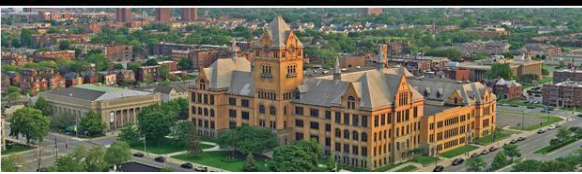
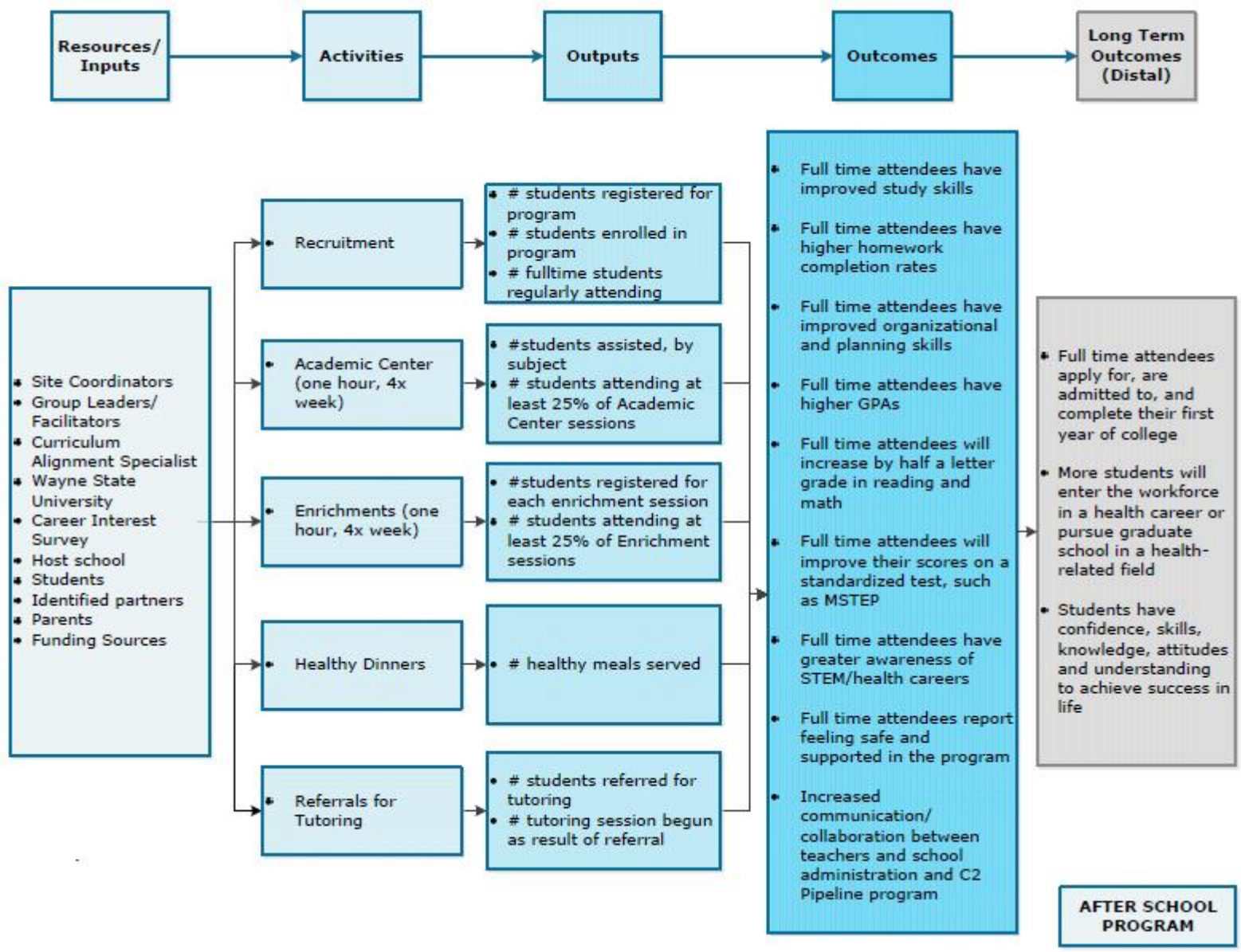


Evaluation of the 2015-2016 C² Pipeline



THE CENTER FOR URBAN STUDIES





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

Improved Study Skills

Outcome is unique to the WSU C² program

- Two items were developed to assess outcome
- Pilot testing was done during the second half of the 2016-17 school year.
- Pilot data will be reviewed to determine if questions require modifications.
- Questions will become part of the pre and post surveys during the 2017-18 school year.

Study Habits and Skills Item I

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.

Study Habits and Skills Item II

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.

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

Improved Organizational and Planning Skills

Outcome is unique to the WSU C2 program

- A set of items was developed to assess outcome.
- Pilot testing was done during the second half of the 2016-17 school year.
- Pilot data will be reviewed to determine if questions require modifications.
- Questions will become part of the pre and post surveys during the 2017-18 school year.

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

Outcome Analysis:

Attendees have higher homework completion rates

- Across sites, 91% of students agreed or strongly agreed with the statement that “This program helps me get my homework done.”
 - The average response was 3.7 (of 4).
- Across sites, 88% of parents reported that that the program was some or a lot of help in completing homework.
 - The average response was 3.7 (of 4).
- Across sites, teachers reported that:
 - 58% of students had some degree of improvement in turning in homework on time
 - 63% of students had some degree of improvement in turning in completing homework to the teachers’ satisfaction.

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

Student Survey Data

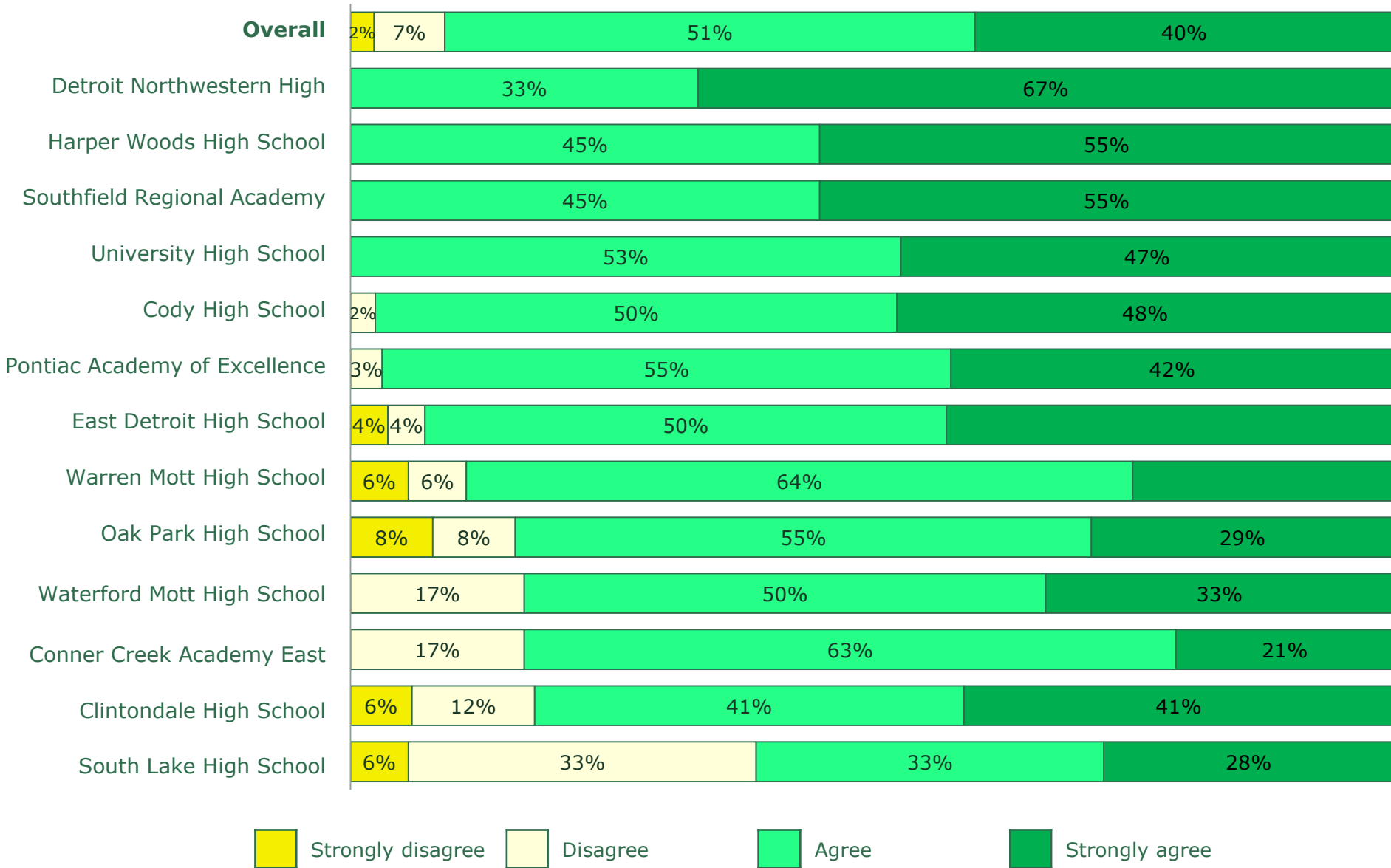
This program helps me get my homework done

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

School	Number of Students	Mean (s.d.)	Percentage Agree or Strongly Agree
Overall	167	3.27 (0.7)	91.0%
Detroit Northwestern High School	18	3.67 (0.5)	100%
Harper Woods High School	20	3.55 (0.5)	100%
Southfield Regional Academy	20	3.55 (0.5)	100%
University High School	36	3.47 (0.5)	100%
Cody High School	42	3.45 (0.5)	97.6%
Pontiac Academy of Excellence	33	3.39 (0.6)	97.0%
East Detroit High School	28	3.32 (0.7)	92.9%
Clintondale High School	17	3.18 (0.9)	82.4%
Waterford Mott High School	24	3.17 (0.7)	83.3%
Warren Mott High School	36	3.08 (0.7)	88.9%
Oak Park High School	38	3.05 (0.8)	84.2%
Conner Creek Academy East	24	3.04 (0.6)	83.3%
South Lake High School	18	2.83 (0.9)	61.1%

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	155	3.32 (0.9)	137	88.4%
Cody High School	22	3.25 (0.9)	22	100%
Warren Mott High School	22	3.43 (0.9)	22	100%
Southfield Regional Academy	24	3.75 (0.9)	23	95.8%
Harper Woods High School	12	3.91 (0.3)	11	91.7%
Pontiac Academy of Excellence	12	2.17 (1.0)	11	91.7%
Oak Park High School	22	3.91 (0.3)	18	81.8%
Clintondale High School	14	3.71 (0.6)	11	78.6%
University High School	21	3.50 (0.8)	16	76.2%
South Lake High School	6	3.05 (1.0)	3	50.0%

Note: table sorted by % Some/A lot of help

**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

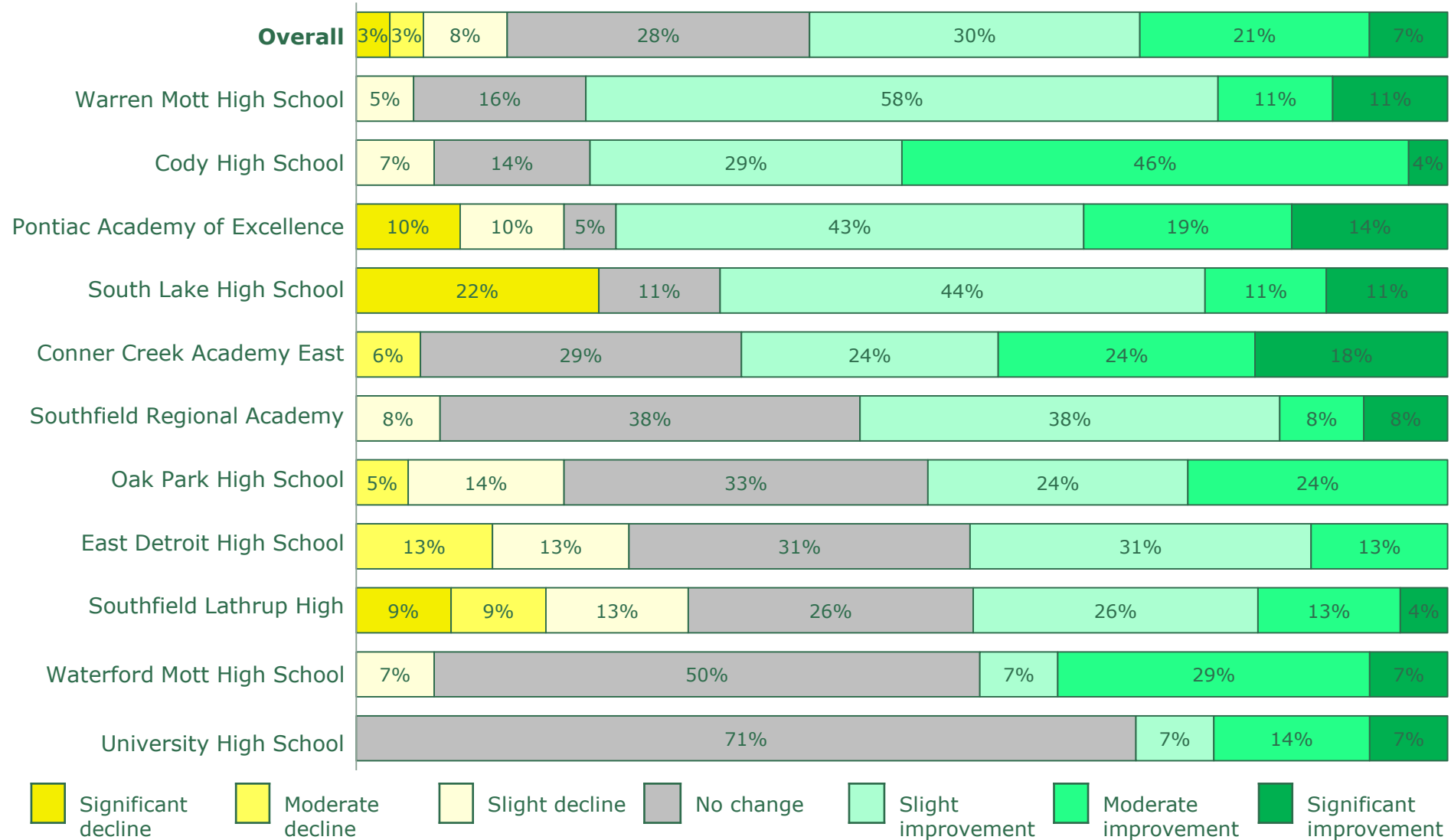
To what extent has your student changed his or her behavior in terms of turning homework in on time

School	Number of Students	Number Improved	% Improved
Overall	195	114	58.5%
Conner Creek Academy East	19	15	78.9%
Warren Mott High School	28	22	78.6%
Cody High School	21	16	76.2%
Pontiac Academy of Excellence	9	6	66.7%
South Lake High School	17	11	64.7%
Southfield Regional Academy	13	7	53.8%
Oak Park High School	21	10	47.6%
East Detroit High School	16	7	43.8%
Southfield Lathrup High School	23	10	43.5%
Waterford Mott High School	14	6	42.9%
University High School	14	4	28.6%

Note: table sorted by % Improved

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

- **turning in homework on time.**



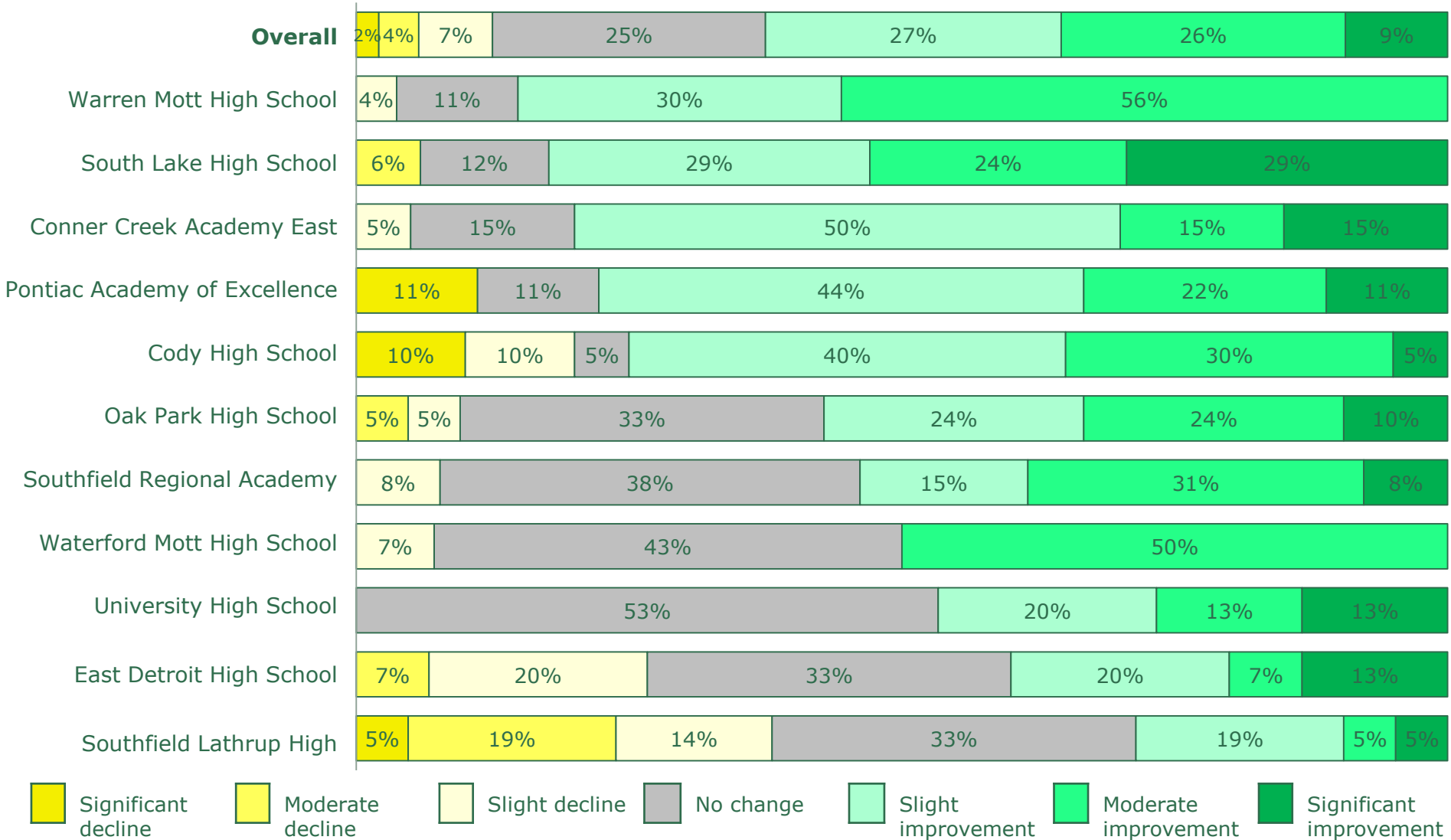
To what extent has your student changed his or her behavior in terms of completing homework to your satisfaction

School	Number of Students	Number Improved	% Improved
Overall	192	120	62.5%
Warren Mott High School	27	23	85.2%
South Lake High School	17	14	82.4%
Conner Creek Academy East	20	16	80.0%
Pontiac Academy of Excellence	9	7	77.8%
Cody High School	20	15	75.0%
Oak Park High School	21	12	57.1%
Southfield Regional Academy	13	7	53.8%
Waterford Mott High School	14	7	50.0%
University High School	15	7	46.7%
East Detroit High School	15	6	40.0%
Southfield Lathrup High School	21	6	28.6%

Note: table sorted by % Improved

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

- Completing homework to your satisfaction.**



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:
 - 29.9% improved their math grade
 - 29.5% improved their science grade
 - 30.2% improved their English grade
- Statistically significant differences, based on Chi Square testing:
 - Depending on the students' November grades (students who had a C+ or less were more likely to improve_
 - Depending on which schools they attended
 - no statistically significant differences comparing students who were full-time attendees to part-time or those participated in one session to those who participated across the academic year
- MSU reported that from Fall to Spring, among students with at least 30 days attendance, 28% improved English and 30% improved Math.

Improving Grades

- There were no statistically significant differences between part-time and full-time students. Students who had grades lower than a B, however, were more likely to improve.

Subject	All students		Full-time Students		Students who had C+ or less in November	
	Number of Students	% with Improved Grades	Number of Students	% with Improved Grades	Number of Students	% with Improved Grades
Math	568	29.9%	241	30.7%	279	42.7%
Science	464	29.5%	191	30.9%	228	44.3%
English	600	30.2%	256	30.9%	247	36.0%

Improving Grades, by School

- Students in all schools were not equally likely to improve their grades:
 - In math, at least 35% of students at these schools improved:
 - Pontiac Academy for Excellence (47%)
 - Waterford Mott High School (41%)
 - South Lake High School (36%)
 - In science, at least 35% of students at these schools improved:
 - Michigan Collegiate High School (50%)
 - Pontiac Academy for Excellence (42%)
 - Warren Mott High School (35%)
 - Cody Medicine and Community Health High School (35%)
 - In English, at least 35% of students at these schools improved:
 - Clintondale High School (43%)
 - University High School (38%)
 - Michigan Collegiate High School (36%)
 - Oak Park High School (36%)

Improving Grades by School: Math

School	Number of Students	Number Improved	% Improved	% No Change	% Lowered
Overall	568	170	30%	23%	47%
Pontiac Academy for Excellence	68	32	47%	21%	32%
Waterford Mott High School	61	25	41%	16%	43%
South Lake High School	50	18	36%	26%	38%
Clintondale High School	25	8	32%	0%	68%
Michigan Collegiate High School	47	15	32%	19%	49%
University High School	50	15	30%	14%	56%
East Detroit High School	62	16	26%	24%	50%
Oak Park High School	47	11	23%	23%	53%
Cody Medicine and Community Health High School	62	13	21%	34%	45%
Harper Woods High School	25	5	20%	36%	44%
Warren Mott High School	42	8	19%	21%	60%
Detroit Collegiate Prep	29	4	14%	38%	48%

Note: table sorted by % Improved

Improving Grades by School: Science

School	Number of Students	Number Improved	% Improved	% No Change	% Lowered
Overall	464	137	30%	24%	46%
Michigan Collegiate High School	26	13	50%	12%	38%
Pontiac Academy for Excellence	73	31	42%	22%	36%
Warren Mott High School	37	13	35%	22%	43%
Cody Medicine and Community Health High School	57	20	35%	32%	33%
University High School	50	17	34%	24%	42%
Waterford Mott High School	60	18	30%	20%	50%
Clintondale High School	27	7	26%	19%	56%
Oak Park High School	41	10	24%	24%	51%
East Detroit High School	11	2	18%	45%	36%
South Lake High School	48	6	13%	23%	65%
Detroit Collegiate Prep	28	0	0%	43%	57%
Harper Woods High School	6	0	0%	17%	83%

Note: table sorted by % Improved

Improving Grades by School: English

School	Number of Students	Number Improved	% Improved	% No Change	% Lowered
Overall	600	181	30%	26%	44%
Clintondale High School	30	13	43%	27%	30%
University High School	50	19	38%	16%	46%
Michigan Collegiate High School	47	17	36%	32%	32%
Oak Park High School	47	17	36%	28%	36%
Pontiac Academy for Excellence	85	29	34%	28%	38%
Cody Medicine and Community Health High School	62	18	29%	29%	42%
Warren Mott High School	52	15	29%	13%	58%
Waterford Mott High School	62	17	27%	18%	55%
Harper Woods High School	24	6	25%	25%	50%
East Detroit High School	49	12	24%	37%	39%
Detroit Collegiate Prep	29	6	21%	24%	55%
South Lake High School	63	12	19%	35%	46%

Note: table sorted by % Improved

Outcome: Improved Scores On Standardized Tests

Not assessed- Data was not collected during the time period because the State changed testing requirements.

Outcome:
Increased awareness of
STEM/health careers

Greater Awareness of STEM/Health Careers

Outcome is unique to the WSU C2 program

- A set of items from the summer program was adapted to assess the outcome.
- Pilot testing was done during the second half of the 2016-17 school year.
- Pilot data will be reviewed to determine if questions require modifications.
- Questions will become part of the pre and post surveys during the 2017-18 school year.

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"/>

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 13 of the 15 schools
 - No data available for Ecorse Community and Southfield Lathrup
- Across sites, about 94% of students agreed or strongly agreed with the statement.
 - The average response was 3.4 (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	348	3.43	0.7	325	93.5%
Harper Woods High School	20	3.90	0.3	20	100.0%
Southfield Regional Academy	19	3.26	0.5	19	100.0%
South Lake High School	18	3.56	0.5	18	100.0%
Cody High School	40	3.65	0.5	39	97.5%
Oak Park High School	38	3.45	0.6	37	97.4%
Pontiac Academy of Excellence	32	3.56	0.6	31	96.9%
Detroit Collegiate Prep	17	3.59	0.6	16	94.1%
Warren Mott High School	37	3.46	0.7	34	91.9%
University High School	35	3.40	0.6	32	91.4%
Waterford Mott High School	24	3.25	0.9	21	87.5%
Conner Creek Academy East	24	3.08	0.6	21	87.5%
East Detroit High School	27	3.11	0.8	23	85.2%
Clintondale High School	17	3.29	0.8	14	82.4%

Note: table sorted by % Agree or Strongly Agree

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

Student Survey Data

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 85% of students agreed or strongly agreed with the statement that “This program helps me understand what we are doing in class.”
 - About 72% 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:
 - 3.62 (of 5) for the content measure and
 - 3.29 (of 5) for the interaction measure.

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	356	3.05	0.7	302	84.8%
Southfield Regional Academy	21	3.24	0.4	21	100.0%
Harper Woods High School	21	3.43	0.6	20	95.2%
University High School	36	3.17	0.6	34	94.4%
Pontiac Academy of Excellence	33	3.09	0.5	31	93.9%
Cody High School	42	3.17	0.6	38	90.5%
Warren Mott High School	37	2.92	0.7	31	83.8%
Conner Creek Academy East	24	2.92	0.7	20	83.3%
Detroit Collegiate Prep	18	3.22	0.7	15	83.3%
Clintondale High School	17	3.00	0.6	14	82.4%
Waterford Mott High School	24	2.83	0.6	19	79.2%
East Detroit High School	28	3.04	0.8	22	78.6%
Oak Park High School	37	2.86	0.9	26	70.3%
South Lake High School	18	2.78	0.9	11	61.1%

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	356	2.84	0.7	258	72.5%
Southfield Regional Academy	21	3.24	0.4	21	100.0%
Harper Woods High School	21	3.29	0.6	19	90.5%
Cody High School	42	3.02	0.5	37	88.1%
University High School	36	2.83	0.7	29	80.6%
Pontiac Academy of Excellence	33	2.97	0.6	26	78.8%
Clintondale High School	17	2.94	0.7	13	76.5%
Warren Mott High School	37	2.73	0.7	25	67.6%
East Detroit High School	28	2.64	0.9	18	64.3%
Oak Park High School	38	2.61	0.8	23	60.5%
Conner Creek Academy East	24	2.63	0.7	14	58.3%
Waterford Mott High School	24	2.58	0.8	14	58.3%
South Lake High School	18	2.72	0.8	10	55.6%
Detroit Northwestern High School	17	2.94	1.1	9	52.9%

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:**
 - 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:**
 - 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	35	3.62	0.85
Oak Park High School	3	4.27	0.64
Cody High School	4	4.05	0.53
East Detroit High School	4	3.95	0.72
Pontiac Academy of Excellence	5	3.61	0.8
South Lake High School	3	3.6	1.44
Clintondale High School	3	3.57	0.4
Detroit Northwestern High School	3	3.53	0.5
Waterford Mott High School	3	3.45	0.94
Southfield Regional Academy	3	3	1.73

Notes:

1. Table sorted by Mean.
2. Site data not presented if available for fewer than three staff.

Linkage to School Day-Interaction

School	Number of Staff	Mean	Std. Deviation
Overall	33	3.29	1.06
Oak Park High School	3	4.50	0.5
East Detroit High School	4	3.98	0.5
Cody High School	4	3.56	1.11
Conner Creek Academy East	3	3.25	1.06
Pontiac Academy of Excellence	5	3.00	1.06
Southfield Regional Academy	3	2.92	1.7
Clintondale High School	3	2.50	1.32

Notes:

1. Table sorted by Mean.
2. Site data not presented if available for fewer than three staff.