



# Annual Evaluation Report

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

July 2006 to June 2007

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

The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) is a federally funded, competitive grant program designed to support the establishment of community learning centers serving students attending high-need schools. The Nebraska Department of Education administers these grants for projects to offer students a broad array of services, programs, and activities during non-school hours or periods when school is not in session (such as before- and after-school or during summer recess).

In 1998 the 21<sup>st</sup> CCLC initiative was authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA). The No Child Left Behind (NCLB) Act of 2001 amended the initiative and transferred the administration to state departments of education.

The three goals of this grant program are: 1) improve student learning performance in one or more core academic areas; 2) increase social benefits and positive behavioral changes; and 3) increase family and community engagement in supporting students' education. Centers may provide a variety of services to achieve these goals, including remedial education and academic enrichment learning programs, tutoring and mentoring services, programs for ELL students, technology education programs, programs that promote parental involvement and family literacy, drug and violence prevention programs, and counseling programs, among other services.

Further information on 21<sup>st</sup> Century Community Learning Centers is available through the U.S. Department of Education at <http://www.ed.gov/programs/21stccclc/index.html>.

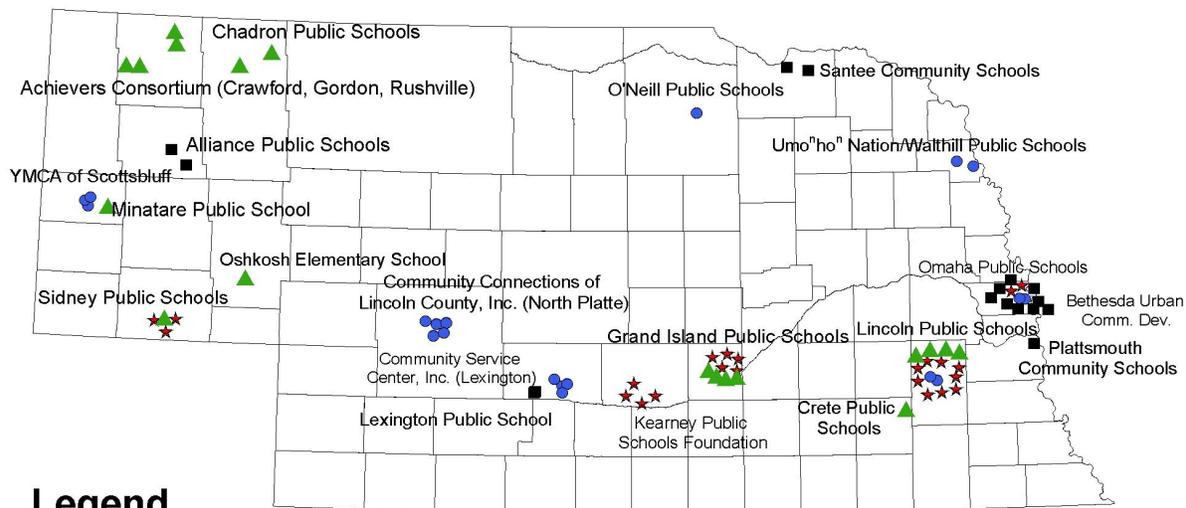
For more information about the Nebraska 21<sup>st</sup> Century Community Learning Centers grant program, call the office at 402-471-0876 or visit the web site at <http://www.nde.state.ne.us/21stccclc>.

## DESCRIPTION OF GRANTEES, SITES, AND STUDENTS SERVED

### Project Demographics

In 2006, the fourth year of Nebraska grant funding for 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLCs), the Nebraska Department of Education (NDE) awarded eight new grants. NDE continued funding nine grants awarded in 2005, five grants awarded in 2004, and seven grants awarded in 2003. This brought the total number of 21<sup>st</sup> CCLC grantees to 29. These 29 grantees served 77 school sites in 22 communities across Nebraska. The grant awards to these four cohorts totaled \$6,043,138 for the 2006-2007 grant year.

### Nebraska 21st Century Community Learning Centers



### Legend

- 2006 Grantees
- ▲ 2005 Grantees
- ★ 2004 Grantees
- 2003 Grantees

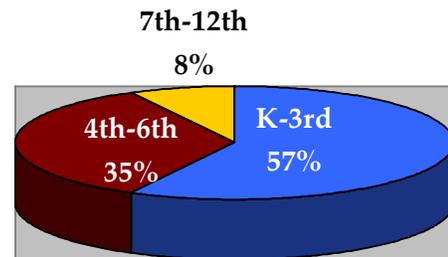


Information Source: Nebraska 21st CCLC Office

## 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. These programs served 4,788 regularly attending students during the 2006-2007 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.



| Grade Levels for Total Regular Student Attendees for the 2006–07 School Year |   |   |
|--|---|---|
| Grade Level  | # of Regular Student Attendees for Nebraska | % of Regular Student Attendees for Nebraska |
| Kindergarten Students  | 589   | 12.30%                                      |
| First–grade Students   | 719   | 15.02%                                      |
| Second–grade Students  | 764   | 15.96%                                      |
| Third–grade Students   | 689   | 14.39%                                      |
| Fourth–grade Students  | 695   | 14.52%                                      |
| Fifth–grade Students   | 584   | 12.20%                                      |
| Sixth–grade Students   | 381   | 7.96%                                       |
| Seventh–grade Students   | 207   | 4.32%                                       |
| Eighth–grade Students  | 115   | 2.40%                                       |
| Ninth–grade Students   | 12  | 0.25%                                       |
| Tenth–grade Students   | 10  | 0.21%                                       |
| Eleventh–grade Students  | 15  | 0.31%                                       |
| Twelfth–grade Students   | 8   | 0.17%                                       |
| <b>Total</b>   | <b>4,788</b>                                | <b>100.00%</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 2006–07 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  | 521  | 10.88%   |
| Asian/Pacific Islander   | 59   | 1.23%  |
| Black/African American   | 937  | 19.57%   |
| Hispanic/Latino  | 1018   | 21.26%   |
| White  | 2203   | 46.01%   |
| Other  | 2  | 0.04%  |
| Not Reported   | 48   | 1.00%  |
| <b>Total</b>   | <b>4,788</b>                                       | <b>100.0%</b>                                      |

**Gender.** Of the 4,788 students served regularly in the 2006-2007 school year, 52% were female.

**Eligibility for Free/Reduced Lunch.** Of the 4,788 students served regularly in the 2006-2007 school year, 69% were eligible for free or reduced lunch. The most recent year for which state report card data are available is 2005-2006. In that year, the state report card data indicate that 34.66% of students in Nebraska’s schools were eligible for free/reduced lunch.

**Eligibility for Other School Services.** Of the 4,788 students served regularly in the 2006-2007 school year, 7% were English language learners. However, during meetings with grantees held in August, a few building principals reported that some 21<sup>st</sup> Century Community Learning Center Project Directors might have underreported these data. In the previous program year, 11% of students served 30 days or more were identified as English language learners. In order to improve accuracy, the the 2007-2008 grant period, 21<sup>st</sup> CCLCs will be required to directly export student demographic data from school information management systems.



State report card data indicate that 6.17% of students in Nebraska’s schools were identified as English language learners (2005-06 state report card data). Ten percent of regularly attending students were verified for special education, compared to 15.21% (2005-06 state report card data).

These data suggest that the 21<sup>st</sup> CCLC programs are serving a greater proportion of students who are eligible for free or reduced lunch, but not a greater proportion of students who are identified as English language learners or are verified for special education services.

## EVALUATION DESIGN

The purpose of the 21<sup>st</sup> CCLC program evaluation is 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, (c) outcome data that will assist the programs in determining the extent to which the program achieved its anticipated outcomes, and (d) required data to meet the federal NCLB Title IVB program requirements. The evaluation was and will continue to be accomplished by collecting data across multiple sources and forms using both qualitative and quantitative approaches.



The evaluation design utilizes the same continuous improvement model developed by the Nebraska Department of Education for school improvement planning. (<http://www.nde.state.ne.us/CIPToolkit/>).

### Continuous Improvement Process

The overall design of the 21<sup>st</sup> Century Community Learning Centers Grant Program calls for targeted academic and social/behavioral supports in before school, after school, full days when school is not in session, and summer school offerings. Local programs develop their own models to suit local needs, but fall within the parameters established in the grant application from NDE. Programs must base their model on local needs assessment data, must describe curricular and evaluation approaches, and participate in a comprehensive, continuous improvement evaluation process. Programs select a local evaluator to support their evaluation and continuous improvement process efforts. Programs are encouraged to develop a local management team, with recommended membership to include the project director, building principal, local evaluator, and other key stakeholders.

The evaluation plan and observation tool for the NDE's 21<sup>st</sup> Century Community Learning Centers Grant Program were developed by the external evaluator. Local grantees develop their own objectives, but must include an academic objective and social/behavior objective for students, and an objective for family/community engagement. Goals are refined as data suggest changes. In 2006 the NDE 21<sup>st</sup> CCLC Management team identified the elements of a quality after school program and began to align them with the continuous improvement planning process for local programs.

Each year after evaluation data is submitted on June 15, the external statewide evaluator provides "Continuous Improvement Process Data Snapshots" for each program. These snapshots include site level outcomes, grant program level outcomes, and state level outcomes. The management team for NDE's 21<sup>st</sup> Century Community Learning Center Program, which includes the Project Director, Grants Manager, Program Support Consultant, and the Evaluator, met with representatives of every grantee across Nebraska during the month of August. The purpose of these meetings was to review the CIP snapshots with their local management team and to facilitate discussions on local plans to improve programs.

The state 21<sup>st</sup> CCLC management team and each of the local management teams implement the plans made to improve programs across Nebraska. Data are then collected in the subsequent year to measure program improvement.

### **Summary of data collection systems**

Data were collected in Microsoft© Access databases developed for each grantee and disseminated by the statewide evaluator. Data were also collected 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

Program evaluation of the 21<sup>st</sup> CCLC programs includes examining progress on four outcomes. These outcomes include measured quality of these programs, student achievement, observed changes in student social or behavioral patterns, and changes in family or community support of student learning.

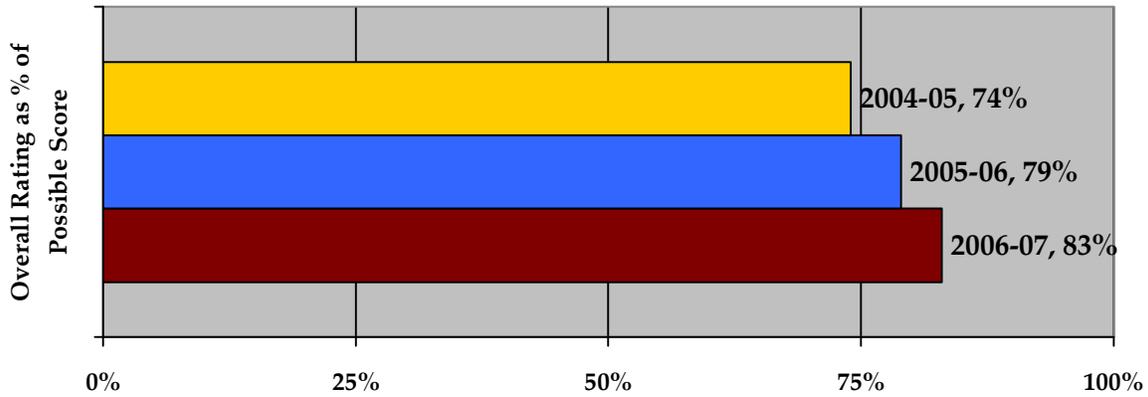
### OUTCOME 1: QUALITY OF 21<sup>ST</sup> CCLC PROGRAMS

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 by the statewide evaluator and used for program observations for the past three grant years. In the very first year of grant programs (2003-04), the National School Age Care Association Standards were utilized but were found to be inconsistent with the mission of school-based after school programs, particularly in the areas of supporting student learning and measuring program content. In the 2006-07 program year, the statewide evaluator observed all year 1 grant programs and any programs for which a new local evaluator was retained. 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 the prescribed intervals 85% or more of the time. Therefore, local evaluators with demonstrated reliability independently completed observations of years 2, 3, and 4 grantees. The tool measures outcomes in overall administration of the program, interactions among students and staff, support for family involvement and engagement, linkages between the school and community, general environment of the program, and observed program content (e.g., homework, language, mathematics, science, fine and dramatic arts, and recreational activities. Ratings are on a 5-point scale with 5 equating to a practice which is consistently evident.

Overall, ratings have continued to improve over the past three grant years on the *Observations for Quality School-Age Care & Programming* findings.

## Observations for Quality School-Age Care & Programming



A total of 57 21<sup>st</sup> CCLC school sites were observed and rated in the winter of 2006-07. Compared to each of the previous grant years, 21<sup>st</sup> CCLC programs increased on all domains and overall.

### 21<sup>st</sup> CCLC: Observations for Quality School-Age Care and Programming Ratings

|          |                                     | Administration | Inter-actions | Families  | School and Community | Environ-ment | Program Content | Total Score | Overall Average |
|----------|-------------------------------------|----------------|---------------|-----------|----------------------|--------------|-----------------|-------------|-----------------|
| <i>n</i> | <i>Possible Score</i>               | <b>60</b>      | <b>35</b>     | <b>25</b> | <b>40</b>            | <b>45</b>    | <b>55</b>       | <b>260</b>  | <b>5.0</b>      |
| 57       | <b>2006-2007 Statewide Average</b>  | 51.61          | 29.99         | 19.48     | 33.82                | 39.04        | 41.01           | 214.95      | 4.13            |
| 57       | 2006-2007 Percent of Possible Score | 86%            | 86%           | 78%       | 85%                  | 87%          | 75%             | 83%         | 83%             |
| 37       | <b>2005-2006 Statewide Average</b>  | 49.5           | 29.8          | 18.1      | 31.9                 | 38.2         | 38.9            | 206.2       | 3.97            |
| 37       | 2005-2006 Percent of Possible Score | 83%            | 85%           | 72%       | 80%                  | 85%          | 71%             | 79%         | 79%             |
| 12       | <b>2004-2005 Statewide Average</b>  | 46.8           | 27.9          | 17        | 30.3                 | 34.8         | 36              | 193.3       | 3.72            |
| 12       | 2004-2005 Percent of Possible Score | 78%            | 80%           | 68%       | 76%                  | 77%          | 65%             | 74%         | 74%             |

In the 2006-2007 grant year, the average overall rating was 83% of possible score, compared to 79% in 2005-2006 and 74% in 2004-2005. The 21<sup>st</sup> Century Community Learning Centers are improving, but continue to be rated less positively, on the domains of *partnering with families* (78%) and *program content* (75%). Technical assistance efforts should continue to focus on strengthening these areas in typical activities offered in 21<sup>st</sup> CCLC sites.

***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 appropriate. 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.

***Typical Activities.*** All of the programs emphasized providing academic support (enrichment, remediation, tutoring, and 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, nutrition, technology, to community service projects. Some programs provided activities designed to promote parental involvement in student learning 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. Grantees attended the Annual Hours of Opportunity Before and After School Education Conference in Kearney. Project Directors attended a session on grant management which included family engagement and linking the after school program to the school day. Some grantees also attended a US Department of Education sponsored national conference.

An ongoing technical assistance plan was developed based on the review of research on best practice for after school programs, the statewide evaluation findings, and discussions at each project's continuous improvement process meeting. Resources were provided, as requested, and some follow-up site visits were made for program support in areas identified. Exchange visits with other projects were arranged. Discussion forums were provided for projects via conference calls on topics of middle school,

licensing, grant management, family engagement in student's learning, and discussion of the statewide evaluation report.

Resources were provided to all programs, with an emphasis on the area of family engagement. All projects were introduced to the *National PTA Standards for Parent/Family Involvement Programs*, which provides information on meaningful ways to engage families in student's learning. Family literacy materials from the US Department of Education were also distributed, as well as Hispanic Toolkits for families.

To assist projects in their continuous improvement process, the 21<sup>st</sup> CCLC state management team identified, from the research, *The Elements of Quality in 21<sup>st</sup> CCLC*, aligning the elements and indicators with the Quality Observations Tool used by projects. To strengthen after-school's efforts in partnering with families to support their students' learning, planning was begun with the Nebraska Parental Information and Resource Center (PIRC). Ten 21<sup>st</sup> CCLC sites were selected to participate.

New grantee orientations and new grantee staff development included assistance in program planning and implementation, operating an effective program, collaborating with families and community partners, and particular focus on linkages to school day administrators and staff.

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

*Parent Ratings of the 21<sup>st</sup> CCLC Programs.* Parents of kindergarten through 12<sup>th</sup> grade students across Nebraska were surveyed regarding their satisfaction with the 21<sup>st</sup> CCLC programs in order to assess the quality of services for their children.



*My child enjoys this program very much. She speaks of the things she's done and has learned. The staff is great and my children are comfortable and feel safe.*

*Parent Comment from Survey*

### 21<sup>st</sup> CCLC: Mean Parent (K-12<sup>th</sup> Grade students) Satisfaction Ratings

| Items  | Spring<br>2004 | Spring<br>2005 | Spring<br>2006 | Spring<br>2007 |
|--|----------------|----------------|----------------|----------------|
| Has the program helped your child?   | 3.5            | 3.47           | 3.51           | 3.51           |
| Were you comfortable working with program staff?                                     | 3.6            | 3.59           | 3.61           | 3.61           |
| Was there good communication between the regular school staff and the program staff? | 3.5            | 3.43           | 3.43           | 3.46           |
| How do you feel about your child's personal safety?                                  | 3.7            | 3.61           | 3.61           | 3.62           |
| How do you feel about your child's academic progress in school?                      | 3.5            | 3.48           | 3.48           | 3.51           |
| Overall, how would you rate the program?   | 3.6            | 3.65           | 3.65           | 3.62           |
|  | <i>n</i> = 310 | 777            | 1,615          | 1,993          |

*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 (3.46-3.62). Most positive ratings were noted for parents feeling good to excellent about their child's personal safety, being comfortable working with program staff, and their overall rating of the program. Slightly less positive ratings were noted for communication between program staff and school day staff, viewing the program as helping the child, and parents' perception of their child's academic progress in school; however, these ratings were centered in the "good" range. Parents of younger students (kindergarten through fourth grade) tended to provide significantly more positive ratings than did parents of older students (fifth grade through eighth grade). For example, on overall ratings, the mean rating from parents of 240 kindergarten students was 3.71, whereas the mean rating from parents of 169 sixth grade students was 3.43. NDE 21<sup>st</sup> CCLC staff are strengthening technical assistance and support for programs serving secondary students and their families during the 2007-2008 program year.

***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/high school student survey. Results are reported separately for elementary and secondary students. For elementary students, programs were asked to administer the survey in the spring of 2007 to those 3<sup>rd</sup> grade and older students who were served 30 days or more.

**21<sup>st</sup> CCLC: Elementary Student (3<sup>rd</sup>-6<sup>th</sup> Grade) Satisfaction Mean Ratings**

| Items  | Spring 2005  | Spring 2006  | Spring 2007  |
|--|--------------|--------------|--------------|
| I like the people at CLC.                      | 1.67         | 1.69         | 1.66         |
| I like how we learn things at CLC.             | 1.66         | 1.59         | 1.58         |
| I have fun at CLC.                             | 1.70         | 1.71         | 1.66         |
| The adults at CLC care about me.               | 1.76         | 1.80         | 1.81         |
| I like the activities and things we do at CLC. | 1.65         | 1.65         | 1.60         |
| I'm doing better in school since I joined CLC. | 1.56         | 1.56         | 1.50         |
| I feel accepted by other kids.                 | 1.45         | 1.44         | 1.39         |
| I feel safe going to CLC.                      | 1.73         | 1.81         | 1.77         |
| Overall  | 1.65         | 1.65         | 1.62         |
| <i>n</i> =                                     | <b>1,273</b> | <b>1,407</b> | <b>1,470</b> |

*Ratings are 2=yes, 1 = sometimes, and 0=no*

Students perceived 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 1.60 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).

Significant differences were found when results on the elementary student satisfaction data are analyzed by grade level. In each of the last four reporting years, third and fourth grade students have been significantly more satisfied than fifth and sixth grade students.

| Grade Level  | Number of Responses | Mean Overall Rating |
|--------------|---------------------|---------------------|
| Third Grade  | 458                 | 1.67                |
| Fourth Grade | 478                 | 1.62                |
| Fifth Grade  | 381                 | 1.59                |
| Sixth Grade  | 107                 | 1.50                |

*Middle/High School Student Ratings of the 21<sup>st</sup> CCLC Programs.* Middle and high school students were also 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.



**21<sup>st</sup> CCLC: Middle/High School Student Satisfaction Mean Ratings**

| <b>Items</b>   | <b>Spring<br/>2005</b> | <b>Spring<br/>2006</b> | <b>Spring<br/>2007</b> |
|--|------------------------|------------------------|------------------------|
| I like the people at CLC.                                    | 1.29                   | 1.61                   | 1.52                   |
| I like how we learn things at CLC.                           | 1.27                   | 1.49                   | 1.51                   |
| I like the activities and things we do at CLC.               | 1.29                   | 1.62                   | 1.58                   |
| The adults at CLC care about me.                             | 1.39                   | 1.70                   | 1.62                   |
| The activities we do at CLC are interesting or useful to me. | 1.25                   | 1.59                   | 1.46                   |
| I'm doing better in school since I joined CLC.               | 1.19                   | 1.35                   | 1.39                   |
| I feel accepted by others.                                   | 1.37                   | 1.44                   | 1.37                   |
| Overall  | 1.29                   | 1.54                   | 1.49                   |
| <i>n</i> =   | <b>119</b>             | <b>335</b>             | <b>351</b>             |

*Ratings are 2=yes, 1 = sometimes, and 0=no*

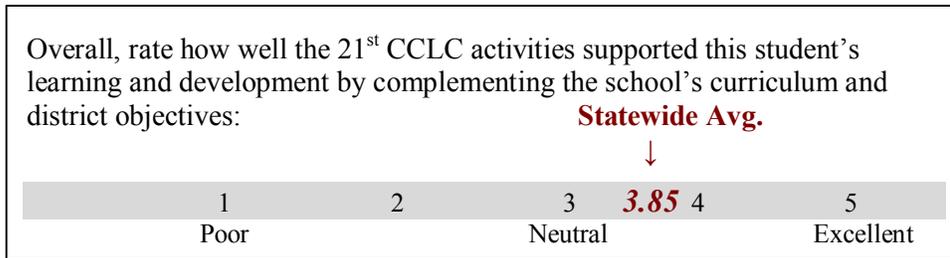
The scores overall were lower than those of the elementary students. Overall, students rated the programs at 1.49 on a 3-point scale with 0=no, 1=sometimes, and 2=yes. Middle to high school students positively rated adults at CLC caring about them and liking the activities (trending toward a rating of yes). The lowest ratings were noted for feeling accepted by others and perceiving that they are doing better in school since joining CLC.

| <b>Grade Level</b> | <b>Number of<br/>Responses</b> | <b>Mean Overall<br/>Rating</b> |
|--------------------|--------------------------------|--------------------------------|
| Sixth Grade        | 140                            | 1.45                           |
| Seventh Grade      | 117                            | 1.50                           |
| Eighth Grade       | 55                             | 1.53                           |

A small number of student surveys were collected from high school students, ranging from three in tenth grade to seven in eleventh grade. Therefore, data were not disaggregated for the high school grade levels. Overall, significant differences were not noted by grade level for secondary students.



**School Day Teacher Ratings of the 21<sup>st</sup> CCLC Programs.** School day 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 4,251 school day teachers who taught students served 30 days or more in the 21<sup>st</sup> CCLC programs. Teachers provided an overall rating of 3.85 on a 5-point scale, with 5 being excellent. This suggests that while ratings are positive, there is still room for improvement for sites to more fully complement school curriculums and district objectives.



### Partner Ratings of Collaboration

**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.



### 21<sup>st</sup> CCLC: Collaboration Survey Results

|  | Spring<br>2004 | Spring<br>2005 | Spring<br>2006 | Spring<br>2007 |
|--|----------------|----------------|----------------|----------------|
| Provides a high quality school-age care program.   | 4.3            | 4.47           | 4.52           | 4.58           |
| Is viewed as a helpful resource to families in the community.  | 4.3            | 4.59           | 4.59           | 4.68           |
| My agency effectively coordinates services for the benefit of children/families served by the 21 <sup>st</sup> CCLC. | 4.1            | 4.45           | 4.51           | 4.52           |
| I am knowledgeable about the 21 <sup>st</sup> CCLC programs and services.  | 4.0            | 4.35           | 4.36           | 4.49           |
| Communication between my agency and the 21 <sup>st</sup> CCLC program is effective.                                  | 4.1            | 4.27           | 4.40           | 4.51           |
| 21 <sup>st</sup> CCLC staff are willing to share information and resources.  | 4.3            | 4.51           | 4.61           | 4.63           |
| I have been actively involved with the 21 <sup>st</sup> CCLC program.  | 3.7            | 4.63           | 4.74           | 4.72           |
| Overall collaboration rating   | 4.2            | 4.47           | 4.53           | 4.59           |
| <i>n</i> =   | <b>109</b>     | <b>251</b>     | <b>296</b>     | <b>436</b>     |

*5 is strongly agree and 1 is strongly disagree*

Overall, collaboration ratings continue to be positive, with all means found to be at or above 4.49 on a 5-point scale. Nearly all ratings were more positive than were found in the spring of 2006. This suggests that 21<sup>st</sup> CCLC programs are effectively collaborating with school and community partners.



## 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 were collected for 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 program 30 days or more met or exceeded the district standards in reading, writing, and math. A total of 3,355 surveys were collected.

### 21<sup>st</sup> CCLC: Percentage of Students Meeting/Not Meeting District Standards

| Content Area | 2004-2005 |         | 2005-2006 |         | 2006-2007 |         |
|--------------|-----------|---------|-----------|---------|-----------|---------|
|              | Met       | Not Met | Met       | Not Met | Met       | Not Met |
| Reading      | 58%       | 42%     | 59%       | 41%     | 61%       | 39%     |
| Writing      | 50%       | 50%     | 54%       | 46%     | 55%       | 45%     |
| Mathematics  | 61%       | 39%     | 65%       | 35%     | 67%       | 33%     |

A greater percentage of students met or exceeded district standards in the 2006-2007 year in each of the content areas (reading, writing, and mathematics) than in each of the previous two program years. Data are not reported for the 2003-04 program year because a different survey was utilized at that time. In late 2004, Learning Points Associates and the US Department of Education implemented a standard Teacher Survey form for use by 21<sup>st</sup> CCLCs.

*School Day 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 and one item related to family support of learning implemented only in Nebraska. 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.” A total of 4,215 teacher surveys were collected for the 2006-2007 program year.

**21<sup>st</sup> CCLC: 2006-2007 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   | .70  | .88        | .99          |
| Completing homework to your satisfaction                                    | .80  | .89        | 1.07         |
| Participating in class  | .87  | .98        | 1.01         |
| Volunteering  | .64  | .72        | .62          |
| Attending class regularly   | .57  | .73        | .62          |
| Being attentive in class  | .60  | .74        | .71          |
| Behaving in class   | .62  | .78        | .71          |
| Academic performance  | .77  | .98        | 1.10         |
| Coming to school motivated to learn   | .66  | .80        | .83          |
| Getting along well with other students                                      | .66  | .76        | .80          |
| Family has changed their behavior to better support this student’s learning | .61  | .78        | .82          |
| <i>n</i> =  | <b>964</b>                                   | <b>706</b> | <b>1,491</b> |

Students who participated 90 or more days experienced the greatest gains on nearly all behavioral categories. Academic performance, homework timeliness, completing homework to the school day teacher’s satisfaction, and participating in class were the most positively rated areas.



Analysis was also completed to identify the percentage of students who were rated as already excellent in the fall, and therefore no gain would be expected. For the rating area of "Academic Performance," 1,054 students of the 4,215 for whom teacher surveys were collected were rated as already excellent, no need for improvement. This would represent approximately 25% of the students served during this program year. For the rating area of "Turning in Homework on Time," teachers rated 32% as already excellent or no need for improvement.

*"This program has helped this learner become confident, and has improved her self worth. She has improved academically, socially, and is trying really hard in school now."*

**Quote from teacher survey**

***Parent Ratings of Student Behavioral Changes.*** Parents and/or adult family members were asked to assign two ratings (beginning of year/end of year) of 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 1,872 parent surveys were collected for students served 30 days or more in the 21<sup>st</sup> CCLC programs. 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 academic outcomes in reading and writing, as well as in homework completion.



**21<sup>st</sup> CCLC: Parent Ratings of Student Behavioral Changes**

| <b>Behavioral Indicator</b>                               | <b>Mean Gain</b> | <b>Std. Deviation</b> | <b>t</b> | <b>df</b> | <b>Sig. (2-tailed)</b> |
|---|------------------|-----------------------|----------|-----------|------------------------|
| Demonstrated desire and willingness to learn.             | .27083           | .66108                | 17.725   | 1871      | .000                   |
| Completed assigned work and homework on time.             | .27273           | .67299                | 17.421   | 1847      | .000                   |
| Attended class regularly.                                 | .10098           | .48509                | 8.934    | 1841      | .000                   |
| Met the behavior standards of the school.                 | .19718           | .58021                | 14.581   | 1840      | .000                   |
| Met or exceeded the academic requirements in reading.     | .27904           | .62301                | 19.223   | 1841      | .000                   |
| Met or exceeded the academic requirements in writing.     | .23634           | .58189                | 17.465   | 1848      | .000                   |
| Met or exceeded the academic requirements in mathematics. | .26490           | .59422                | 19.153   | 1845      | .000                   |
| Got along well with other students.                       | .18128           | .54895                | 14.238   | 1858      | .000                   |

For a different analysis, parent ratings of student behaviors in the spring of the past two program years were compared to measure whether parent perceptions of student behaviors in the spring are improving over multiple years.



### 21<sup>st</sup> CCLC: Mean Spring Parent Ratings of Student Behaviors (Multiple Years)

| Behavioral Indicator                                      | 2006         | 2007         |
|---|--------------|--------------|
| Demonstrated desire and willingness to learn.             | 3.43         | 3.45         |
| Completed assigned work and homework on time.             | 3.37         | 3.38         |
| Attended class regularly.                                 | 3.61         | 3.60         |
| Met the behavior standards of the school.                 | 3.43         | 3.42         |
| Met or exceeded the academic requirements in reading.     | 3.32         | 3.37         |
| Met or exceeded the academic requirements in writing.     | 3.29         | 3.33         |
| Met or exceeded the academic requirements in mathematics. | 3.32         | 3.38         |
| Got along well with other students.                       | 3.46         | 3.44         |
|   | <i>n</i>     |              |
|   | <b>1,615</b> | <b>1,872</b> |

*4-point scale, 1=poor to 4=excellent*

Parents rated students positively on all items. The most positively rated item was “Attended class regularly.” The least positively rated item, although still in the “good” rating area, was “Met or exceeded academic requirements in writing.” This rating improved from 3.29 in the spring of 2006 to 3.33 in the spring of 2007. Overall, parent ratings were not significantly different in the spring of 2007 compared to 2006.

*Elementary Student Perceptions of Outcomes.* Surveys were collected from 1,470 regularly served elementary students (third grade and older) in the late spring. Students were asked to mark 0 (No), 1 (Sometimes) or 2 (Yes).

### 21<sup>st</sup> CCLC: Elementary Student Perceptions of School

|  | Spring 2005  | Spring 2006  | Spring 2007  |
|--|--------------|--------------|--------------|
| 1. Getting good grades in school is important to me. | 1.7          | 1.88         | 1.86         |
| 2. I feel accepted by other kids.                    | 1.4          | 1.45         | 1.38         |
| 3. I feel safe going to CLC.                         | 1.7          | 1.81         | 1.77         |
| 4. I talk to my family about school and homework.    | 1.4          | 1.44         | 1.42         |
| 5. I can do most tasks at school.                    | 1.6          | 1.67         | 1.67         |
| 6. I follow the rules at school.                     | 1.5          | 1.67         | 1.70         |
|  | <i>n</i> =   |              |              |
|  | <b>1,273</b> | <b>1,407</b> | <b>1,470</b> |

*Ratings are 2=yes, 1 = sometimes, and 0=no*

More 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. Less positive ratings were found in student perceptions of “I feel accepted by other kids” and “I



*talk my family about school and homework.” Comments on parent surveys support these ratings. One said, “Wes has benefited greatly from the program. He socializes with kids that he normally doesn’t see in class. He gets extra help with reading and other academics.” Many others expressed strong appreciation for academic support offerings, “Reading program has helped tremendously,” or requested additional efforts in the area of homework support, such as this parent’s comment, “Need more quiet time for homework and the ability for extra help on homework.”*

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

***Middle and High School Student Perceptions of Outcomes.*** Surveys were collected from middle school and high school students in the spring. Students were asked to mark no, sometimes, or yes to a number of statements concerning school and the 21<sup>st</sup> CCLC programs.

**21<sup>st</sup> CCLC: Middle/High School Student Perceptions of School and 21<sup>st</sup> CCLCs**

| <b>Item</b>                                     | <b>Spring 2005</b> | <b>Spring 2006</b> | <b>Spring 2007</b> |
|---|--------------------|--------------------|--------------------|
| 1. I look forward to going to school.           | 1.35               | 1.37               | 1.41               |
| 2. I feel confident about doing well in school. | 1.53               | 1.56               | 1.53               |
| 3. I feel accepted by others.                   | 1.37               | 1.44               | 1.38               |
| 4. I would like to go to college some day.      | 1.63               | 1.81               | 1.69               |
| 5. I get good grades at school.                 | 1.54               | 1.49               | 1.33               |
| 6. I follow the rules at school.                | 1.42               | 1.53               | 1.50               |
| 7. I treat all people with respect.             | 1.37               | 1.52               | 1.55               |
| <b><i>n</i></b>                                 | <b>119</b>         | <b>335</b>         | <b>351</b>         |

*Ratings are 2=yes, 1 = sometimes, and 0=no*

Middle and high school students rated “I would like to go to college some day” most positively. The less positively rated areas were “I get good grades in school,” followed closely by “I feel accepted by others.”



## OUTCOME 4: ACTIVE FAMILY INVOLVEMENT

Parents/adult family members were asked to identify their primary reason for enrolling their child or youth into the community learning center program. A total of 1,993 parent surveys were collected. For the first time in four years, more parents responded that they enrolled their child/youth for extra help with school work (37.33%, compared to 27.4% in the 2005-2006 school year). This is meaningful because it suggests that parents are aware and appreciative of the after school program alignment with their child's regular school day program, as well as the availability for additional academic support. The selection of extra help with school work was followed closely by child care as their primary motivation (30.56% compared to 33.9% in 2005-2006). Fewer selected extension activities (12.44% compared to 10.3% in 2005-2006) or recreational offerings (5.37% compared to a similar percentage in 2005-2006, 5.4%). A fair number checked multiple reasons or did not respond to the question this year (14.30%).

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. Most participate in reviewing their child's homework or visiting the school during special events. Nearly 68% support their child's learning at home in other ways. About half of families reported having monthly communication with their child's teacher or teachers. Fewer volunteer or join parent groups.

### 21<sup>st</sup> CCLC: Percent of Families Reporting on Types of Parent Involvement

| Types of Parent Involvement   | Spring 2006 | Spring 2007  |
|---|-------------|--------------|
| Read newsletters from school.   | 75.8%       | 74.3%        |
| Talk to my child's teacher or teachers at least monthly.  | 48.1%       | 54.6%        |
| Visit school during school hours.   | 30.8%       | 33.2%        |
| Visit school during parent events (like parent-teacher conferences, back to school nights, etc.). | 76.7%       | 78.4%        |
| Review my child's homework regularly.   | 74.5%       | 78.5%        |
| Volunteer for school activities.  | 23.0%       | 26.1%        |
| Teach child at home (computers, internet, reading).   | 68.0%       | 67.7%        |
| Participate in parent groups (PTA, committees, parent advisory groups, parenting classes).        | 17.0%       | 18.3%        |
| <i>n</i>  | <b>989</b>  | <b>1,993</b> |

As a second measure of changes in family support of student learning, school day 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).

### 21<sup>st</sup> CCLC: Teacher Rating of Change in Family Support of Student's Learning

| Item                                  | Spring 2006<br>Percentage | Spring 2007<br>Percentage |
|---------------------------------------|---------------------------|---------------------------|
| Significant decrease                  | 0.8%                      | 0.5%                      |
| Moderate decrease                     | 1.3%                      | 0.8%                      |
| Slight decrease                       | 2.5%                      | 2.0%                      |
| No change                             | 33.1%                     | 34.7%                     |
| Slight gain                           | 15.9%                     | 14.6%                     |
| Moderate gain                         | 11.9%                     | 12.6%                     |
| Significant gain                      | 5.3%                      | 6.2%                      |
| Already excellent; no need to improve | 29.1%                     | 28.6%                     |
|                                       | 100.0%                    | 100.0%                    |
| <i>n</i>                              | <b>3,355</b>              | <b>4,215</b>              |

A total of 4,215 surveys were collected in the spring from school day teachers. Teachers reported that 33.4% of families improved in supporting learning during the 2006-2007 school year compared to 33.1% in 2005-2006 and 35% in 2004-2005. Many families were

also rated as not having a need to improve because they were already very active in supporting their child's learning (28.6% this year compared to 29.1% in 2005-2006 and 22.6% in 2004-2005). Teachers rated about one third of families as showing no change in behavior (34.7% compared to 33.1% in 2005-2006 and 38.7% in 2004-2005). Very few were rated as decreasing in supporting their child's learning (3.3% compared to 4.6% in 2005-2006 and 3.2% in 2004-2005).

These data demonstrate that adult family members are becoming more involved in supporting their children's learning. For this program year, 62% of these children and youth are experiencing positive or improving educational supports at home. This is similar to the percentage found in the 2005-2006 program year, 62.2%, and compares favorably to the 2004-2005 program year, 58%.



## SUMMARY AND RECOMMENDATIONS

The 77 school-based 21<sup>st</sup> Century Community Learning Center sites served 4,788 students at least 30 days in their after school programs. More than half of these students were in kindergarten through third grades (57%). Sixty-nine percent of these students were eligible for free or reduced lunch, 7% were English language learners, and 10% were verified for special education services.

**Quality.** These programs offered a range of educational, positive youth development, and recreational services. The quality of programming was monitored through the *Observations for School-Age Care & Programming* tool. Statewide, grantees earned an average rating of 83% of possible score, comparing favorably to 79% last year and 74% in the 2004-2005 program year. Attainment of greater proportions of possible score were in the domains of Administration, Interactions, School & Community Connections, Environment, and overall total score, with all yielding ratings of 83% or greater percentage of possible score. Slightly lower ratings were found in the areas of Partnering with Families and Program Content, with ratings at the 78% and 75% of possible score respectively. **It is recommended that NDE continue to provide technical assistance to grantees, particularly in the areas of *Partnering with Families* and *Program Content*.**

Parents/adult family members, teachers, and students positively rated satisfaction with the quality of 21<sup>st</sup> CCLC programs. Overall, teachers rated the programs at 3.83 on a 5-point scale for complementing the district's curriculum and standards. Families provided overall ratings of 3.62 on a 4-point scale for overall satisfaction with their local 21<sup>st</sup> CCLC. 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 and sixth grade students provided significantly lower ratings of satisfaction than other 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 statements, "The adults at CLC care about me" and "I like the activities and things we do at CLC." Both elementary and secondary students rated "I feel accepted by others" less positively. **Therefore, it is recommended that NDE continue to target grantee technical assistance to identify strategies to foster social acceptance among elementary, middle, and high school student peers in the 21<sup>st</sup> Century Community Learning Center settings.**

*Student Achievement and Social/Behavioral Changes.* The majority of students are meeting or exceeding district standards in reading, writing, and mathematics. Teachers reported that regularly attending students made strong gains in academic performance and completing homework in a timely and satisfactory manner. **For the past three years, the percentage of students meeting or exceeding district standards in reading, writing, and mathematics has increased.** Teachers also reported the greatest academic performance gains for students who attended the 21<sup>st</sup> CCLCs for 90 or more days during the school year. Clearly, in concert with the efforts of local school programs, the 21<sup>st</sup> CCLCs are having a positive impact on the academic experiences of students. Programs 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.**

*Family/Community Engagement.* In terms of family engagement, teachers reported that 62.2% of 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 on a 4-point scale), 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.**

21<sup>st</sup> CCLC grantees have improved their collaborations with community partners and school administrators dramatically from the 2003-2004 year. Overall collaboration ratings have increased from 4.2 to 4.59 on a 5-point scale, with 5 being strongly agree.

In conclusion, the 2006-2007 evaluation of Nebraska's 21<sup>st</sup> Century Community Learning Centers has documented progress on each of the four outcomes for this grant program: quality, student achievement, student social/behavioral changes, and family/community engagement.

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## **Appendix 1: Success Stories Submitted by Grantees**

*\*Names have been changed to pseudonyms*

### **# 1 2006-2007 Elementary Success Story**

*Kati is a female Native American first grader who eagerly joined the after-school program in September of 2006. She was the first in line to the program each day. She also responded positively to the hugs given by the after-school program staff, who were there to greet her each day. She enjoyed being a leader in many of the activities, especially art activities.*

*By October, however, Kati was straggling in to the after-school program late every day. She appeared to be very frustrated. Kati was living with her grandparents, because her parents were running from the law. Kati was aware of the plight of her parents, and worried a lot about her other siblings and what might happen to them.*

*Upon visiting with her classroom teacher, it was discovered that Kati was very bright but not able to complete any of her work in class. This was attributed to daydreaming a lot. Therefore, the classroom teacher arranged for Kati to stay after class every day to complete her class work. This resulted in her missing or being very late to the after-school program. After meeting with Kati, her grandmother, the regular school day teacher, and the after-school site director, it was decided that if Kati could finish most of her work in class, she would be allowed to again go to the after-school program since Kati really enjoyed the program. The after school program, in this case, was used as an incentive for Kati to complete the majority of her work in class.*

*With this strategy, Kati was able to complete the majority of her school work in the classroom. She was again back to being one of the first in line for the program every day. The after-school staff also started a study skills center. Kati became the leader, helping other students to stay on-task even through difficult times.*

*Kati's classroom teacher wrote that she believed the after school program had literally transformed an at-risk student to a high achieving student because of the extra attention, care, and study skills she received. Kati went on to earn straight A's for the rest of the school year.*

### **# 2 2006-2007 Elementary Success Story**

*When the year started, teachers were asked to refer students in need of extended learning opportunities to their CLC. The school counselor referred Henry, a fourth grade student, to the program. Henry started the year trying hard but becoming frustrated easily. A child in a family of nine siblings, Henry is an African American male living with his mother. His mother's income made the children in the family eligible for Medicaid and the free lunch program at school. The counselor cited poor academic performance in reading, writing and math and overall lack of family support of Henry's learning as reasons for him needing CLC support.*

Henry had a major problem with work completion in school because he was a slower worker. Work taken home, even if it were only three to four questions would not be completed. Henry didn't have anyone requiring him to do his homework or to help him with his work as needed. Henry would come to school each day, already behind from the day before, and getting further and further behind.

As the fourth grade class began assigning nightly homework in addition to his unfinished class work, Henry became more and more frustrated. Students who did not bring work to school had to miss recess and stand on the wall and watch as the others played. Henry was on the wall almost every day. This frustrated him and his teacher began to see a bad attitude develop.

Since attending CLC, Henry has improved significantly not only in getting his homework done, but also getting it done to the teacher's satisfaction. Being able to stay caught up with the material his class was working on was also tremendously helpful to both him and his teacher. Henry had a 45 minute study period at CLC everyday called Homework Hideout, and his teacher is certain that it was during this time that he completed all work outside of school.

Henry was also given some additional assistance in the form of tutoring on work he did not understand or could not remember how to do during academic Skill Drill time. His teacher thought it was great to see Henry gaining lost ground, getting his work done, and enjoying his recess. "I think this helped his attitude and outlook on helping others," she noted.

One of Henry's shining moments during his CLC time was when he and the other fourth graders planned and hosted their Youth Organized for Disaster Fair. Mike, a volunteer with the Red Cross, came to make a presentation to the students. When Mike's beeper went off calling him to the scene of a fire, the students were compelled to serve. They organized the other students to share a fair with the school community. Henry both directed and starred in a series of fire safety puppet shows for pre-kindergarteners and kindergarteners. For a student claiming to hate reading, Henry would speed through his teacher's reading homework, have his CLC instructor check it over, and race to practice his script for the puppet show. The reader and the leader emerged in Henry because success became meaningful to him.

Henry really matured a lot this year in terms of social and emotional growth. At the beginning of the year Henry would fight with other students and was physically aggressive. As the year progressed, Henry worked to learn strategies and coping skills to resolve conflicts in non-aggressive ways. At the beginning of the year his teacher remembered sending Henry to the office on several occasions for getting physical with another student. By the end of the year he was able to resist a student who was trying to encourage him to fight. She was so proud of him. "Henry has a strong heart and is very dedicated and loyal to those around him. Henry stands up for what he believes in and will intervene when he sees peers behaving in ways he thinks they should not," his teacher remarked. This is a very remarkable trait for someone Henry's age.

Henry's loyalty and commitment to learning and trying will be what pulls him through. His teacher hopes that next year Henry will be able to attend some sort of after school program at

his new middle school that continues to support his learning needs. Henry's growing social-emotional skills will help him stay out of trouble, avoid fights, and stay on the right path.

### # 3 2006-2007 Middle School Success Story

*David, David, David. The middle school 21st CCLC staff were not sure what to do with this seventh grade student. For the first few months David resisted all attempts at communication. A soft-spoken boy and NOT a behavior problem, he seemed unmotivated, sitting through every class doing nothing. At this point David was failing every class.*

*In language art,s all class members completed a practice speech for the district assessment later in the year. David simply stood mutely for two minutes in front of the class. After many phone calls to David's parents regarding their unsuccessful attempts to get their son to do his school work, a meeting was called with the parents and David's classroom teachers. At the meeting a counselor who is the 21st CCLC Site Coordinator for the program in this building explained what the 21st CCLC was and what it might do to assist David toward success in middle school. David qualified for the program, and his parents decided that he "had to be in this program!"*

*The first week was rocky. David hated being there. He was mad at the world; however, he was getting his homework done for his classes. He resisted participating in the wind-down activity for the daily 21st CCLC program. The Site Coordinator called his parents and spoke to David's mom about how things were going. She was uncertain that they should continue to make him participate because he was so angry. She was encouraged to give it at least one more week. The Site Coordinator spoke with David that day after school and went over his homework with him, congratulating him on completing ALL of it. The first time all year! It was observed that David cracked the slightest smile at this compliment on his work.*

*The following Monday he came back, but this time he seemed to have a little lighter attitude toward being there. The counselor reported that instead of making David get out his work so that it could be checked, he had his work out, and was ready to go! Over the months, homework completion gradually increased. The 21st CCLC Site Coordinator said, "Now homework completion isn't even a second thought! During classes he uses his time to work, instead of just sitting there. He smiles often, which unfortunately we hadn't seen at the first of the year. He's a lot more vocal in class. One of the most amazing things to me, though, is that his self-confidence has shot through the roof!"*

*According to David's teachers, he is still not one that volunteers answers aloud in class unless called upon, but now he will sit and work with other students who are struggling to grasp a math concept. He has become an advocate for himself, as well. In language arts he will come back to the "writer's help desk" and ask questions. By the time the district speaking assessment rolled around, there was a change. Rather than the awkward silence when David's name was*

called, he presented his prepared speaking assessment, going from a score of 1.0 last year to a score of 2.5 this year.

Out of the nine subtests on the ITBS test, David has improved from spring 2006 to spring 2007 in seven of those nine subtests. On the math district assessment, his performance improved from a 68 last year to 81.5 this year.

David is still quiet and shy. His work is not stellar, but the teachers and staff of the 21st CCLC at his middle school are "in awe at how far he's come." The Site Coordinator said that they are excited to see what David's future holds. He has become a leader at game time, has made many friends, and the other kids flock to him during the down time. His mother is extremely grateful to the middle school staff and to the 21st CCLC program in this building and has seen a significant change in David's attitude at home.

#### **# 4 2006-2007 High School Success Story**

Dawn was brought to my attention during our initial recruitment. It was decided that the primary criteria for being selected for the program would be credit deficiency and truancy/severe absence rate. Staff had obtained a list from the attendance office of students with the highest rate of absences and Dawn's name was on the list. Dawn's house is only a 2-3 minute drive from the school, yet she was absent most of the time. After further investigation, I discovered that Dawn had been absent for 95% of the entire fall 2006 semester. She also had the same problem the prior year. Therefore, from August of 2006 through January of 2007, Dawn only passed 2 out of 22 (9%) classes, earning a D in Chemistry 1 and a B in Honors Economics. Dawn's total GPA as of January 2007 was a dismal 1.27. According to her records, Dawn is supposed to graduate in May 2008. However, she had only earned 16 of the necessary 49 credits by January 2007. Her absences were so severe that I received a call from staff at the high school requesting that I seriously consider Dawn for the program.

Dawn was enrolled in the program on January 11, 2007. At the time of Dawn's enrollment we discussed with her and her parents the necessity of being in school and how her absences have negatively affected her academic progress. Our goals were to increase school attendance, improve her grades in order to earn credits, and develop her social skills. Things were a little shaky in the beginning. Dawn was somewhat shy and reserved and her self esteem was low. She didn't talk to anyone in the program or participate in group discussions much. Dawn also missed 2-3 days of school during the first couple of weeks in the program. I noticed a pattern developing in Dawn's absences. She would be absent on the days that she had PE. Because Dawn lacked the "craftiness" to just skip PE class, she would stay home the entire day. Since the high school uses block scheduling, Dawn would miss every B day and was only participating in half of her classes because of this. I contacted Dawn's mother and informed her of the pattern and she began making Dawn come to school on B days. Dawn would even go to the

nurse's office to get out of going to PE class. As a result of Dawn's prior absences, the staff for high school created a truancy case for Dawn in the County Juvenile Court.

From January 11, 2007 to now, Dawn has made an astounding metamorphosis. Dawn began coming to school everyday but still had issues when it came to PE class. I was able to work with Dawn's counselor to have Dawn removed from the PE class and placed in an English class specifically created for the program. That move changed Dawn's whole perspective on coming to school. Not only was Dawn coming to school everyday, she wanted to come to school everyday. Dawn has also become quite social. She has made several new friends, she not only participates but actually initiates discussions, and her self-esteem has improved tremendously. Dawn's absence rate has changed phenomenally.

She has a total of 63 full days absent from school. Out of the 63 full day absences, 60 (95%) of those absences took place prior to her participation in the program. Dawn has only missed 3 (5%) full days of school out of the total 63 absences since she began participating in the program in January of 2007. Basically, Dawn's attendance has improved 90% since her participation in the program. As a result of Dawn's vastly improved attendance and attitude, her grades have also improved by 95%. Her semester GPA is an astounding 3.285 compared to her previous overall GPA of 1.27. She is currently enrolled in 8 courses during the school day and is only failing one class; however, her teacher for that one class has stated that she yet has the opportunity to more than pass the course if she turns in the 7 missing assignments. One of those eight courses is the English course that we replaced her PE class with. Dawn has recovered two credits in this course: Honors English 3 and 4 with a 98% and a 95% respectively. Dawn's other grades are 3 A's and 3 B's. It would be an understatement to say that Dawn is truly a success.



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

Nebraska Department of Education  
301 Centennial Mall South, Box 94987  
Lincoln, NE 68509-4987  
Phone: (402) 471-0876  
Fax: (402) 471-2434  
Web Site: <http://www.nde.state.ne.us/21stcclc>

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**Lisa St. Clair, Ed.D.**  
Assistant Professor, Pediatrics  
Department of Education & Child Development

**Munroe-Meyer Institute**  
University of Nebraska Medical Center  
985450 Nebraska Medical Center  
Omaha, NE 68198-5450

[Lstclair@unmc.edu](mailto:Lstclair@unmc.edu)

(402) 559-3023

Munroe-Meyer Institute



UNIVERSITY OF  
**Nebraska**  
Medical Center

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