrichment and support activities in other areas	100%	100%

With 4 years under our belts, how are we doing against the federal targets? Let's review Michigan's status, then take a closer look…
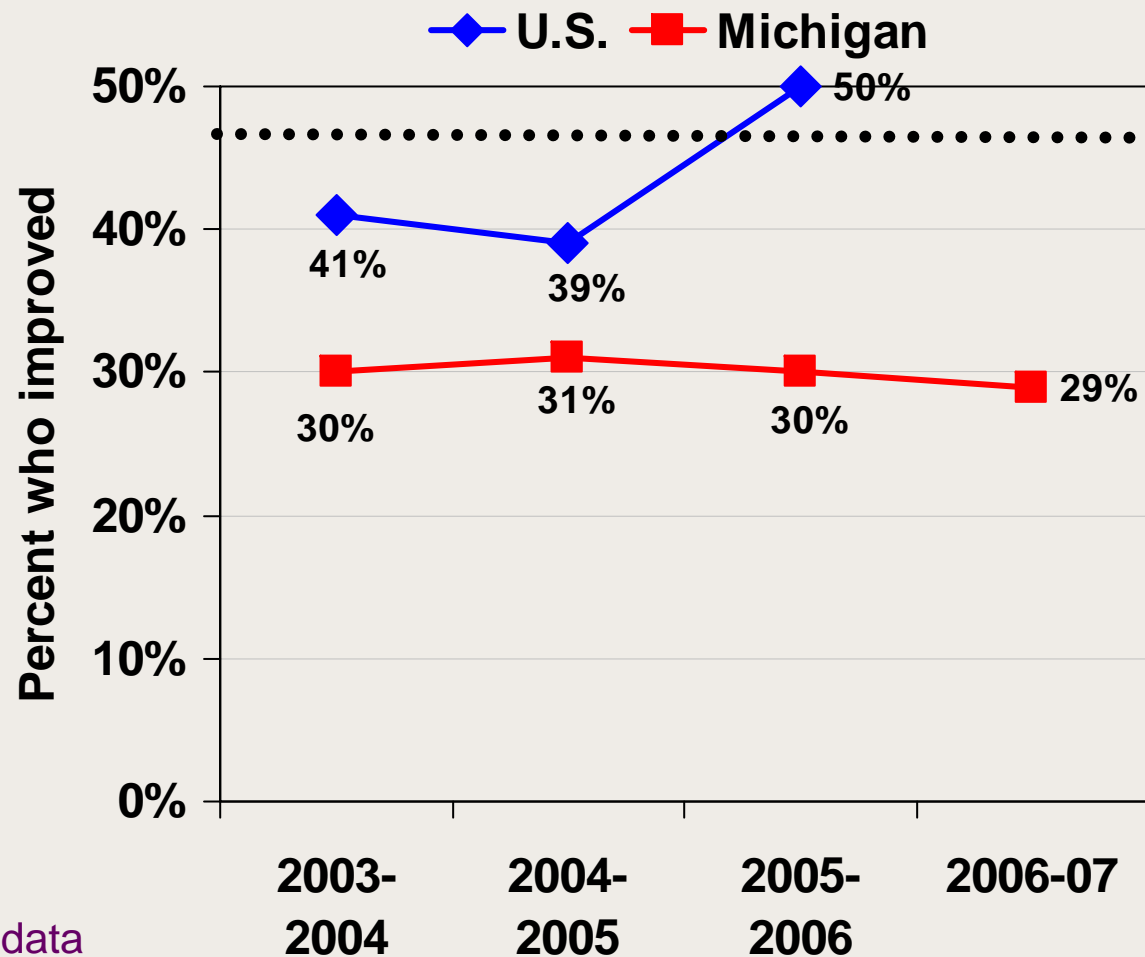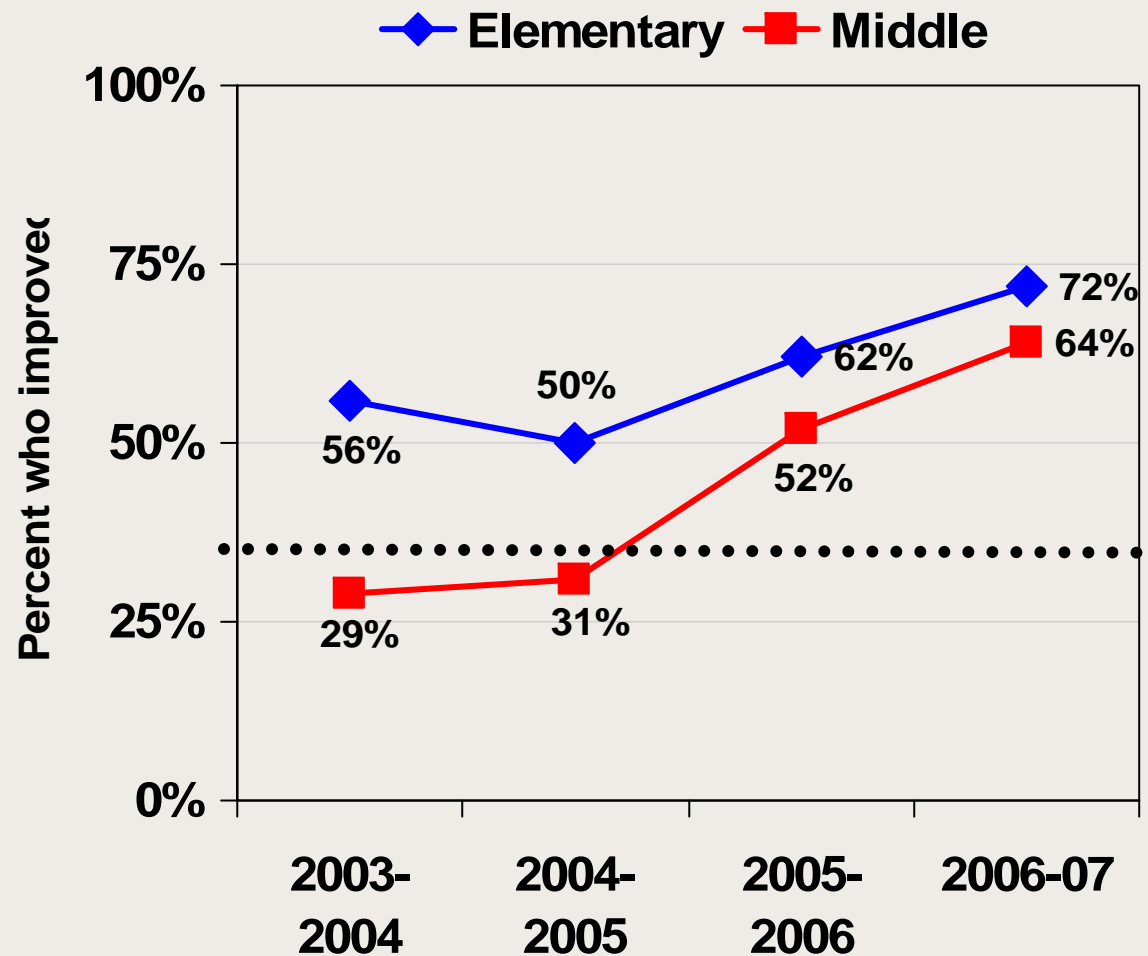
Michigan has not yet met the target for reading grades

- Federal target is 45-47%.

- U.S. as a whole is improving.

- Michigan has not gotten closer to meeting the target.

2006-07 preliminary data

U.S. — **Michigan**

Percent who improved

	2003-2004	2004-2005	2005-2006	2006-07
U.S.	45%	41%	46%	
Michigan	33%	34%	32%	31%

Michigan has not yet met the target for math grades

- Federal target is 45-47%.

- U.S. as a whole is improving.

- Michigan has not gotten closer to meeting the target.

U.S. **Michigan**

Percent who improved

50%
40%
30%
20%
10%
0%

41%
39%
50%

30%
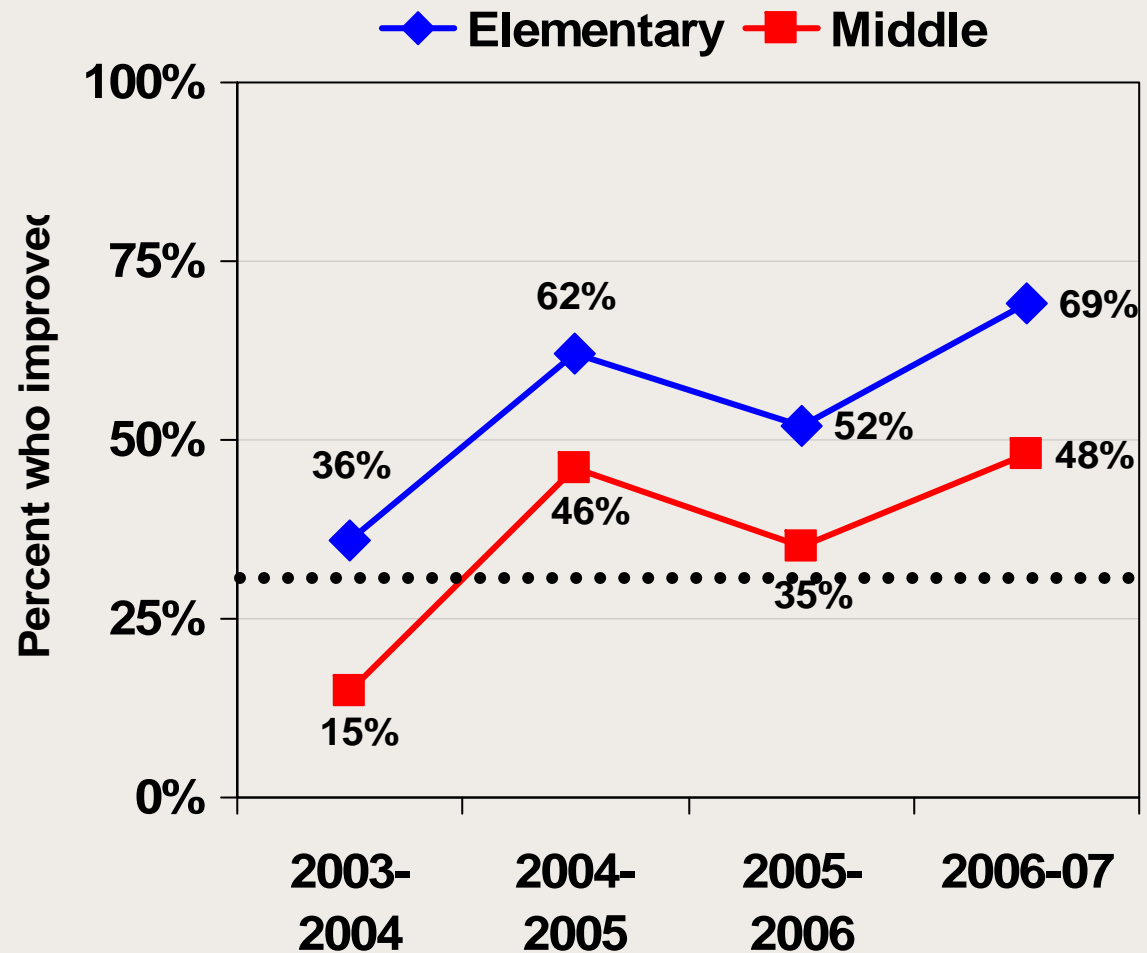31%
30%
29%

2003-2004
2004-2005
2005-2006
2006-07

Michigan MEAP reading has met target and is improving

- Both elementary and middle school students are improving on MEAP reading
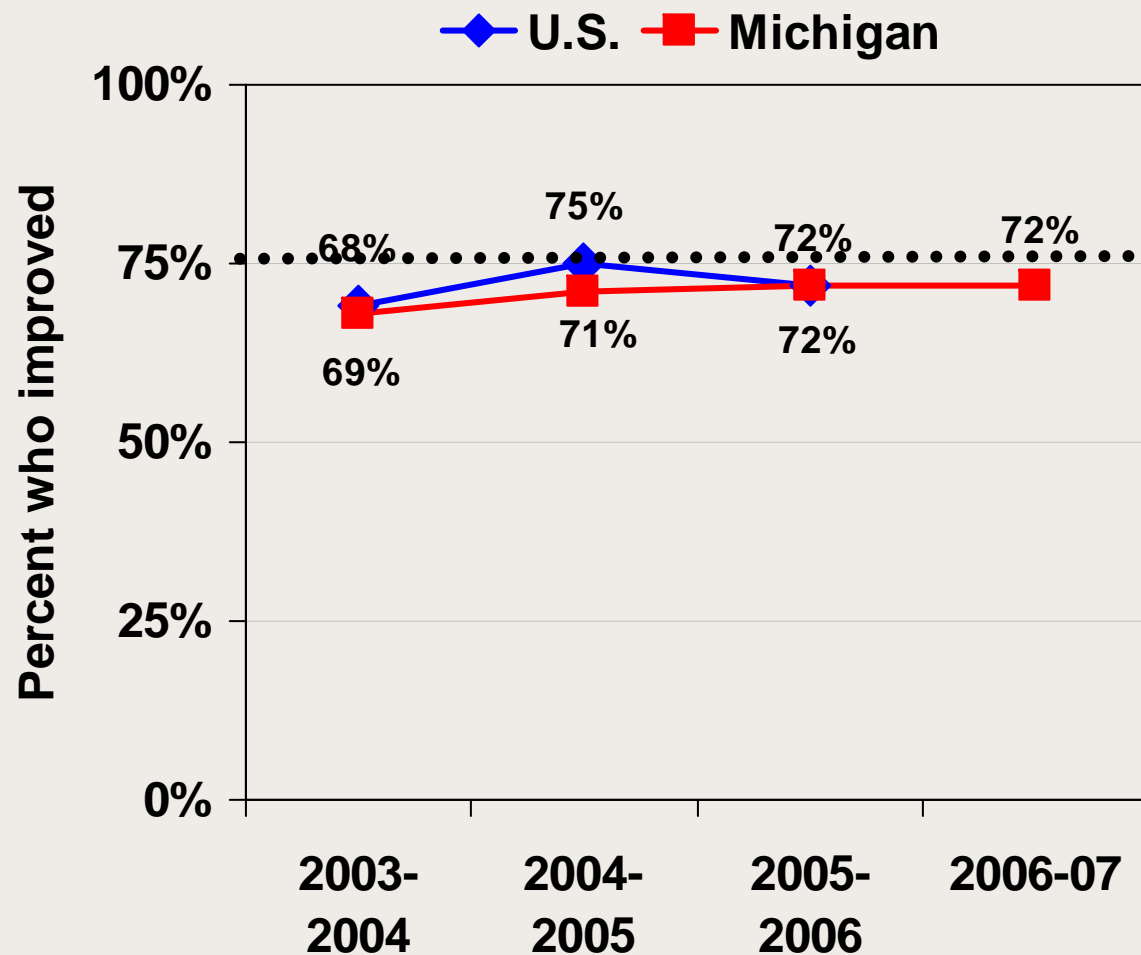- And the gap is narrowing

Chart: Percent who improved — Elementary (blue) and Middle (red)

	2003-2004	2004-2005	2005-2006	2006-07
Elementary	56%	50%	62%	72%
Middle	29%	31%	52%	64%

Michigan **MEAP** **math** has met target and is improving

- Both elementary and middle school students are improving on MEAP math
- The gap is not narrowing

Elementary ◆   **Middle** ■

Percent who improve

100%

75%

62%

69%

50%

36%

52%

46%

48%

25%
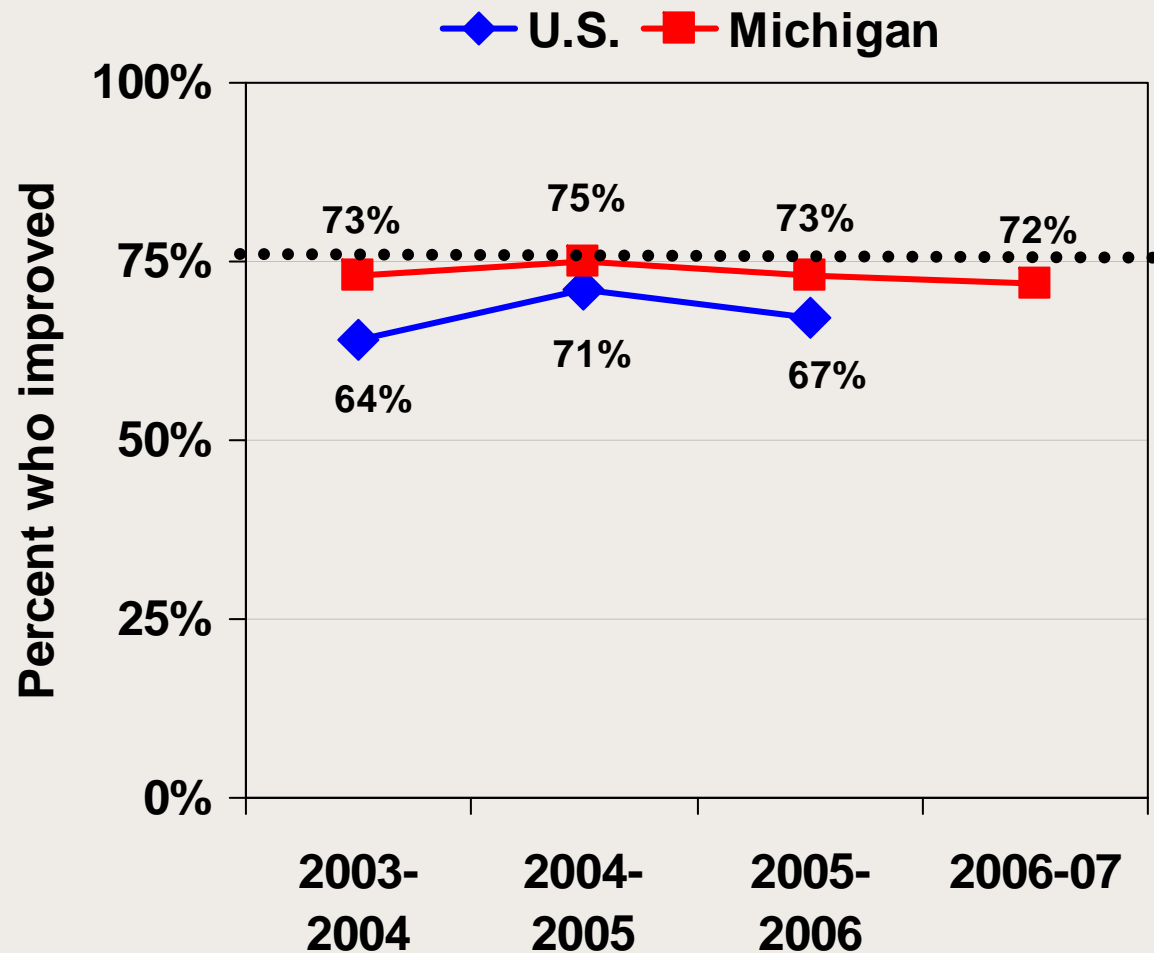
35%

15%

0%

2003-2004   2004-2005   2005-2006   2006-07

Michigan is close to meeting the target for improved homework completion/classroom participation

- The federal target is 75%.
- Michigan is close to the target and the U.S. average.
- Michigan rates have been stable.

Chart legend: ◆ U.S. ■ Michigan

Y-axis: Percent who improved (0%, 25%, 50%, 75%, 100%)

X-axis: 2003-2004, 2004-2005, 2005-2006, 2006-07

Data labels: 68%, 75%, 72%, 72%, 69%, 71%, 72%

Michigan is close to meeting the target for improved student behavior

- The federal target is 75%.

- Michigan is close to the target.

- Michigan has done better than the U.S. overall.

- Rates are relatively stable.

Chart legend: ◆ U.S. ■ Michigan

Y-axis: Percent who improved (0%, 25%, 50%, 75%, 100%)

X-axis: 2003-2004, 2004-2005, 2005-2006, 2006-07

Michigan: 73%, 75%, 73%, 72%
U.S.: 64%, 71%, 67%

Does Michigan meet the targets for the **activities** provided?

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

Michigan's status on the federal targets

Indicator	U.S. 2004	U.S. 2005	U.S. 2006	MI 2004	MI 2005	MI 2006	MI 2007
Improved reading grades	🙂 (green)	😐 (yellow)	🙂 (green)	☹️ (red)	☹️ (red)	☹️ (red)	☹️ (red)
Improved math grades	😐 (yellow)	☹️ (red)	🙂 (green)	☹️ (red)	☹️ (red)	☹️ (red)	☹️ (red)
MEAP reading						🙂 (green)	🙂 (green)
MEAP math						🙂 (green)	🙂 (green)
Improved homework completion/class participation	☹️ (red)	🙂 (green)	😐 (yellow)	😐 (yellow)	😐 (yellow)	😐 (yellow)	😐 (yellow)
Improved student behavior	☹️ (red)	😐 (yellow)	☹️ (red)	🙂 (green)	😐 (yellow)	🙂 (green)	😐 (yellow)

**But there's more to the story:
How are we doing with students who
have room for improvement?**

Michigan meets the target for reading grades for students with room for improvement

Michigan still does not meet the target for math grades for students with room for improvement (but close)

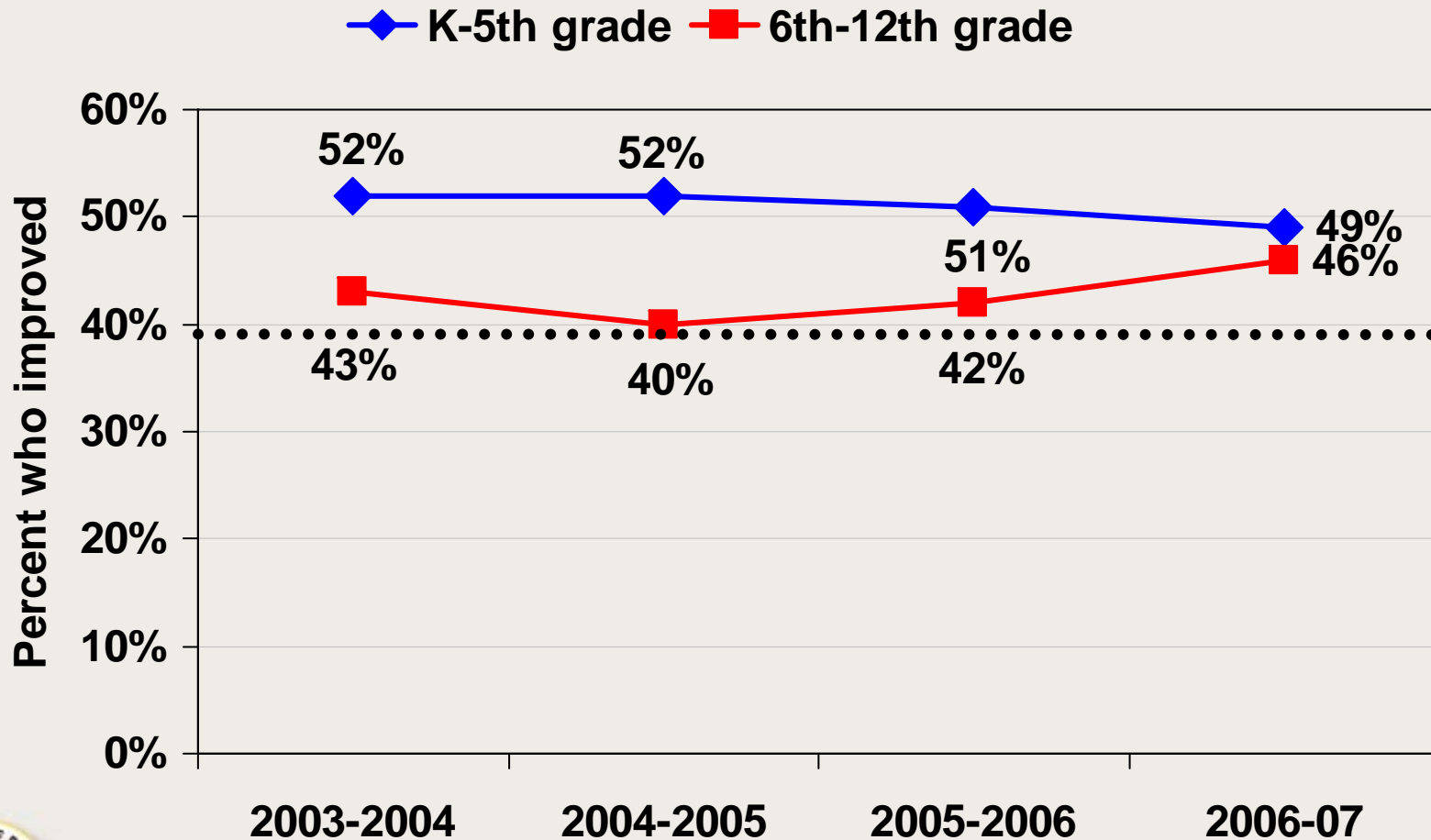Legend: ◆ All MI students ■ MI students with initial math GPA below 3.0

Y-axis: Percent who improved (0% – 60%)

MI students with initial math GPA below 3.0 (red):
- 2003-2004: 41%
- 2004-2005: 42%
- 2005-2006: 46%
- 2006-07: 42%

All MI students (blue):
- 2003-2004: 30%
- 2004-2005: 31%
- 2005-2006: 30%
- 2006-07: 29%

X-axis: 2003-2004, 2004-2005, 2005-2006, 2006-07
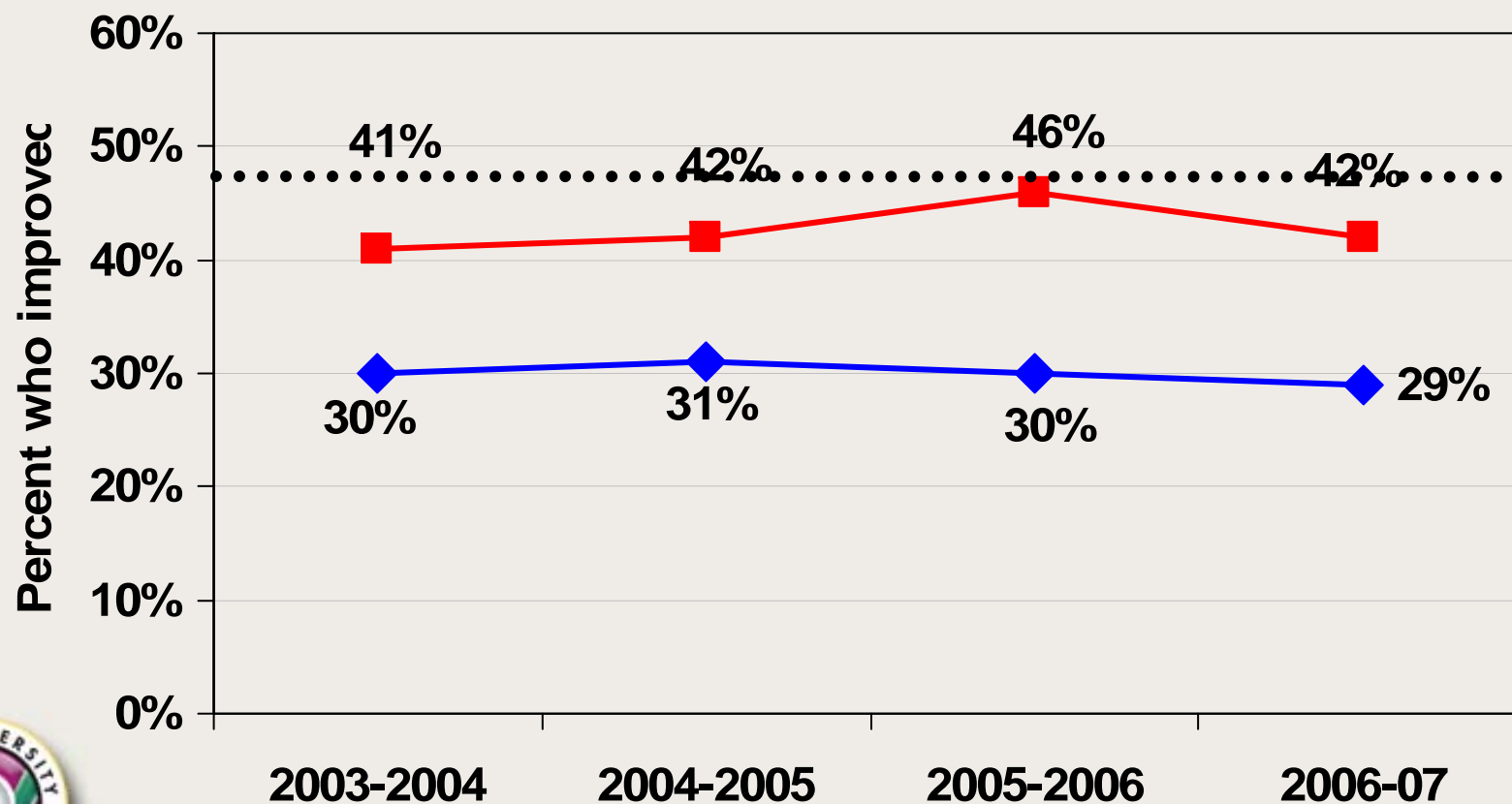
How about elementary vs middle/high school students?

For reading grades, the age gap has decreased; older students have improved

Legend: K-5th grade (blue diamond), 6th-12th grade (red square)

Y-axis: Percent who improved (0% to 60%)

X-axis: 2003-2004, 2004-2005, 2005-2006, 2006-07

K-5th grade values: 52%, 52%, 51%, 49%
6th-12th grade values: 43%, 40%, 42%, 46%

Students with initial grades below 3.0.

For math grades, the picture is mixed.

K-5th grade ◆   **6th-12th grade** ■

Percent who improved

- 42%
- 48%
- 43%
- 47%
- 40%
- 37%
- 41%
- 38%

2003-2004   2004-2005   2005-2006   2006-07
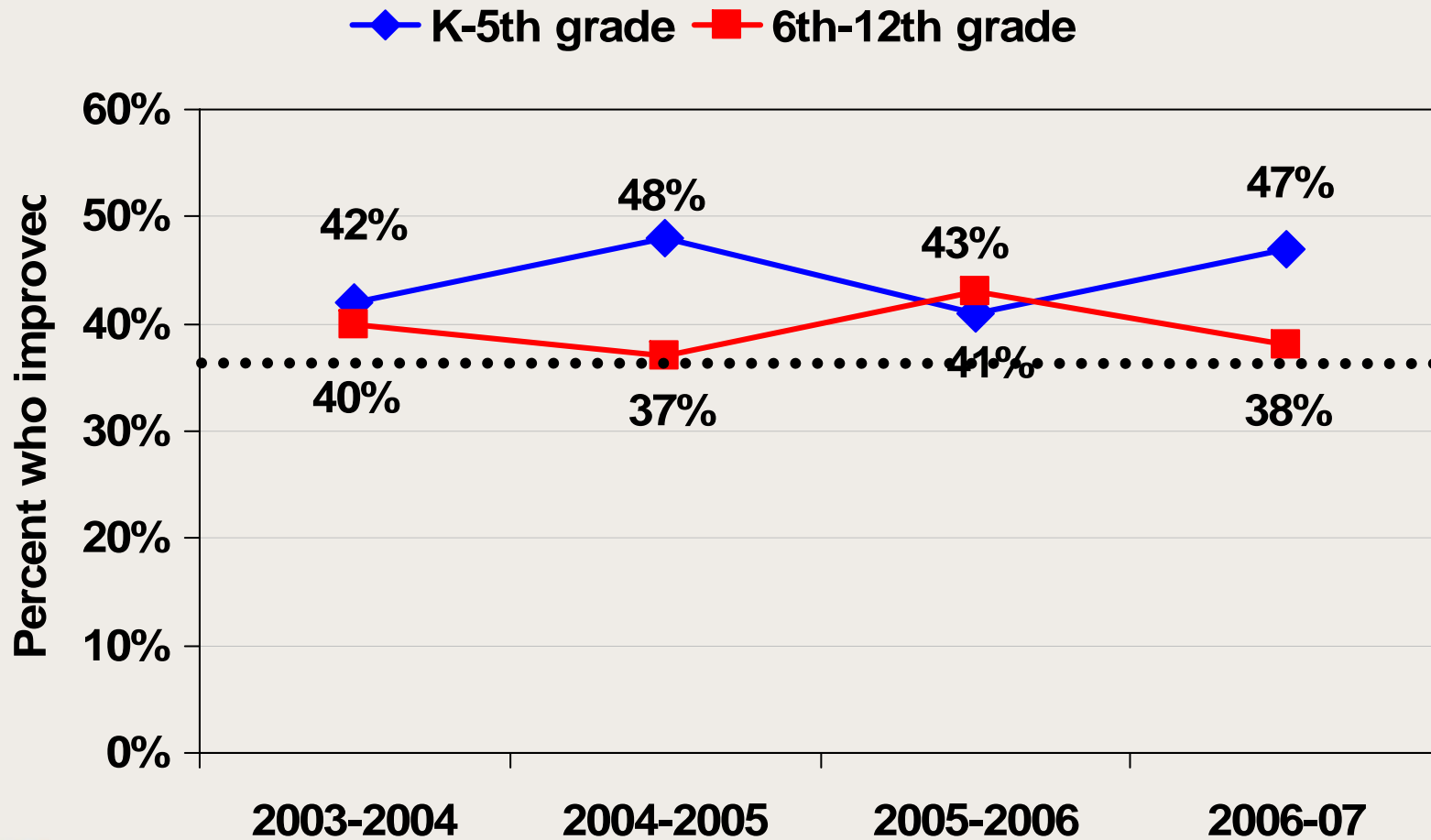
Students with initial grades below 3.0.

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

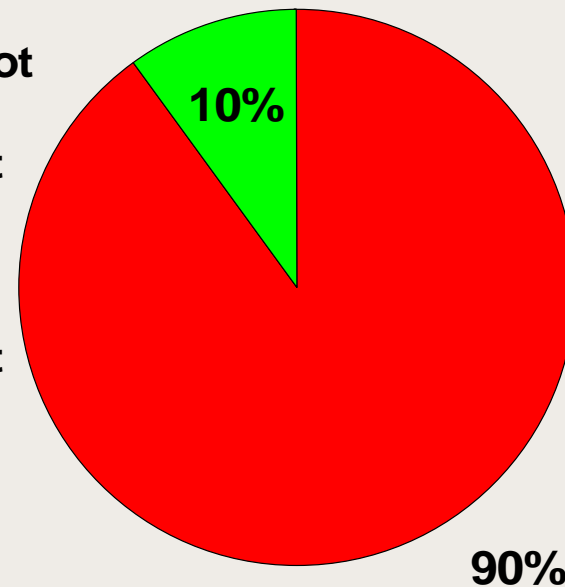# Most sites are not meeting the target for improved grades overall.
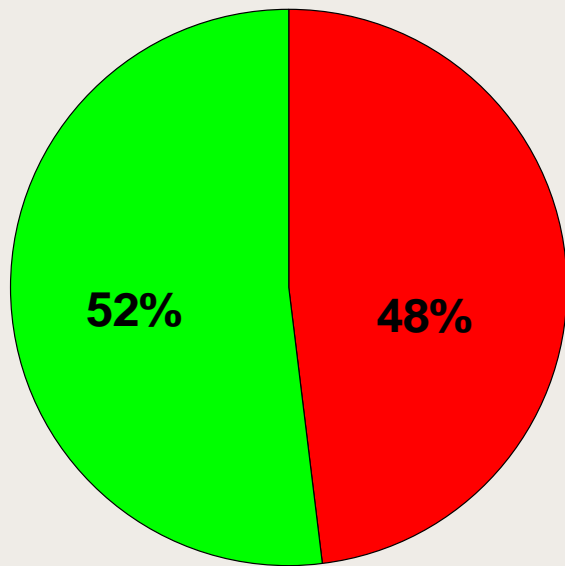

Reading
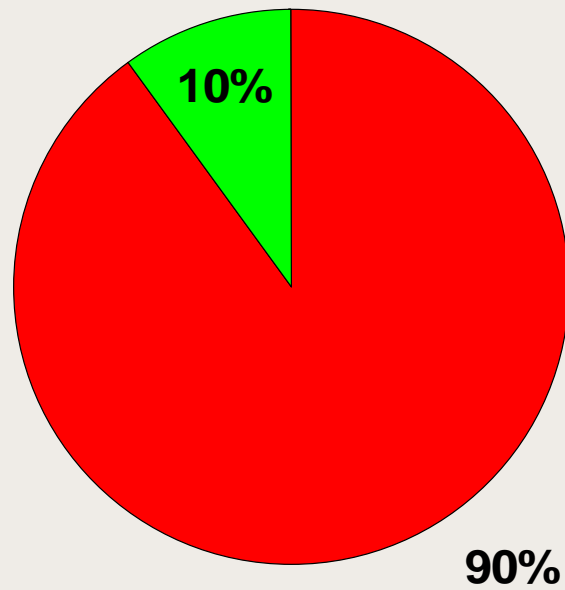
Math

Did not meet target

Met target

10%

90%

But about half of sites meet the target for **improved grades** for students <u>with room for to improve</u>.
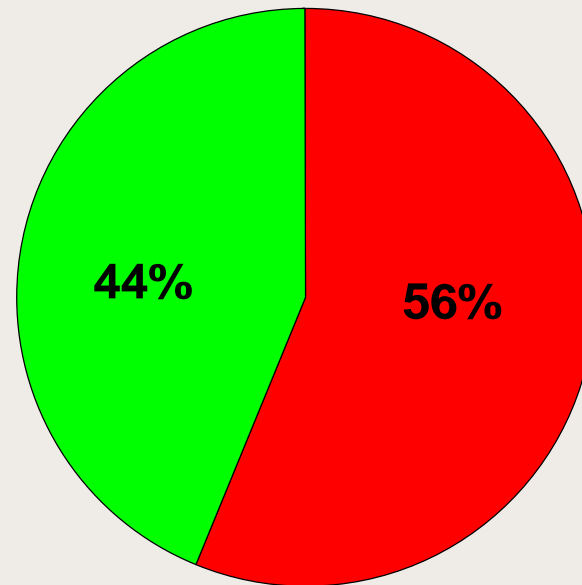
Reading

Math

52% 48%
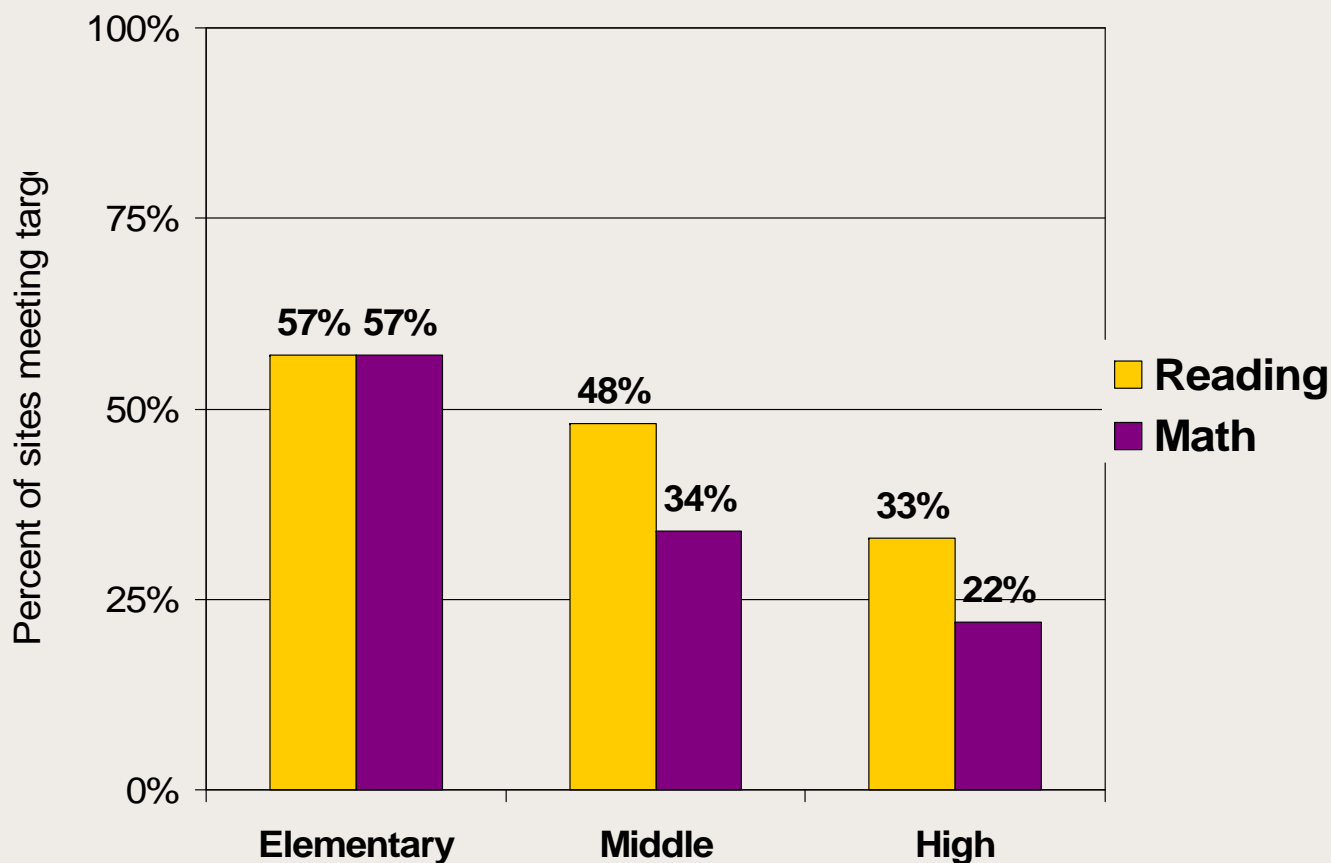
44% 56%

- 🟥 Did not meet target
- 🟩 Met target

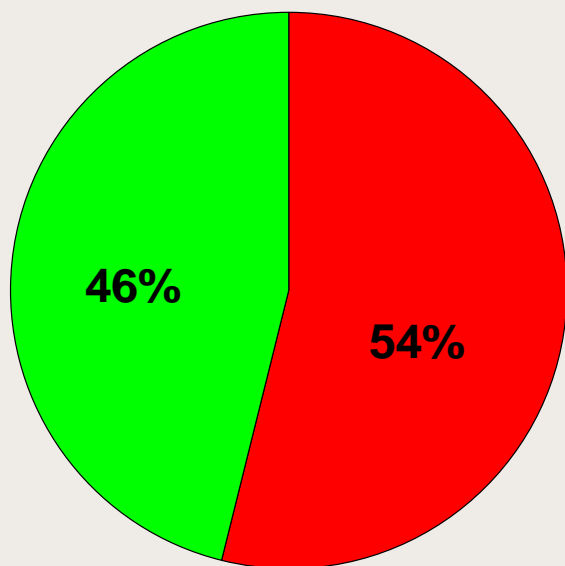Students with initial grades below 3.0

Sites serving <u>higher</u> grade levels are <u>less</u> likely to meet grade targets, especially for math.

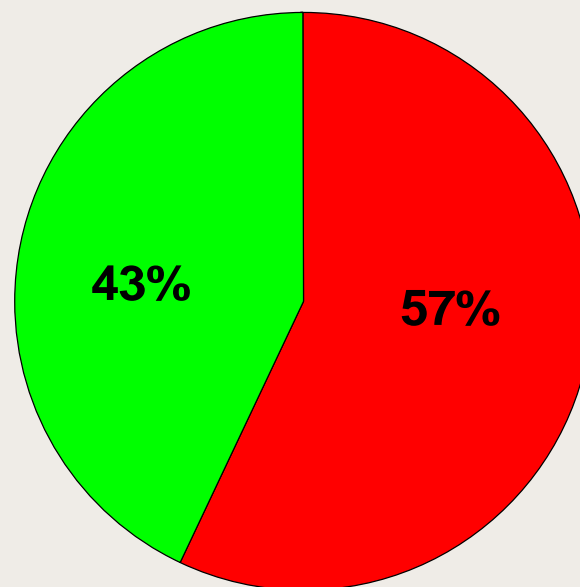Students with initial grades below 3.0.

Less than half of sites are meeting the target for improved teacher ratings

Behavior

46%

54%

- Did not meet target
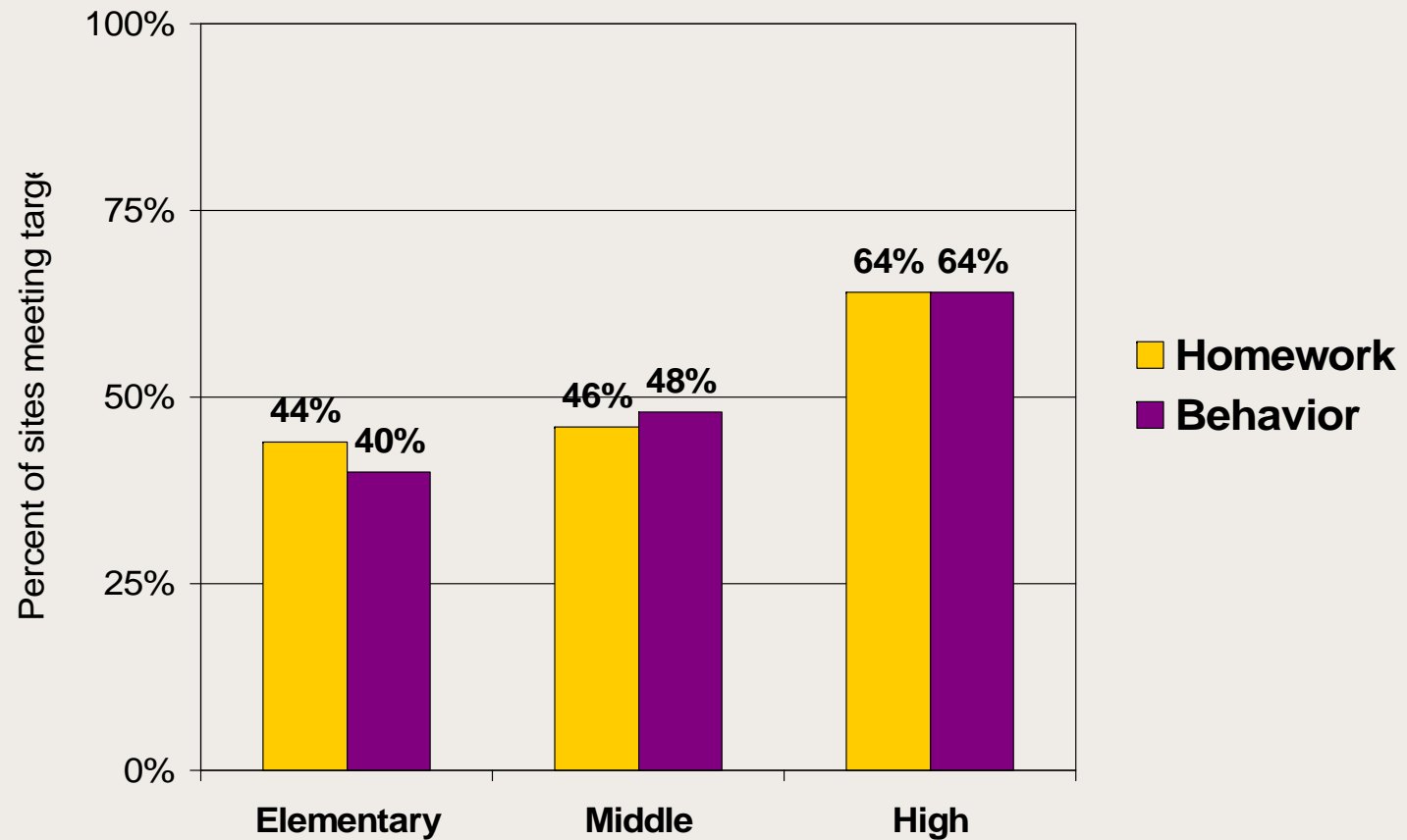- Met target

Homework/participation

43%

57%

- Did not meet target
- Met target

But the sites serving <u>higher</u> grade levels are <u>more</u> likely to meet targets for teacher rated-improvement

The Story So Far…

- Most teachers report that students are improving in the classroom…

- But this is not yet reflected in grades—Michigan is stable and far from the targets

- However, students have improved greatly on MEAP

- Still, there is some improvement:
  - Secondary students in reading
  - Elementary students in math

- Sites that serve secondary students have a greater challenge in improving grades…but more success in improving classroom behavior

So how do we ultimately get to better outcomes?

What leads to better outcomes?

High-quality program implementation and management

⬇

High-quality activities and interaction

⬇

Successful recruitment and retention

⬇

Students who learn

What leads to better outcomes?

High-quality program implementation and management

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Successful recruitment and retention

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Students who learn

High-quality program implementation and management
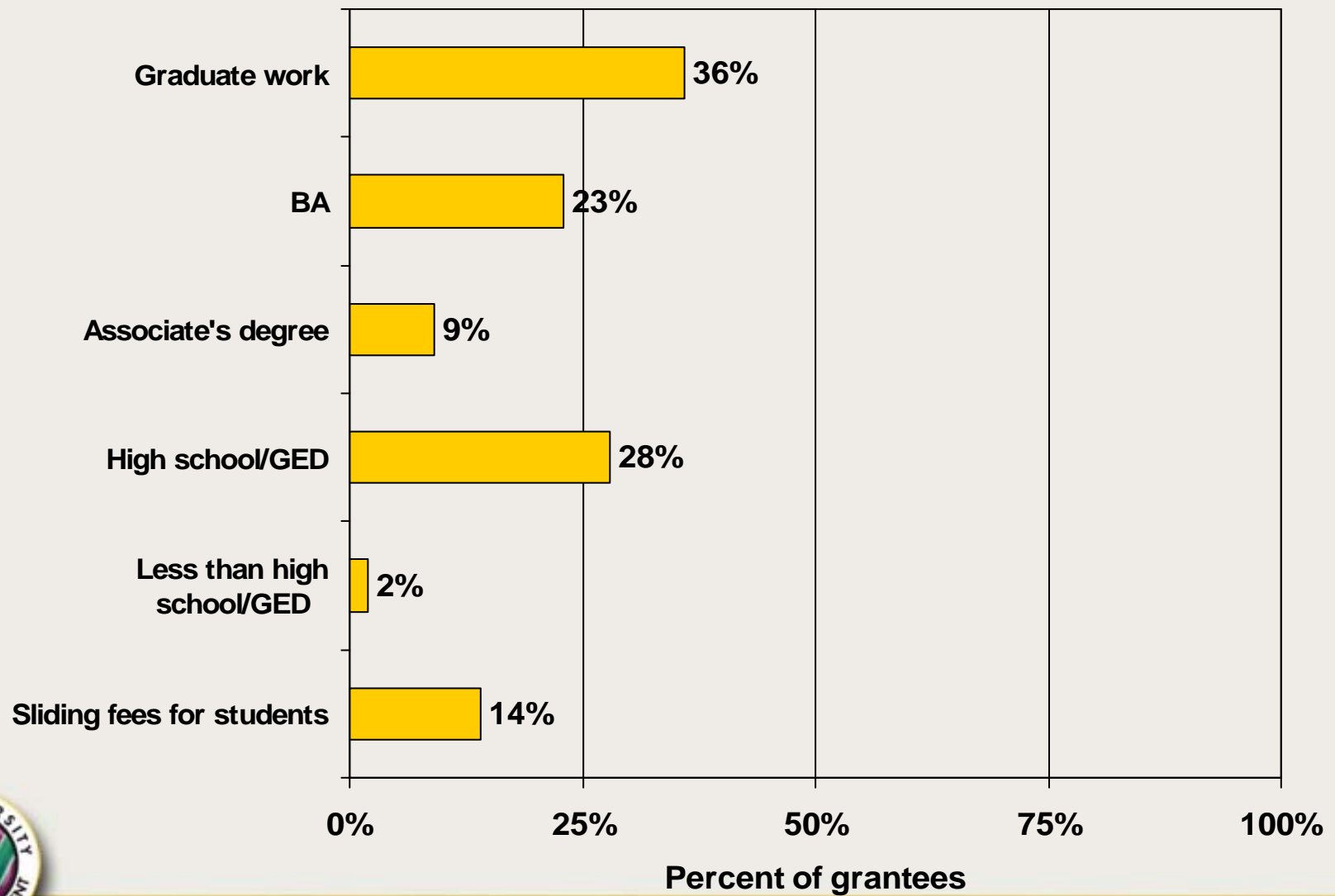
1. Skilled, well-trained staff
2. Support from the school
3. Support from the community
4. Sustainability strategies

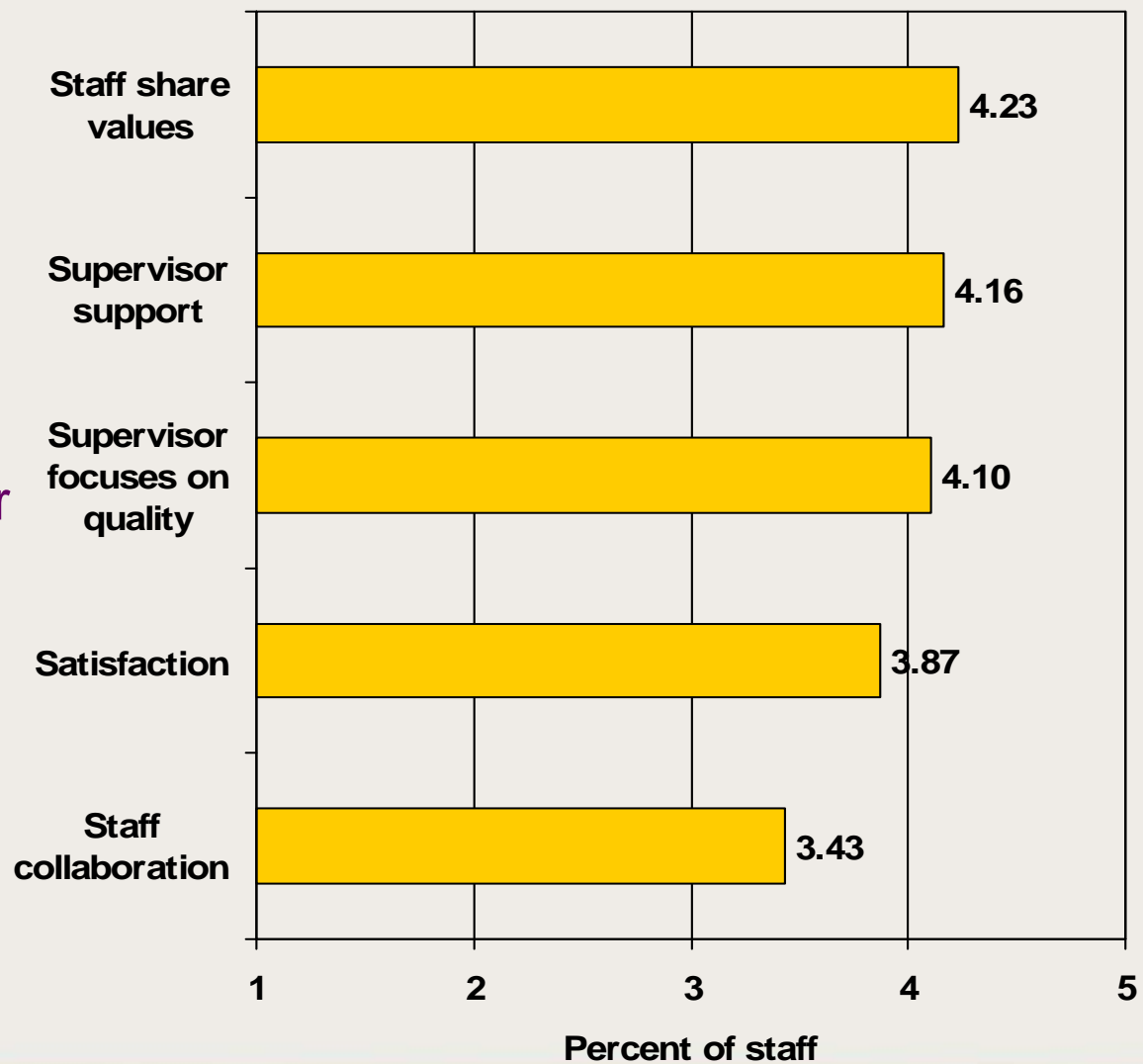# Staff tend to be well-educated

Graduate work	36%
BA	23%
Associate's degree	9%
High school/GED	28%
Less than high school/GED	2%
Sliding fees for students	14%

0% 25% 50% 75% 100%

Percent of grantees

Staff Survey—Job Environment

- Staff tend to feel that they share values and that their supervisor supports them
- They are more variable on whether their supervisor emphasizes quality and their job satisfaction
- Staff collaboration can be improved

Bar chart — Percent of staff:
- Staff share values: 4.23
- Supervisor support: 4.16
- Supervisor focuses on quality: 4.10
- Satisfaction: 3.87
- Staff collaboration: 3.43

Professional development

- Sites with more professional development opportunities have staff who are more likely to report using best practices with youth.
- On 37 grantee annual reports, 3 grantees did not have a pre-service orientation and four did not answer.
- Of those who have orientation:
  - 91% focused on administrative topics
  - 86% covered how to work with youth, positive youth development
  - 66% addressed the curriculum

Professional development

- 36% of grantees do not have a majority of staff who participate in any internal professional development (including MDE trainings)
- 32% of grantees do not have a majority of staff who participate in any outside professional development
- About a quarter have participated in something like the High/Scope Youth Development training

School Support

- 73% of sites have principals who are quite invested
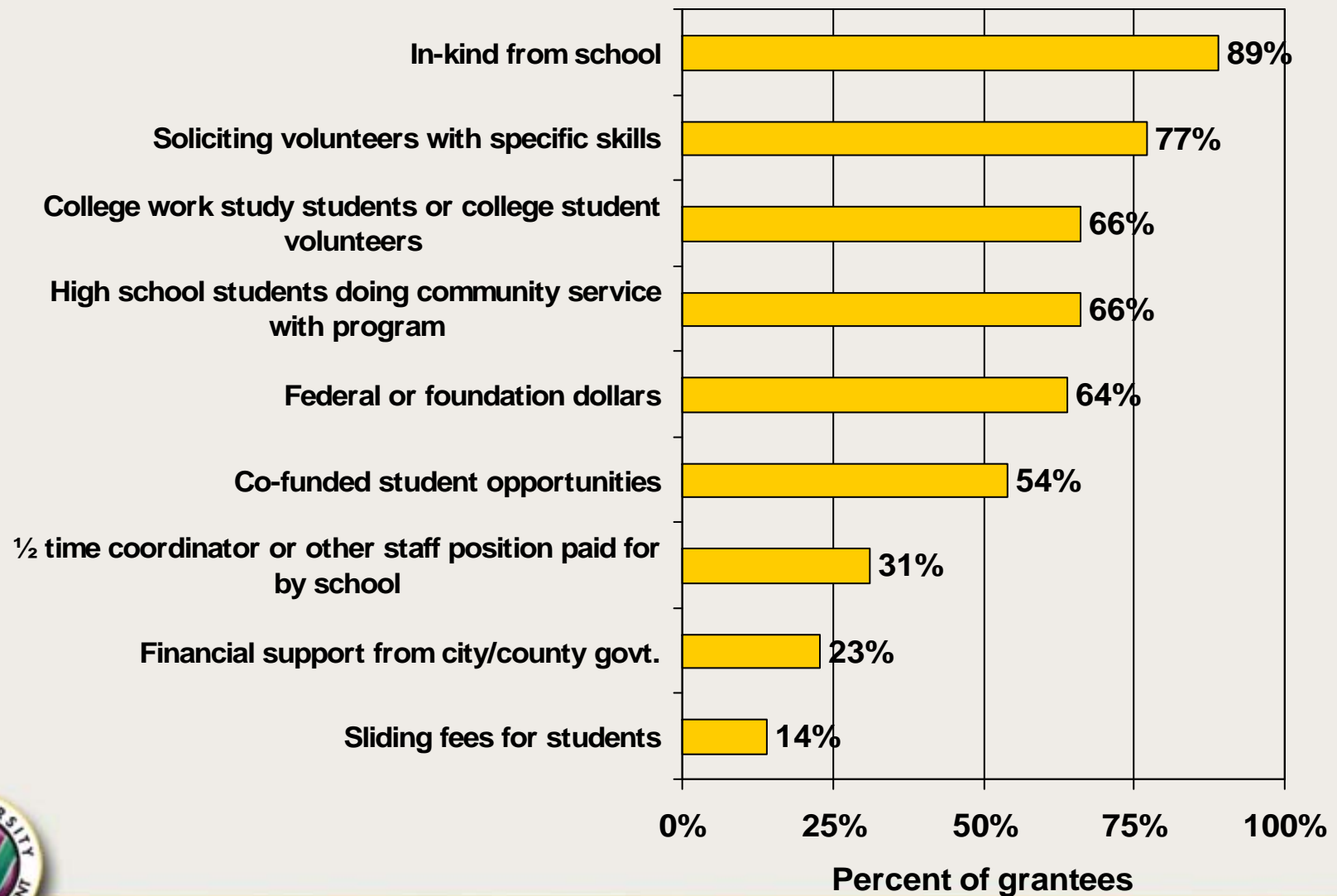- But only 53% of sites say the teachers are invested

Community Support

- Five grantees have established advisory committees that include community members

Sustainability—what are grantees doing?

In-kind from school — 89%

Soliciting volunteers with specific skills — 77%

College work study students or college student volunteers — 66%

High school students doing community service with program — 66%

Federal or foundation dollars — 64%

Co-funded student opportunities — 54%

½ time coordinator or other staff position paid for by school — 31%

Financial support from city/county govt. — 23%

Sliding fees for students — 14%

0%   25%   50%   75%   100%

Percent of grantees

Summary: High-quality program implementation and management

- Staff are well-educated…but could use more professional development—and there are more opportunities than ever this year

- Many sites need more investment from teachers to be sustainable and recruit the neediest kids

- Advisory committees may be a way to build community ownership and support for sustainability

- Grantees are using a variety of strategies to build sustainability

What leads to better outcomes?

High-quality program implementation and management

⬇

High-quality activities and interaction

⬇

Successful recruitment and retention

⬇

Students who learn

High-quality activities and interaction

What we're looking for:

- Activities led by knowledgeable, skilled staff

- Activities with smaller staff-student ratios

- Supportive and engaging staff-student interactions that provide opportunities for meaningful learning
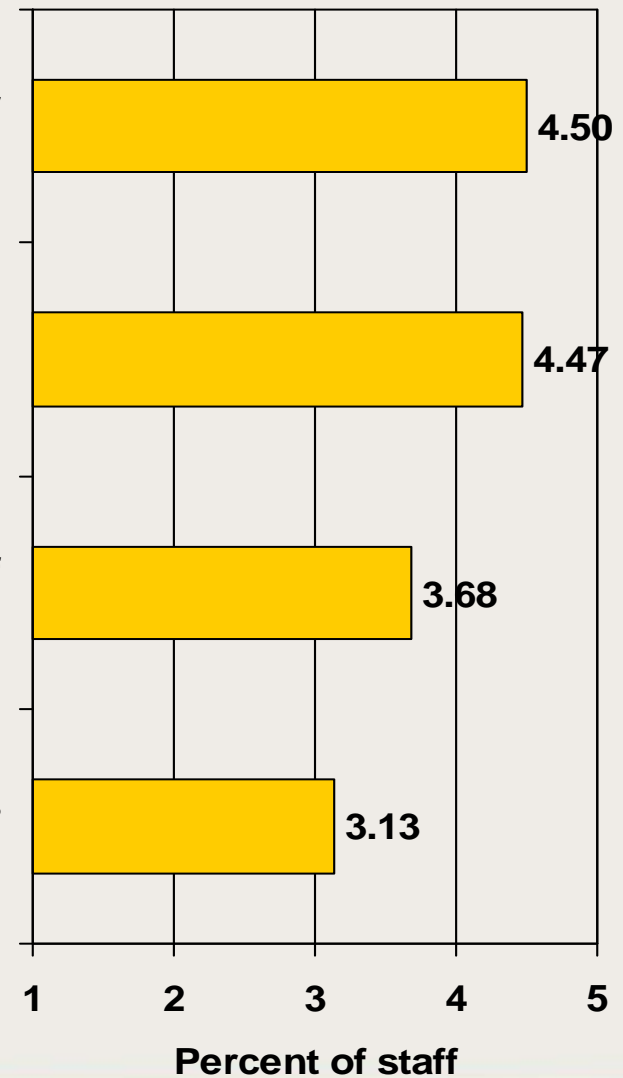
Staff Survey--Skills

- Most staff feel skilled at modeling and relationships
- They provide fewer opportunities for governance, youth leadership, and shared decision-making

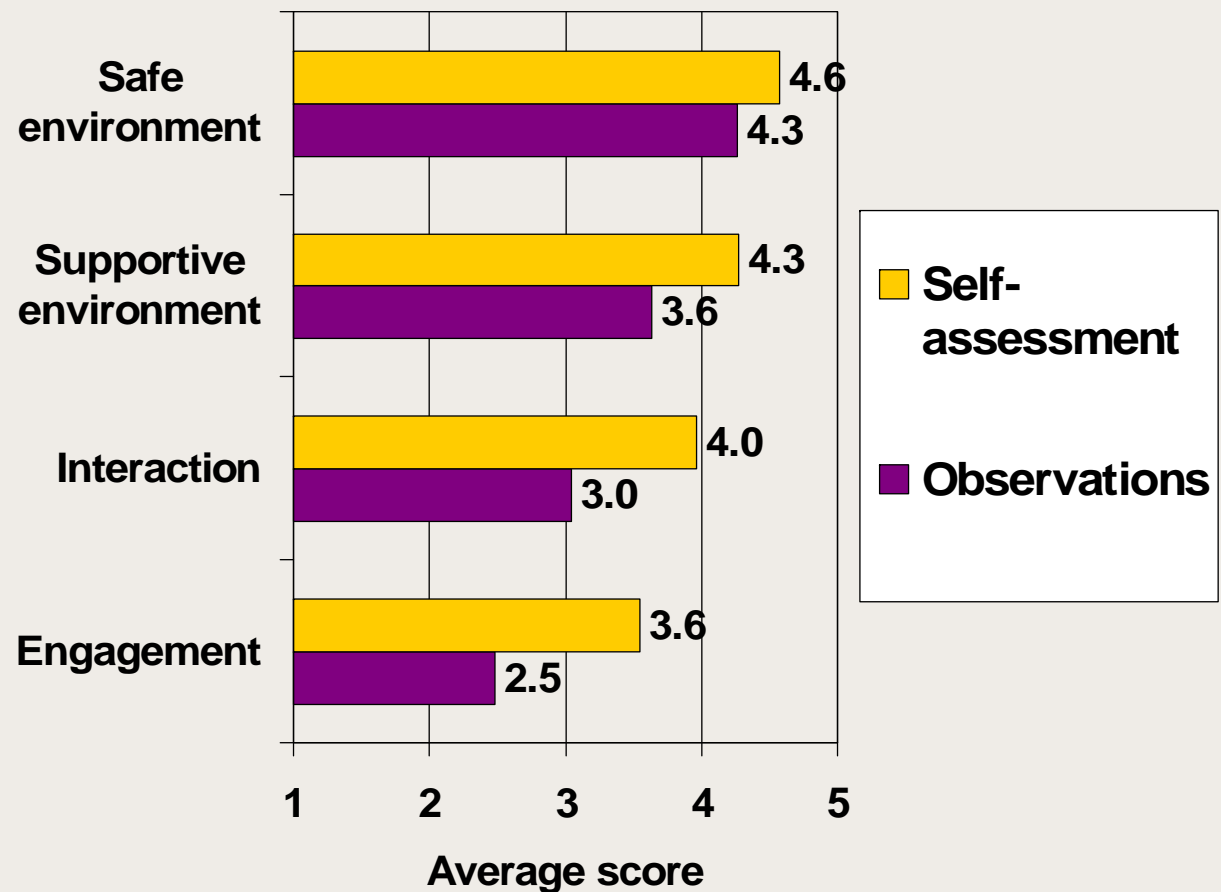**Adults need to model behavior they want to see** — 4.50

Relationships are key — 4.47

Adults should be in control of youth — 3.68

Youth get to make decisions about the program — 3.13
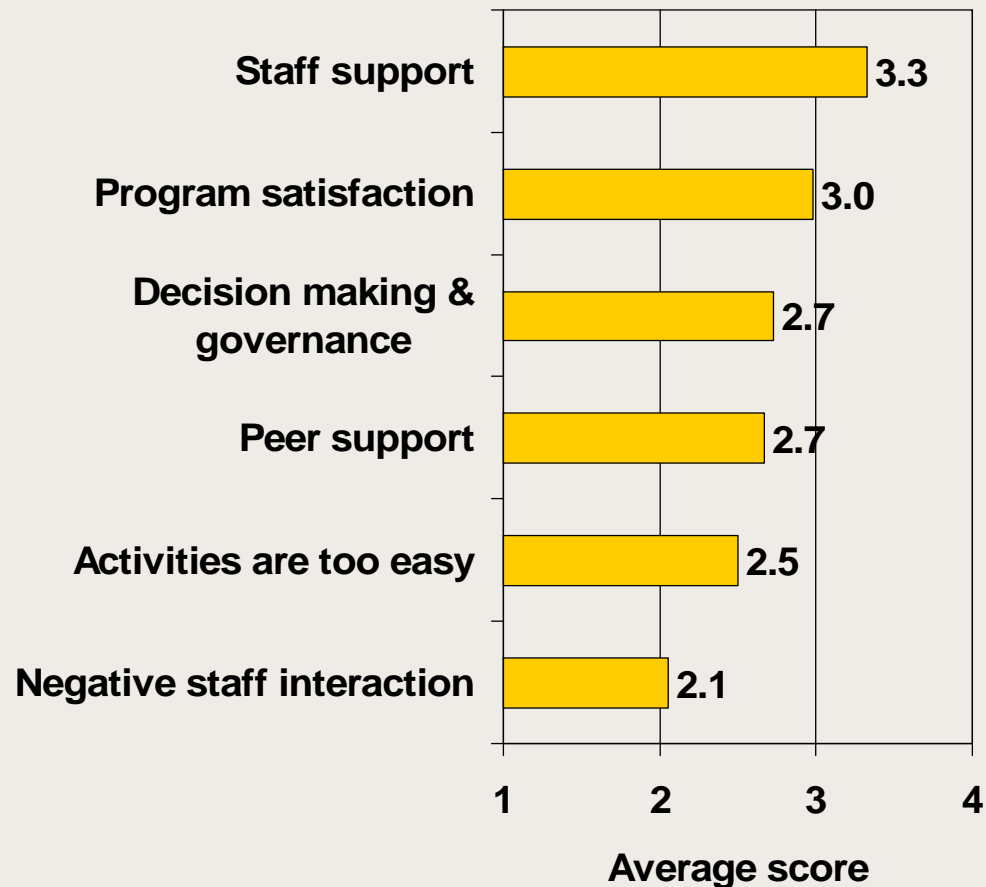
Percent of staff

What we see in programs (YPQA)

- Self-assessment scores are quite a bit higher than those of outside observers
- No matter what, interaction and engagement are targets for improvement

	Self-assessment	Observations
Safe environment	4.6	4.3
Supportive environment	4.3	3.6
Interaction	4.0	3.0
Engagement	3.6	2.5

Average score

What students say…

- Staff support and program satisfaction are highest
- Opportunities for decision-making, positive peer interactions, and challenging activities are places to target

Category	Average score
Staff support	3.3
Program satisfaction	3.0
Decision making & governance	2.7
Peer support	2.7
Activities are too easy	2.5
Negative staff interaction	2.1

Average score

Summary: High-quality activities and interaction

- Staff, students, self-assessments, and observations agree…
  - Programs are able to provide safe, warm, supportive environments
  - But need to work on developing skills and strategies for increasing opportunities for decision-making, meaningfulness, active engagement, and challenge

What leads to better outcomes?

High-quality program implementation and management

⬇

High-quality activities and interaction
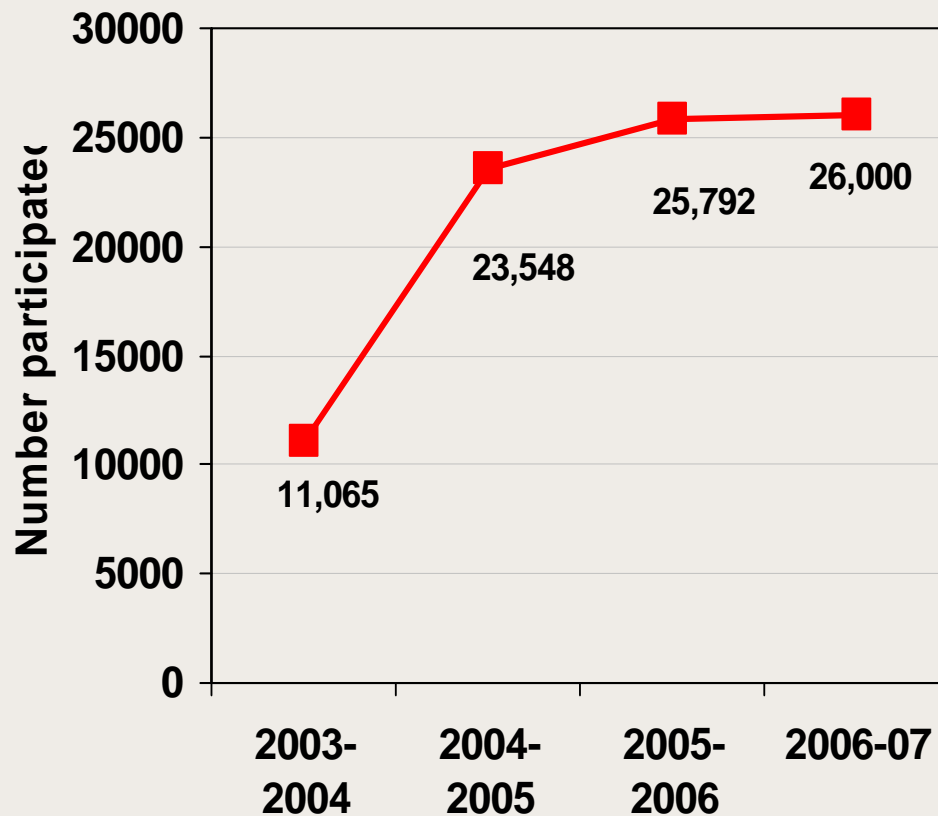
⬇

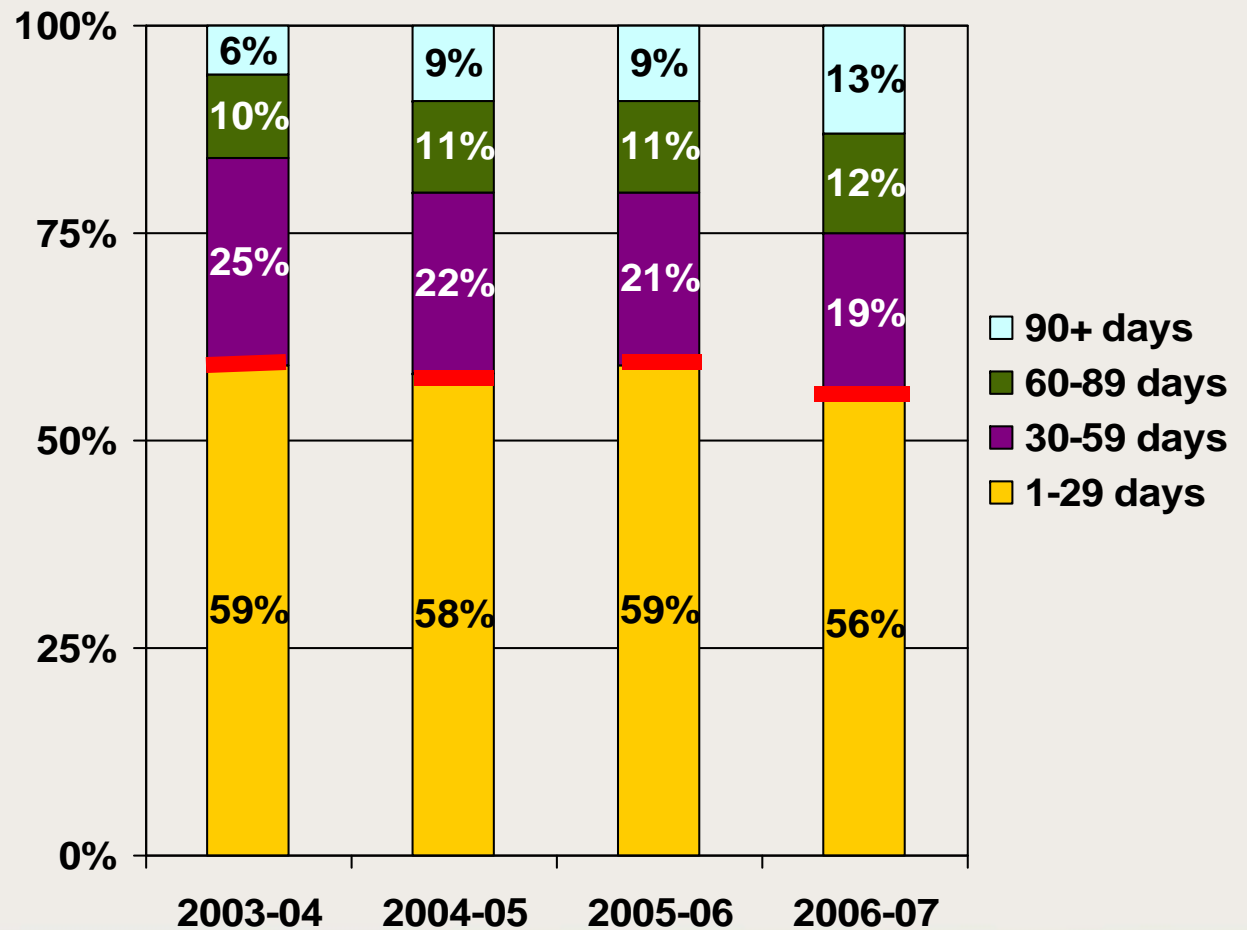Successful recruitment and retention

⬇

Students who learn

Recruitment since the beginning…

- About 65,000 unique students served in Michigan

Retention since the beginning…

- Retention rates improved

- About 44% of students attend at least 30 days each year (regulars)

- Very long-term participants increased

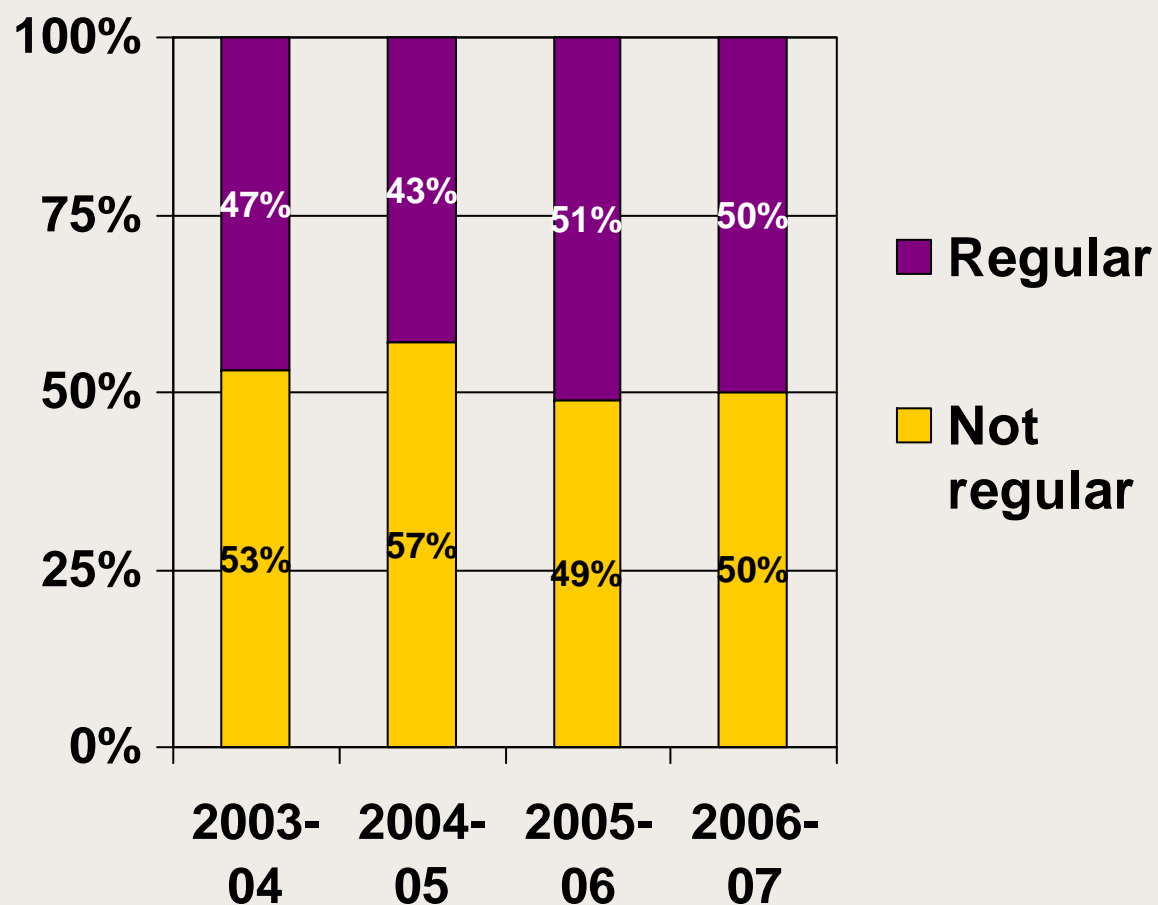# Recruitment among students at risk for poor academic achievement

- The majority of students participating are at risk
- Recruitment of at-risk students is stable

Risk = Initial grades of 2.5 or less, or did not meet MEAP standards
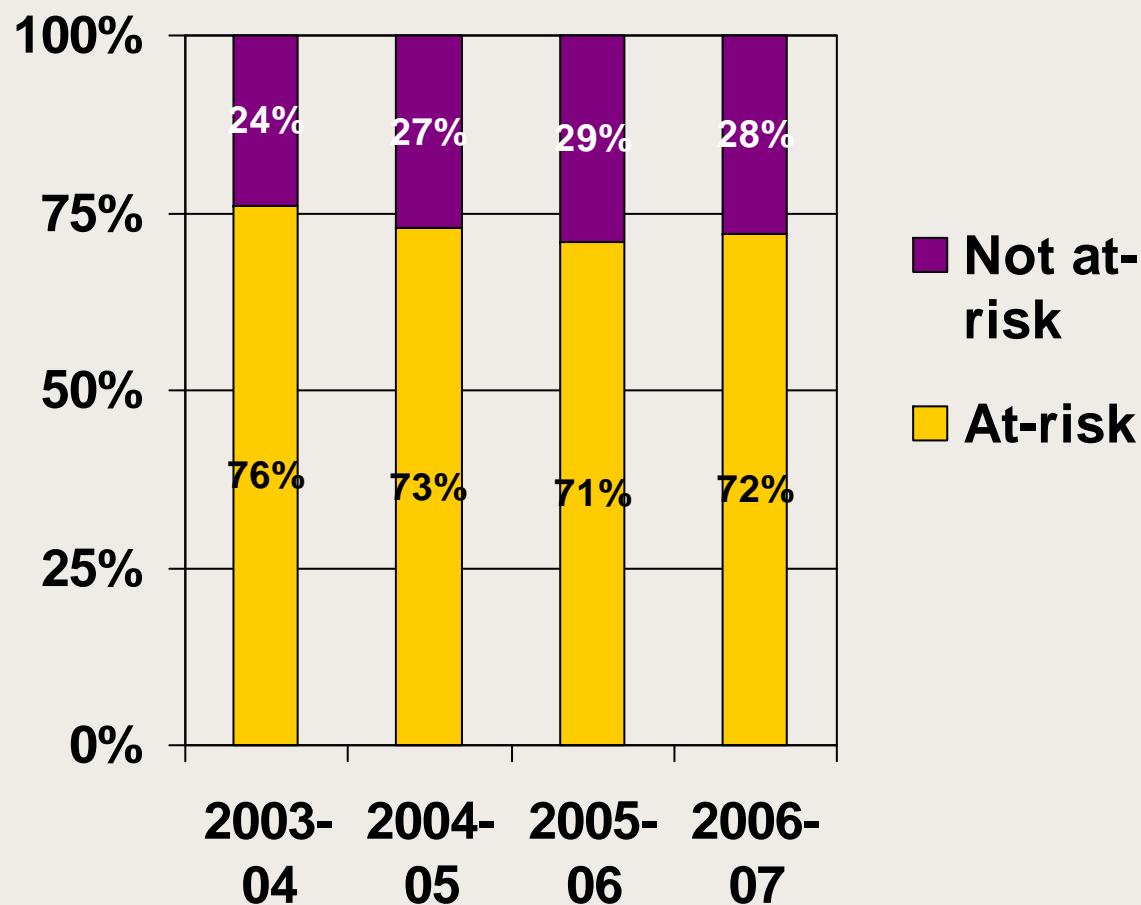
Retention among students at risk for poor academic achievement

- Retention of at-risk students is stable
- Half attend at least 30 days

Chart: Retention among at-risk students by year, showing Regular (purple) and Not regular (yellow) percentages.

Year	Not regular	Regular
2003-04	53%	47%
2004-05	57%	43%
2005-06	49%	51%
2006-07	50%	50%

Which sites have higher recruitment of at-risk students?

- Those who recruit through school staff—academically at-risk students are most likely to enroll when parents say that school staff recommended the program
- So—getting teachers on board is important.

Summary: Recruitment and Retention

- Parents are key for recruitment and retention—they need the care, even for older students
- And working through schools is successful in recruiting academically at-risk students, especially for older students

What leads to better outcomes?

High-quality program implementation and management

⬇

High-quality activities and interaction

⬇

Successful recruitment and retention

⬇

Students who learn

High-Low Split

- Took the 10 sites who had the highest levels of outcomes and the 10 sites who had the lowest levels of outcomes:
  - Reading grades
  - Math grades
- And looked at other data to see what was different

What is different for sites that have the most and least improvement in reading grades?

- First, what's not different?
  - Grade levels being served
  - Older students' perceptions of the academic support in the program
  - Older students' perceptions of what their academic learning

What is different for sites that have the most and least improvement in reading grades?

- What <u>is</u> different, but not as we would expect?
- Sites with poorer rates:
  - <u>More</u> students participate in homework help
  - Students get a higher dosage of tutoring and homework help
  - Ratios are <u>lower</u>
  - YPQA self assessment scores are <u>higher</u>
  - Students rate the programs as <u>higher</u> in governance and decision making opportunities, staff interactions, peer interactions, and program satisfaction
  - Parents' have <u>more positive</u> perceptions of what their children have learned and of site staff

What is different for sites that have the most and least improvement in reading grades?

- What does seem to make a difference?
- Sites with higher rates:
  - School rates of MEAP reading are slightly higher
  - More students participate in academic enrichment outside of homework help and tutoring
  - Students get a higher dosage of academic enrichment
  - More students participate in technology
  - More students participate in youth development
  - Younger students' report more academic learning
  - Staff report more supervisor support
  - Tutoring and homework help are led by <u>teachers</u>

What is different for sites that have the most and least improvement in math grades?

- First, what's not different?
  - Grade levels being served
  - Rates of student participation in various activities, including academic activities
  - Older students' perceptions of their academic learning

What is different for sites that have the most and least improvement in math grades?

- What <u>is</u> different, but not as we would expect?
- Sites with poorer rates:
  - School rates of MEAP math are slightly <u>higher</u>
  - Students get a higher dosage of academic enrichment and tutoring
  - Ratios are <u>lower</u>
  - YPQA self assessment scores are <u>higher</u>
  - Students rate the programs as <u>higher</u> in governance and decision making opportunities, staff interactions, peer interactions, and program satisfaction
  - Staff report more skills and better job quality in most areas

What is different for sites that have the **most** and **least** improvement in **math grades**?

- What does seem to make a difference?
- Sites with higher rates:
  - Students get a higher dosage of homework help
  - Somewhat higher ratings by students of the academic support
  - Staff report more supervisor support

Summary: Grade improvement

- Good news—programs with lower improvement rates are doing many wonderful things!

- Improved reading grades:
  - More academic enrichment
  - Who delivers academic support--teachers

- Improved math grades
  - Homework help

Summary: Student learning

- Classroom behavior; for teachers' ratings, the critical thing is:
  - Homework help and tutoring! More hours, more focus
  - More total hours of activity
  - Staff support and fairness
- Same for students' academic learning
  - More academics, less non-academics
  - A program they feel supports them and provides meaningful opportunities
- And for non-academic learning:
  - Fair staff and opportunities for decision-making

So where do we get the biggest bang for our buck? Recommendations

Make sure your staff are well-trained

- Hiring teachers for academics is good practice
- Provide continuous professional development before and during the program year
- Staff are better at being warm and supportive than at providing opportunities for decision-making and meaningful learning—and this is a key point for making a difference
- Staff activities with a larger ratio need more training

Connect to the school

- Connect to the classroom curricula to give your academic support the biggest bang for the buck

- Make connections with the classroom teachers to get more support and referrals for your program

- Get ideas from teachers about what activities would be helpful

- Better relations may help get better facilities

Contact Information

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