

Mr. Joe P. Ross
Superintendent

21st Century Community Learning Centers
Year 3 Implementation
2003-2004

Program Administrator:

Sue Matkin
Coordinator, 21st Century Community Learning Centers

Texas A & M University

Peter A. Witt, Ph.D.

Research & Evaluation:

Terri C. King
Project Evaluator

Anne Ware, Ph.D.
Coordinator of Program Evaluation

Teresa Stegall, Ed.D.
Director



"... informing instruction"

EXECUTIVE SUMMARY

Fort Worth's 21st Century Community Learning Centers (CCLC) are making a significant impact on students and adults at 11 FWISD middle school sites. FWISD operated centers under two grants; a federal grant, which completed its third year in 2003-04, and a Texas Education Agency grant which began its first year in 2003-04. For both grants, schools were selected based on campus and neighborhood characteristics, including low student performance; location in neighborhoods with low income, high percentages of limited English proficient residents, low education levels, and high crime rates; and limited neighborhood resources to meet educational, recreational, health, and social service needs of children and their families.

2003-04 was the third year of operation for the federal sites. During year two, the program improved tremendously in recruiting and retaining students. In year three, program staff focused on increasing the consistency of students' attendance and increasing program impact on students' academic performance and behavior.

2003-04 was the first year for CCLC programs at five additional schools. During the first half of the year, the focus was on getting the programs up and running. The second semester was devoted to developing consistent student participation and selecting activities to meet program objectives.

Centers were open Monday through Thursday from the end of school until 9:00 p.m., with some centers operating on Fridays and Saturdays. A three-week summer program was offered at all centers. Although offered at the designated middle schools, centers served students from Pre-K

through High School, parents and other community members.

4,010 students and 1,266 adults attended programs during 2003-04. 2,742 students participated at the federal sites, a decrease of 27.8%; 1,268 students participated at TEA sites. One of the goals of the program was to keep students involved (30+ days per year) once they began to participate. Thus, although the number of participants decreased at the federal sites, the number of 30+ day participants increased from 654 to 719 (26.2% of total participants). At the TEA sites, 797 of the students participated 30+ days (62.3%).

During the 2003-04 school year, centers provided activities for students from their host schools (primarily Pre-K to 8th grade), and provided ESL, GED, family literacy, and other programs for parents and other adults. Overall, the centers were open an average of 184 days during the year and averaged 20 to 24 hours of program activities per week.

Programs at the federal sites were operated by full time site coordinators who were instrumental in recruiting teachers, staff, and other community resources to work in the center. On-going access to facilities and staff assisted the coordinator in maintaining open communication with the principal, faculty, and students at the school. Many of the activities were offered in collaboration with one or more of the fifty community partners who provided volunteers, paid staff, in-kind, and consultation to the program. On several campuses, CCLC also cooperated with the Fort Worth After School program and the Texas After School Initiative to provide seamless integration of after-school services.

At the TEA sites, programming was based on a collaborative effort between the school and Community Based Organizations (CBO). Community Based Organizations partnering with 21st Century Sites included: Clayton YES!, Communities In Schools and the YMCA. An academic liaison, employed by the school, and the site coordinator, employed by the CBO, worked together to recruit students and staff for the program. Communication with the principal and access to school facilities was facilitated by the academic liaison.

As part of the commitment to continuous improvement, a comprehensive evaluation was conducted to gain a better understanding of the need for the program, quality of program implementation, student satisfaction, and program impacts. To gain insights into the program, student, instructor, and classroom teacher surveys were administered during the school year. In addition, program attendance, school attendance, and achievement test scores were analyzed. The following are some of the significant evaluation findings.

Program Need

There is a strong need for the CCLC program. Student responses to the survey indicated that a high percentage of students' time was spent, often alone, watching TV, talking on the phone and/or hanging out with friends (e.g., talking, watching TV, or at the mall). In addition, 30.0% of students reported spending most of their time with other teens during the after-school hours, and another 11.3% reported being home alone. These patterns create prime opportunities for student involvement in negative behaviors and lower school performance. Students who spent their after-school time with adults reported better grades, TAKS scores, and a higher likelihood of attending college compared to students who were home alone.

The CCLC program also plays an important compensatory function for students who felt

afraid in their neighborhoods after school and/or indicated that if they were at home, they would be getting into trouble. For example, middle school students who felt the most afraid "hanging out" in their neighborhood indicated that they felt safe in the after-school program. In a similar manner, students who indicated that if they were at home they would be getting into trouble were more likely to indicate that participating in the after-school program kept them from getting into trouble.

Program Quality

Teachers involved in the CCLC generally continued to give high ratings to the program as a safe place for students to be and to the quality of communication between staff and the site coordinator. Program participants viewed the program positively, particularly with regard to the quality of the program staff and the interactions between students and staff. The students, especially those at the middle schools, also expressed interest in having more and different activities. While program sites have each year made progress in offering a greater variety, this remains an ongoing challenge, especially if the goal is to attract more students and keep them involved in the program over a longer period of time.

During 2003-04, standards were developed along with a rating scale that would permit external observers to determine the degree to which programs were meeting the standards. Observers gave high marks to the degree of communication between school and program personnel and the degree of coordination of services with other after-school programs. Observers also noted the overall quality of the offered activities and reported that activities appeared to be developmentally appropriate and had the potential to teach new skills. However, observers recommended that the academic focus of activities could be further improved.

Program Satisfaction

CCLC program participants feel positively about the program, with the majority

indicating they would sign up again and tell their friends about the program. The program was seen as a place that has good activities for kids and the “buzz” was that students should go there. Students in elementary school were most positive about the program, while students in grade 6 were more positive about the program than students in grades 7 and 8. These results suggest that additional effort is necessary to work with older students to identify activity content and program procedures that would be attractive to them.

Students already participating in the program were more likely to see the program in a positive light than those who were not participating. This again suggests the need for improved efforts to work with non-participants to understand what they want and expect from the CCLC program in order to get them involved initially. Thus, efforts need to continue to market the advantages and content of the program to less involved students. To date, efforts have been successful in increasing the number of students participating 30+ days per year.

Program Outcomes

Students felt the program impacted their understanding of the importance of graduating from school and avoiding drugs. However, they were less inclined to see the program as improving their bonding with school (e.g., like school more, talk to teachers more, behave better at school, and come to school more often). Bonding may be something that is developed over time as the students continue to participate in the program.

Teachers working at the school program indicated that students who were performing poorly in a number of areas at the beginning of the year showed the most improvement by the end of the year in: attending class regularly, getting along with the teachers, participating in class and turning in homework on time. Thus, one of the primary purposes of the program, to increase homework completion, is being achieved and at the same time, the program is seen by

Fort Worth Independent School District
Program Manager: Sue Matkin

classroom teachers as leading students to be more engaged with the school.

Students who participated in the CCLC program 30+ days during 2003-04 and had lower school attendance rates during 2002-03 showed the biggest improvements in school attendance during 2003-04. A significant number of children whose TAKS reading and math scores were below the 2100 standard in 2002-03 attained scores at or above 2100 in 2003-04.

Survey data also provided evidence that for classroom teachers who participate in the program, there are potential carryover advantages for the quality of relationships they can establish with students during the regular school day.

The Bottom Line

The CCLC program appears to have made significant inroads helping students use time in a constructive and positive manner. Participants appear to be profiting academically and there is evidence that student classroom performance and attendance are improving. Efforts to increase program attendance have been successful, with room for continuous improvement. To garner increased participation, ongoing efforts will need to be made to increase positive “buzz” about the program and provide increased opportunities for non-participants to help shape program content. There also appears to be the need to continue upgrading the quality of programs being offered. The FWISD CCLC program has made a strong commitment to continuous program improvement and monitoring. This will no doubt lead to additional positive impacts for students and adults in the future.

The 21st Century program is now into the fourth year, and the evaluation team can begin looking at the performance of students involved in multiple years of after-school participation.

EXECUTIVE SUMMARY	i
BACKGROUND	1
Program Activities	2
<i>Original Sites</i>	2
<i>New Sites</i>	2
<i>Staffing</i>	4
Program Participants	4
EVALUATION METHODS	7
Need for the Program	7
Quality of the Program Implementation and Program Fidelity	7
<i>Program attendance</i>	7
<i>Site observations</i>	8
<i>Student surveys</i>	8
<i>Instructor surveys</i>	8
The Impact of the CCLC Program on Student Participants	8
RESULTS	9
Need for the Program	9
<i>What were students doing with their time between 3:00 and 6:00 p.m. Monday-Friday?</i>	9
<i>If students did not participate in any after-school program at their school or in their neighborhood, who were they with?</i>	11
<i>Were there differences in academic performance between FWISD students who did not participate in after-school programs?</i>	11
Quality of the Program Implementation	13
<i>How many students and adults attended the program?</i>	13
<i>What were the instructors' perceptions of program quality?</i>	15
<i>What were the students' perceptions of program quality?</i>	16
<i>What were the observers' perceptions of the program quality and fidelity?</i>	17
<i>What was the buzz about the program on campus?</i>	20
<i>How satisfied were students with the program and how much did they like it?</i>	21
<i>Why didn't students participate or participate more in the 21st Century program?</i>	22
<i>How much did students like the program?</i>	22
Impact of Program on Student Participants	23
<i>What benefits did students perceive they gained by being in the CCLC program?</i>	23
<i>How did the CCLC instructors think the program most impacted students?</i>	26
<i>What changes did classroom teachers observe in CCLC participants from beginning to end of year?</i>	26
<i>How did the CCLC program participation impact school attendance rates?</i>	29
<i>How did the CCLC program impact academic performance?</i>	29
<i>What was the impact of teacher involvement in the CCLC program on teacher-student school-day relationships?</i>	29

Fort Worth Independent School District
21st CENTURY COMMUNITY LEARNING CENTERS
2003-04 Report

BACKGROUND

In 2003-2004, Fort Worth Independent School District (FWISD) had two 21st Century Community Learning Center grants (CCLC). One grant completed the final year of a three-year, \$3 million grant from the United States Department of Education for programs at six sites and the other completed year one of an \$875,000 grant from the Texas Education Agency at five new sites.

Year Three Centers

Daggett Middle School
Forest Oak Middle school
William James Middle School
Meacham Middle School
Meadowbrook Middle School
Riverside Middle School

Year One Center

D. McRae Elementary School
WJ Turner Elementary School
Dunbar 6th Grade School
Glencrest 6th Grade School
Morningside Middle School

For both grants, schools were selected based on campus and neighborhood characteristics. These criteria included:

- (a) low student performance in core subject areas;
- (b) their location in neighborhoods with low income, high percentages of limited English proficient residents, low education levels, and high crime rates; and
- (c) limited neighborhood resources to meet educational, recreational, health, and social service needs of children and their families.

The 21st Century Centers see their mission as fostering a community of life long learners. To accomplish their mission, the centers have developed programs to meet three specific goals and six objectives.

Goals

- Provide opportunities for academic enrichment to meet state and local student academic achievement standards in core academic subjects
- Offer students a broad array of additional youth development services that are designed to reinforce and complement the regular academic program of participating students
- Offer families of students and other adults learning opportunities for literacy and educational development

Objectives

- Increase the number of students passing reading and math in TAKS
- Increase the number of students who demonstrate increased proficiency in reading and math
- Increase the number of students promoted to the next grade
- Reduce annual dropout rates
- Reduce disciplinary referrals
- Increase the number of families participating in family literacy activities

2003-04 was the third year of operation for the initial six FWISD CCLC programs. During the first two years, the sites were successful in offering a large variety of educational and recreational activities for children and adults, as well as improving academic performance and behavior of student participants (CCLC, Year 2 Report). During the past year, program staff focused on increasing the number of student participants, increasing consistency in their attendance, and increasing program impact on students' academic performance and behavior.

2003-04 was the first year for CCLC programs at the additional five schools. During the first half of the initial year, the focus was implementation oriented: hiring staff, setting up programming, recruiting students, involving parents – doing those things necessary to get the program up and running. The second semester was devoted to consistent student participation and selecting activities to meet program objectives.

Program Activities

During the 2003-04 school year, centers provided programming for students from their host schools (primarily Pre-K to 8th grade), and also provided ESL, GED, family literacy, and other programs for parents and other adults. Centers were open Monday through Thursday from the end of the school day until 9:00 p.m., with some centers also operating on Fridays and Saturdays. Overall, the Centers were open an average of 184 days during the year and averaged 20 to 24 hours of programming per week.

Program planning and implementation differed slightly between the initial six centers and the five new centers.

Original Sites

Full-time site coordinators at each of the initial six campuses developed program activities based on specific needs identified by students, teachers, principals, parents, advisory groups, and members of the community served by each center. Coordinators were assigned to the school site 40 hours per week and were instrumental in recruiting teachers, staff, and other community resources to work in the center. On-going access to facilities and staff assisted the coordinator in maintaining open communication with the principal, faculty, and students at the school.

New Sites

Programming at the five first-year sites was based on a collaborative effort between the school and Community Based Organizations (CBO). Community Based Organizations partnering with 21st Century Sites included: Clayton YES!, Communities In Schools and the YMCA. Program planning at these sites was developed by an academic liaison and the site-coordinator with input from principals, students, teachers, and parents. The academic liaison, employed by the school, and the site coordinator, employed by CBO, were required to work together to recruit students and staff for the program. Communication with the principal and access to school facilities was facilitated by the academic liaison.

Activities at all centers could be placed in seven broad categories:

- tutoring/homework
- academic enrichment
- fine arts
- sports and fitness
- technology
- community service
- other youth development

The classes offered during 2003-04 were quite varied (Table 1). For example, activities to support academic enrichment included Lightspan Reading and Math, Lego Lab, Kidzlit, Brainchild, Science Club and History Alive. There were some differences in the specific activities offered at each campus.

Table 1: Types of Activities Offered at FWISD CCLC Sites

	Activities	
Students	Tutoring/Homework	Math, Science, Reading, Social Studies Tutoring; Homework Assistance
	Academic Enrichment	Lightspan Reading, Lightspan Math, Lego Lab, Kidzlit, Brainchild, Science Club, History Alive
	Fine Arts	Dance, Drama, Art, Art Club, Ceramics
	Sports & Fitness	Basketball, Football, Soccer, Walking, Nutrition, Martial Arts, Step, Track
	Technology	Keyboarding, Internet Surfing, Web Page Development, Video Production
	Community Service	Environmental Club, Recycling, Gardening Club
	Other Youth Development	Boy Scouts, Girl Scouts, Alcohol and Drug Prevention, Violence Prevention, Health Education, other Youth Leadership, Photography
Adults	GED, ESL, Computer, Cooking, Parenting, other Family Literacy Activities	

The centers also hosted a variety of monthly and/or annual recreation and community service events. For example:

- *Family Days* were held to promote the after-school program and to enhance family involvement in the school,
- A “*Lights On*” event was held at each site to highlight the activities in which they were participating. This program was part of a national campaign to promote awareness of after-school programs,

- *Health fairs* were offered at multiple centers and provided free HIV screening, blood pressure monitoring, information on public library cards, and information on nutrition, immunizations, and social services available in the community.
- *Spoons across America* was offered at WJ Turner Elementary and included working with a local chef to prepare a meal for their families.

Staffing

21st Century after-school activities were conducted by paid and volunteer adult staff including FWISD teachers, youth development workers, college and high school students, and community members (business mentors and senior citizens). Fifty-three percent of the instructors employed at the centers in 2003-2004 were certified teachers (Table 2).

Table 2: Number of CCLC Instructors

		Certified Teachers	Teaching Staff	Total Program Staff
Third Year Programs	Daggett MS	24	4	28
	Forest Oak MS	35	13	48
	William James MS	20	12	32
	Meacham MS	12	5	17
	Meadowbrook MS	39	13	52
	Riverside MS	9	29	38
First Year Programs	D. McRae ES	11	33	44
	WJ Turner ES	8	8	16
	Dunbar 6th	12	12	24
	Glencrest 6th	11	14	25
	Morningside MS	4	21	25
	<i>Totals</i>	185	164	349

Program Participants

4010 students attended the program at some point during the regular 2003-04 school year, with 1516 of these participants involved in the program for more than 30 days (regular attendees). During the school year 1914 adults participated (Table 3). Elementary schools had a higher percentage of regular attendees (67.5%) than middle schools (ranging from 14.0% to 44.3%) and the third year program centers had more students and adults participating at any given time. Program participant demographics are reflective of the host school population and overall the CCLC program appears to be targeting economically disadvantaged and limited English Proficient students at percentages equal to those of the host school (Table 4). In the middle school programs, seventh grade students (36.7%) were the largest group served, followed by sixth graders (34.9%) and eighth graders (26.8%). Third to fifth graders made up the majority of the participants (61.7%) served at the elementary school sites.

Table 3: Program Participants

		Student Participants	Adult Participants	Grade	Total	% of total students		% of total students
Third Year Programs	Daggett MS	341	299	<i>PK</i>	36	0.9%	<i>% of ES Program Participants</i>	5.2%
	Forest Oak MS	549	170	<i>K</i>	64	1.6%		9.2%
	William James MS	442	135	<i>1</i>	71	1.8%		10.2%
	Meacham MS	439	183	<i>2</i>	96	2.4%		13.8%
	Meadowbrook MS	428	287	<i>3</i>	158	3.9%		22.7%
	Riverside MS	543	188	<i>4</i>	139	3.5%		19.9%
First Year Programs	D. McRae ES	298	346	<i>5</i>	133	3.3%	<i>% of MS Program Participants</i>	19.1%
	WJ Turner ES	284	163	<i>6</i>	1155	28.8%		34.9%
	Dunbar 6th	214	9	<i>7</i>	1216	30.3%		36.7%
	Glencrest 6th	171	35	<i>8</i>	888	22.1%		26.8%
	Morningside MS	301	99	<i>9</i>	26	0.6%		0.8%
	TOTAL	4010	1914	<i>10</i>	13	0.3%		0.4%
				<i>11</i>	9	0.2%		0.3%
				<i>12</i>	6	0.1%		0.2%

Table 4: Demographic Characteristics of Participants by Program Site

Program Year	Site	Population	# Students	% Female	% Male	% African American	% Asian Pacific Islander	% Hispanic	% Native American	% White	% Economic Disadvantaged	% Limited English Proficiency	
Third Year Programs	Daggett MS	Participants	341	50.7	49.3	20.8	3.2	70.1	0.0	5.9	92.7	23.5	
		All Students	497	51.5	48.5	13.5	4.6	77.1	0.0	4.8	82.9	22.3	
	Forest Oak MS	Participants	549	52.1	47.9	66.7	0.4	28.6	0.0	4.4	78.1	7.5	
		All Students	697	49.4	50.6	55.2	0.1	39.3	0.1	5.2	78.2	11.5	
	William James MS	Participants	442	50.2	49.8	36.2	0.9	53.2	0.0	9.7	79.0	26.9	
		All Students	1016	48.3	51.7	22.7	3.2	61.1	0.1	12.8	73.3	25.7	
	Meacham MS	Participants	439	49.4	50.6	6.4	0.0	89.5	0.0	3.9	90.0	29.8	
		All Students	762	47.8	52.2	2.2	0.0	94.4	0.0	3.4	89.9	28.0	
	Meadowbrook MS	Participants	428	56.5	43.5	53.5	1.2	37.6	0.2	7.0	82.5	13.1	
		All Students	1066	48.4	51.6	56.2	1.5	35.6	0.4	6.3	82.6	11.0	
	Riverside MS	Participants	543	49.9	50.1	7.6	4.6	77.7	0.2	9.9	89.5	31.9	
		All Students	937	50.2	49.8	5.3	4.1	79.2	0.0	11.4	88.0	30.1	
	First Year Programs	D. McRae ES	Participants	298	46.0	54.0	19.8	0.0	76.2	0.0	3.7	93.6	57.4
			All Students	748	49.7	50.3	12.3	0.0	86.1	0.0	1.6	93.9	68.3
WJ Turner ES		Participants	284	50.0	50.0	1.8	0.0	93.7	0.0	4.6	92.6	59.2	
		All Students	812	49.4	50.6	1.7	0.0	94.3	0.0	3.9	92.7	61.5	
Dunbar 6th		Participants	214	50.9	49.1	91.6	0.0	7.0	0.0	1.4	85.0	0.9	
		All Students	294	50.3	49.7	89.1	0.3	7.8	0.0	2.7	85.7	1.4	
Glencrest 6th		Participants	171	53.8	46.2	61.4	0.6	28.7	0.0	9.4	82.5	5.8	
		All Students	399	49.1	50.9	49.1	0.3	44.1	0.0	6.5	83.7	12.3	
Morningside MS		Participants	301	52.5	47.5	79.1	2.0	17.9	0.0	1.0	83.4	4.0	
		All Students	559	56.9	43.1	72.1	1.8	24.5	0.0	1.6	85.9	4.1	
All 21st Century Sites		Participants	4010	51.1%	48.9%	37.4%	1.3%	55.3%	0.1%	5.8%	84.5%	24.0%	
		All Students	7787	49.8%	50.2%	29.7%	1.6%	62.5%	0.1%	6.1%	84.9%	27.6%	

EVALUATION METHODS

A comprehensive evaluation plan was developed to document the implementation of program strategies and activities, provide periodic feedback to facilitate potential program adjustments and assess the program's effectiveness in improving the academic performance and behavior of student participants. The evaluation design and implementation was a joint effort of FWISD Research and Evaluation staff and the external evaluator from Texas A&M University. During the 2003-2004 school year the evaluation activities focused on assessing:

- the need for the program,
- the quality of the program implementation,
- student satisfaction with the program, and
- the impact of the program on student's TAKS scores, attendance, classroom behavior and teacher-student relationships.

Need for the Program

The need for the program was assessed using a student survey administered in late fall 2003 to all students (whether or not they participated in the CCLC program) at each of the middle schools which had a CCLC site. The survey asked students to report:

- What they were doing with their time between 3:00 and 6:00 p.m. Monday through Friday.
- Did they plan to graduate from High School or attend college.
- Who they were with after school, if not participating in after-school activities.
- What they thought of the after-school program and why they didn't participate or participate more.

Quality of the Program Implementation and Program Fidelity

Program quality was assessed through:

- tracking participant attendance,
- site observations, and
- student and instructor surveys administered at the end of the school year

Program attendance

Maintaining accurate attendance records for CCLC participants was an important evaluation activity for two reasons. First, increased attendance is a good indicator of program success and second, the United States Department of Education and the Texas Education Agency requires detailed attendance information to be reported.

Program attendance was collected for each activity at all program sites using Scantron forms. A student form was used to track daily attendance per activity, while a teacher form was used to collection information about program location, activity category, and class type. The individual students' forms were then scanned with a teacher header form to build a database of student/activity/program level attendance. Forms were scanned

four times during the school year. Attendance data were compiled by the evaluation team at the end of the fall and spring semesters, presented to and discussed with the program director.

Site observations

In fall 2003, a set of criteria were developed to examine the quality of program implementation. An observation rubric was then developed to determine how well each site was meeting these criteria. The rubric was comprised of four sections:

- 1) general program information;
- 2) general program observations (coordination with other after-school programs, communication, student supervision, etc.);
- 3) specific activity observations (staff involvement/engagement, youth engagement, evidence of planning, facility, etc.); and
- 4) notes and comments from observations and interactions with staff, students, principals.

The project coordinators and members of the evaluation team were trained to collect observation data using the rubric. Observations were then conducted at all CCLC sites during the spring 2004 semester. Through the observations and interviews with instructors and students, information was gained regarding program implementation and the degree to which programs were being offered consistent with the intended program design. This information could be used to adjust programming, provide training, and address other areas of continuous improvement.

Student surveys

A survey was administered to all students enrolled in the CCLC program at the end of the spring semester. The survey addressed satisfaction with the program and other information concerning student/instructor interactions. Student satisfaction was also assessed through questions included on the spring student survey. Together, these surveys addressed:

- the word or “buzz” around school about the program,
- students’ reasons for not participating in the program, and
- how much participants liked the program.

Instructor surveys

End-of-year surveys were administered to CCLC instructors. The survey addressed record keeping, relationships with site-coordinators and principals, types of activities, and levels of supervision.

The Impact of the CCLC Program on Student Participants

The impact of the CCLC programs on FWISD student was assessed in four ways.

- Students rated the extent to which they felt the program impacted their school related behaviors including working with others, getting better grades, understanding the importance of graduating, and attendance.
- CCLC instructors were asked to select specific areas they felt were impacted by student participation in the program. These areas included homework completion, class participation, class behavior, self-esteem, and academic performance.
- Classroom teachers of students who participated in the program for more than 30 days were asked to rate the beginning and end-of-year performance of those students in 11 different areas including homework completion, class participation, class behavior, and academic performance.
- The 2004 Math and Reading TAKS passing rates and attendance rates of the students who participated in CCLC activities were compared to those of a matched group of students who did not participate in CCLC activities. The participants were divided into two subgroups: those who participated less than 30 days and those who participated 30 days or more. Participants were matched with non-participants on ethnicity, grade, gender, LEP status, free/reduced lunch status, and 2002-2003 TAKS reading and math passing rates.

Data analyses examined program impacts across all schools as well as differences among schools, and grade levels. Copies of all surveys are included in the appendix.

RESULTS

Need for the Program

Among the rationales for offering after-school programs are the need to increase students' safety during the non-school hours, increase the amount of adult supervision students receive, increase the number of positive activities students undertake during the non-school hours, and use activities undertaken during the non-school hours to increase overall academic performance. These and other concerns have led to the development of a variety of after-school programs including the 21st Century Community Learning Centers.

Given the amount of funding and effort necessary to plan and implement after-school programs, an essential activity of the FWISD CCLC evaluation was to assess whether the program was truly needed in FWISD schools and the local communities. Thus, a student survey was administered during the fall 2003 semester to help validate the need for program. A total of 3267 of the 5082 students (64.0%) enrolled at the CCLC middle schools responded. Overall, the students' responses indicated a critical role for the program in dealing with some of the above issues.

What were students doing with their time between 3:00 and 6:00 p.m. Monday-Friday?

Students were asked to indicate on the survey their level of participation in eight different categories of activities during the 3:00 to 6:00 p.m. after-school time period (1=never to

5=most of the time). The highest levels of involvement were in the areas of watching TV/talking on the phone (3.67), hanging with friends (3.63) and doing homework (3.60). The other five activity categories ranged between 2.27 and 2.05 (Table 5).

Table 5: Mean Level of Student Participation in Eight Selected Categories of Activities¹

Activity	Mean Level of Student Involvement (1=never to 5=most of the time)
TV/Talking on the Phone	3.67
Hanging with Friends	3.63
Homework	3.60
School Programs	2.27
Work	2.20
Volunteer	2.18
School Sports	2.16
Non School Programs	2.05

Cluster analysis was used to create groups of participants with regard to the activities they indicated that they participated in after school. Four clusters emerged and were labeled: (a) hanging out, (b) program involved, (c) homework, and (d) other activities and hanging out (Table 6).

Table 6: Activity Clusters

Cluster	Activities	Number of Students	Percent of Students
Hanging Out	TV/phone, hanging out with friends	897	32.2
Program Involved	School programs, school sports, non-school programs	559	20.1
Homework	Homework	795	28.5
Other Activities and Hanging Out	Work, volunteer, TV/phone, hanging out with friends	536	19.2

Table 7 gives the percentage of students by gender and grade in each cluster. For both males and females, there was a significant decrease in the percentage of students in the homework cluster between 6th and 8th grade, and a significant increase in students in the program involved cluster for students after grade 6. The increase in program involvement may be in part due to students becoming eligible to participate in school sponsored sports as they enter grade 7 (Figure 7). Males were also increasingly represented in the hanging out cluster from grade 7 to 8. For females, there were slight

¹ 1=Never, 2=Less than half the time, 3=Half the time, 4=More than half the time, 5=Most of the time

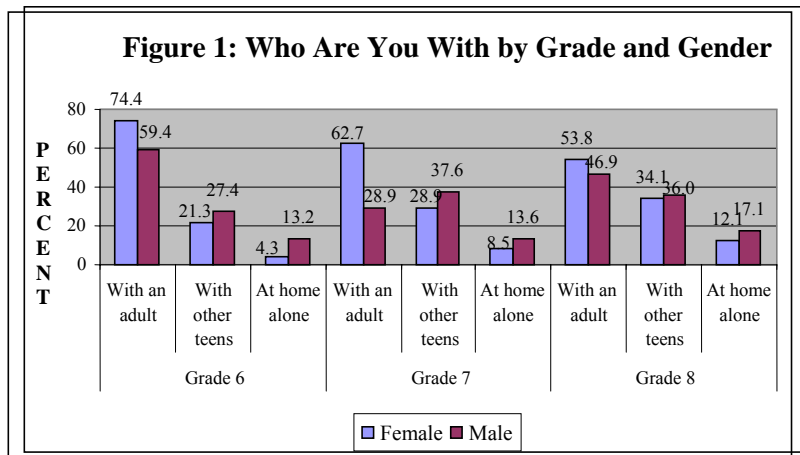
increases in the percentage of students in the hanging out cluster between grades 6 and 7. Thus, programs need to find additional ways to attract and retain older teens.

Table 7: Percentage of Students per Cluster by Gender and Grade

	Female			Male		
	GR 6	GR 7	GR 8	GR 6	GR 7	GR 8
Hanging Out	27.5	33.6	33.1	27.1	28.9	36.5
Program Involved	16.4	21.6	18.5	17.8	24.1	26.7
Other Activities and Hanging Out	34.4	29.6	30.7	27.4	27.1	21.3
Homework	21.8	15.3	17.7	27.6	19.9	15.5

If students did not participate in any after-school program at their school or in their neighborhood, who were they with?

58.6% of students who did not participate in school-based after-school activities spent their time in the presence of adults, however, 30.0% spent their time primarily with other teens and 11.3% reported being home alone. Females were more likely to spend time with adults than males (64.9% to 52.2%), while males were more likely to spend time with other teens (33.4% to 27.3%). Older students tended to spend less time with adults and more time with other teens or home alone, with males spending less time with adults and more time with other teens than females at each grade level (Figure 1). Based on these results there are clear needs to provide current and additional organized after-school opportunities for middle school students.



Were there differences in academic performance between FWISD students who did not participate in after-school programs?

On the fall 2003 survey, students were asked to provide information about whether they passed the reading and math sections of the TAKS and their grades during the previous year (2002). In addition, actual TAKS scores were used to determine passing rates for 2004. TAKS scores and grades were compared between students who had different after school arrangements if they weren't participating in the after-school program. Students who said they would be home alone or with other teens reported lower grades for 2002 than students who were with an adult. In addition, a lower percentage of students who were home alone reported passing the TAKS reading and math tests than students in the other two groups (Table 8). Home alone students also scored lower on the 2004 TAKS reading test than children who were with an adult or with other teens, while students who

were with other teens followed by those who were home alone scored lower on the 2004 TAKS math test than those who were with an adult. Finally, students who are spending time with adults are more likely to go to college than those who are home alone.

These results underscore the importance of students having contact with nurturing adults during the non-school hours and developmental dangers of children spending the majority of their time home-alone during the 3:00 to 6:00 p.m. time period.

Table 8: Comparison of Grades and Test Scores for Students Not Attending Program

	With an Adult	With Other Teens	Home Alone
What grades did you make last school year? (1=Mostly Ds to 7=Mostly As)	6.10	5.56	5.62
% Passing TAKS Reading 2003	65.4	65.9	53.6
% Passing TAKS Math 2003	65.8	59.3	51.4
% Passing TAKS Reading 2004	74.8	70.9	66.0
% Passing TAKS Math 2004	58.2	46.8	52.8
% Planning to attend college	93.4	89.2	87.9

*p<.001

Summary Program Need

Considered together, the results of the fall student survey confirm that there is a need for the CCLC program among students at the selected campuses. The majority of these students spent most of their after-school time watching TV, talking on the phone or hanging out with friends, thereby increasing their opportunity for involvement in negative behaviors. At the very least, these students were not involved in activities that are likely to increase the probability of academic success. In addition, the students who reported that they were not involved in after-school activities reported lower grades and lower math scores than students who participated. Based on the characteristics of the students who did not participate in after-school activities, the need is greater for older students and for males.

Quality of Program Implementation

How many students and adults attended the program?

CCLC activities were well attended by students and adults at all CCLC sites. Table 9 shows the number of students and adult CCLC participants as well as the number of regular attendees (defined by the grantors as a yearly attendance ≥ 30 days) in 2001-02, 2002-03 and 2003-04 school years. The numbers provide evidence of successful program implementation in 2003-04.

Table 9: Program Attendance

	Federal Grant (six sites)			State Grant (five sites)
	2001- 2002	2002- 2003	2003- 2004	2003- 2004
Students	1576	3844	2742	1268
Regular Student Attendees (30+ days)	220	654	719	797
<i>Percent Regular Attendees of Total</i>	14.0	17.0	26.2	62.3
Adults	855	1266	1262	642

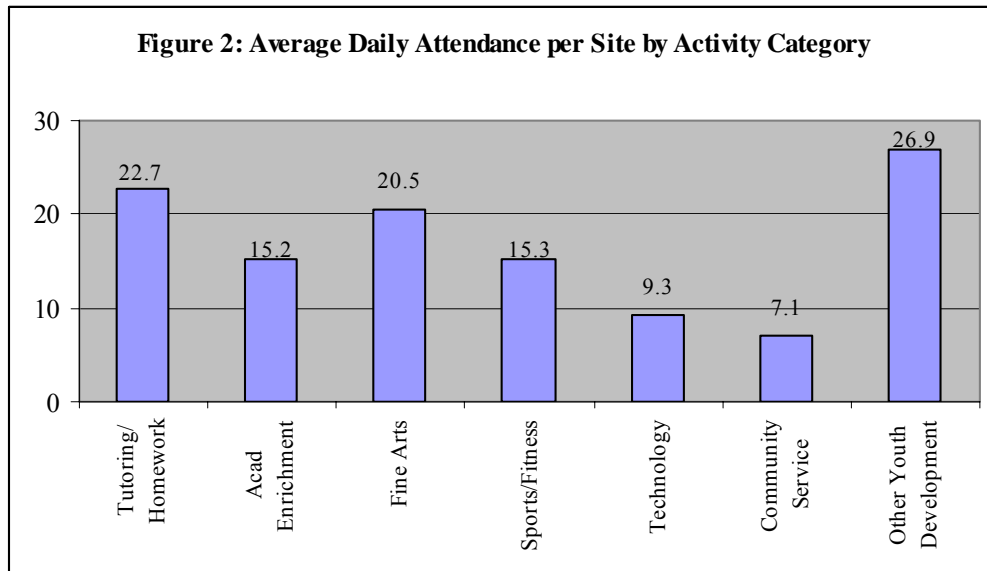
Overall, attendance (student and adult) increased 15.9% in 2003-04. At the six Federal Grant sites, the total number of student participants decreased 27.8% from 3844 to 2742. However, the percentage of the participants who participated 30+ days increased from 17.0% for 2002-03 to 26.2% for 2003-04. This increase was due to program efforts to encourage participants to attend the program more often. Achieving an increase with significantly fewer enrolled students indicates that staff efforts were focused on retention as opposed to simply recruiting large numbers of students who would only occasionally participate in the program.

Greater emphasis was placed on tracking the types of activities students were attending during 2003-2004. Tracking attendance by activity type was seen as critical for assessing student interest in the offered activities. Analyses of these data led to several important findings (Table 10 and Figure 2):

- 62.2% of all activities provided at the eleven program sites were academic in nature (tutoring, homework assistance, or academic enrichment).
- Some type of academic enrichment activity was offered an average of 114 days at each site, while some fine arts activities were offered on 111 days. The other types of activities were offered from 46 to 107 days.
- Enrollees per activity ranged from 71.9 days for technology-related activities to 39.0 for community service activities.
- Average daily attendance per activity was highest for youth development (26.9), followed by tutoring/homework (22.7) and fine arts (20.5).

Table 10 Activity Attendance Levels Across All Eleven Sites

	# Activities per category	Average Program Days per activity category	Average students enrolled per activity	Average Daily Attendance/Site per activity
Academic Enrichment	240	114.5	55.2	15.2
Tutoring/Homework	109	98.1	39.7	22.7
Fine Arts	89	111.2	66.8	20.5
Sports/Fitness	85	97.6	70.2	15.3
Technology	34	71.1	71.9	9.3
Community Service	4	46.0	39.0	7.1
Other Youth Development	121	107.1	58.6	26.9



Offered activities differed slightly at the program centers (Table 11). The third year centers offered a wider variety of activities while the first year sites were more focused on academic activities. For example, of the first year sites, 83.3% of the activities offered at WJ Turner Elementary were academic oriented (tutoring/homework and academic enrichment combined). At the other first year sites at least 50% of the activities were focused on academics, while for all of the third year centers academic activities were less than 50% of the offered activities. The middle schools also offered a higher percentage of fine arts and sports activities.

Table 11: Program Center Activities by Activity Type

	Total Activities	Percentage of Activities						
		Tutoring/ Homework	Academic Enrichment	Fine Arts	Sports/ Fitness	Technology	Community Service	Youth Development
Year 3 Centers								
Daggett MS	62	30.6	16.1	21.0	9.7	1.6	1.6	19.4
Forest Oak MS	66	9.1	39.4	18.2	12.1	3.0	0.0	18.2
William James MS	48	4.2	33.3	12.5	18.8	6.3	6.3	18.8
Meacham MS	52	11.5	30.8	19.2	19.2	5.8	0.0	13.5
Meadowbrook MS	48	12.5	25.0	12.5	22.9	8.3	0.0	18.8
Riverside MS	45	4.4	24.4	26.7	17.8	15.6	0.0	11.1
Year 1 Centers								
D. McRae ES	62	33.9	24.2	6.5	1.6	4.8	0.0	29.0
WJ Turner ES	66	39.4	43.9	3.0	3.0	3.0	0.0	7.6
Dunbar 6th	48	12.5	43.8	8.3	6.3	4.2	0.0	25.0
Glencrest 6th	89	5.6	51.7	13.5	10.1	2.2	0.0	16.9
Morningside MS	96	10.4	39.6	8.3	18.8	5.2	0.0	17.7

What were the instructors’ perceptions of program quality?

21st Century instructors (N=105) rated the quality of the program implementation on a scale of 1=strongly disagree to 4=strongly agree (Table 12). Instructors gave the highest ratings to “the existence of good communication with the site coordinator” (M=3.72) and “program as a safe place for students to be” (M=3.63). Other areas also received positive ratings including: “the after-school program offers students enough different activities” (M=3.55) and “sufficient materials and supplies for my class” (M=3.53).

Overall, there were no significant differences in the ratings between 2003-04 and 2002-03. However, there were significant differences between first year and third year sites for several of the items (Table 12). Instructors at first year sites tended to give lower ratings than third year site instructors across all items, but were significantly lower for: site coordinator communication, adequate supervision of students, enough different activities, access to facilities, and the program as a safe place for students to be. Since first year sites were in a start up mode, it is perhaps not surprising that instructors at these sites gave lower ratings to these items.

Results were similar across most schools and when discrepancies existed, the CCLC project director discussed these findings with the site coordinators, academic liaisons and principals to (a) identify those areas where communication could improve and (b) generate suggestions for increased access to school facilities.

Table 12: Instructor Perceptions of Program Quality

	Mean (2002-03)	Mean (2003-04)	2003-2004	
			Third Year Sites	First Year Sites
I have good communication with the site coord.		3.72	3.85	3.60*
The after-school program has adequate support from the principal.	3.67	3.50	3.59	3.45
Teachers at the school are willing to collaborate with the after-school staff.	3.32	3.26	3.48	3.18
My class has access to needed facilities in the school.	3.25	3.44	3.68	3.20*
There are sufficient materials and supplies for my class.	3.46	3.53	3.64	3.52
I have no trouble keeping track of attendance in my class.	3.42	3.37	3.50	3.19
The after-school program offers students enough different activities	3.57	3.55	3.70	3.65
Students have adequate supervision from after-school staff.	3.25*	3.47	3.71	3.61
The after-school program offers students a safe place to be.	3.51*	3.63	3.80	3.70

. *significant differences between first and third year sites or 2002-03 vs. 32003-04 data.

What were the students’ perceptions of program quality?

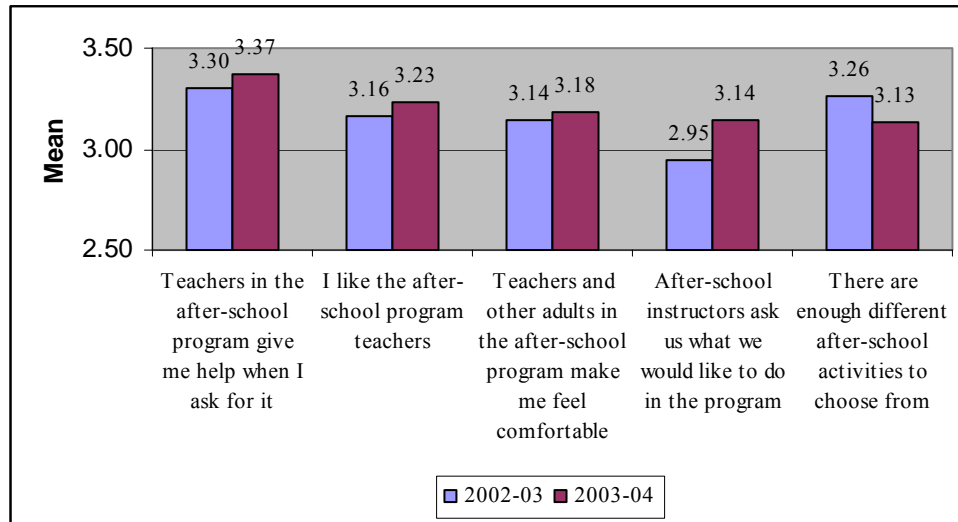
Participants were asked to rate several items regarding program quality (1=strongly disagree to 4=strongly agree, except for one item on the elementary survey which was rated on a 5 point scale 1=never to 5 = always). Participants were satisfied with the program and indicated that they liked the teachers and other program staff although elementary students reported liking the staff or teachers more than middle school students (3.69 vs. 3.16). Students felt like the teachers would help them if asked and were interested in student input. Elementary students (3.79) felt more strongly than middle school students (3.26) that there was enough variety in the program and also gave higher ratings to the program staff than the middle school students. For middle school students, ratings were similar to those obtained from students in 2002-03, with no significant differences between the two years (Table 13 and Figure 4).

Table 13: Student Program Quality Ratings

	MS Mean 2003-04	MS Mean 2002-03	Elementary Mean*
Quality of Program Staff			
Teachers in the after-school program give me help when I ask for it.	3.30	3.37	4.37
I like the after-school program teachers	3.16	3.23	3.69
Teachers and other adults in the after-school program make me feel comfortable.	3.14	3.18	N/A
After-school instructors ask us what we would like to do in the program.	2.95	3.14	N/A
Program Variety			
There are enough different after-school activities to choose from.	3.26	3.13	3.79

*First year for elementary school data.

Figure 4: Student Program Quality Ratings



What were the observers' perceptions of the program quality and fidelity?

The project coordinators and members of the evaluation team rated program quality and fidelity in several areas during the spring 2004 semester. Both general program and specific activity observations were made. Each area was rated using a 4 point scale, with 1=low and 4=high ratings for each area. Through these observations, as well as interviews with instructors and students, information was available to determine program implementation successes and any necessary improvements (Table 15).

Several program observations categories received high marks including the level of communication between the school and the after-school program ($M=3.92$), the ability of the staff to coordinate with other after-school programs (3.67), the availability of communication devices (3.67), flexibility of schedules (3.67). and the provision of homework assistance (3.60).

Table 15: General Program Observation Ratings

General Program Observations	
Item	Mean
School and program have open communication	3.92
Coordination with other after school programs	3.67
Communication devices available	3.67
Flexible schedule	3.67
Homework Assistance	3.60
Youth adequately supervised	3.58
Variety of activities	3.50
Adequate programming space	3.33
Adequate storage space	3.00

Efforts were also made to determine the degree to which activities offered at each program site adhered to the basic principles outlined by the grant and the program director. Thus, observers also rated randomly selected activities to determine the degree to which the program adhered to basic planning, staff involvement, youth engagement, and other activity principles. The ratings were based on a 4-point scale (1=most negative to 4=most positive). The highest ratings were for the extent to which “the activities reinforced the activity type” ($M=4.00$: the planned activity was conducted in a manner consistent with the designated activity type – e.g. if reading enrichment were the designated activity type - activities consistent with this might include reading a library book, newspaper club, Lightspan reading tutorials). This was a strong indicator of program fidelity and demonstrated that staff were adhering to the outlined program goals and objectives (Table 16).

On a consistent basis, the observers also found evidence that the participants were engaged in the activities ($M=3.67$), the activities were developmentally appropriate ($M=3.65$), and the activities had the potential to teach new non-academic skills ($M=3.60$). However, there appeared to be room for improvement in the extent to which offered activities were designed to enhance academic success ($M=3.38$).

Table 16: Activity Observations

Item	Mean
Components reinforce activity type	4.00
Youth Engagement	3.67
Activity is developmentally appropriate	3.65
Activity has potential to teach new skills (non academic)	3.60
Staff Involvement/Engagement	3.50
Evidence of Planning	3.50
Facility (space) appropriate for activity	3.50
Staff relate to youth in a positive manner	3.50
Activity has potential to enhance academic success (academic)	3.38

Summary Quality of Program Implementation

Overall, the program was successful in its goal of increasing the number of days for student participants.

Program instructors involved at all campuses gave high ratings to the program as a safe place for students to be and the communication between the staff and the site coordinator. Improved ratings in support of principal and in availability of supplies indicate that last year's concerns were addressed. The differences between third year program instructors' ratings and those of first year instructors are to be expected and should improve as the program develops.

Program participants indicated that they were satisfied with the program and reported liking the teachers, that there were a variety of activities, and that the staff were helpful when asked and interested in student input.

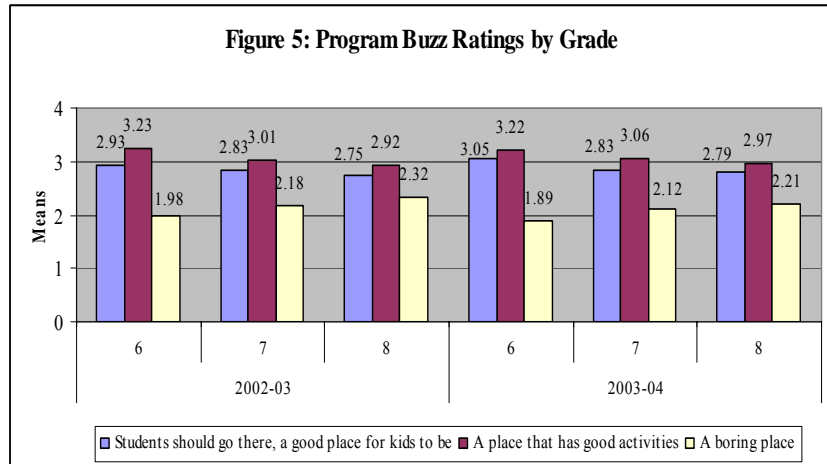
Observation data indicated that the program staff were communicating effectively and that there is seamless integration of after-school activities at most sites. Activities appear to meet the planned objectives and are facilitated in appropriate spaces, although some work still needs to be done to obtain access to facilities at some sites.

Based on the information gathered from participants, instructors, and observers, program variety is still an issue. More effort to include students in the activity planning process would assist the program in this area.

Student Satisfaction with the Program

What was the buzz about the program on campus?

Students at the CCLC sites were asked to indicate their agreement with four statements about the “buzz” around school about the after-school program (1=strongly disagree to 4=strongly agree). The highest rated attribute was seeing the program as “a place that has good activities for kids,” followed by “students should go there--a good place for kids to be” (Table 17). In general, students did not perceive the program as boring or feel that kids at school did not know about the after-school program. These perceptions, however, differed by grade for all items



except “no buzz” ($p \leq .01$). In general, younger students reported higher positive perceptions and lower negative perceptions about the program than older students (Figure 5). Results for 2003-04 were similar to those from 2002-03.

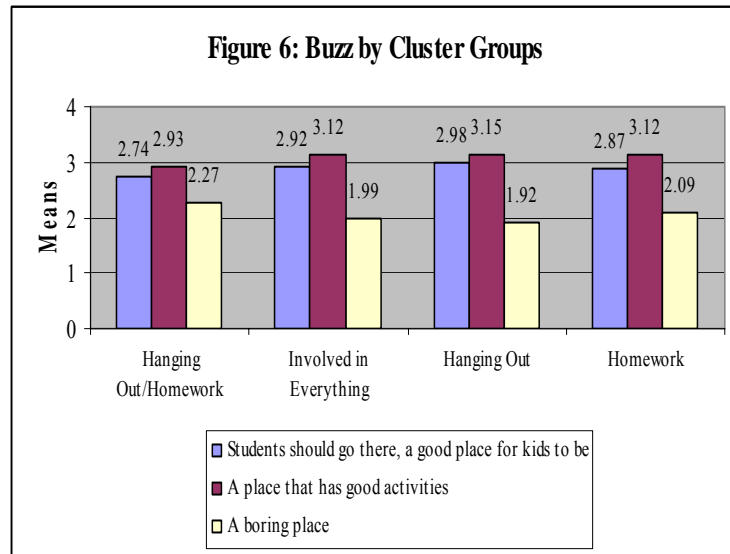
Not surprisingly students who participated in the program a lot (more than 50 days) vs. those who participated less often or not at all were more likely to view the program as a good place for kids to be and a place that has good activities for kids, and were less likely to view the program as boring. These kids were either enticed to participate in the program because they had a favorable view of what it had to offer or decided to try out the program and liking the experience, decided to continue participating.

Table 17: Student Buzz About the Program

	Mean 2002-03			Mean 2003-04		
	GR 6	GR 7	GR 8	GR 6	GR 7	GR 8
Students should go there, a good place for kids to be	2.93	2.83	2.75	3.05	2.83	2.79
A place that has good activities for kids	3.23	3.01	2.92	3.22	3.06	2.97
No buzz, kids don't know about the after-school program (no significant difference by grade)	2.25	2.27	2.32	2.05	2.15	2.23
A boring place	1.98	2.18	2.32	1.89	2.12	2.21

* $p \leq .01$ by grade except for “no buzz”

Students' opinions differed across the activity cluster groups (Figure 6). Students in the hanging out/homework cluster were less likely to report that the program was seen as "a good place for kids to be" and "a place that has good activities," and more likely to report that program was perceived as "boring" ($p \leq .001$). Students in the other three clusters were more likely to report the opposite pattern.



How satisfied were students with the program and how much did they like it?

Students participating in the CCLC program were asked to rate their satisfaction with the program (1=strongly disagree to 4=strongly agree). In general, participants were satisfied with the program and indicated that they would sign up for the program again in the future and tell other students to sign up as well (Table 18). The students also reported that boredom was not an issue in the program, although middle school students were more likely to report being bored than elementary school students. Most middle school students reported that the program is better than other things that they could be doing.

Table 18: Student Ratings of Program Satisfaction

	Middle School		Elementary School
	2003-04	2002-03	2003-04*
I like the after-school program.	3.42	3.37	4.50
I would sign up again for the after-school program.	3.35	3.25	2.59
I would tell other kids to sign up for the after-school activities.	3.20	3.14	2.47
Being in the after-school program is better than other things I could be doing.	3.00	2.97	N/A
I feel bored during the after-school program.	2.02	-	1.95

*First year for elementary school data. Items 1 and 5 are on a 5-point scale, 1=Never to 5=Always. Items 2 and 3 are on a 3-point scale, 1=No to 3=Yes

Why didn't students participate or participate more in the 21st Century program?

Student respondents to the fall survey also indicated the extent of their agreement with each of six reasons for not attending the CCLC activities or not attending the activities more (1=strongly disagree to 4=strongly agree).

Students in grade 8 showed the highest level of agreement for all of the non-participation reasons ($p \leq .05$), except for “parents not letting them participate,” in which case the highest level of agreement was for grade 6 students.

Table 19: Non-Participation Reasons by Grade

	2002-03			2003-04		
	6	7	8	6	7	8
My friends don't attend the after-school program	2.31	2.43	2.55	2.17	2.31	2.45
Kids my own age don't attend the after school program	2.04	2.06	2.20	1.85	1.95	2.04
The after-school program doesn't have teachers that I like	2.00	2.20	2.24	2.00	2.11	2.14
The after-school program doesn't have activities that I like	2.14	2.37	2.48	2.07	2.30	2.43
I have no time because I participate in lots of other activities after school	2.35	2.38	2.45	2.22	2.26	2.36
My parents don't let me participate in the after-school program	2.02	1.89	1.88	1.91	1.84	1.83

How much did students like the program?

Participants ($N=641$) rated how much they liked and would tell others about the program. Students indicated that “they liked the after-school program classes” (3.37), “would sign up again” (3.25), “would tell other students to sign up for the program” (3.14), and that “being in the program was better than other things they could be doing with their time” (2.97). Students in grade 6 were significantly more satisfied with the program than students in grades 7 and 8.

Summary Program Satisfaction

CCLC program participants feel positively about the program, with the majority indicating they would sign up again in the future and tell their friends about the program. The program was seen as a place that has good activities for kids and the “buzz” was that students should go there. Participants also liked the after-school classes that were offered.

Students in grade 6 were more positive about the program than students in grades 7 and 8, suggesting that additional effort is necessary to work with older students to identify activity content and program procedures that would be attractive to them. Older students also report less positive “buzz” around campus about the program than younger students, again reflecting a lower level of interest and connection to the program.

Students involved in school or outside activities were more positive about the CCLC program than those who spend the majority of their time watching TV, talking on the phone and/or hanging with friends. For all students, those participating in the program already are more likely to see the program in a positive light than those who are not participating. This again would suggest the need for improved efforts to work with non-participants to understand what they want and expect from the CCLC program in order to get them involved initially. Furthermore, efforts to market the advantages and content of the program to less involved students, as well as efforts to use current participants as a means for attracting non-participants, may lead to increased attendance.

Impact of Program on Student Participants

What benefits did students perceive they gained by being in the CCLC program?

On a scale of 1=strongly disagree to 4=strongly agree, most middle school students felt they got help with their homework after-school (M=3.08) and were able to finish their homework after school (M=2.89). Elementary school students’ ratings were considerably higher at 4.33 and 4.12 respectively.

Attendees were also asked to rate some of the other positive outcomes they associated with attending the program. While middle school students gave the highest ratings to the impact of attending the program to "better understand the importance of avoiding drugs" and "better understand the importance of graduating from high school," elementary students gave their highest ratings to “felt better about myself” and “worked better with other students” (Table 20). Students, especially middle school, saw the least impact of the program on how much they liked school. However, for all items we don't know the percentage of students who would have indicated positive attitudes or behaviors before they participated in the program. This information would have helped interpret the means. For example, if a large percentage of the students already liked school, fewer would be likely to indicate they liked school more.

Table 20: Outcomes Students Associated with the Program

<i>As a result of attending the after-school program I:</i>	MS Mean	ES Mean*
Better understand the importance of avoiding drugs	3.36	N/A
Better understand the importance of graduating from high school	3.32	N/A
Feel better about myself	3.24	4.28
Get better grades	3.19	3.23
Work better with other students	3.09	3.33
Come to school more often	3.04	N/A
Behave better at school	3.03	N/A
Talk to my teachers more	3.01	N/A
Like school more	2.76	3.82

*Elementary items 3 and 9 are based on a 5-point scale – 1=Never to 5=Always, while items 4 and 5 are on the same 4 point scale as MS items.

There were no statistical differences in these ratings by grade or gender among middle school students. Interestingly, there were significant differences in program impact ratings by the middle schools (Table 21). For example, when means for all impact items were averaged by school, Meacham MS students were more likely to agree that the program had impact (mean=3.62). At the other extreme, students at Morningside MS (mean=2.51) were less likely to perceive program impact. These differences are also confirmed in analyses for each of the individual items. These differences among schools may be due to differences in the program characteristics or the type of individuals served at each program.

Table 21: Student Rated Program Impacts

	Average Across All Items	Better understand the importance of avoiding drugs	Better understand the importance of graduating from high school	Feel better about myself	Get better grades	Work better with other students	Come to school more often	Behave better at school	Talk to my teachers more	Like school more
Meacham MS	3.62	3.72	3.67	3.67	3.61	3.61	3.50	3.61	3.72	3.44
Forest Oak MS	3.32	3.50	3.53	3.42	3.44	3.36	3.22	3.06	3.39	2.94
William James MS	3.12	3.38	3.28	3.27	3.24	3.14	3.00	3.07	3.02	2.70
Meadowbrook MS	3.33	3.37	3.41	3.46	3.41	3.34	3.29	3.39	3.24	3.08
Dunbar 6th	3.37	3.74	3.64	3.48	3.30	3.28	3.26	3.26	3.28	3.08
Riverside MS	2.97	3.12	3.21	3.04	3.15	2.87	2.85	2.87	2.94	2.65
Glencrest 6th	3.09	3.41	3.30	3.31	3.17	3.13	2.93	3.00	2.96	2.57
Daggett MS	3.01	3.29	3.29	3.11	3.16	2.89	3.02	2.98	2.73	2.59
Morningside MS	2.51	2.78	2.63	2.61	2.44	2.54	2.56	2.37	2.34	2.32

Participants were asked to respond (1=strongly disagree to 4=strongly agree) to the statement: "I feel safe in the after-school program." Feelings of safety were then compared to ratings for "I feel safe hanging out in my neighborhood after school." Middle school students who felt the most afraid hanging out in their neighborhood had the highest scores for how safe they felt in the after-school program ($p \leq .01$). Thus, the program appears to play an important compensatory function for middle school students who felt their neighborhood as not a safe place to hang out after school. Elementary students, on the other hand, indicated high ratings of feeling safe in the program regardless of how safe they felt in their neighborhood.

Participants were asked to respond (1=strongly disagree to 4=strongly agree) to the statement: "If I were at home, I would be getting into trouble." The overall means were 2.30 and 1.93 respectively for middle and elementary school students. The amount students felt they would be getting into trouble at home was then compared to ratings for "The after-school program keeps me from getting into trouble." Elementary students, who felt they wouldn't be getting into trouble at home felt like the program had little to do with keeping them out of trouble, whereas the middle school students, who were most likely to get in trouble if they were home, felt more strongly that the after-school program would help keep them out of trouble ($p \leq .01$). Again, the program appears to play an important compensatory function for middle school students who feel they would get in trouble if they were at home.

Students were also asked to rate how bored they were during the after-school program. The overall mean 2.02 and 1.95 for middle and elementary school students respectively, indicate that few students felt bored. However, the more middle school students felt their parents made them come to the program, the more bored they felt during the program.

How did the CCLC instructors think the program most impacted students?

CCLC instructors ($N=105$) were asked to indicate outcomes they felt were most impacted for students participating in the CCLC program. Results for 2003-04 mirror findings for 2002-03. Instructors continued to believe that the skills and attitudes most likely to be impacted were: "increased self-worth and self-esteem" (75.2%), and "improved academic performance" (67.6%). For 2002-03, "development of leadership skills" was seen as the third area most likely to be impacted by the program. In 2003-04, this area was sixth behind "improvement in behavior" (60.0%), "increased school attendance" (58.1%), and "acquisition of computer skills" (52.4%).

What changes did classroom teachers observe in CCLC participants from beginning to end of year?

At the end of the 2004, spring semester teachers were asked to rate student performance in each of 10 areas. Teachers rated the status of student performance at the beginning and end of the school year (1=very poor to 4=very good). Comparing scores at the end of the year with those from the beginning provided a measure of the amount of change in performance for each of the areas.

For each item, a change score was calculated by subtracting the rating at the beginning of the school year from the rating at the end of the school year. Resultant change scores ranged from -3 to 0 to +3. (e.g., -3 indicated that the teacher decreased their rating by three categories from the beginning to the end of the school year for the student; +3 indicated that the teacher increased their rating by three categories from the beginning to the end of the school year).

The 10 performance areas were the student:

- turns in her/his work on time
- completes homework to your satisfaction
- participates in class
- volunteers (e.g., for extra credit/more responsibilities)
- attends class regularly
- attentive in class
- has satisfactory classroom performance
- comes to school ready/prepared to learn
- gets along well with other students
- gets along well with the teacher

Ratings were completed for 699 students who had attended the 21st Century program 30+ days during the 2003-04 school year. Of these students, 44 were in grades Pre-K to K, 120 were in grades 1 to 5 and 535 were in grades 6 to 8.

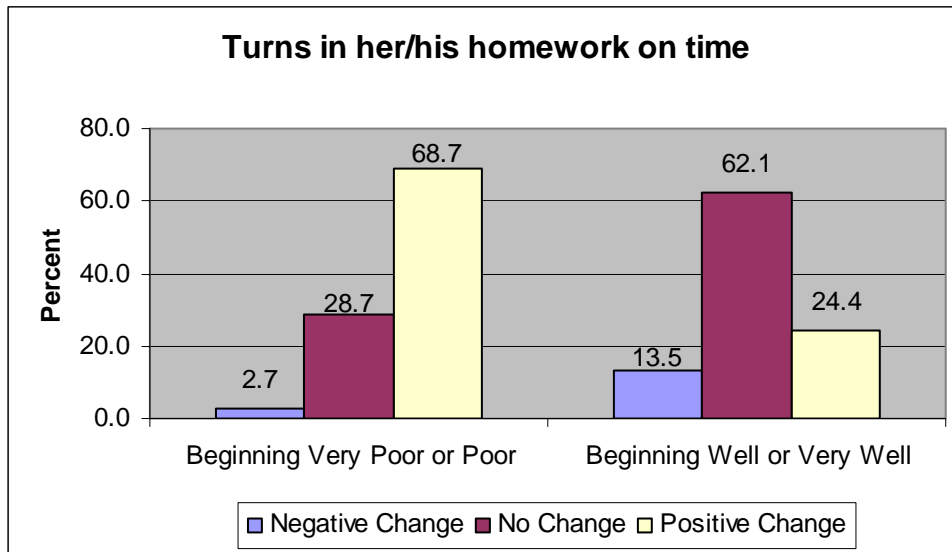
Data were analyzed for the middle school students only, since this was the only group with enough cases for meaningful analysis (Table 22). For the middle school students, depending on the category, 59.1 to 76.9% of the students rated as low performing at the beginning of the year (very poor or poor) improved their ratings by the end of the year, while only 15.7 to 24.4% of the high performing students at the beginning of the year (well or very well) improved their ratings by the end of the year.

Data for each item were also analyzed by the level of attendance in the 21st Century program. Overall, students averaged 72.2 days of attendance. Middle school students were split into attendance quartiles with the change score data analyzed by the quartiles. For all 10 student behavior categories, there was no significant relationship between student ratings and amount of participation in the program.

Table 22: Teacher Student Performance Ratings

	Beginning of the Year Rating Very Poor or Poor			Beginning of the Year Rating Well or Very Well		
	Negative change	No change	Positive Change	Negative change	No change	Positive Change
Turns in work on time	2.7	28.7	68.7	13.5	62.1	24.4
Completes homework to your satisfaction	2.7	33.3	64.0	14.8	64.3	21.0
Participates in class	1.5	28.9	69.6	8.4	68.7	23.0
Volunteers (e.g., for extra credit/more responsibilities)	1.8	42.3	55.8	7.4	70.8	21.8
Attends class regularly	7.0	18.6	71.4	4.7	84.6	10.7
Is attentive in class	3.8	31.6	64.7	15.8	65.2	19.0
Has satisfactory classroom performance	3.1	31.5	65.4	13.3	67.3	19.5
Comes to school ready/prepared to learn	2.4	38.6	59.1	10.5	71.9	17.5
Gets along well with other students	1.8	30.9	67.3	4.3	80.0	15.7
Gets along well teacher	1.5	21.5	76.9	8.1	74.1	17.8

Figure 7: Turns in Homework on Time



How did the CCLC program participation impact school attendance rates?

Children in the CCLC program increased their school attendance from the 2002-03 to 2003-04 academic year. For children whose school attendance was below 90.0% for 2002-03, 39.2% had attendance rates between 90.0-94.9% and 44.7% had attendance rates over 95.0% in 2003-04. For these children, those who attended the CCLC program more often (30+ days) were more likely to increase their school attendance beyond 90.0% during 2003-04 (87.8% vs. 78.8%).

How did the CCLC program impact academic performance?

29.5% of the children who participated in the CCLC program and had TAKS Reading scores below 2100 in the 2002-03 raised their scores to at least 2100 in 2003-04. There did not appear to be any differences between children who participated in the CCLC program 30+ days and those who participated fewer days.

21.4% of the children who participated in the CCLC program and had TAKS Math scores below 2100 in 2002-03 raised their scores to at least 2100 in 2003-04. Of these children, a higher percentage of those who participated more often in the CCLC program (30+ days) raised their scores to at least 2100 than those children who participated less often in the program (22.1 vs. 16.1%).

The school attendance and academic performance results suggest that getting children to participate more days in the CCLC program should have impact on their school attendance and TAKS scores.

What was the impact of teacher involvement in the CCLC program on teacher-student school-day relationships?

Regular-day school teachers at the CCLC sites who also served as instructors in the CCLC program were asked two open-ended questions about the impact of their involvement in the program: (1) how does the program impact the relationship between students and teachers during the regular school day, and (2) what have you gained from working in the after-school program. Tables 23 and 24 list the major responses for each of the two questions and the number of teachers making each type of response. The impacts most often cited regarding student-teacher interactions included: the development of more caring, trusting and respectful relationships between students and teachers; opportunities for teachers to see students in a different way; increased understanding of students' needs and opportunities for more individualized attention.

Table 23: Instructor responses to: “How does the program impact the relationship between students and teachers during the regular school day?”

Responses	Number (n=80)	%
Improves student/teacher relationships generally. (e.g., “Students bond with teachers that they would not normally come into contact with during the regular day”)	30	28.6
Allows students and teachers to develop caring, trusting and respectful relationships. (e.g., “Students are more open to teachers and staff when they have a problem”)	18	17.1
Kids see teachers differently after-school vs. school day. (e.g., “Students see teachers as people – everyday people, students can talk to their teachers and feel comfortable”)	9	8.6
Enables more individualized attention. (e.g., “Students know they can get the extra help and support when they need it”)	9	8.6
Helps bridge after-school to the classroom. (e.g., “the behavior has been better, they are no longer acting out in regular classes”, “I have seen students share information learned in the after-school program with teachers and other students on campus”)	8	7.6
Provides different environment than the school day. (e.g., “It has improved the relationships by letting them see that they can work together in different areas other than just a classroom setting”)	7	6.7
Improves communication between after-school and school day teachers about academics. (e.g., “Teachers can build more personal relationships with other teachers which carries into the school day”, “improves working relationships”)	5	4.8

Table 24: Instructor responses to: “What have you gained from working in the after-school program?”

Responses	Number (n=81)	Percent
Seeing students differently. (e.g., “seeing students in a different environment was refreshing; seeing them in a different light”, “more appreciation for the personalities and abilities of the students”)	19	23.5
Building or having better rapport with own students and other students from the school. (e.g., “I’ve gained a better relationship with students I do not teach”, “students get to know me and I get to understand why they act the way they do”)	19	23.5
Increasing personal satisfaction or experience. (e.g., “more tolerance for rowdy students”, “that I really love working with kids,” “a feeling that I am doing something worthwhile in my life, an immense feeling of satisfaction and concern about improving the lives of others”)	17	21.0
Seeing students succeed or improve. (e.g., “sense of accomplishment in seeing kids become accountable for their scores and grades,” “the kids feel great when they create something”)	13	16.0
Identifying student needs. (e.g., it has given what I need to better help each student,” “a better idea of how to serve my students”)	7	8.6
Teaching in a fun environment – fun learning. (e.g., “enjoyed teaching students about photography,”)	4	4.9

Summary Program Outcomes

Students felt that the program impacted their understanding of the importance of graduating from school and avoiding drugs (or drug use). However, they were less inclined to see the program as improving their bonding with school (e.g., like school more, talk to teachers more, behave better at school, and come to school more often). Bonding may be something that is developed over time as the students continue to participate in the program. Program staff should consider ways to improve program content that will lead to increases in student perceptions in these latter areas.

Teachers working in the program saw its biggest student impacts as increasing self-worth/self-esteem, improving academic performance, and improving behavior. Interestingly they did not note the same level of impact on awareness of drug issues as the students.

Classroom teachers noted that CCLC students were more likely to turn in and/or complete homework, volunteer for extra credit or to take on more responsibilities, and to participate in class. Thus, one of the primary purposes of the program, to increase homework completion and quality, is being achieved and at the same time, the program is seen by classroom teachers as leading students to be more engaged with the school. Interestingly, the lower ratings by students of the impact of the program on their bonding to school would suggest the need to look further at discrepancies between teachers' and students' perceptions in these areas.

Collected data also provide evidence that by classroom teachers participating in the program, there are potential carryover advantages for the quality of relationships they can establish with students during the regular school day.

Appendices

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63



PUT FWISD
LOGO HERE

FORT WORTH INDEPENDENT SCHOOL DISTRICT

After-School Student Survey

Side 1

FIRST NAME									
A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

LAST NAME									
A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

MARKING INSTRUCTIONS

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ●

INCORRECT: ○~~○~~ ○~~○~~ ○~~○~~

BIRTHDATE								
MONTH			DAY			YEAR		
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

What is the "WORD" or "BUZZ" around school or on the street about the after-school program at your school?

	STRONGLY DISAGREE		DISAGREE		AGREE		STRONGLY AGREE	
A) Kids should go there, a good place for kids to be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) No buzz . . . kids don't know about the after-school program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) A place that has good activities for kids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) A boring place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you attend the after- school program, why don't you attend more? If you do not attend, why don't you?

	STRONGLY DISAGREE		DISAGREE		AGREE		STRONGLY AGREE	
A) I have no time because I participate in lots of other activities in after school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) My friends don't attend the after-school program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Kids of my age don't attend the after-school program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) My parents don't let me participate in the after-school program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) The after-school program doesn't have teachers that I like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) The after-school program doesn't have activities that I like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you plan to graduate from High School?

Yes No

Do you plan to attend college?

Yes No

THINK ABOUT YOUR TIME AFTER SCHOOL FROM MONDAY THROUGH FRIDAY UNTIL 6 PM IN AN AVERAGE WEEK. THEN, INDICATE HOW OFTEN YOU DO EACH OF THE FOLLOWING ACTIVITIES DURING THIS TIME...

	MOST OF THE TIME	MORE THAN HALF THE TIME	HALF THE TIME	LESS THAN HALF TIME	
A) Doing my homework at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Attending an after-school program at my school (21st Century program, tutoring, homework help, clubs, art, drama, dance, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Participating in my school's organized sport teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Attending after-school programs at places other than my school (Church, YMCA, Boys & Girls Club, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Working for pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Volunteering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Watching TV or talking on the phone alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) Hangin' with my friends (talking, watching TV, at the mall, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Other (Please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you DO NOT participate in any after-school program at your school or your neighborhood, are you

- With an adult (parent, relative, neighbor)?
- With other teens?
- At home alone?

What kind of after-school activities should be offered in the future at your school that might get you to attend more often?

1. _____
2. _____
3. _____

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63

Grade

06
 07
 08

Gender

Female
 Male

ETHNICITY

Native American
 Asian American
 African American
 Hispanic American
 Caucasian American
 Other

MARKING INSTRUCTIONS

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ● **INCORRECT:** ☑ ✕ ○

MARK JUST <u>ONE</u> ANSWER FOR EACH QUESTION	Strongly Agree	Agree	Disagree	Strongly Disagree
A) I like the after-school classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) There are always enough materials and supplies in my after-school classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) There are enough different after-school activities to choose from.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) I like the after-school teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Being in the after-school program is better than other things I could be doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Teachers in the after-school program give me help when I ask for it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) I feel safe in the after-school program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) Teachers and other adults in the after-school program make me feel comfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) I feel afraid hanging out in my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J) I would sign up again for the after-school program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K) I would tell other kids to sign up for the after-school activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THE AFTER-SCHOOL PROGRAM HAS HELPED ME TO...	Strongly Agree	Agree	Disagree	Strongly Disagree
A) Like school more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Come to school more often.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) Get better grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) Behave better at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) Work better with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) Feel better about myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) Talk to my teachers more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) Better understand the importance of graduating from high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) Better understand the importance of avoiding drugs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63

MARK JUST <u>ONE</u> ANSWER FOR EACH QUESTION	Strongly Agree	Agree	Disagree	Strongly Disagree
A) My friends are in the after-school program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) The after-school program keeps me from getting into trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) My friends in my neighborhood get in a lot of trouble after school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) If I were at home, I would be getting into trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) I am trying to do my best at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) There is nothing else to do after school in my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) I feel bored during the after-school program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) My parents make me come to the after-school program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I) I get help with my homework in the after-school program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J) I usually finish my homework at the after-school program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K) After-school instructors ask us what we would like to do in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you like best about the program? _____

If you could change one thing about the program, what would it be? _____

Thank you for your help with this survey!
Your answers are important for the success of the program!

Put
Logo
Here

21st Century Community Learning Centers Classroom Teacher Survey

SPRING 2004

The student below has been a regular attendee to the 21st Century after-school program at your school. This survey attempts to measure the impact of the 21st Century program on the student during the 2003-2004 school year. Please take a few minutes to answer the following questions, enclose the survey in the envelope provided, and return it through school mail by Friday, May 19th to Terri King, the 21st Century program evaluator. If you have any questions, call Terri at 871-2348 or Anne Ware at 871-2307.

STUDENT INFORMATION

First Name: _____
 Last Name: _____
 School: _____
 Grade: _____

TEACHER INFORMATION

Teacher Name: _____
 Room Number: _____
 Course: _____
 Course Section: _____

HOW HAS THIS STUDENT PERFORMED IN THE FOLLOWING AREAS...	At the beginning of the 2003-2004 school year?				At the end of the 2003-2004 school year?			
	VERY POORLY	POORLY	WELL	VERY WELL	VERY POORLY	POORLY	WELL	VERY WELL
Turning in her/his homework on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing homework to your satisfaction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering (e.g., for extra credit/more responsibilities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending class regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being attentive in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having satisfactory classroom academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coming to school ready/prepared to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting along well with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting along well with me as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>