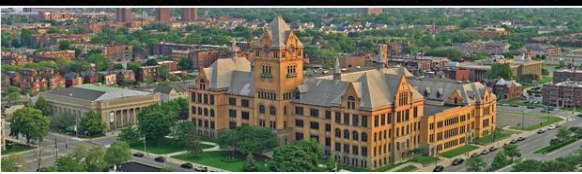
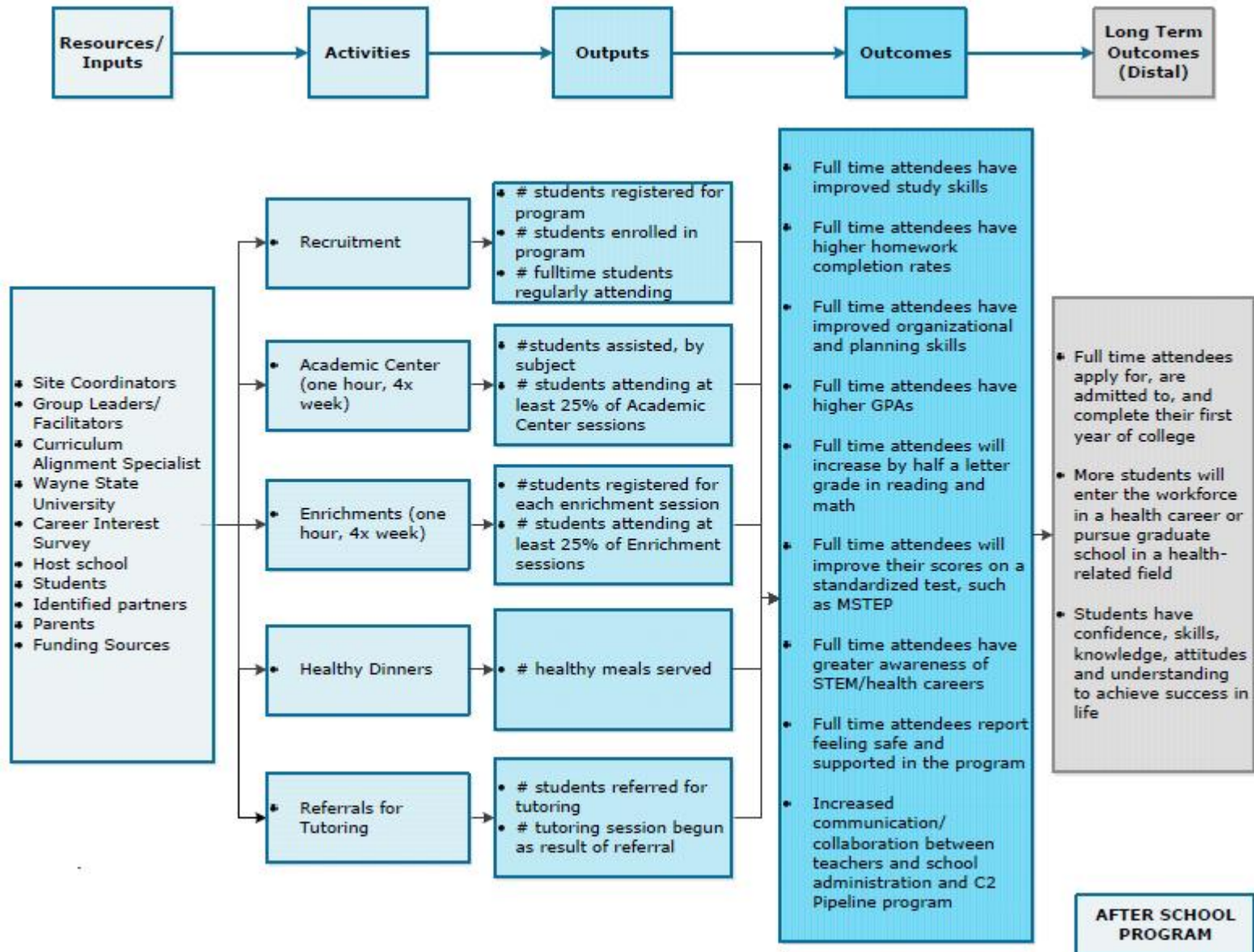


Evaluation of the 2016-2017 C² Pipeline After School Program





Outcome	Overview	Details on Slide
Study Skills	<i>Survey items piloted in 2016-2017</i>	<u>5</u>
Homework	<ul style="list-style-type: none"> • Vast majority of parents (90%) and students (97%) reported the program helps students get their homework done. • Teachers reported homework of about 2/3 of students improved. 	<u>10</u>
Organizational Skills	<i>Survey items piloted in 2016-2017</i>	<u>24</u>
GPAs	<i>Data not available</i>	—
Grades	About 30% of students improved their grades; students who began with a C+ or less, were more likely to improve.	<u>29</u>

Outcome	Highlights	Details on Slide
Standardized Tests	<i>Data not available</i>	—
STEM/H Awareness	<i>Survey items piloted in 2016-2017</i>	<u>38</u>
Students feel safe	Nearly all (95%) of students reported feeling safe at the program.	<u>42</u>
School/Program Links	Site staff reported only slight agreement to items related to linkages between the school and the program.	<u>51</u>

Outcome:
**Attendees will have improved
study skills**

Improved Study Skills

Outcome is unique to the WSU C² program

- Two items were developed to assess the outcome.
- Pilot testing was done during the second half of the 2016-17 school year.
 - Based on pilot data, questions were revised slightly.
- Questions have become part of the surveys in the 2017-18 school year.
 - Analysis of changes from pre- and post-program participation will be available for some students using 2017-2018 data.

Study Habits and Skills Items

1. How do you usually study for tests? (Choose all that apply)
 - I never study.
 - I read over my notes.
 - I reread the chapter(s) of the book.
 - I make flash cards.
 - I rewrite my notes.
 - I make an outline from the book or my notes.
 - I write my own questions as examples and use them to study.
 - I complete the study guide the teacher gave me for the test.
 - I review my study guides, notes, and homework.
2. How long do you study and prepare for a test?
 - I rarely study for any tests.
 - I study about 15 to 45 minutes per test.
 - I study about 1 to 2 hours per test.
 - I study more than 2 hours per test.

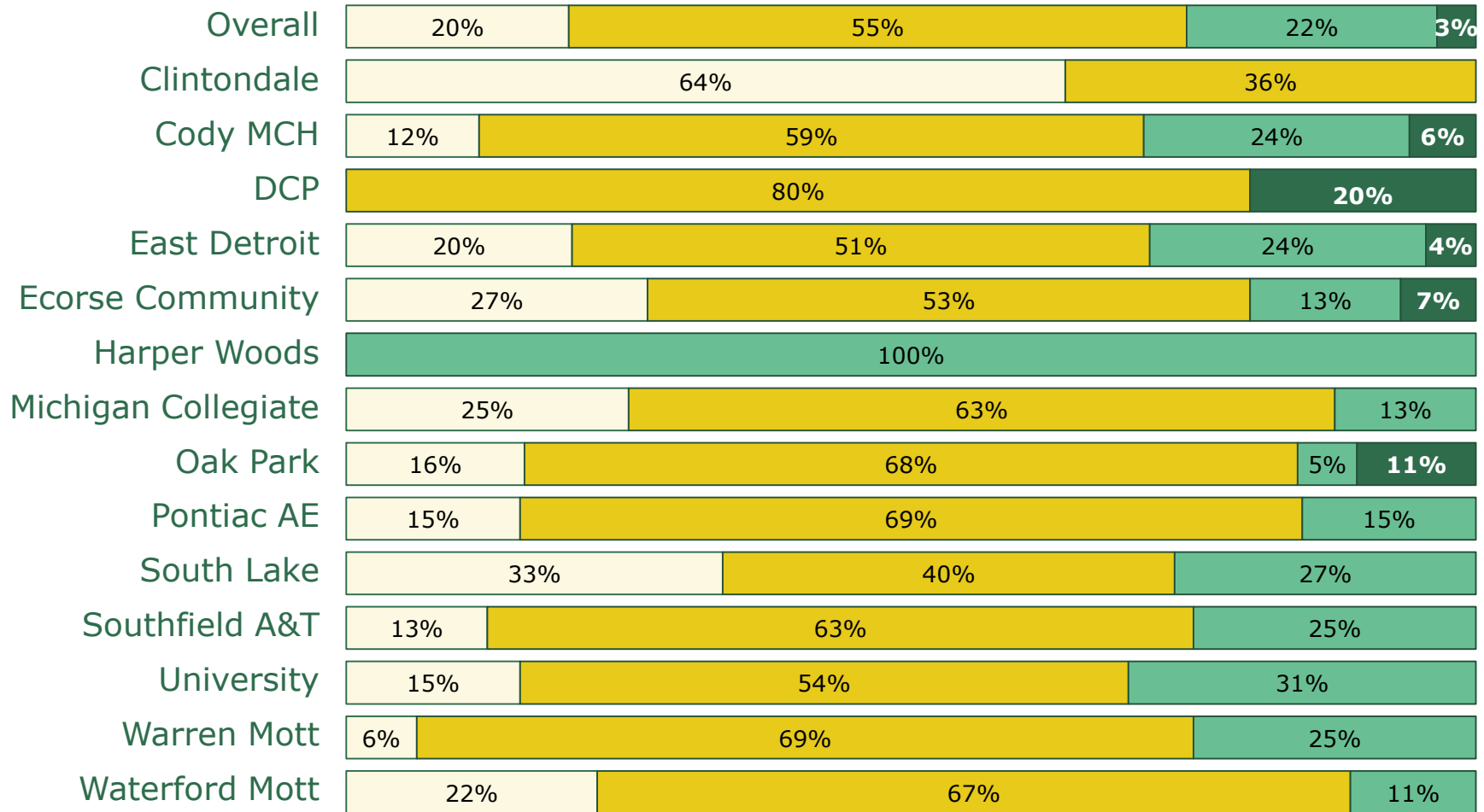
How do you usually study for tests? (Choose all that apply)

Responded May 2017: 201 Students

Response	Number of Respondents	Percentage of Respondents
I read over my notes.	149	74.1%
I review my study guides, notes, and homework.	124	61.7%
I complete the study guide the teacher gave me for the test.	106	52.7%
I reread the chapter(s) of the book.	57	28.4%
I make flash cards.	47	23.4%
I rewrite my notes.	46	22.9%
I make an outline from the book or my notes.	35	17.4%
I write my own questions as examples and use them to study.	26	12.9%
I never study.	26	12.9%

How long do you study and prepare for a test?

May 2017: 203 Students



Rarely study
 ≈15-45 min/test
 ≈ 1-2 hrs/test
 > 2 hrs/test

**Outcome:
Attendees have higher
homework completion rates**

Outcome Analysis:

Attendees have higher homework completion rates

- Data available from related questions on the 21st CCLC surveys:
 - *From the Student Survey*
 - Item: This program helps me get my homework done.
 - *From the Teacher Survey*
 - Item: To what extent has your student changed his or her behavior in terms of turning homework in on time
 - Item: To what extent has your student changed his or her behavior in terms of completing homework to your satisfaction
 - *From the Parent Survey*
 - Item: How much did this program help your child in the following areas? Completing homework

Outcome Analysis:

Attendees have higher homework completion rates

- Across sites, 97.3% of students agreed or strongly agreed with the statement that “This program helps me get my homework done.”
 - The average response was 3.45 (of 4).
- Across sites, 89.9% of parents reported that that the program was some or a lot of help in completing homework.
 - The average response was 3.49 (of 4).
- Across sites, teachers reported that:
 - 66.2% of students had some degree of improvement in turning in homework on time
 - 68.9% of students had some degree of improvement in turning in completing homework to the teachers’ satisfaction.

Note: Full-time status not available with data from these questions

**Outcome:
Attendees have higher homework
completion rates**

Student Survey Data

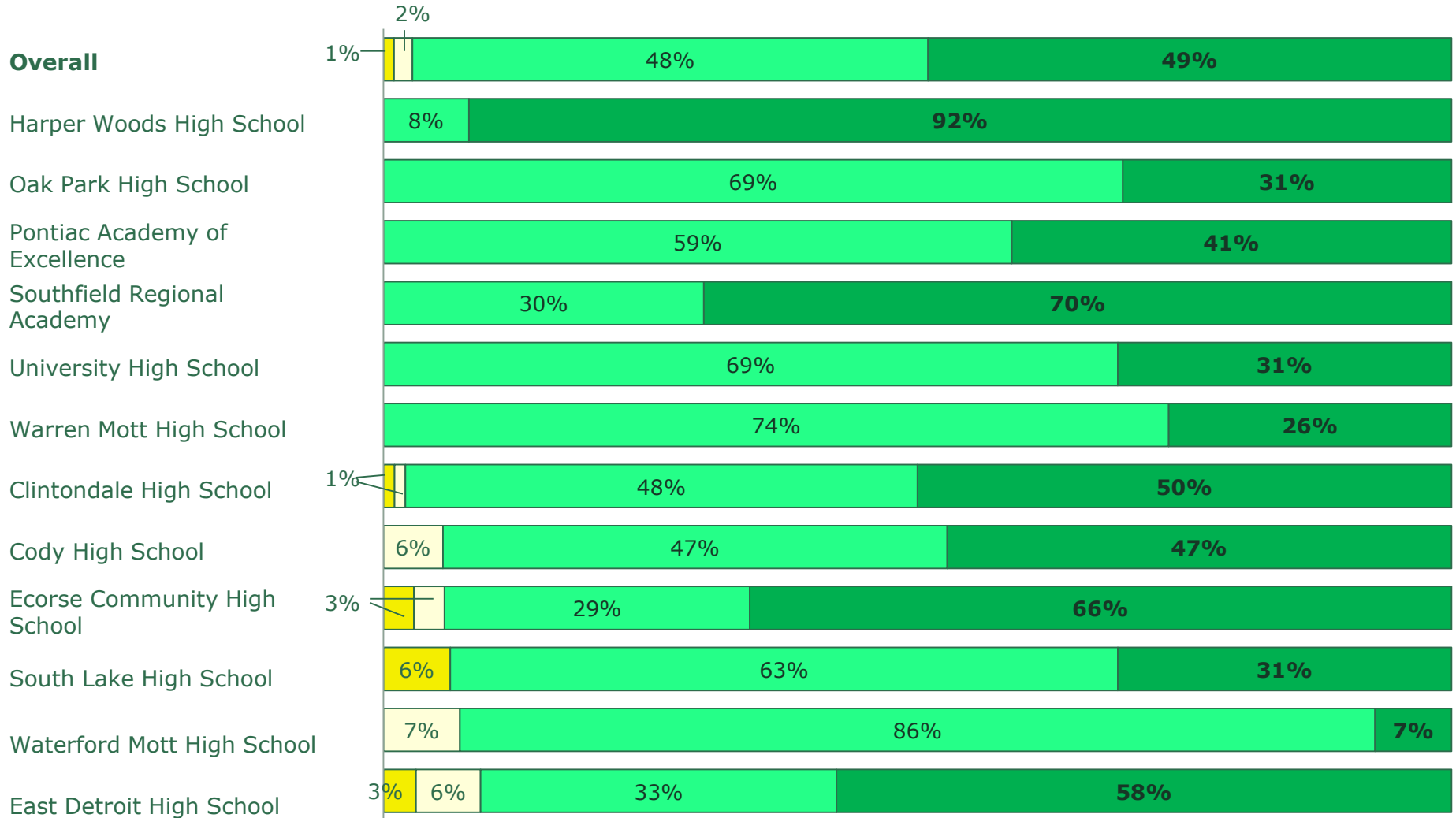
This program helps me get my homework done

Four point scale in Likert format: 1 = "Strongly Disagree" to 4 "Strongly Agree"

School	Number of Students	Mean (s.d.)	Number Agree or Strongly Agree (Percentage)
Overall	406	3.45 (0.6)	395 (97.3%)
Harper Woods High School	25	3.92 (0.3)	25 (100%)
Southfield Regional Academy	40	3.70 (0.5)	40 (100%)
Ecorse Community High School	35	3.57 (0.7)	33 (94.3%)
Clintondale High School	98	3.47 (0.6)	96 (98.0%)
East Detroit High School	33	3.45 (0.8)	30 (90.9%)
Cody High School	36	3.42 (0.6)	34 (94.4%)
Pontiac Academy of Excellence	17	3.41 (0.5)	17 (100%)
Oak Park High School	26	3.31 (0.5)	26 (100%)
University High School	32	3.31 (0.5)	32 (100%)
Warren Mott High School	34	3.26 (0.4)	34 (100%)
South Lake High School	16	3.19 (0.8)	15 (93.8%)
Waterford Mott High School	14	3.00 (0.4)	13 (92.9%)

Note: table sorted by mean ratings

This program helps me get my homework done



**Outcome:
Attendees have higher homework
completion rates**

Parent Survey Data

How much did this program help your child in the following areas? Completing homework

Responses: 1 = Not at all, 2 = a little, 3 = some, 4= a lot

School	Number of Parents	Mean (s.d.)	Number Some/A lot of help	(%) Some/A lot of help
Overall	258	3.49 (0.8)	232	89.9%
Southfield Regional Academy	43	4.00 (0.0)	43	100.0%
Ecorse Community High School	19	3.79 (0.5)	18	94.7%
Oak Park High School	24	3.79 (0.4)	24	100.0%
Cody High School	20	3.75 (0.4)	20	100.0%
Warren Mott High School	27	3.70 (0.5)	26	96.3%
Clintondale High School	73	3.30 (0.7)	67	91.8%
University High School	43	3.07 (0.9)	31	72.1%

Notes:

1. Table sorted by mean ratings
2. Results are not presented for schools with fewer than 10 parents participating.

Outcome:
**Attendees have higher homework
completion rates**

Teacher Survey Data

Homework-related Items from the Teacher Survey

- Teachers were asked:
 - **To what extent has your student changed his or her behavior in terms of:**
 - Turning homework in on time
 - Completing homework to your satisfaction

- Response options were:
 - 1= significant decline
 - 2= moderate decline
 - 3 = slight decline
 - 4 = no change
 - 5= slight improvement
 - 6 = moderate improvement
 - 7 = significant improvement
 - Did not need to improve*

Note:

Students reported as "Did not need to improve" were not included in the analysis.

To what extent has your student changed his or her behavior in terms of turning homework in on time

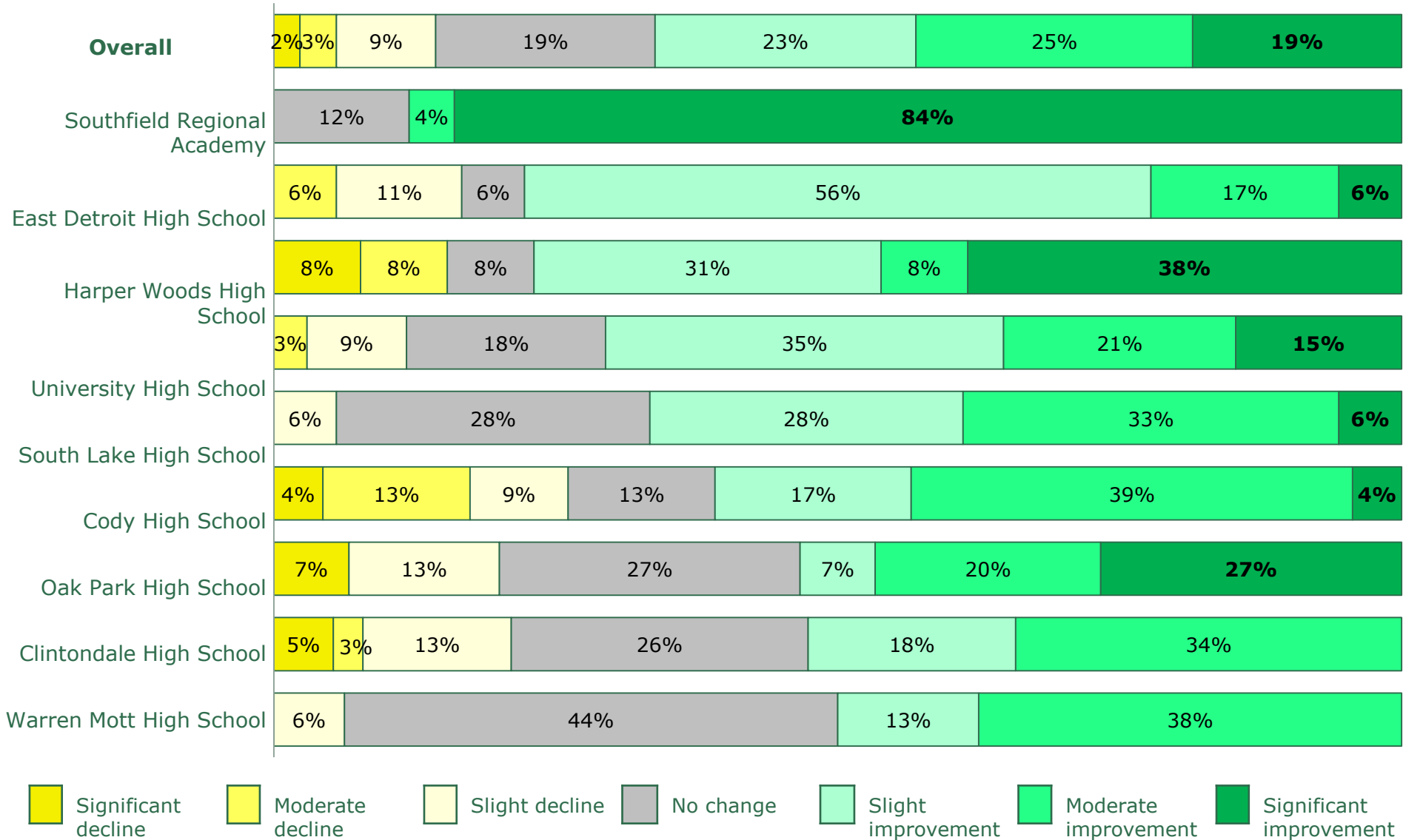
School	Number of Students	Number Improved	% Improved
Overall	216	143	66.2%
Southfield Regional Academy	25	22	88.0%
East Detroit High School	18	14	77.8%
Harper Woods High School	13	10	76.9%
University High School	34	24	70.6%
South Lake High School	18	12	66.7%
Cody High School	23	14	60.9%
Oak Park High School	15	8	53.3%
Clintondale High School	38	20	52.6%
Warren Mott High School	16	8	50.0%

Notes:

1. Table sorted by % Improved.
2. Schools that reported information on fewer than 10 students, are not listed individually above, but those students are included in the overall number.

To what extent has your student changed his or her behavior in terms of

- **turning in homework on time.**



To what extent has your student changed his or her behavior in terms of completing homework to your satisfaction

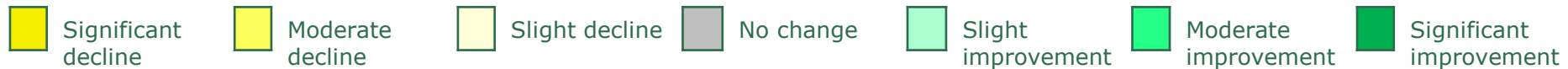
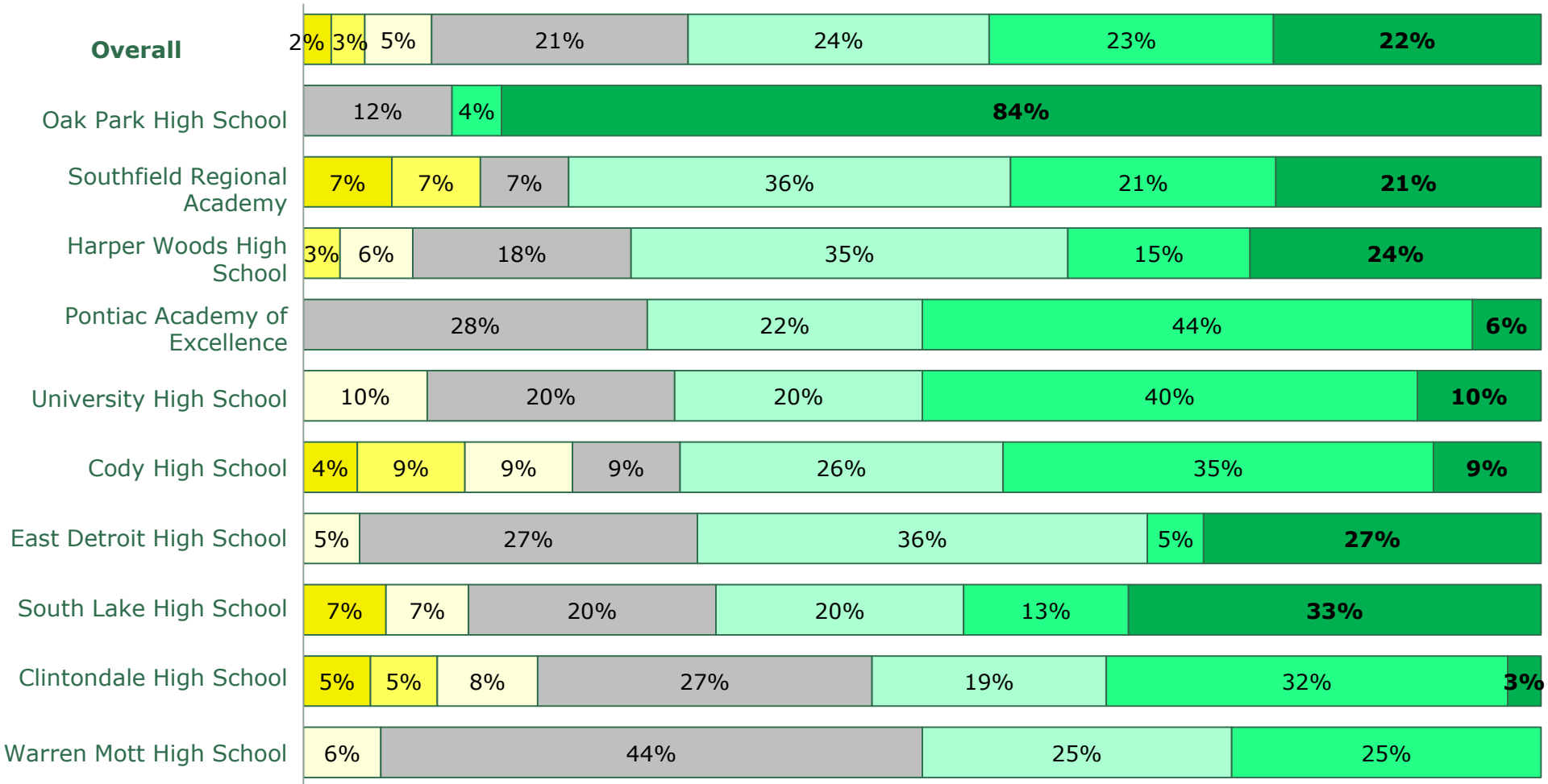
School	Number of Students	Number Improved	% Improved
Overall	222	153	68.9%
Southfield Regional Academy	25	22	88.0%
Harper Woods High School	14	11	78.6%
University High School	34	25	73.5%
South Lake High School	18	13	72.2%
Pontiac Academy of Excellence	10	7	70.0%
Cody High School	23	16	69.6%
East Detroit High School	22	15	68.2%
Oak Park High School	15	10	66.7%
Clintondale High School	37	20	54.1%
Warren Mott High School	16	8	50.0%

Notes:

1. Table sorted by % Improved.
2. Schools that reported information on fewer than 10 students, are not listed individually above, but those students are included in the overall number.

To what extent has your student changed his or her behavior in terms of

- Completing homework to your satisfaction.**



Outcome:
**Attendees will have improved
organizational and planning skills**

Improved Organizational and Planning Skills

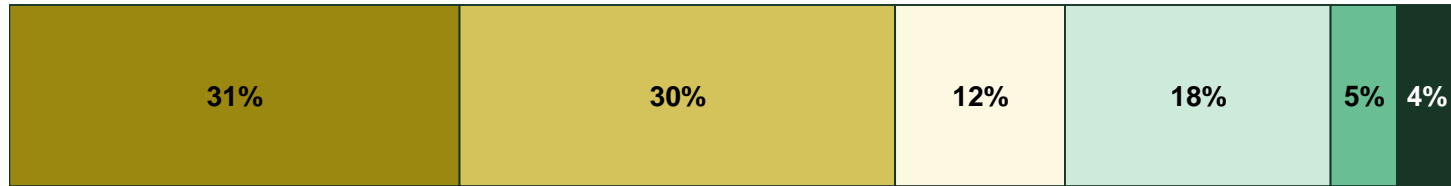
Outcome is unique to the WSU C² program

- A four-item question was developed to assess the outcome.
- Pilot testing was done during the second half of the 2016-17 school year.
- Questions have become part of the surveys in the 2017-18 school year.
 - Analysis of changes from pre- and post-program participation will be available for some students using 2017-2018 data.

Planning and Organizational Skills

May 2017 Survey

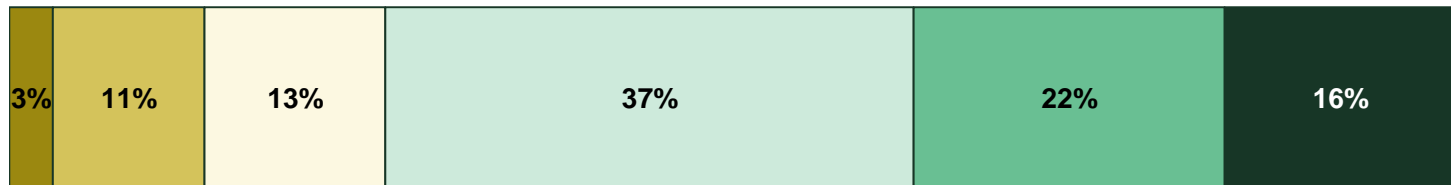
I lose homework before I have to turn it in. (N=196)



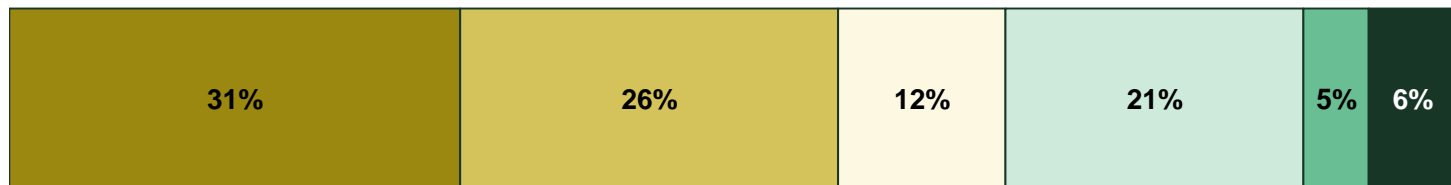
I try to finish things early so if something unexpected comes up I will finish on time. (N=199)



I know how to break projects into smaller tasks. (N=200)



I forget to bring my supplies to class. (N=199)



Outcome:

**Full time attendees will have
higher GPAs**

Not assessed - Data was not available

Outcome:

**Full time attendees will increase
by half a letter grade in reading
and math**

Outcome Analysis:

Full time attendees will increase by half a letter grade in reading and math

- Comparing students' grades in November to June:
 - 26.6% improved their math grade
 - 29.9% improved their science grade
 - 29.6% improved their English grade
 - 30.7% improved their social studies grade
- Statistically significant differences, based on Chi Square testing:
 - Between students whose November grades were a C+ or less and those whose grades were higher.
 - Between students who attended different schools.

Improving Grades

- Students who had grades lower than a B, however, were more likely to improve (statistically significant, $p < 0.01$).

Subject	All students		Students who had C+ or less in November	
	Number of Students	% with Improved Grades	Number of Students	% with Improved Grades
Math	481	29.6%	236	38.1%
Science	421	29.9%	230	38.7%
English	540	29.6%	248	44.0%
Social Studies	394	30.7%	167	48.5%

Improving Grades, by School

- Students in all schools were not equally likely to improve their grades. At least 35% of students at these schools improved:

○ In math:

- Cody (43%)
- Ecorse(40%)

○ In science:

- Southfield Lathrup (47%)
- University (37%)
- East Detroit (36%)

○ In English:

- Southfield Regional Academy (55%)
- Southfield Lathrup (40%)

○ In social studies:

- Southfield Regional Academy (50%)
- Ecorse(44%)
- Pontiac (42%)
- East Detroit (35%)

Note:
Schools, that reported information on fewer than 10 students, are not included here.

Improving Grades by School: Math

School	Number of Students*	Number Improved	% Improved	% No Change	% Lowered
Overall	481	128	27%	27%	47%
Ecorse Community High School	62	25	40%	42%	18%
Pontiac Academy of Excellence	35	10	29%	29%	43%
Warren Mott High School	61	17	28%	21%	51%
Clintondale High School	105	29	28%	22%	50%
Southfield Lathrup High School	19	5	26%	21%	53%
Conner Creek Academy East	20	5	25%	15%	60%
East Detroit High School	94	21	22%	33%	45%
University High School	55	9	16%	20%	64%
Harper Woods High School	13	1	8%	31%	62%

Notes:

1. Table sorted by % Improved.
2. Schools that reported information on fewer than 10 students, are not listed individually above, but those students are included in the overall number.

Improving Grades by School: Science

School	Number of Students	Number Improved	% Improved	% No Change	% Lowered
Overall	421	126	30%	22%	48%
Southfield Lathrup High School	19	9	47%	16%	37%
Harper Woods High School	8	3	38%	25%	38%
University High School	54	20	37%	13%	50%
East Detroit High School	77	28	36%	19%	44%
Southfield Regional Academy	16	5	31%	19%	50%
Warren Mott High School	54	15	28%	22%	50%
Clintondale High School	101	27	27%	21%	52%
Pontiac Academy of Excellence	36	9	25%	25%	50%
Ecorse Community High School	43	7	16%	40%	44%

Notes:

1. Table sorted by % Improved.
2. Schools that reported information on fewer than 10 students, are not listed individually above, but those students are included in the overall number.

Improving Grades by School: English

School	Number of Students	Number Improved	% Improved	% No Change	% Lowered
Overall	540	160	30%	28%	42%
Southfield Regional Academy	20	11	55%	15%	30%
Southfield Lathrup High School	20	8	40%	30%	30%
University High School	55	17	31%	22%	47%
Clintondale High School	120	37	31%	28%	41%
Pontiac Academy of Excellence	43	12	28%	23%	49%
Warren Mott High School	65	18	28%	11%	62%
Conner Creek Academy East	22	6	27%	23%	50%
East Detroit High School	103	28	27%	27%	46%
Ecorse Community High School	70	18	26%	51%	23%
Harper Woods High School	13	1	8%	62%	31%

Note: table sorted by % Improved

Improving Grades by School: Social Studies

School	Number of Students	Number Improved	% Improved	% No Change	% Lowered
Overall	394	121	31%	22%	47%
Southfield Regional Academy	10	5	50%	10%	40%
Ecorse Community High School	43	19	44%	35%	21%
Pontiac Academy of Excellence	33	14	42%	18%	39%
East Detroit High School	74	26	35%	27%	38%
Cody High School	3	1	33%	67%	0%
University High School	53	17	32%	9%	58%
Warren Mott High School	63	16	25%	24%	51%
Conner Creek Academy East	4	1	25%	25%	50%
Clintondale High School	104	22	21%	19%	60%
Harper Woods High School	5	0	0%	40%	60%
Oak Park High School	2	0	0%	50%	50%

Note: table sorted by % Improved

Outcome:

Improved Scores On Standardized Tests

Not assessed- Data was not collected during the time period.

**Outcome:
Increased awareness of
STEM/health careers**

Greater Awareness of STEM/Health Careers

Outcome is unique to the WSU C² program

- A five-item question was developed to assess the outcome.
- Pilot testing was done during the second half of the 2016-17 school year.
- Question has become part of the surveys in the 2017-18 school year.
 - Analysis of changes from pre- and post-program participation will be available for some students using 2017-2018 data.

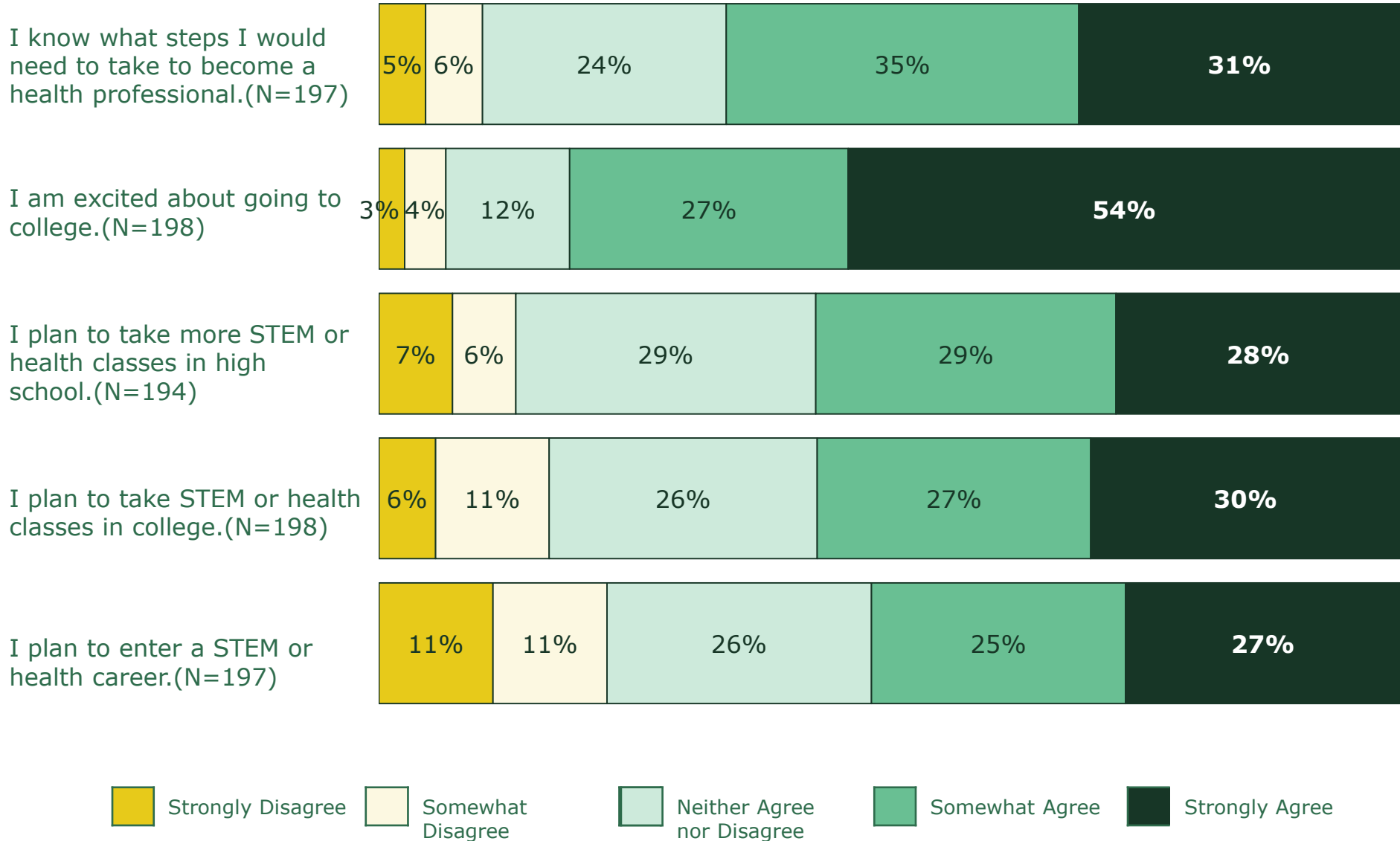
Greater Awareness of STEM/Health Careers Items

Please indicate whether you agree or disagree with each of the following statements about your future plans:

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
a. I know what steps I would need to take to become a health professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am excited about going to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I plan to take more STEM or health classes in high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I plan to take STEM or health classes in college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I plan to enter a STEM or health career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Greater Awareness of STEM/Health Careers

May 2017 Survey



Outcome: Report Feeling Safe and Supported

Student Survey Data

Outcome Analysis: Attendees feel safe and supported.

- Data available from a single item in the on the 21st CCLC student survey:
 - Item: At this program I feel safe.
 - Full-time status not available with data from student survey.
- Data were available for 12 of the 15 schools
- Across sites, about 95% of students agreed or strongly agreed with the statement.
 - The average response was 3.5 (of 4).

At this program, I feel safe.

Four point scale in Likert format: 1 = "Strongly Disagree" to 4 "Strongly Agree"

School	Number of Students	Mean	Std. Deviation	Number Agree or Strongly Agree	% Agree or Strongly Agree
Overall	401	3.51	0.6	381	95%
Harper Woods High School	24	3.92	0.3	24	100%
South Lake High School	15	3.53	0.5	15	100%
Ecorse Community High School	36	3.67	0.5	35	97%
Warren Mott High School	34	3.56	0.6	33	97%
East Detroit High School	33	3.58	0.6	32	97%
University High School	29	3.48	0.6	28	97%
Southfield Regional Academy	40	3.83	0.5	38	95%
Clintondale High School	97	3.21	0.6	91	94%
Pontiac Academy of Excellence	16	3.44	0.6	15	94%
Waterford Mott High School	15	3.40	0.6	14	93%
Oak Park High School	26	3.46	0.8	24	92%
Cody High School	36	3.56	0.8	32	89%

Note: table sorted by % Agree or Strongly Agree

Outcome:
**Increased communication/
collaboration between teachers
and school administration and C²
Pipeline**

Outcome Analysis: Increased communication/ collaboration

- Data available from related questions on the 21st CCLC surveys:
 - Two items from the Student Survey:
 - *This program helps me understand what we are doing in class.*
 - *At this program, the school work I do matches the school work we do in regular class.*
 - Both on a scale from 1 “Strongly Disagree” to 4 “Strongly Agree”.
 - Two composite scores from the Site Staff Survey:
 - *Linkage to School Day-Content*
 - *Linkage to School Day-Interaction*
 - Each was an average of a number of other items which were on a scale from 1 “Strongly Disagree” to 5 “Strongly Agree”.

Outcome Analysis: **Increased communication/ collaboration**

- Students perceived connections between the program and the school day:
 - Across sites, about 92% of students agreed or strongly agreed with the statement that “This program helps me understand what we are doing in class.”
 - About 84% of students agreed or strongly agreed with the statement that “At this program, the school work I do matches the school work we do in regular class.”
- Across sites, the measures for site staff’s perceptions of the linkages to the school day were:
 - 3.76 (of 5) for the content measure and
 - 3.31 (of 5) for the interaction measure.

Outcome:
**Increased communication/
collaboration between teachers
and school administration and C²
Pipeline**

Student Survey Data

This program helps me understand what we are doing in class.

School	Number of Students	Mean	Std. Deviation	Number Agree or Strongly Agree	% Agree or Strongly Agree
Overall	407	3.21	0.6	374	92%
Harper Woods High School	25	3.84	0.4	25	100%
Cody High School	36	3.39	0.5	35	97%
Warren Mott High School	34	3.15	0.4	33	97%
East Detroit High School	33	3.36	0.6	31	94%
University High School	32	3.06	0.4	30	94%
Clintondale High School	98	3.06	0.5	91	93%
Southfield Regional Academy	40	3.35	0.7	37	93%
Ecorse Community High School	36	3.33	0.8	33	92%
Oak Park High School	26	3.19	0.6	23	88%
Waterford Mott High School	14	3.07	0.7	11	79%
Pontiac Academy of Excellence	17	2.71	0.6	13	76%
South Lake High School	16	3.0	0.7	12	75%

Note: table sorted by % Agree or Strongly Agree

At this program, the school work I do matches the school work we do in regular class.

School	Number of Students	Mean	Std. Deviation	Number Agree or Strongly Agree	% Agree or Strongly Agree
Overall	405	3.07	0.4	340	84%
Harper Woods High School	25	3.80	0.6	25	100%
Ecorse Community High School	36	3.17	0.7	33	92%
Clintondale High School	98	3.07	0.7	89	91%
Southfield Regional Academy	40	3.35	0.7	36	90%
Cody High School	36	3.17	0.6	32	89%
Waterford Mott High School	14	2.93	0.7	12	86%
East Detroit High School	33	3.06	0.5	27	82%
University High School	31	2.90	0.6	25	81%
Oak Park High School	25	2.92	0.5	18	72%
Warren Mott High School	34	2.76	0.8	24	71%
Pontiac Academy of Excellence	17	2.65	0.7	11	65%
South Lake High School	16	2.63	0.7	8	50%

Note: table sorted by % Agree or Strongly Agree

Outcome:
**Increased communication/
collaboration between teachers
and school administration and C²
Pipeline**

Site Staff Survey Data

Outcome Analysis: **Increased communication/ collaboration**

- **Linkage to School Day-Content items (each on scale from 1 to 5):**
 - On a week-to-week basis, I know what academic content will be covered during the school day with the students I work with in the after-school program.
 - I coordinate the content of the afterschool activities I provide with my students' school day work.
 - I know who to contact at my students' day-time school if I have a question about their progress or status.
 - The activities I provide in the after-school program are tied to specific learning goals that are related to the school-day curriculum.
 - I use student assessment data to provide different types of instruction to students attending my after-school activities based on their achievement level.
- **Linkage to School Day-Interaction items (each on scale from 1 to 5):**
 - I help manage a 3-way communication system that links parents, program, and day-time school information.
 - I participate in regular joint staff meetings for after-school and day-time school staff where steps to discuss linkages between the school day and after-school are discussed.
 - I meet regularly with school-day staff not working in the after-school program to review the academic progress of individual students.
 - I participate in parent-teacher conferences to provide information about how individual students are doing.

Linkage to School Day-Content

School	Number of Staff	Mean	Std. Deviation
Overall	30	3.76	1.1
Oak Park High School	4	4.60	0.7
South Lake High School	3	4.27	0.8
East Detroit High School	3	3.87	1.0
Warren Mott High School	4	3.85	0.6
Pontiac Academy of Excellence	3	3.55	1.0
Clintondale High School	3	3.53	1.3
Southfield Regional Academy	3	3.47	2.1
University High School	3	3.47	1.7
Cody High School	4	3.10	0.9

Linkage to School Day-Interaction

School	Number of Staff	Mean	Std. Deviation
Overall	29	3.31	1.0
Southfield Regional Academy	3	4.50	0.9
Oak Park High School	4	3.67	1.2
East Detroit High School	3	3.42	1.5
Warren Mott High School	3	3.42	0.5
South Lake High School	3	3.42	0.7
University High School	3	3.08	1.8
Pontiac Academy of Excellence	3	2.83	0.3
Cody High School	4	2.81	0.8
Clintondale High School	3	2.67	0.9

Notes:

1. Table sorted by Mean.
2. Site data not presented if data were only available for fewer than three staff, but those staff are included in the overall number.