

# Annual Evaluation Report

Nebraska 21<sup>st</sup> Century  
Community Learning Centers

July 2004 - June 2005

September 2005

*Photo Courtesy of Kearney 21<sup>st</sup> CCLC*

## 21<sup>st</sup> Century Community Learning Centers 2004-2005 Evaluation Executive Summary

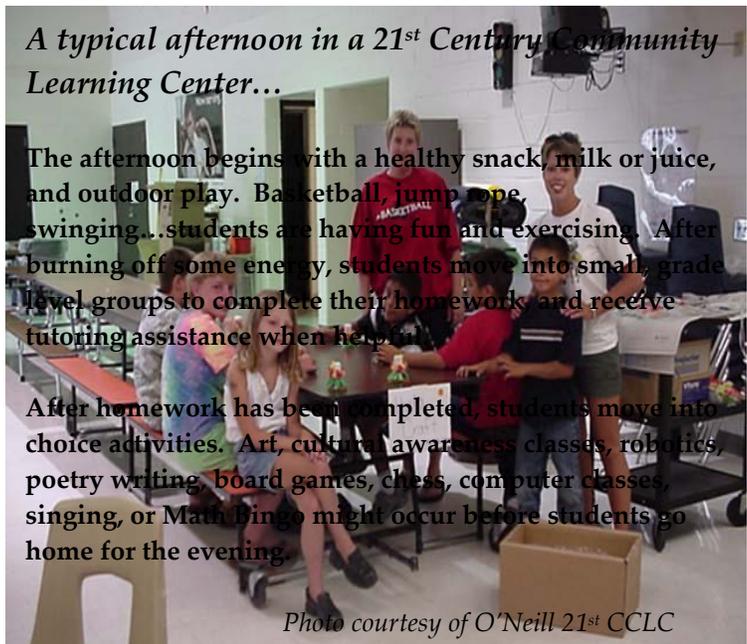
This report reflects the program outcomes of Nebraska 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) for the 2004-2005 school year. These 21<sup>st</sup> CCLCs receive federal funds from Title IV-B of the No Child Left Behind act. The overall goals of the grant program are to provide programming to help children to improve academic achievement, demonstrate social benefits and exhibit positive behavioral changes, and to support their parents/adult family members to be actively involved in their children's education. 21<sup>st</sup> CCLCs provide high quality educational, developmental, and recreational services during non-school hours or periods when school is not in session. In this grant year, the Nebraska Department of Education has awarded a total of \$2,644,988 to 12 grantees operating 44 sites across Nebraska. These grantees proposed to serve 3,282 students.

- Grantees reported serving 4,705 students, with 2,267 students being served 30 days or more before and/or after school during the 2004-2005 school year
- The Nebraska Department of Education 21<sup>st</sup> CCLC staff facilitated continuous improvement in quality programming through:
  - State evaluators providing training and feedback to local evaluators and project directors using the *Observations for Quality School-Age Care & Programming* tool;
  - Sharing analyses of observations and surveys completed by teachers, parents/adult family members, students, and collaborative partners including school administrators, with each grantee at consultation meetings, including local outcomes compared to statewide averages.
  - Providing statewide professional development and technical assistance focused on collaboration and communication strategies to improve relationships with children, families, school staff, and partners.
- Academic outcomes for students participating 30 days or more were positive, with 58% meeting or exceeding district standards in reading, 50% in writing, and 61% in mathematics (Source: teacher surveys).
- Based on teacher surveys, 63% of regularly attending students improved on ratings of academic performance and completing homework to the teacher's satisfaction.
- Programs collaborate well with community partners and school administrators. These 253 respondents positively rated collaboration with the 21<sup>st</sup> CCLCs with a mean score of 4.57 on a 5-point scale.

## PURPOSE AND HISTORY OF NEBRASKA 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS

The 21<sup>st</sup> Century Community Learning Center (CCLC) initiative began in 1998 as a federal grant program to provide schools with funds to create community learning centers. Community learning centers provide high quality educational, developmental, and recreational services during non-school hours or periods when school is not in session. The overall goals of the grant program are to enhance student achievement and to improve school related behaviors (willingness to learn, positive peer relationships, attendance, completion of work, and meeting the behavior standards of the school). Primary outcomes were identified including: (a) 21<sup>st</sup> CCLC programs offer a range of high quality educational, developmental, and recreational services; (b) children and youth demonstrate educational benefits, (c) children and youth demonstrate social benefits and exhibit positive behavioral changes, and (d) parents/families are actively involved in their children or youth's education. A variety of service delivery formats were offered across these programs, including before and/or after school programming, full days when school is not in session, summer programs, and parent education opportunities.

Adult family members are provided learning support through a variety of means. Some programs partner with their local Even Start Family Literacy Programs to offer adult education, English as a Second Language classes, parenting education, and literacy classes. Others offer quarterly parenting activities, such as family gatherings, booths at parent-teacher conferences or curriculum nights at local schools, special topic or seminar sessions such as behavioral supports for young children, and other special events designed to assist families in supporting their children's learning.

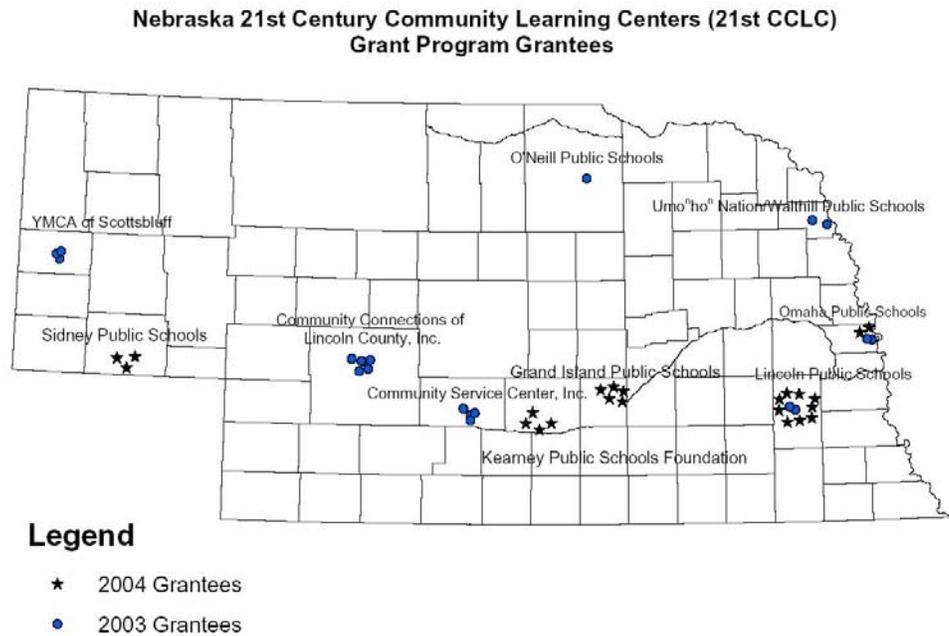


## DESCRIPTION OF GRANTEES, SITES, AND STUDENTS SERVED

### Project Demographics

During this second year of funding, Nebraska awarded \$2,644,988 to 12 grantees operating 44 sites across Nebraska. This compares to \$1.4 million to seven grantees serving nine communities and 21 sites across Nebraska in 2003-2004 (the first year of funding).

Priority was placed upon sites serving a high proportion of children eligible for free or reduced lunch. These grantees proposed to serve 3,282 students and 1,710 adult family members.



### Student Demographics

Student demographic information will be reported for those regularly served, referred to as Regular Attendees. The definition of a regular attendee is a student attending 30 days or more during the school year. Other students will be reported as Student Attendees, those served less than 30 days within the school year.

The majority of children served in 21<sup>st</sup> CCLC programs attended elementary school. Sixty percent of regularly attending students were in kindergarten through third grade. Four programs targeted high school or middle school students. A very small number of students attended pre-kindergarten classes in the summer preceding kindergarten.

Grade Level	Total Student Attendees for the 2004–05 School Year*		Total Regular Attendees for the 2004–05 School Year	
	# of Student Attendees for Nebraska	% of Student Attendees for Nebraska <sup>1</sup>	# of Student Attendees for Nebraska	% of Student Attendees for Nebraska <sup>2</sup>
Prekindergarten Students <sup>1</sup>	10	0.21%	10	0.39%
Kindergarten Students	613	13.03%	354	13.83%
First-grade Students	689	14.64%	390	15.23%
Second-grade Students	692	14.71%	403	15.74%
Third-grade Students	712	15.13%	392	15.31%
Fourth-grade Students	721	15.32%	403	15.74%
Fifth-grade Students	648	13.77%	340	13.28%
Sixth-grade Students	275	5.84%	129	5.04%
Seventh-grade Students	167	3.55%	69	2.7%
Eighth-grade Students	126	2.68%	49	1.91%
Ninth-grade Students	10	0.21%	10	0.39%
10th-grade Students	0	0%	0	0%
11th-grade Students	0	0%	0	0%
12th-grade Students	0	0%	0	0%
Unknown	42	0.89%	11	0.43%
<b>Total with data reported</b>	<b>4705</b>	<b>100%</b>	<b>2560</b>	<b>100%</b>
<b>Total meeting Nebraska Regularly Attending Student Definition (30 days or more during school year)</b>			<b>2267<sup>2</sup></b>	

Source: Annual Performance Report data from PPICS, federal website supporting 21<sup>st</sup> CCLC programs.

<sup>1</sup>Prekindergarten is limited to participation in the summer months immediately preceding kindergarten.

<sup>2</sup>Nebraska defines a regularly attending student as one who attends 30 days or more during the school year.

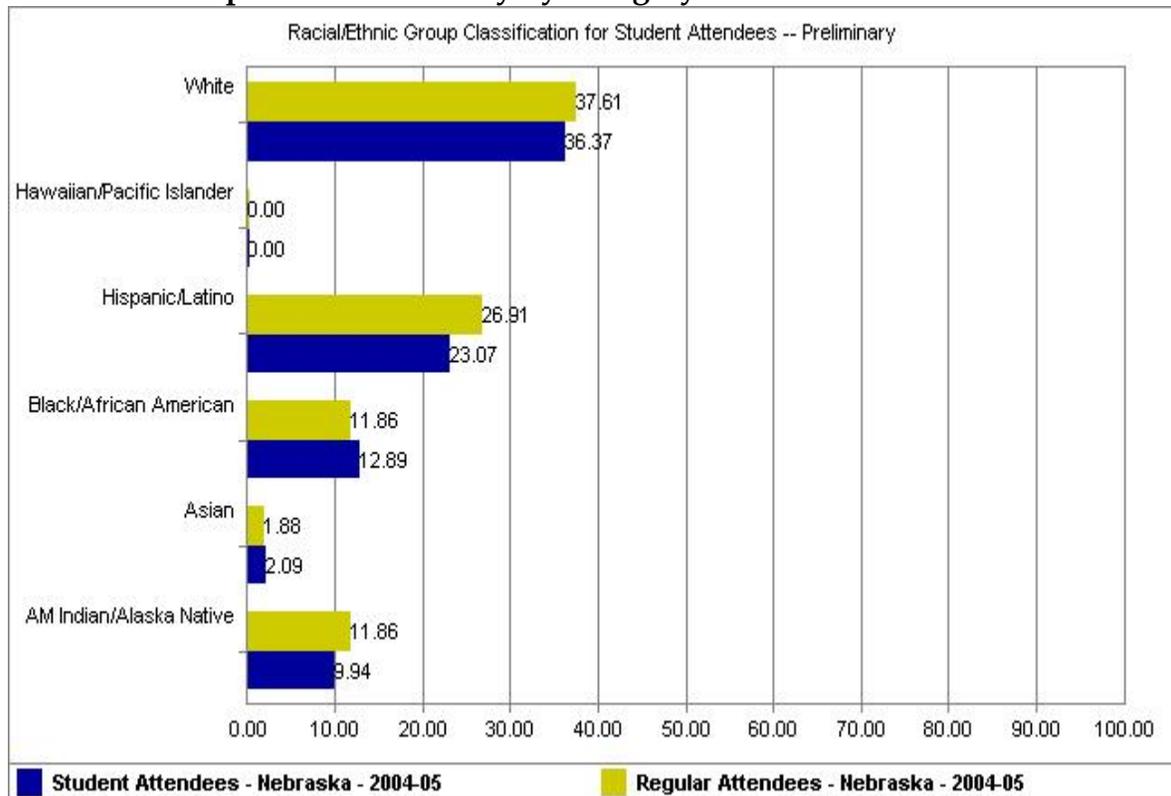
All programs met their attendance goals for progressing toward maximum enrollment by year three. The programs proposed to serve 3,282 students by year three. In terms of the total number of students served this year, programs reported serving 4,705 students. Of those, 2,267 were considered regularly attending students—those served 30 days or more during the school year. Sixty-one percent of regularly attending students were eligible for free or reduced lunch. Nearly nine percent of regularly attending students were students with limited English proficiency. Six percent were students with a special need or disability.



Photo Courtesy of Community Services Inc. of Dawson County (Lexington 21<sup>st</sup> CCLC)

The 21<sup>st</sup> CCLC programs served a diverse group of children with the majority being White (37.6%), followed closely by Hispanic/Latino (26.9%), Native American (11.86%) and Black (11.86%).

### Nebraska Comparison of Ethnicity by Category of Student



Source: PPICS system, federal data collection website

## EVALUATION PURPOSE

The purpose of the 21<sup>st</sup> CCLC program evaluation was to provide: (a) descriptive information regarding these programs, (b) process data that will assist the project staff in continually improving the quality of services to the children and their families, and (c) outcome data that will assist the programs in determining the extent to which the program achieved its anticipated outcomes. This was and will continue to be accomplished by collecting data across multiple sources and forms using both qualitative and quantitative approaches. The Evaluation Plan describes the specific processes and outcome evaluation activities for each of the 21<sup>st</sup> Century CLC programs. Implementation of the evaluation plan was accomplished through the joint efforts of the Nebraska Department of Education 21<sup>st</sup> CCLC staff and program evaluators. The following will provide a description of the program and findings during the 2004 - 2005 year of program implementation.

## EVALUATION DESIGN

### Evaluation Plan for Nebraska 21<sup>st</sup> Century Community Learning Centers

**Goal: To enable elementary and secondary schools to plan, implement, or expand extended learning opportunities for the benefit of the educational, health, social service, cultural, and recreational needs of the communities.**

Outcome	Indicators	Performance Measure of Effort	Performance Measure of Effect	Data Source
21 <sup>st</sup> CCLC programs will offer a range of high quality educational, developmental, and recreational services.	<b>Core Educational services.</b> Increasing percentages of Centers will offer high-quality services in core academic areas, e.g., reading, writing, mathematics, & science.	Document # of before and after school and/or summer programs.	Improved quality of services based on the Observations for Quality School-Age Care & Programming tool.	Classroom Observation Staff Interview
	<b>Enrichment &amp; support activities.</b> More than 85% of Centers will offer enrichment and support activities such as nutrition & health, art, music, technology, and recreation.	Describe program curriculum and procedures (hours of operation services and activities).	Improved linkages to school day.	Collaboration Survey

## Evaluation Plan for Nebraska 21<sup>st</sup> Century Community Learning Centers

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Outcome	Indicators	Performance Measure of Effort	Performance Measure of Effect	Data Source
Participants in 21 <sup>st</sup> CCLC programs will demonstrate educational benefits.	<b>Achievement.</b> Increasing percentages of regularly attending students will improve in academic performance.	Document the demographic information of students. -gender, ethnicity, grade level, school attended, and eligibility for free-reduced lunch.  Document student participation.	<i>Academic Indicators:</i> -Increased % identified as improving in academic performance	Teacher surveys  Student success stories
Participants in 21 <sup>st</sup> CCLC programs will demonstrate social benefits and exhibit positive behavioral changes.	<b>Behavior.</b> Students participating in the program will show improvements on measures such as school attendance, behavior, and peer relationships.		<i>Behavioral Indicators:</i> -Improved behavior ratings -Improved peer interaction ratings	Teacher, parent & student surveys  Student success stories
Adult family members are actively involved in student's school program.			-Increased parent participation in school -Demonstrated satisfaction with program, services for students and adult family members.	Teacher and parent surveys

### Summary of data collection systems

Data were collected by grantees in Microsoft© Access databases developed and disseminated by the statewide evaluators, in the United States Department of Education web-based data collection system (PPICS), and in annual narrative reports submitted by grantees. With their annual reports, grantees submitted copies of their Microsoft© Access databases and entered federally mandated annual performance report data into PPICS.

# PROGRAM EVALUATION FINDINGS

## QUALITY OF 21<sup>ST</sup> CCLC PROGRAMS

### Observations of Program Quality

Quality programs have been linked to immediate, positive developmental outcomes, as well as long-term positive academic performance (Burchinal, Peisner-Feinberg, Bryant, et al., 2000). In the first year of funding, 2003-2004, the National AfterSchool Association (Formerly the National School Age Care Association--NSACA) Standards of Quality School Age Care ([www.nsaca.org](http://www.nsaca.org)) were used as a basis for observing and rating at least one school age site per funded project in Nebraska to assess their overall quality and to identify areas needing improvement.

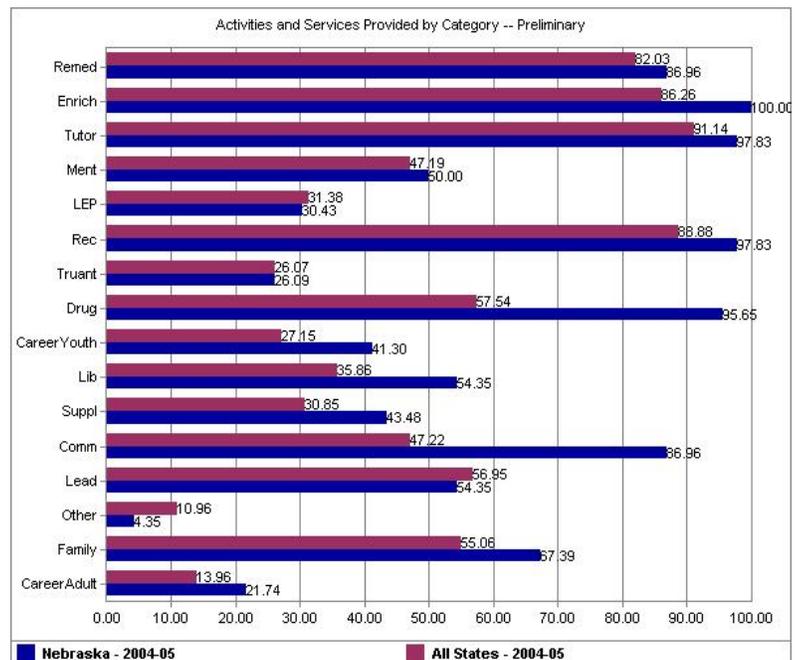
For the second year of funding, 2004-2005, a quality observation measure was sought which would focus more heavily on areas of program content, e.g., the educational, recreational and other activities being offered at sites. A panel of experts was convened to develop a new tool. The group was comprised of program leaders, school administrators, evaluators, and university faculty. The *Observations for Quality School-Age Care & Programming* tool was developed and used for program observations in the winter and spring of 2005. Local evaluators were trained on utilizing the observation tool and inter-rater reliability was ensured through a process of comparing scores post-observation. Local evaluators were deemed reliable when they matched within one rating 85% or more of the time.

Statewide, twelve sites were observed using the *Observations for Quality School-Age Care & Programming* observation rating tool. Items were rated on a 5-point scale with 5 being consistently evident.

	Admini- stration	Inter- actions	Families	School & Community	Environ- ment	Program Content	Total Score	Overall Avg
<i>Possible Score</i>	60	35	25	40	45	55	260	5.0
Statewide Average	46.8	27.9	17	30.3	34.8	36	193.3	3.7
Percent of Possible Score	78%	80%	68%	76%	77%	65%	74%	74%

On average, programs achieved a higher percentage of possible score in the areas of interactions (staff to student, as well as student to student interactions), administration (how the program is administered and managed), environment (indoor and outdoor settings), and linkages to the school and community. Slightly lower ratings were found, on average, for linkage and support for families and program content. Rating observations were shared immediately post observation with project directors, and sometimes staff, for the purpose of providing for continuous improvement of programs. Typically, these meetings occurred concurrent with reliability checking with the local evaluators, so many voices and observations were shared. All local evaluators independently obtained scores similar to the state evaluator, confirming that the tool was reliably administered. Further, the process allowed the local evaluator to share observations of both strengths and weaknesses in programming, and to suggest areas for focused improvements. In some cases, the project director also participated in the observation process and, inevitably, scored the program with lower ratings. This process was helpful, however, in providing concrete areas for improvement. Much discussion centered on parent and family involvement in the programs, as well as in schools, and on providing program content (e.g., mathematics or writing) that is at the same time interesting and appealing to students while providing learning opportunities to extend and enrich understanding of content.

The grantees provided a wide range of enrichment and support activities to students and families. The majority of the grantees typically provided 9-10 hours of academic enrichment and remediation weekly, 4-5 hours each of tutoring and homework help weekly, activities for limited English proficient students, recreation, and activities that promote youth leadership. For families, 67% of the grantees provided about 1.5 hours weekly for programs that promote parental involvement and family literacy. In



comparison to other states, Nebraska 21<sup>st</sup> CCLCs emphasized academic supports, recreation, drug and violence prevention, counseling, and character education programs, and programs that promote family involvement and literacy. Nebraska focused less on community service and service learning programs.

Based on the previous year's evaluation findings, technical assistance and professional development activities were provided to grantees this year in order to facilitate their continuous improvement.



Photo courtesy of Omaha Public Schools CLC



Photo courtesy of Lincoln Public Schools CLC

NDE offered different options of staff development for 21<sup>st</sup> CCLC projects, focusing on collaboration and communication. Video conferences in the fall included topics of special needs and policies, and collaboration with the school and community. The collaboration conference included developing

relationships and communication strategies with school day staff and community partners, so that after-school was seen as an accountable component of the school, not an add-on resource. Each site was encouraged to name a school-day-CCLC liaison, as a strategy to increase cooperation.

A statewide conference in May focused on grant management, evaluation, and communication/collaboration with the family and school. Following the 21<sup>st</sup> CCLC management session, all levels of 21<sup>st</sup> CCLC staff were included in the *Hours of Opportunity, Making Time Count* Conference, which was co-sponsored by NDE 21<sup>st</sup> CCLC, University of Nebraska Cooperative Extension (4-H), CYFAR, Early Childhood Training Center, and Nebraska's Community Learning Center Network. This conference included national keynoters on collaboration, active learning, youth development, and positive behavior supports. Additionally, there were 30 presentations by Nebraska youth development specialists (some

were 21st CCLC staff), school day and after-school teachers, counselors, lead agency partners, evaluators, and specialists from Nebraska in academics, prevention, and community collaboration. Twenty-one projects sent multiple representatives to these workshops.

### Parent, Student & Teacher Ratings of Program Quality

#### *Are parents/adult family members satisfied with the 21<sup>st</sup> CCLC programs?*

Parents were surveyed regarding their satisfaction with the 21<sup>st</sup> CCLC programs across Nebraska in order to assess the quality of services for their children. They were asked to rate the programs from excellent (4) to poor (1) on five items and provide an overall rating. A total of 777 surveys were completed across all grantees.

#### Parent Satisfaction Results

Reported by mean across grantees	Spring 2004	Spring 2005
Has the program helped your child?	3.5	3.5
Were you comfortable working with program staff?	3.6	3.6
Was there good communication between the regular school staff and the program staff?	3.5	3.4
How do you feel about your child’s personal safety?	3.7	3.6
How do you feel about your child’s academic progress in school?	3.5	3.5
Overall, how would you rate the program?	3.6	3.6

Overall, parents viewed the program positively with mean scores rated between good to excellent (3.4-3.6). Highest ratings were noted for being comfortable working with program staff, feeling positive about their child’s personal safety and overall rating of the program. Slightly lower ratings were noted for communication between program staff and school day staff, the degree that the program helped their child, and their perception of their child’s academic progress in school. Of interest was whether parent satisfaction varied based on the age of their child. The results of the analysis of variance (ANOVA), which was factored by grade level of student, indicated that there were no significant differences by grade level.

*Are students satisfied with the 21<sup>st</sup> CCLC programs?* Students were asked to rate their satisfaction with the 21<sup>st</sup> CCLC programs they attended. Students were asked to complete either an elementary or middle school satisfaction survey.

Programs were asked to administer the survey in the spring to those 3<sup>rd</sup> grade and older students who were served 30 days or more. A total of 1,273 surveys were returned, although only 824 of these were from 3<sup>rd</sup> grade and older students, with the remaining surveys completed by younger children. Surveys were rated on a 3-point scale with 2=yes, 1=sometimes, and 0=no. Survey results from the 1,273 kindergarten through sixth grade students are summarized below.

### Elementary Student Satisfaction Results

	Spring 2005
I like the people at CLC.	1.6
I like how we learn things at CLC.	1.6
I have fun at CLC.	1.6
The adults at CLC care about me.	1.7
I like the activities and things we do at CLC.	1.6
I'm doing better in school since I joined CLC.	1.5
I feel accepted by other kids.	1.4
I feel safe going to CLC.	1.7
Overall	1.6

Clearly, students perceive that adults care about them and the CLC offers a safe environment. Students also reported that they like the people, activities, and things they do at CLC. On average, answers on these items were rated 1.6 or greater (trending toward yes). Students were less confident about doing better in school since joining CLC and feeling accepted by other kids, with responses on average being at or below 1.5 (midway between sometimes and yes). It is recommended that programs identify ways to create more inclusion amongst peers in the CLC settings.

Of interest, based on last year's analysis, was whether student satisfaction varied based on the grade level of the student. In the first year of funding (2003-2004), significant differences existed between grade levels,  $F(6)=8.222, p<.005$ , two-tailed. For this analysis, only surveys from 3<sup>rd</sup> grade and older students were used, thereby reducing the number of usable surveys to 824. Of these, 805 had data in every field of the survey (no items were skipped). Results are depicted by grade level and suggest gradual decreasing satisfaction from fourth grade to fifth grade and from fifth grade to sixth grade. The results of the analysis of variance (ANOVA), which was factored by grade level of the student, indicated that differences between grade levels from fourth grade to fifth grade were

significant,  $F(3)=4.551$ ,  $p=.004$ , two-tailed. Programs may benefit from focus group sessions with fifth and sixth grade students to identify how these programs may better meet their needs.



*Photo courtesy of Sidney CLC*



*Photo courtesy of Walthill CLC*



*Photo courtesy of Scottsbluff CLC*

### Elementary Student Satisfaction Results by Grade Level

Grade	N	Mean
Third	265	1.62
Fourth	267	1.62
Fifth	219	1.51
Sixth	54	1.47
Total	805	1.58

Middle school students also were asked to rate their satisfaction with the 21<sup>st</sup> CCLC programs they attended, using the same 3-point scale as the elementary students. Fewer middle school students participated in 21<sup>st</sup> CCLC programs and a total of 118 surveys were returned.

The scores overall were lower than those of the elementary students. Overall, students rated the programs at 1.29 on a 3-point scale with 0=no, 1=sometimes, and 2=yes. As reflected in Table 8, middle to high school students positively rated interactions with adults and peers (1.37 or higher rating, indicating sometimes to yes), with slightly lower ratings for activities and how they learn things at CLC. The lowest ratings were noted for perceiving that they are doing better in school since joining CLC. This score is somewhat unclear, however, because on school outcome survey items (reported later in this report), these students also perceived that they are confident about doing well in school (1.53) and getting good grades in school (1.54). Therefore, the perception that they are not doing better may be as a result of not needing to do better in school. Programs will be encouraged to look at these data and determine whether they are serving the most at-risk students in middle to high school or whether these students are already doing well in school.

### Middle School Student Satisfaction Results

	Spring 2005
I like the people at CLC.	1.29
I like how we learn things at CLC.	1.27
I have like the activities and things we do at CLC.	1.29
The adults at CLC care about me.	1.39
The activities we do at CLC are interesting or useful to me.	1.25
I'm doing better in school since I joined CLC.	1.19
I feel accepted by others.	1.37
Overall	1.29

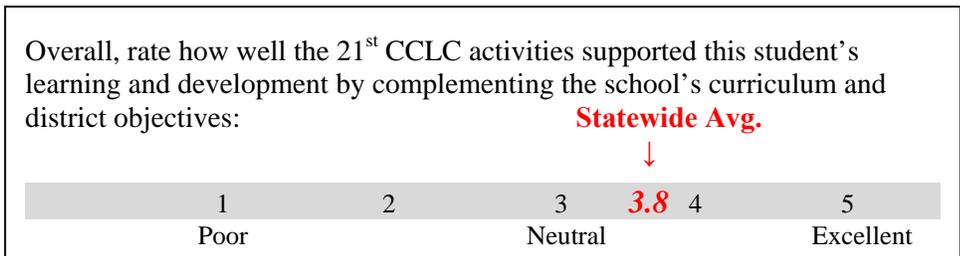
Analysis was done to determine whether student satisfaction varied based on the grade of the student. Results are summarized by grade level of the student completing the survey. Although scores varied by grade level, the results of the analysis of variance (ANOVA) found that student responses did not differ significantly among middle school students by grade level,  $F(6)=1.334, p=.248$ , two-tailed. One limitation of this analysis was the small number of participants in ninth through twelfth grades.

### Middle School Student Satisfaction by Grade Level

Grade Level	N	Mean
Sixth	27	1.13
Seventh	45	1.29
Eighth	34	1.34
Ninth	4	1.29
Tenth	3	1.76
Eleventh & Twelfth	5	1.63
Total	118	1.29

*Are teachers satisfied with the 21<sup>st</sup> CCLC programs?* Teachers (2,063) were asked to rate how well the 21<sup>st</sup> CCLC activities supported the student’s learning and development by complementing the school’s curriculum and district objectives.

Teachers provided an overall rating of 3.8 on a 5-point scale, with 5 being excellent. This indicates that while teachers are positive



about the programs, there is still room for improvement complementing school curriculums and district objectives.

### PARENT CHOICE & INVOLVEMENT

Parents/adult family members were asked to identify their primary reason for enrolling their child or children in the community learning center program. The majority identified child care as their primary motivation (39%). This was followed by extra time and help with school work (36%), extension activities (12%) and recreational offerings (3.5%). Ten percent did not respond to the question or checked multiple reasons.

Henderson and Mapp (2002) found that parent involvement that is linked to student learning has a greater impact on student achievement than other forms of involvement. For this reason, parents were asked to identify a variety of ways in which they might support their child's learning, ranging from reading school newsletters to participating in PTA programs. The majority (80%) visit the school during an event, such as parent-teacher conferences and 78% regularly read school newsletters. Many indicated they review their child's homework (71%), teach their child at home (63%) and talk with the teacher (53%). Fewer visit the school during the day (30%), volunteer (23%), or participate in a parent organization, such as the PTA (16%).

*"The CLC has been a lifeline to me."*

This quote came from a CLC parent. Life has often been tough for this family, and continues to be so. But the Huntington CLC has made an important impact on the lives of this family. In fact, the CLC has made an important difference for this family in each impact/goal area we strive to achieve.

*Lincoln CLC staff*

Teachers were asked to rate whether families adapted their behavior to better support the student's learning. Teachers reported that many families improved their support of their children's learning (35.5%).

Quite a few families were rated as "no change warranted" because they are already very active in supporting their child's learning (22.6%). Teachers rated 38.7% of families as showing no change in behavior (38.7%). Very few (3.2%) were rated as declined in supporting their child's learning. These data demonstrate that adult family members are becoming more involved in supporting their children's learning. Clearly, more than 58% of these children are experiencing positive educational supports at home.

## **STUDENT SCHOOL-RELATED BEHAVIOR AND ACADEMIC OUTCOMES**

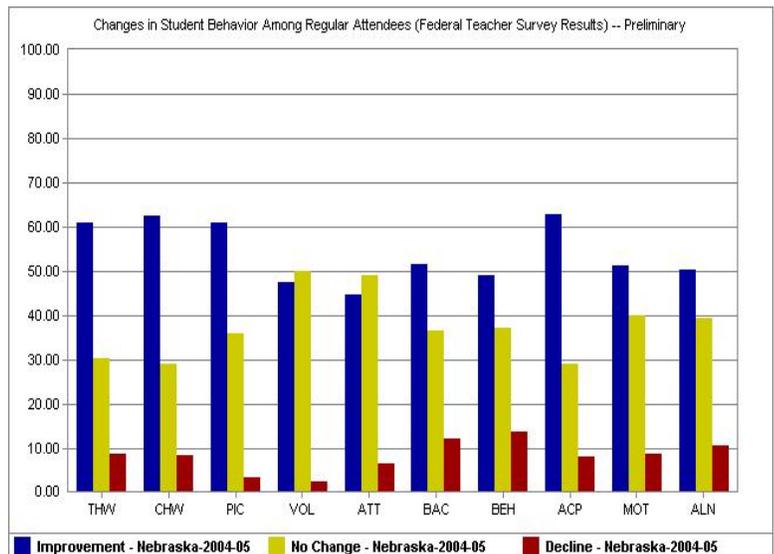
Multiple methods were used to evaluate the impact of participation in 21<sup>st</sup> CCLC programs on students' academic and behavior outcomes. Outcome data was collected on students who participated in the program for at least 30 days. This data was obtained through parent and teacher ratings of students' school-related behavior and academic progress. Students were also surveyed on their perceptions about school.

*What percentage of students met district standards in reading, writing, and mathematics?* Teachers were asked to rate whether students in the program met the district standards in language and math. These measures were used as an indicator of academic success. A total of 2,063 surveys were completed.

### Statewide Percentage of Students Meeting District Objectives

Subjects	Met	Not Met
Reading (reading, speaking, listening)	58%	42%
Writing	50%	50%
Mathematics	61%	39%

*Did students who participated in the program 30 days or more significantly improve on school-related behaviors from fall to spring?* In the late spring teachers completed the federal 21<sup>st</sup> CCLC teacher survey on ten behaviors typical of or demonstrating school success. These were completed for regularly attending students (those attending the program 30 days or more in the school year). Teacher ratings could range from significantly improved, moderately improved, slightly improved, no change in behavior, and slight, moderate, or significant decline (comparing fall to spring). In Nebraska, a modification in the federal survey allowed teachers to note whether students did not need to improve on the particular item (e.g., already strong in this area). For example, 35% of teachers marked no change needed for attendance. Although the federal web-based data collection system allowed for this choice, these data were not included in the charts and graphs provided from PPICS. Grantees reported on the Annual Performance Report that a total of 2,130 surveys were completed by classroom teachers, resulting in a 94% response rate. Data from 2,063 teacher surveys were submitted to the Nebraska Department of Education for evaluation and analysis.



## Teacher Survey Results

Category of Behavioral Change	Behavior Code	Improvement in Behavior for the 2004–05 School Year		No Change in Behavior for the 2004–05 School Year		Decline in Behaviors for the 2004–05 School Year	
		# of Regular Attendees For Nebraska	% of Regular Attendees For Nebraska <sup>1</sup>	# of Regular Attendees For Nebraska	% of Regular Attendees For Nebraska <sup>1</sup>	# of Regular Attendees For Nebraska	% of Regular Attendees For Nebraska <sup>1</sup>
Turning in homework on time	THW	716	60.94%	356	30.3%	103	8.77%
Completing homework to your satisfaction	CHW	751	62.64%	349	29.11%	99	8.26%
Participating in class	PIC	758	60.83%	447	35.87%	41	3.29%
Volunteering (e.g. for extra credit or more responsibilities)	VOL	596	47.41%	630	50.12%	31	2.47%
Attending class regularly	ATT	471	44.56%	519	49.1%	67	6.34%
Being attentive in class	BAC	667	51.43%	473	36.47%	157	12.1%
Behaving in class	BEH	613	49.16%	465	37.29%	169	13.55%
Academic performance	ACP	817	62.99%	376	28.99%	104	8.02%
Coming to School motivated to learn	MOT	625	51.27%	488	40.03%	106	8.7%
Getting along well with other students	ALN	606	50.37%	472	39.24%	125	10.39%

<sup>1</sup> Percentage is based on total number of teacher surveys that were returned. There were 2130 teacher surveys returned for Nebraska. Total Teacher Survey Response Rate For Nebraska: 94.21%.

As the chart and graph from the federal PPICS system demonstrate, regularly attending students showed the greatest improvements in academic performance, turning in homework on time and satisfactorily, and participating in class, with greater than 60% improving during the 2004-2005 school year.

### Parent Perceptions of Student Outcomes

Parents and/or adult family members (777 surveys) rated their children on behaviors typical of school success (described above) in the fall and spring. Using a paired samples test, students significantly improved on all behaviors. These results suggest that families saw positive outcomes for their children over this program year.

## Parent Survey Results

	Mean Gain	Std. Deviation	t	df	Sig. (2-tailed)
Learning	.31735	.65483	12.904	708	.000
Homework	.33381	.69271	12.759	700	.000
Attendance	.12730	.46177	7.330	706	.000
Behavior	.20910	.54467	10.179	702	.000
Reading	.33381	.64639	13.644	697	.000
Writing	.29571	.59539	13.141	699	.000
Mathematics	.27532	.63680	11.447	700	.000
Social	.20626	.54314	10.069	702	.000

## Student Perceptions of Student Outcomes

### *Elementary*

Surveys were collected from 1,273 elementary students (kindergarten through sixth grade). Students were asked to mark 0 (No), 1 (Sometimes) or 2 (Yes) on school outcome items. On average, these students rated "Getting good grades is important to me" as 1.7 out of 2. They reported that they can do most tasks at school (1.6 out of 2) and follow the rules at school (1.5 out of 2). Sixty-nine percent of students reported that they are doing better in school since joining the CLC.



Photo courtesy of Omaha Public Schools CLC

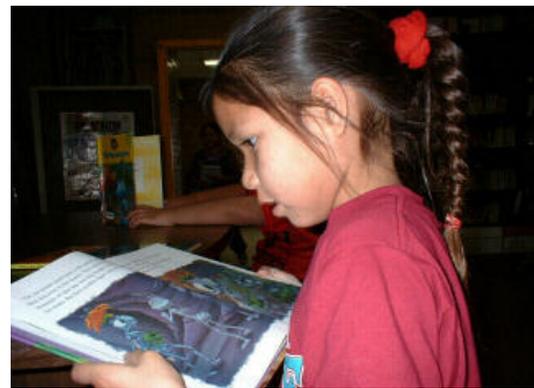


Photo courtesy of Umo'ho' Nation Public Schools CLC

### One Student's Change

Edgar's academic performance showed tremendous progress after he became involved in the program. Initially, the long hours were a concern to his mother, but she quickly realized the high quality activities were exactly what he needed. In fact, he looked forward to attending each and every day. His academic performance and behaviors both improved with his participation. His mother was also very complimentary of the leaders for their extensive involvement with the students throughout their time at school.

*Grand Island CLC*

### *Middle and High School*

Middle school and high school students (119) reported that they get good grades in school (1.54 out of 2) and follow the rules at school (1.42 out of 2). Forty-one percent reported that they are doing better in school since joining the CLC.



*Photo courtesy of Community Connections of Lincoln County, North Platte CLC*

## **COLLABORATION OUTCOMES**

***Do the 21<sup>st</sup> CCLC programs collaborate effectively with school administrators, teachers, staff, partner agencies, and other agencies in the community?***

A collaboration survey was used to measure the level of collaboration in the community partners. A total of 253 collaboration surveys were completed by school administrators, staff, partner agency representatives and others within the community from across all twelve funded 21<sup>st</sup> CCLC programs. They were asked to rate their level of agreement on seven statements regarding effective collaboration using a 5-point scale, with 5 being strongly agree and 1 being strongly disagree.

### **Collaboration Survey Results**

	Spring 2004	Spring 2005
Provides a high-quality school-age care program.	4.3	4.6
Is viewed as a helpful resource to families in the community.	4.3	4.7
My agency effectively coordinates services for the benefit of children/families served by the 21 <sup>st</sup> CCLC.	4.1	4.5
I am knowledgeable about the 21 <sup>st</sup> CCLC programs and services.	4.0	4.5
Communication between my agency and the 21 <sup>st</sup> CCLC program is effective.	4.1	4.4
21 <sup>st</sup> CCLC staff are willing to share information and resources.	4.3	4.6
I have been actively involved with the 21 <sup>st</sup> CCLC program.	3.7	4.7
Overall collaboration rating	4.2	4.57

Results demonstrate that programs were rated more positively for their

collaboration in 2004-2005 than in 2003-2004. Overall ratings increased from 4.2 to 4.57 on average across grantees. Greatest changes were noted in the active involvement of collaborative partners and partner's knowledge about CLC programs and services. Given the improvement in collaboration ratings, it appears the technical assistance provided to grantees in the area of collaboration with community and school partners was effective.

## SUMMARY AND RECOMMENDATIONS

The 21<sup>st</sup> CCLC programs offered a range of high quality educational, developmental and recreational services. All of the centers provide 9-10 hours of academic support (enrichment, remediation, tutoring/homework help) weekly. The programs also offer recreational activities and drug/violence prevention, counseling and character education programs. In addition to these, each grantee offered a variety of other programs, which might include art, nutrition, technology, or community service projects. The quality of programming is being monitored through the *Observations for School-Age Care & Programming* tool. Statewide, grantees earned an average rating of 74% of possible score. Programs were strong on interactions, but weaker in the area of program content. **It is recommended that grantees identify ways to increase program content (e.g., mathematics, reading, science) while at the same time ensuring that activities appeal to multiple learning styles.** The results of these observations were shared with NDE 21<sup>st</sup> CCLC staff, local evaluators, project directors, and site staff in order to facilitate continuous improvement. Local evaluators have been fully trained, have gained reliability on the tool, and will observe and provide feedback to local grantees next year. Results will be monitored in the next program year to ensure that increasing percentages of centers offer high-quality services in core academic areas, while continuing to offer other diverse program choices.

Parents/adult family members, teachers, and students positively rate satisfaction with the 21<sup>st</sup> CCLC programs. Families provided overall ratings of 3.6 out of a 4-point scale for the past two years. Elementary students continue to provide very positive ratings on adults caring about them, safe environment, and liking the activities. Elementary students rated feeling accepted by other kids slightly lower. **Therefore, it is recommended that grantees identify ways to foster inclusion amongst elementary student peers in the CLC settings.** Middle and high school students demonstrated slightly lower ratings of satisfaction in general than elementary students. Middle/high school students indicated adults at CLC care about them and they feel accepted by others. Students reported a

low rating for “doing better in school since I joined CLC.” However, many of these students also reported being confident about school and getting good grades; therefore, these students may not need to do better in school. **It is recommended, though, that grantees look at student survey data in relationship to student performance data and determine whether they are serving the most at-risk students in middle and high school.**

Teachers positively rated the linkage of the 21<sup>st</sup> CCLC program and school day curriculum, with a 3.8 statewide average rating on a 5-point scale (5 being excellent). **It is recommended that grantees consider whether efforts to further complement school curricula and district objectives might enhance student outcomes.**

In terms of family involvement, teachers reported that more than 58% of CLC children experienced positive or improving educational supports at home. Sixty-seven percent of the grantees reported that they offered programs that promote parental involvement and family literacy. During program observations, every grantee reported that they are seeking to strengthen family involvement. **It is recommended that grantees continue to identify and implement strategies to strengthen support of family involvement.**

The majority of students are meeting or exceeding district standards in reading, writing, and mathematics. Teachers are reporting that more than 60% of regularly attending CLC students improved in academic performance and completing homework in a timely and satisfactory manner. Clearly, the grantees are having a positive impact on the academic experiences of students. Grantees appear to have a lesser impact on students’ school attendance and behavior in class. Parents/adult family members reported significant improvements in student learning, homework, attendance, behavior, social relationships, and academic improvements in reading, writing, and mathematics. Again, no further recommendation will be made for this area.

Grantees improved collaboration with community partners and school administrators dramatically from the prior year (overall rating moved from 4.2 to 4.57 on a 5-point scale). Technical assistance and professional development had been targeted during the 2004-2005 year to strengthen the grantees’ capacity to collaborate to provide services for children and families. This is vital to building sustainability.

In conclusion, the 2004-2005 evaluation of Nebraska's 21<sup>st</sup> Century Community Learning Centers has documented many positive outcomes for regularly attending students. The challenge will be to improve content programming and to measure whether student outcomes are positively correlated with improved program content ratings.

Submitted by:

Lisa St. Clair, M.S. & Barbara Jackson, Ph.D.  
Department of Education & Child Development  
Munroe-Meyer Institute  
University of Nebraska Medical Center  
985450 Nebraska Medical Center  
Omaha, NE 68198-5450  
(402) 559-3023



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