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# Annual Evaluation Report

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

July 2005 to June 2006

## **21<sup>st</sup> Century Community Learning Centers Evaluation Executive Summary 2005-2006**

This report reflects the program outcomes of Nebraska 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) for the 2005-2006 grant year. These 21<sup>st</sup> CCLCs receive federal funds under Title IV-B of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001. The overall goals of the grant program are to improve student learning performance in one or more core academic areas, increase social benefits and positive behavioral changes, and increase family/community involvement in supporting students' education. These programs provide high quality education, positive youth development, and recreation services during non-school hours or periods when school is not in session.

In the 2005-2006 grant year, 21 grantees provided programs at 62 school buildings located in 24 Nebraska communities. Nine of the projects conducted year 1 of their grant, five were in year 2 and seven projects conducted year 3 of their program. Collectively these 21 grantees proposed to serve 3,408 students during the 2005-2006 school year and 1,470 students in the summer of 2005 on budgets totaling approximately \$3.9 million.

- Grantees served 3,874 students 30 days or more during the 2005-2006 school year (114% of target) and 1,277 during the summer of 2005 (87% of target).
- 84% of sites met or exceeded the state indicator of quality. Overall ratings this year increased to 79% of possible score compared to 74% in 2004-2005. (Source: *Observations for Quality School-Age Care & Programming*).
- Academic outcomes for students participating 30 days or more were positive, with 59% meeting or exceeding district standards in reading, 54% in writing, and 65% in mathematics (Source: teacher surveys).
- Greatest gains for students were found on ratings of academic performance and completion of homework to the teacher's satisfaction (Source: teacher surveys).
- Programs were rated positively with a mean rating of 4.53 on a 5-point scale for collaboration with community partners and school administrators. This was, however, a slight decrease from the prior year, 4.57 (Source: collaboration surveys).
- The 21<sup>st</sup> CCLC management team facilitated a continuous improvement evaluation process through data review meetings with each grantee. Analyses of formal observations and surveys completed by collaborative partners and school administrators, parents, students, and teachers were shared with local management teams, including comparisons of local to statewide outcomes.

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

The 21<sup>st</sup> Century Community Learning Center initiative began in 1998 with federal administration. The reauthorization of the No Child Left Behind Act in 2001 turned over responsibility for administering this program from the U.S. Department of Education to the state education agency in each state. This federally-funded competitive grant program supports the establishment of community learning centers offering before and after-school programming. The goals for the centers are to improve student learning performance in one or more core academic areas, increase social benefits and positive behavioral changes, and increase family/community involvement in supporting students' education. A variety of service delivery formats are 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.

## DESCRIPTION OF GRANTEES, SITES, AND STUDENTS SERVED

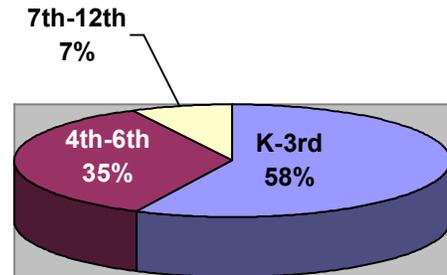
### Project Demographics

During this third year of Nebraska grant funding for 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLCs), the Nebraska Department of Education awarded nine new grants and continued funding the five grants awarded in 2004 and seven grants awarded in 2003. This brought the total number of grantees to 21. These 21 grantees served 24 communities and 62 school sites. The grants awarded to these three cohorts totaled \$3,937,058 for the 2005-2006 grant year. These projects proposed to serve 3,408 students during the 2005-2006 school year and 1,470 students in the summer of 2005. Comparing the award amounts to the number of students regularly served in the school year and summer, the average annual cost per student was \$764.

## Student Demographics

Demographic information will be reported for those students who were 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.

*Grade levels.* The majority of students regularly served in 21<sup>st</sup> CCLC programs across Nebraska were in the kindergarten through third grades during the 2005-2006 school year.



Grade Levels for Total Regular Student Attendees for the 2005-06 School Year		
Grade Level	# of Regular Student Attendees for Nebraska	% of Regular Student Attendees for Nebraska
Kindergarten Students	483	12.5%
First-grade Students	580	15.0%
Second-grade Students	566	14.6%
Third-grade Students	590	15.2%
Fourth-grade Students	572	14.8%
Fifth-grade Students	558	14.4%
Sixth-grade Students	234	6.0%
Seventh-grade Students	131	3.4%
Eighth-grade Students	129	3.3%
Ninth-grade Students	11	0.3%
Tenth-grade Students	8	0.2%
Eleventh-grade Students	5	0.1%
Twelfth-grade Students	3	0.1%
Unknown	4	0.1%
<b>Total</b>	<b>3,874</b>	<b>100.0%</b>

*Ethnicity.* The 21<sup>st</sup> CCLC programs served a diverse group of children and youth.

<b>Ethnicity for Total Regular Student Attendees for the 2005–06 School Year</b>		
<b>Ethnicity</b>	<b># of Regular Student Attendees for Nebraska</b>	<b>% of Regular Student Attendees for Nebraska</b>
American Indian/Alaska Native	374	9.7%
Asian/Pacific Islander	73	1.9%
Black/African American	463	12.0%
Hispanic/Latino	850	21.9%
White	2038	52.6%
Other	27	0.7%
Not Reported	49	1.3%
<b>Total</b>	<b>3,874</b>	<b>100.0%</b>

*Gender.* Of the 3,874 students served regularly in the 2005-2006 school year, 52% were female.

*Eligibility for Free/Reduced Lunch.* Of the 3,874 students served regularly in the 2005-2006 school year, 69% were eligible for free or reduced lunch. The most recent year for which state data are available is 2004-2005. In that year, the state report card data indicate that 34.79% of students in Nebraska’s schools were eligible for free/reduced lunch.

*Eligibility for Other School Services.* Of the 3,874 students served regularly in the 2005-2006 school year, 11% were English language learners. These students attended buildings with an average mobility rate of 24.33% (per data reported for the 2004-2005 school year). The most recent year for which state data are available is 2004-2005. In that year, the state report card data indicate that 5.78% of students in Nebraska’s schools were identified as English language learners and the statewide mobility rate was 13.82%. These data suggest that the 21<sup>st</sup> CCLC programs are serving a greater proportion of students who meet at-risk criteria.

## 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> CCLC programs. Implementation of the evaluation plan was accomplished through the joint efforts of the 21<sup>st</sup> CCLC staff at NDE and program evaluation staff. The following will provide a description of the program and findings during the 2005 to 2006 year of program implementation.

The Nebraska 21<sup>st</sup> CCLC program operates with a management team approach. The project director, grants manager, state evaluator and program support consultant met regularly to develop policies, plan implementation strategies, and coordinate technical assistance. This past year the team has moved into a more complete continuous improvement planning process both for the state administration as well as for the 21<sup>st</sup> CCLC programs.

## 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 their 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.	<p><b>Core Educational services.</b> Increasing percentages of Centers will offer high-quality services in core academic areas, e.g., reading, writing, mathematics, &amp; science.</p> <p><b>Enrichment &amp; support activities.</b> More than 85% of Centers will offer enrichment and support activities such as nutrition &amp; health, art, music, technology, and recreation.</p>	<p>Document # of before and after school and/or summer programs.</p> <p>Describe program curriculum and procedures (hours of operation services and activities).</p>	<p>Improved quality of services based on the Observations for Quality School-Age Care &amp; Programming tool.</p> <p>Improved linkages to school day.</p>	<p>Classroom Observation Staff Interview</p> <p>Collaboration Survey</p>
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.	<p>Document the demographic information of students. -gender, ethnicity, grade level, school attended, and eligibility for free-reduced lunch.</p> <p>Document student participation.</p>	<p><i>Academic Indicators:</i> -Increased % identified as improving in academic performance</p>	<p>Teacher surveys</p> <p>Student or family success stories</p>
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.		<p><i>Behavioral Indicators:</i> -Improved behavior ratings -Improved peer interaction ratings</p>	<p>Teacher, parent &amp; student surveys</p> <p>Student or family success stories</p>
Adult family members are actively involved in student's school program.			<p>-Increased parent participation in school -Demonstrated satisfaction with program, services for students and adult family members.</p>	Teacher and parent surveys

## Summary of data collection systems

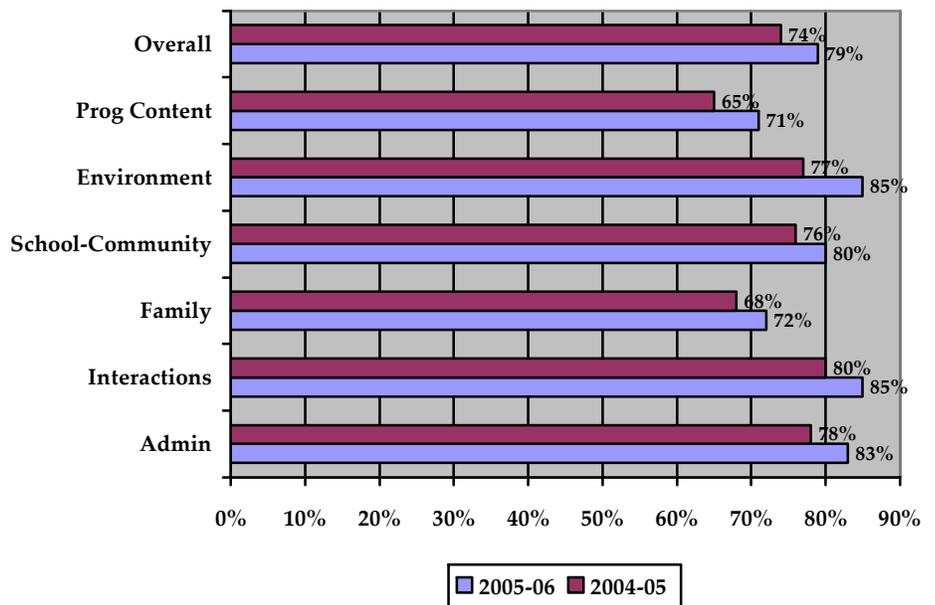
Data were collected in grantee Microsoft® Access databases developed and disseminated by the statewide evaluator, in the federal web-based data collection system (PPICS), and in annual narrative reports submitted by grantees. With their annual reports, grantees submitted copies of their Microsoft® Access databases and entered federally mandated annual performance report data into PPICS.

# PROGRAM EVALUATION FINDINGS

## OUTCOME 1: QUALITY OF 21<sup>ST</sup> CCLC PROGRAMS

Quality programs have been linked to immediate, positive developmental outcomes, as well as long-term positive academic performance (Burchinal, Peisner-Feinberg, Bryant, and Clifford, 2000).

*Observations of Program Quality.* The *Observations for Quality School-Age Care & Programming* tool was developed and used for program observations for the past two grant years. The statewide evaluator observed all year 1 programs and local evaluators did the observation of year 2 and 3 grantees. 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. Ratings are on a 5-point scale with 5 being consistently evident.



A total of 37 sites were observed and rated in the winter of 2006. The state indicator of quality is a rating of 3.5 or greater (70% of possible score). Compared to the previous grant year, 21<sup>st</sup> CCLC programs increased on all domains and overall.

<b>21<sup>st</sup> CCLC: Observations for Quality School-Age Care &amp; Programming Ratings</b>									
<i>n</i>		Administration	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
37	2005-2006 Statewide Average	49.5	29.8	18.1	31.9	38.2	38.9	206.2	4.0
37	2005-2006 Percent of Possible Score	83%	85%	72%	80%	85%	71%	79%	80%
12	2004-2005 Statewide Average	46.8	27.9	17	30.3	34.8	36	193.3	3.7
12	2004-2005 Percent of Possible Score	78%	80%	68%	76%	77%	65%	74%	74%

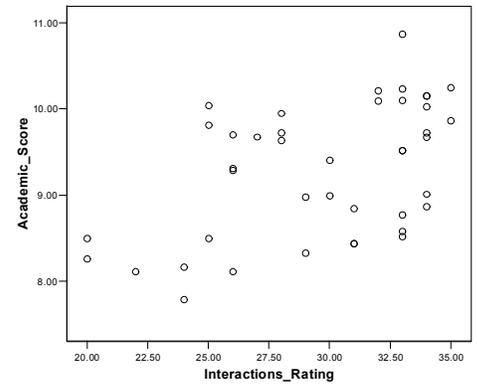
In the 2005-2006 grant year, the overall rating was 79% of possible score compared to 74% in 2004-2005. Of the 37 sites observed, 84% met the state indicator of quality standard on the overall rating. This suggests that 21<sup>st</sup> CCLC programs are making progress in providing high-quality programming for children and youth in Nebraska. The overall average across grantees on the *program content* and *partnering with families* items met the state indicator of quality this grant year, whereas in the 2004-2005 they were slightly below the indicator of quality (program content, 65% and partnering with families, 68%). However, 46% of grantees did not meet the state indicator of quality (3.5 or greater rating) on *partnering with families* and 43% did not meet it in *program content* ratings. It will be recommended that targeted technical assistance focus on assisting grantees in identifying strategies to better partner with families and to strengthen program content.

What domains on the *Observations for Quality School-Age Care & Programming* are associated with positive academic outcomes for students? A Spearman rank order correlation found a significant ( $p=.001$ ) positive strong correlation (.507)

between ratings of Interaction on the *Observations for Quality School-Age Care & Programming* tool and a representative academic score for programs by taking the mean of students' scores in reading, writing, math, and teacher rating of academic performance by site.

*Typical activities.* All of the programs emphasized providing academic support (enrichment, remediation, tutoring/homework help). The programs also offered recreational activities, as well as drug/violence prevention, counseling, and character education programs. In addition to these, each grantee offered a variety of other programs, which ranged from art,

Relationship of Interactions and Academic Outcomes

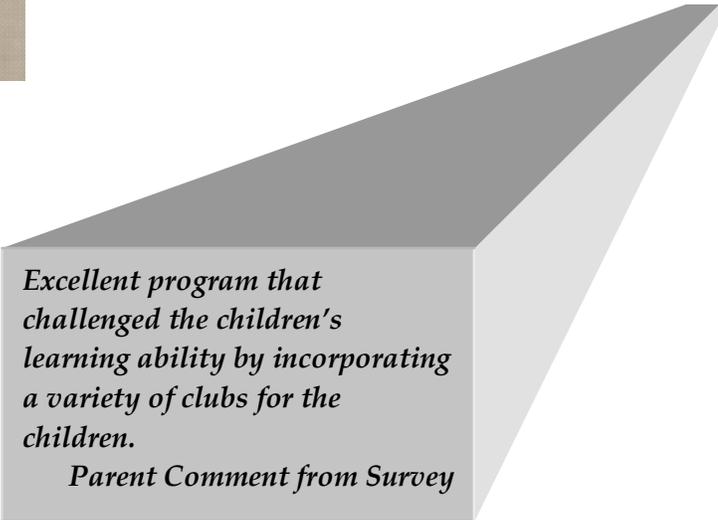


***A typical afternoon in a 21<sup>st</sup> Century Community Learning Center...***

The afternoon begins with a healthy snack, milk or juice, and outdoor play. Basketball, jump rope, swinging ...students are having fun and exercising. After burning off some energy, students move into small, grade level groups to complete their homework, and receive tutoring assistance when helpful. After homework has been completed, students move into choice activities. Art, cultural awareness classes, robotics, poetry writing, board games, chess, computer classes, singing, or Math Bingo might occur before students go home for the evening.

nutrition, technology, to community service projects. The majority of the grantees typically provided about 1.5 hours weekly for activities to promote parental involvement and family literacy.

*Technical assistance and professional development.* NDE provided technical assistance and professional development activities to grantees in order to facilitate their continuous improvement. The 21<sup>st</sup> CCLC at NDE partnered on the Hours of Opportunity Conference in May which focused on sustainability, quality of programming, and family engagement. Grantee training included assistance in program planning, implementation, operating an effective program, collaborating with families and community partners, and particular focus on linkages to school day administrators and staff.



Three regional meetings for grantees were held to impact program content and improve family engagement. Each focused on intentional plans to align the after-school with the school day policies and curriculum. Guidelines on interactive homework, youth development, relationship building, and strengthening communication with schools and families were shared. Resource books containing interactive math and science activities were provided for each site.

Family engagement was addressed at these regional meetings by sharing research findings from The Harvard Family Research Project and Joyce Epstein's work. This research indicates the most meaningful way to engage families in children's educational success is through support of education at home. Staff evaluated their project's proficiency in engaging families and each site created plans of action to address areas for improvement.

Conference calls were conducted periodically to introduce new materials focusing on family engagement, intentional academics, and staff development activities for the local project. In addition to participating in conference calls, projects were encouraged to partner in sharing resources, site visits, training opportunities, creative problem solving and exemplary practices.

## Parent, Student & Teacher Ratings of Program Quality

*Parent Ratings of 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.

<b>21<sup>st</sup> CCLC: Parent Satisfaction Mean Ratings</b>			
<b>Items</b>	<b>Spring 2004</b>	<b>Spring 2005</b>	<b>Spring 2006</b>
Has the program helped your child?	3.5	3.47	3.51
Were you comfortable working with program staff?	3.6	3.59	3.61
Was there good communication between the regular school staff and the program staff?	3.5	3.43	3.43
How do you feel about your child's personal safety?	3.7	3.61	3.61
How do you feel about your child's academic progress in school?	3.5	3.48	3.48
Overall, how would you rate the program?	3.6	3.65	3.65
	<i>n</i> =		
	310	777	1,615
Ratings range from 4 (excellent) to 1 (poor)			

Overall, parents continued to view the 21<sup>st</sup> CCLC programs positively with mean ratings between good to excellent (3.43-3.65). Highest ratings were noted for parents being comfortable working with program staff, feeling positive about their child's personal safety, and their overall rating of the program. Slightly lower ratings were noted for communication between program staff and school day staff and parents' perception of their child's academic progress in school. The results of an analysis of variance (ANOVA) factored by grade level of student indicated that there were no significant differences in parent ratings.

*Elementary Student Ratings of the 21<sup>st</sup> CCLC programs.* Students were asked to rate their perceptions of the 21<sup>st</sup> CCLC programs they attended. Students were asked to complete either an elementary or middle school student survey. Programs were asked to administer the survey in the spring of 2006 to those 3<sup>rd</sup> grade and older students who were served 30 days or more.



21 <sup>st</sup> CCLC: Elementary Student Satisfaction Mean Ratings		
Items	Spring 2005	Spring 2006
I like the people at CLC.	1.67	1.69
I like how we learn things at CLC.	1.66	1.59
I have fun at CLC.	1.70	1.71
The adults at CLC care about me.	1.76	1.80
I like the activities and things we do at CLC.	1.65	1.65
I'm doing better in school since I joined CLC.	1.56	1.56
I feel accepted by other kids.	1.45	1.44
I feel safe going to CLC.	1.73	1.81
Overall	1.65	1.65
	<i>n</i> =	1,273
		1,407
2=yes, 1 = sometimes, and 0=no		

Students perceive that adults care about them and the program offers a safe environment. Students also reported that they like the people, the 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). As was recommended in the previous evaluation report, it will be recommended that programs identify ways to create more inclusion amongst peers in the CLC settings. Further, it is recommended that NDE provide technical assistance to identify strategies to recommend to grantees for enhancing student perceptions of acceptance among their peers.

Based upon the past two year's analysis, of interest was whether student satisfaction continued to vary based upon the grade level of the student. In the first year of funding (2003-2004), significant differences existed between grade levels,  $F(6)=8.222$ ,  $p<.005$ . In 2004-2005, results of the analysis of variance (ANOVA) factored by grade level 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.

This program year analysis was completed by item and factored by grade level. To avoid Type I errors, the alpha level was set at .01, two-tailed. Significant differences ( $ps<.01$ ) were found in six items.

Items	F	p
I like the people at CLC.	7.651	<.001
I like how we learn things at CLC.	11.361	<.001
I have fun at CLC.	12.413	<.001
The adults at CLC care about me.	4.881	<.001
I like the activities and things we do at CLC.	8.052	<.001
I'm doing better in school since I joined CLC.	13.169	<.001
I feel accepted by other kids.	1.940	.071, not significant
I feel safe going to CLC.	2.573	.018, not significant

A follow up Tukey analysis was used to identify where the differences occurred. Significant differences occurred in fifth grade. In some sites, this is the final grade level in the elementary school. It will be recommended that sites consider the programming they offer for these upper level elementary students, specifically fifth grade students, to ensure that it meets the developmental needs of the students.

Items	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
I like the people at CLC.	1.73	1.69	1.54*	1.69
I like how we learn things at CLC.	1.67	1.54	1.42*	1.58
I have fun at CLC.	1.75	1.65	1.53*	1.67
The adults at CLC care about me.	1.84	1.80	1.71*	1.73
I like the activities and things we do at CLC.	1.69	1.59	1.55*	1.67
I'm doing better in school since I joined CLC.	1.62	1.46	1.41*	1.48

\*=significant differences

*Middle/High School Student Ratings of the 21<sup>st</sup> CCLC programs.* Middle and high 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.

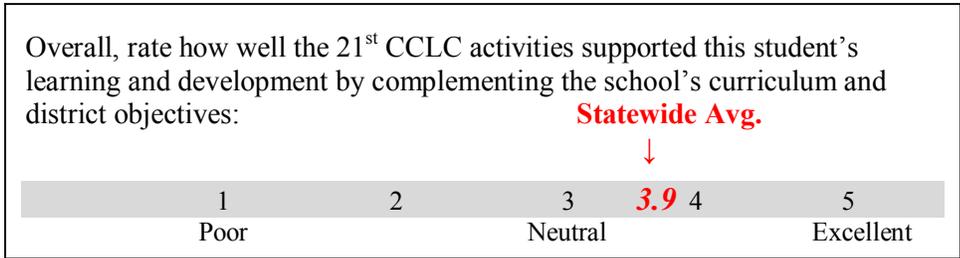
The scores overall were lower than those of the elementary students. Overall, students rated the programs at 1.29 on a 3-point scale with 0=no, 1=sometimes, and 2=yes. As reflected in the next table, middle to high school students positively rated interactions with adults and peers (1.37 or higher rating, 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 the student 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/high school or whether these students are already doing well in school.

21 <sup>st</sup> CCLC: Middle/High School Student Satisfaction Mean Ratings		
Items	Spring 2005	Spring 2006
I like the people at CLC.	1.29	1.61
I like how we learn things at CLC.	1.27	1.49
I have like the activities and things we do at CLC.	1.29	1.62
The adults at CLC care about me.	1.39	1.70
The activities we do at CLC are interesting or useful to me.	1.25	1.59
I'm doing better in school since I joined CLC.	1.19	1.35
I feel accepted by others.	1.37	1.44
Overall	1.29	1.54
	<i>n</i> = 119	335

Analysis was done to determine whether student satisfaction varied based upon the grade level of the student. The results of the analysis of variance (ANOVA) found that student responses did not differ significantly among middle school students by grade level.

*Teacher Ratings of the 21<sup>st</sup> CCLC programs.* Teachers 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. Surveys were collected from 3,355 school day teachers who worked



with students served 30 days or more in the 21<sup>st</sup> CCLC programs. Teachers provided an overall rating of 3.9 on a 5-point scale, with 5 being excellent. Last year, the overall rating was 3.8. This suggests that while progress has been

made, there is still room for improvement in sites more fully complementing school curriculums and district objectives.

*Collaboration Survey Outcomes.* A collaboration survey was used to measure the quality of collaboration between the program representatives, school administrators and community partners. Surveys were completed by school administrators and staff, partner agency representatives and others within the community from across all 21<sup>st</sup> CCLC programs. Individuals 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.

<b>21<sup>st</sup> CCLC: Collaboration Survey Results</b>			
	Spring 2004	Spring 2005	Spring 2006
Provides a high quality school-age care program.	4.3	4.6	4.52
Is viewed as a helpful resource to families in the community.	4.3	4.7	4.59
My agency effectively coordinates services for the benefit of children/families served by the 21 <sup>st</sup> CCLC.	4.1	4.5	4.51
I am knowledgeable about the 21 <sup>st</sup> CCLC programs and services.	4.0	4.5	4.36
Communication between my agency and the 21 <sup>st</sup> CCLC program is effective.	4.1	4.4	4.40
21 <sup>st</sup> CCLC staff are willing to share information and resources.	4.3	4.6	4.61
I have been actively involved with the 21 <sup>st</sup> CCLC program.	3.7	4.7	4.74
Overall collaboration rating	4.2	4.57	4.53
<i>n</i> =	109	253	310

Overall, collaboration ratings continue to be positive, with all means found to be at or above 4.36 on a 5-point scale. Results, however, demonstrate that programs were rated equal to or more positively for their collaboration in the 2004-2005 year than in the current year. Last year, technical assistance focused on collaboration with community and school partners. This resulted in significant gains from the 2003-2004 ratings. This year, technical assistance continued to address collaboration; however, it appears that this technical assistance was not

continued with the same intensity as in the 2004-2005 program year. Therefore, it will be recommended that technical assistance be provided to grantees using similar intensity and strategies as was delivered in 2004-2005.

### **OUTCOMES 2 AND 3: STUDENT ACADEMIC AND SCHOOL RELATED BEHAVIORAL 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. Outcome data was obtained through parent and teacher ratings of students' academic progress. Students were also surveyed on their perceptions of their own academic progress.

*Percentage of students meeting or exceeding district standards in reading, writing, and mathematics.* In the late spring, school day teachers were asked to rate whether students who attended the 21<sup>st</sup> CCLC programs 30 days or more met or exceeded the district standards in reading, writing, and math. A total of 3,355 surveys were collected.

<b>21<sup>st</sup> CCLC: Percentage of Students Meeting or Exceeding District Standards</b>				
<b>Content Area</b>	<b>2005-2006</b>		<b>2004-2005</b>	
	<b>Met</b>	<b>Not Met</b>	<b>Met</b>	<b>Not Met</b>
<b>Reading</b>	59%	41%	58%	42%
<b>Writing</b>	54%	46%	50%	50%
<b>Mathematics</b>	65%	35%	61%	39%

A greater percentage of students met or exceeded district standards in the 2005-2006 year in each of the content areas (reading, writing, and mathematics).

*Teacher ratings of student gains in school-related behaviors from fall to spring.* In the late spring, teachers completed the federal 21<sup>st</sup> CCLC teacher survey designed to assess impact on ten behaviors typical of or demonstrating school success. These were completed for students attending the 21<sup>st</sup> CCLC program 30 days or more during the school year. The rating scale ranged from +3 (significantly improved) to -3 (significantly decreased). Ratings compared behavioral change from fall to

spring. If a student was already excellent on a particular behavioral item, teachers could mark “No change needed because the student was already excellent in this area.”

21 <sup>st</sup> CCLC: Teacher Ratings of Student Behavioral Changes			
Category of Behavioral Change	Mean Gains by Attendance Grouping of Student		
	30-59 days	60-89 days	90 + days
Turning in homework on time	0.85	0.95	1.02
Completing homework to your satisfaction	0.90	0.99	1.11
Participating in class	0.91	1.00	1.02
Volunteering	0.70	0.67	0.77
Attending class regularly	0.61	0.64	0.72
Being attentive in class	0.67	0.67	0.76
Behaving in class	0.63	0.71	0.76
Academic performance	0.94	0.96	1.16
Coming to School motivated to learn	0.76	0.80	0.91
Getting along well with other students	0.70	0.76	0.85
Total of 3,355 surveys	<i>n</i> = 1,056	697	1,602

Students who participated 90 or more days experienced the greatest gains on all behavioral categories. Academic performance, homework timeliness, and completing homework to the school day teacher’s satisfaction were the most positively rated areas. All exceeded a rating of slight gain and moved into a rating of moderate gain.

*Parent ratings of student behavioral changes.* In the fall and spring, parents and/or adult family members were asked to rate their children and youth on behaviors typical of school success. Behavioral items included desire to learn, homework, attendance, behavior, academics, and social interactions. A total of 1,615 parent surveys were collected for students served 30 days or more in the 21<sup>st</sup> CCLC programs. Of these, 946 to 965 surveys were completed with pre and post data which could be analyzed statistically (varies by behavioral indicator). Using a paired *t* test to analyze the outcomes, students significantly improved on all behaviors, *ps* <.001, two-tailed. These results suggest that families saw

significant, positive outcomes for their children and youth on all behavioral indicators. Greatest gains were noted in the academic outcomes in reading and writing, as well as in homework completion.

<b>21<sup>st</sup> CCLC: Paired <i>t</i> Test Analyses of Parent Ratings of Student Behavioral Changes</b>									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean Gain	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Demonstrated desire and willingness to learn	.24974	.64962	.02091	.29078	.20870	11.942	964	.000
Pair 2	Completed assigned work and homework on time	.29810	.66978	.02178	.34083	.25536	13.689	945	.000
Pair 3	Attended class regularly	.06821	.45440	.01472	.09709	.03932	4.634	952	.000
Pair 4	Met the behavior standards of the school	.16159	.53562	.01735	.19564	.12755	9.314	952	.000
Pair 5	Met or exceeded the academic requirements in reading	.31546	.59592	.01932	.35338	.27753	16.325	950	.000
Pair 6	Met or exceeded the academic requirements in writing	.28812	.57588	.01867	.32477	.25147	15.429	950	.000
Pair 7	Met or exceeded the academic requirements in mathematics	.27445	.58523	.01898	.31169	.23721	14.462	950	.000
Pair 8	Got along well with other students	.17838	.52428	.01698	.21171	.14506	10.504	952	.000

Mean Spring Rating	Behavioral Indicator
3.43	Demonstrated desire and willingness to learn
3.37	Completed assigned work and homework on time
3.61	Attended class regularly
3.43	Met the behavior standards of the school
3.32	Met or exceeded the academic requirements in reading
3.29	Met or exceeded the academic requirements in writing
3.32	Met or exceeded the academic requirements in mathematics
3.46	Got along well with other students
<i>4-point scale, 1=poor to 4=excellent</i>	

*Elementary Student Perceptions of Outcomes.* Surveys were collected from 1,407 regularly served elementary students (third grade and older) in the late spring. Students were asked to mark 0 (No), 1 (Sometimes) or 2 (Yes).

<b>21<sup>st</sup> CCLC: Elementary Student Perceptions of School</b>		
	<b>Statewide Mean 2005-2006</b>	<b>Statewide Mean 2004-2005</b>
1. Getting good grades in school is important to me.	1.88	1.7
2. I feel accepted by other kids.	1.45	1.4
3. I feel safe going to CLC.	1.81	1.7
4. I talk to my family about school and homework.	1.44	1.4
5. I can do most tasks at school.	1.67	1.6
6. I follow the rules at school.	1.67	1.5
<i>n</i> =	1,407	1,273

Gains were observed on all six items related to elementary student perceptions about school compared to the 2004-2005 year. Most positive ratings were found in the areas of students identifying that getting good grades is important to them and feeling safe going to the 21<sup>st</sup> CCLC program. Least positive ratings were found in students' perceptions of talking with their families about school and homework, as well as feeling accepted by other children. Comments on parent surveys support these ratings. One said, "I think you guys are great! I know sometimes my child feels like she is not included with peers, so help with this would be helpful." Many others expressed strong appreciation for the program taking care

of homework, such as this parent’s comment, “His homework is always done when I pick him up after work. We don’t have to stay up late working on homework.”

While one aim of the 21<sup>st</sup> CCLC programs is to assist students in completing homework, the program does support family engagement in their children’s education. Programs should examine how they provide homework assistance yet balance this with not replacing families in their role in supporting children and youth with their homework.

*Middle and High School Student Perceptions of Outcomes.* Surveys were collected from 335 middle school and high school students. Students were asked to mark 0 (No), 1 (Sometimes) or 2 (Yes).

<b>21<sup>st</sup> CCLC: Middle/High School Student Perceptions of School</b>		
	<b>Statewide Mean 2005-2006</b>	<b>Statewide Mean 2004-2005</b>
1. I look forward to going to school.	1.37	1.35
2. I feel confident about doing well in school.	1.56	1.53
3. I feel accepted by others.	1.44	1.37
4. I would like to go to college some day.	1.81	1.63
5. I get good grades at school.	1.49	1.54
6. I follow the rules at school.	1.53	1.42
7. I treat all people with respect.	1.52	1.37

Gains were observed on all items compared to the 2004-20005 year. Middle and high school students rated “I would like to go to college some day” most positively. The least positively rated area was “I feel accepted by others.”

**OBJECTIVE 4: FAMILY CHOICE & INVOLVEMENT**

Parents/adult family members were asked to identify their primary reason for enrolling their child or youth into the community learning center programs. A total of 1,615 parent surveys were collected. While the majority continued to identify child care as their primary motivation (33.9%), the percentage decreased from last year (39%). This was followed by extra time and help with school work (27.4% compared with 36% last year), extension activities (10.3% compared to 12% last year) and recreational offerings (5.4% compared to 3.5% last year). A

greater number checked multiple reasons or did not respond to the question this year (23% compared to 10% last year).

*I greatly appreciate the effort of the staff to coordinate the academic lessons with the academic requirements in the classroom.*  
*Parent Comment on Survey*

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 (78.7%) visit the school during an event, such as parent-teacher conferences and 77.1% regularly read school newsletters. Many indicated they review their child’s homework (76.8%), teach their child at home (69.6%) and talk with their child or youth’s teachers (51.2%). Fewer visit the school during the day (29.7%), volunteer (22.6%), or participate in a parent organization, such as the PTA (15.4%).

Teachers were asked to rate whether families adapted their behavior to better support the student’s learning. The rating scale range is +3 (significant gain) to -3 (significant decrease). A total of 3,355 surveys were collected in the spring from school day teachers. Teachers reported that many families improved their support of their children’s learning (33.1% compared to last year’s 35%). Quite a few families were also rated as not having a need to improve because they were already very active in supporting their child’s learning (29.1% compared to last year’s 22.6%). Teachers rated 38.7% of families as showing no change in behavior (33.1% compared to last year’s 38.7%). Very few were rated as declined in supporting their child’s learning (4.6% compared to last year’s 3.2%). These data demonstrate that adult family members are becoming more involved in supporting their children’s learning. Clearly, 62.2% of these children and youth are experiencing positive educational supports at home. This compares favorably to last year’s 58%.

21 <sup>st</sup> CCLC: 2006 Teacher Rating of Change in Family Support of Student’s Learning by Item		
Item	n	Percentage
Significant decrease	26	0.8%
Moderate decrease	44	1.3%
Slight decrease	85	2.5%
No change	1110	33.1%
Slight gain	535	15.9%
Moderate gain	399	11.9%
Significant gain	179	5.3%
No need to improve	977	29.1%
Total # of Surveys	3355	100.0%

To further explore gains in family support of student learning, the data were disaggregated by student attendance groupings. Do children and youth who

attend the 21<sup>st</sup> CCLC programs for more days have families who experience greater gains in teacher ratings of parental support of student learning? Students in the 90 or more days of attendance group were found to have the largest gains in teacher rating of family support of student learning. A gain of 0.75 is closest to an overall rating of slight gain.

21 <sup>st</sup> CCLC: 2006 Teacher Rating of Change in Family Support of Student's Learning by Attendance Group			
Year	Attendance Group	<i>n</i>	Avg Of Family Support Gain
2006	30-59 days	1056	0.60
2006	60-89 days	697	0.66
2006	90+ days	1602	0.75
	Total # of Surveys	3355	

A common barrier to increasing family involvement is lack of communication. Ratings on the parent surveys indicated that communication was the least positively rated area in terms of program satisfaction (a rating of 3.43 on a 4-point scale with 4 being excellent). According to Ames, Khoju and Watson (1993) a key element of effective family involvement is communication between teacher and parents. When parents perceive more frequent and positive communication is going on, they are more likely to be involved in their child's education. The number one recommendation to improve family involvement is communication (Osborne and de Onis, 1999). Therefore, it will be recommended that programs identify strategies for strengthening communication with families.

### SUMMARY AND RECOMMENDATIONS

The 21<sup>st</sup> CCLC programs offered a range of high quality education, positive youth development, and recreation services. The quality of programming was monitored through the *Observations for School-Age Care & Programming* tool. Statewide, grantees earned an average rating of 79% of possible score. Programs were rated most positively on interactions, but less positively in the area of program content. **It is recommended that grantees identify strategies to increase program content (e.g., mathematics, reading, science) while at the same time ensuring that activities involve active learning.**

Adult family members/parents, teachers, and students positively rated satisfaction with the quality of 21<sup>st</sup> CCLC programs. Overall, teachers rated the programs at 3.9 on a 5-point scale for complementing the district's curriculum and standards. Families provided overall ratings of 3.65 out of a 4-point scale for the past two years. Students continued to provide very positive ratings of adults caring about them, reporting a safe environment, and liking the activities of the

21<sup>st</sup> CCLC programs. Fifth grade students provided significantly lower ratings of satisfaction than other elementary students. **It is recommended that grantees consider the programming they offer these upper level elementary students to ensure that it meets their developmental needs.** Middle and high school students positively rated the statement, "I would like to go to college some day." Both elementary and secondary students rated feeling accepted by other kids less positively. **Therefore, it is recommended that NDE target grantee technical assistance to identify strategies to foster social acceptance among elementary, middle, and high school student peers in the CLC settings.**

In terms of family engagement, teachers reported that 62.2% of CLC children and youth experienced positive or improving educational supports at home. This was an increase from 58% in 2004-2005. During the continuous improvement process reviews, each grantee reported seeking to strengthen family involvement further. On the parent survey, communication was rated positively (3.43), but it was the least positively rated item. **Because communication and family involvement strongly associate, it is recommended that programs identify strategies for strengthening communication with families.**

The majority of students are meeting or exceeding district standards in reading, writing, and mathematics. Teachers reported that regularly attending CLC students made strong gains 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.

Last year, grantees improved collaboration with community partners and school administrators dramatically from the 2003-2004 year when the overall collaboration rating increased 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. There is a clear connection between collaboration and sustainability. This year, grantees maintained positive, albeit slightly lower ratings of 4.53. **Because of this slight decrease, it is recommended that**

**technical assistance be provided to grantees using similar intensity and strategies as was delivered in 2004-2005.**

In conclusion, the 2005-2006 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 continue to improve academic content programming and to measure whether student outcomes are positively correlated with improved program content ratings.

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## Appendix 1: Success Stories submitted by Grantees

#1

Jerry (*name has been changed*) is a fourth grade student who has an extended family who helps to care for him and his sisters and brother. His mother died last year from cancer. His father is trying to keep up and counts on the support of his older, married children to pick up the younger ones from CLC. Often Jerry and his younger sisters just stay the night with their older siblings, sleeping in as many as three different beds during a school week.

Although Jerry is mild-mannered, soft-spoken, his classroom teacher said that he has exhibited the behaviors of a child who feels misplaced, forgotten, and lost. He is an identified Title I student, and in the past he was always behind in his schoolwork. According to his fourth grade classroom teacher, he needs an adult to oversee homework, especially spelling. She feels that CLC gives him opportunities to stay current with his homework and receive help when he gets stuck. This way, when one of the family picks him up and wherever he sleeps for the night, his schoolwork is prepared for the next day.

One of the things that CLC offers is the experience of visiting places such as the children's museum and other local cultural sites which might not happen for Jerry during these times of family economic struggle. Jerry and his fellow students at this CLC site performed a series of salsa numbers for Cinco de Mayo and were coached by a professional dance teacher who donated her services to teach the students the dances.

On the festival day it was reported that in addition to an audience of parents and family members, all the students in the building watched the CLC students perform. Because of the high poverty in this building, most students do not have the opportunity to take dance lessons, much less, perform in public to vigorous applause. It was a joyous and festive occasion for CLC students and audience alike.

\* Additional supporting information: **Daily Guidepost** article, September 2005.

Ruth (*name has been changed*) is an African American female who attends the elementary school. Ruth is an eleven year old 5<sup>th</sup> Grader. Ruth resides with both of her parents and three siblings. Ruth is a resource student and does require special assistance and more time with her homework. The initial assessment of Ruth in September 2005 was that she was a non-reader who knew very few sight words, who could only read about five words per minute, and did not know any of her multiplication facts. Ruth's inability to grasp academic concepts is a source of frustration for her and often ends in outbursts and tantrums. Ruth was referred to the PAC Room at least three times per week. Ruth was late to school almost everyday and never ate breakfast. She told staff and her teacher the reason she was always late was because no one would wake her up. Staff talked with mom and dad on a weekly basis expressing her concerns regarding Ruth's attitude, including refusal to work, tendency to yell when frustrated, and causing disruptions and distractions in class. Ruth is in CLC for assistance with homework and to learn how to positively interact with her peers. Ruth's disruptive behavior and loudness continued in CLC. Ruth spent a lot of her CLC time with the supervisor getting one-on-one assistance and lessons in life and social skills, including respect, responsibility and caring. Frequent communication between CLC staff, school staff, and Ruth's family focused on how to best support Ruth.

We are proud to report that Ruth is definitely a success story. The plan of action to help Ruth read was to get her to recognize her sight words, to read short stories to her, have her retell the stories and answer the WH questions. Ruth has currently read 16 books and has increased her reading from 5 to 28 words per minute. She is now reading on a second grade level. Ruth is also able to recognize 70 sight words. Ruth takes a spelling test every week consisting of 8-10 words. Since participating in CLC, she masters the test every week with 100%. Ruth's homework is always complete. She is now asking for help instead of having the outbursts and frustration. The strategy to help Ruth learn her multiplication was to teach her touch math. Ruth now knows her 0-5 multiplication with 70% accuracy. Staff purchased an alarm clock for Ruth to help her get to school on time and start her day with a nutritious breakfast. Ruth is always on time now and eats breakfast everyday.

Ruth's father commented that communication is better and that she is more responsible at home and she is enjoying school and the CLC.

The goals and outcomes that were set for Ruth have been achieved. The plan of action was established in September and to date Ruth has made great strides. She is currently participating in the CLC. Ruth is now asking if she can come to Summer CLC!

## Appendix 2: Sample “*Continuous Improvement Data Review Summary*”

These are shared with every grantee at the end of each grant year. For 2005-2006, 21<sup>st</sup> CCLC staff at NDE and the statewide evaluator met individually with each local grantee management team to review outcomes and talk about action plans for the upcoming program year. Using a continuous improvement planning strategy, the management team worked with the individual project to develop strategies to remediate areas of need and to build upon program strengths.

### *21<sup>st</sup> Century Community Learning Centers Continuous Improvement Process Data Snapshot*

#### **Statewide snapshot of 21<sup>st</sup> Century Community Learning Centers in Nebraska 2005-2006 School Year**

##### **Grantees reporting statewide data:**

Achievers Consortium (Gordon/Rushville and Crawford)  
Chadron Public Schools  
Community Connections of Lincoln County (North Platte)  
Community Service Center, Inc. (Lexington)  
Crete Public Schools  
Garden County Elementary  
Grand Island Public Schools (1, 2, and 3)  
Kearney Public Schools Foundation  
Lincoln Public Schools (1, 2, and 3)  
Minatare Public Schools  
O’Neill Public Schools  
Omaha Public Schools (1 and 2)  
Project Washko<sup>n</sup> (Walthill/Umo<sup>n</sup>Ho<sup>n</sup> Nation Public Schools)  
Sidney Public Schools (1 and 2)  
YMCA of Scottsbluff

### **Focus on “X” Public Schools**

*Statewide snapshot data are reported in sums (statewide total) or means (statewide average) across grantees and students served.*

**How many students were served? *Statewide, a total of 3,874 students were served 30 days or more during the 2005-2006 school year. X served 186 students.***



Percentage of students meeting or not meeting district objectives or standards

Subjects	<i>Statewide</i>		X	
	<i>Met</i>	<i>Not Met</i>	Met	Not Met
Reading (reading, speaking, listening)	<b>59%</b>	<b>41%</b>	71%	29%
Writing	<b>54%</b>	<b>46%</b>	64%	36%
Mathematics	<b>65%</b>	<b>35%</b>	69%	31%

Teachers were asked to rate students on the following student behaviors by  $\sqrt$  their level of change (if any) from fall to spring the program year

$\sqrt$ if no change needed in this area- Excellent Performance	To what extent has your student changed his or her behavior in terms of:	Improvement			No Change in Behavior 0	Decline		
		Significant 3	Moderate 2	Slight 1		Slight -1	Moderate -2	Significant -3

Average Gain Across Students	<i>Statewide Avg</i>	X Avg
Turning in homework on time.	<b>1.03</b>	1.33
Completing homework to your satisfaction.	<b>1.09</b>	1.18
Participating in class.	<b>1.00</b>	1.17
Volunteering (e.g., extra credit or more responsibilities)	<b>0.70</b>	0.87
Attending class regularly.	<b>0.66</b>	0.81
Being attentive in class.	<b>0.67</b>	0.86
Behaving well in class.	<b>0.74</b>	0.87
Academic performance.	<b>1.06</b>	1.06
Coming to school motivated to learn.	<b>0.86</b>	1.06
Getting along well with other students.	<b>0.78</b>	0.79
In your opinion, to what extent has the family changed their behavior to support this child's learning.	<b>0.63</b>	0.89

### **Collaboration Survey Outcomes:**

*Statewide, a total of 310 collaboration surveys were collected.* Surveys were set up on a 5-point Likert Scale with “5” being strongly agree. X collected 16 surveys.

		<i>State Avg</i>	X Avg
1	The 21 <sup>st</sup> CCLC program provides a high-quality school-age care program.	<i>4.52</i>	4.50
2	The 21 <sup>st</sup> CCLC program is viewed as a helpful resource to families in the community.	<i>4.59</i>	4.69
3	We work together to effectively coordinate services for children, youth, and/or families.	<i>4.51</i>	4.47
4	The 21 <sup>st</sup> CCLC staff has made me aware of its programs and services.	<i>4.36</i>	4.38
5	Communication with the 21 <sup>st</sup> CCLC program staff is effective.	<i>4.40</i>	4.38
6	The 21 <sup>st</sup> CCLC staff is willing to share information and resources.	<i>4.61</i>	4.63
7	The 21 <sup>st</sup> CCLC program is a significant asset in our community.	<i>4.74</i>	4.75

**Parent Survey Outcomes:**

*Statewide, a total of 1,615 parent surveys were collected.* Surveys used a 4-point scale with 4 being excellent and 1 being poor. X collected 116 surveys.

	<i>Statewide Avg</i>	X Avg
Has the program helped your child?	<i>3.5</i>	3.7
Were you comfortable working with the program staff?	<i>3.6</i>	3.8
Was there good communication between the regular school staff and the program staff?	<i>3.4</i>	3.6
How do you feel about your child's personal safety?	<i>3.6</i>	3.8
How do you feel about your child's academic progress in school?	<i>3.4</i>	3.6
Overall, how would you rate the program?	<i>3.6</i>	3.8

<b>Average gain by end of year (comparing fall and spring; based on a 4-point scale with 4 being excellent.</b>	<i>Statewide Avg Gain</i>	X Avg Gain
Demonstrated desire and willingness to learn.	<i>0.3</i>	0.4
Completed assigned work and homework on time.	<i>0.4</i>	0.4
Attended class regularly.	<i>0.1</i>	0.1
Met the behavior standards of the school.	<i>0.2</i>	0.2
Met or exceeded academic requirements in reading.	<i>0.4</i>	0.3
Met or exceeded academic requirements in writing.	<i>0.3</i>	0.2
Met or exceeded academic requirements in mathematics.	<i>0.3</i>	0.3
Got along well with other students.	<i>0.2</i>	0.2

**Student Survey Outcomes:**

*Statewide, a total of 1,407 elementary student surveys were collected (3<sup>rd</sup> grade and older). X collected 53 elementary student surveys.*

Students were asked to rate each item with no (0), sometimes (1) or yes (2).

<i><b>Ideas about School?</b></i>	<i><b>Statewide Average</b></i>	<i><b>X Average</b></i>
7. Getting good grades in school is important to me.	<i><b>1.88</b></i>	1.89
8. I feel accepted by other kids.	<i><b>1.45</b></i>	1.42
9. I feel safe going to CLC.	<i><b>1.81</b></i>	1.92
10. I talk to my family about school and homework.	<i><b>1.44</b></i>	1.40
11. I can do most tasks at school.	<i><b>1.67</b></i>	1.65
12. I follow the rules at school.	<i><b>1.67</b></i>	1.70
<i><b>Enjoyable?</b></i>		
13. I like the people at CLC.	<i><b>1.69</b></i>	1.83
14. I like how we learn things at CLC.	<i><b>1.59</b></i>	1.77
15. I have fun at CLC.	<i><b>1.71</b></i>	1.83
<i><b>High Quality?</b></i>		
16. The adults at CLC care about me.	<i><b>1.80</b></i>	1.94
17. I like the activities and things we do at CLC.	<i><b>1.65</b></i>	1.85
18. I'm doing better in school since I joined CLC.	<i><b>1.56</b></i>	1.60

**Statewide, a total of 335 middle/high school student surveys were collected.** X collected 9 middle/high school student surveys.

Students were asked to rate each item with no (0), sometimes (1) or yes (2).

<b><i>Ideas about School?</i></b>	<b><i>Statewide Average</i></b>	<b><i>X Average</i></b>
8. I look forward to going to school.	<b>1.37</b>	1.56
9. I feel confident about doing well in school.	<b>1.56</b>	1.56
10. I feel accepted by others.	<b>1.44</b>	1.44
11. I would like to go to college some day.	<b>1.81</b>	1.56
12. I get good grades at school.	<b>1.49</b>	1.67
13. I follow the rules at school.	<b>1.53</b>	1.33
14. I treat all people with respect.	<b>1.52</b>	1.67
<b><i>Ideas about My Community Involvement?</i></b>		
15. I am involved in youth programs or activities.	<b>1.35</b>	1.33
16. There are ways I can make my neighborhood a better place.	<b>1.25</b>	1.44
17. I enjoy helping other students learn.	<b>1.33</b>	1.67
18. I get along with others.	<b>1.50</b>	1.33
19. I am a good leader.	<b>1.35</b>	1.44
20. My friends help me to make good choices.	<b>1.36</b>	1.33
<b><i>Enjoyable?</i></b>		
21. I like the people at CLC.	<b>1.61</b>	1.78
22. I like how we learn things at CLC.	<b>1.49</b>	1.56
23. I like the activities and things we do at CLC.	<b>1.62</b>	1.78
<b><i>High Quality?</i></b>		
24. The adults at CLC care about me.	<b>1.70</b>	1.89
25. The activities we do at CLC are interesting or useful to me.	<b>1.59</b>	1.67
26. I'm doing better in school since I joined CLC.	<b>1.35</b>	1.67

## Observation Ratings Outcomes

*Statewide, one or more sites for each grantee were observed using the “Observations for Quality School-Age Care & Programming” observation rating tool. Items are rated on a 5-point scale with 5 being consistently evident. Statewide, 37 sites were observed.*

	Admin	Inter- actions	Families	School & Community	Environ- ment	Program Content	Total Score
Possible Score	60	35	25	40	45	55	260
<i>Statewide Avg Score</i>	<i>49.5</i>	<i>29.8</i>	<i>18.1</i>	<i>31.9</i>	<i>38.2</i>	<i>38.9</i>	<i>206.2</i>
<i>Avg / 5</i>	<i>4.1</i>	<i>4.3</i>	<i>3.6</i>	<i>4.0</i>	<i>4.2</i>	<i>3.5</i>	<i>4.0</i>
X Avg Score	53.2	33.6	20.6	34.6	40.8	43	225.8
Avg / 5	4.4	4.8	4.1	4.3	4.5	3.9	4.3



**21<sup>st</sup> Century Community Learning Centers Grant Program**

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