

**EducationWorks  
Project CARE  
21<sup>st</sup> Century Community Learning Center  
Program Implementation Report**

**Submitted to**

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**July 2007**



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## Table of Contents

Introduction.....	1
Formative Evaluation Plan.....	1
Data Collection .....	2
Observations .....	2
Interviews.....	2
Surveys.....	2
Data Analysis .....	2
Participating Schools and Students.....	2
Student Enrollment .....	3
Evaluation Findings .....	4
Program Facilities .....	4
Program Structure .....	4
Program Staff .....	8
Summary of Site Coordinator Interviews .....	8
Results of the Staff Survey .....	10
Summary of Observations.....	14
Activity Ratings .....	14
Results of the Student Feedback Surveys .....	16
Middle School Comments.....	20
High School Comments .....	21
Conclusion and Recommendations.....	24
Appendix A.....	28
Appendix B.....	29
Appendix C.....	33

Appendix D.....	34
Appendix E .....	35
Appendix F.....	37
Appendix G.....	39

### **List of Figures**

Figure 1: Formative Evaluation Plan .....	1
Figure 2: Summary of Project CARE Programs and Activities .....	5
Figure 3: Summary of Project CARE Clubs.....	6
Figure 4: Summary of Project CARE Trips and Events .....	7
Figure 5: Summary of Project CARE School-day Services and Activities .....	8

### **List of Tables**

Table 1: Racial/Ethnic Composition of Students at Participating Schools .....	3
Table 2: Free/ Reduced-Price Meal Eligibility of Student Population .....	3
Table 3: School and Program Enrollment.....	3
Table 4: Activity Strength of Focus Score.....	5
Table 5: Activity Types by Category .....	7
Table 6: Staff Survey Responses about Program Structure and School Support .	11
Table 7: Staff Survey Responses about Staff Work .....	12
Table 8: Staff Survey Responses about Student Satisfaction.....	21
Table 9: Staff Responses about Most Beneficial Areas of Program .....	13
Table 10: Staff Responses about Areas of Program in Need of Improvement....	13
Table 11: Summary of Staff Additional Comments .....	14
Table 12: Mean Activity Ratings .....	15

Table 13: Mean Overall Program Quality Ratings .....	16
Table 14: Mean Overall Rating by Domain .....	16
Table 15: Feedback Surveys Response Rates.....	17
Table 16: Responses to K-3 Student Feedback Survey .....	17
Table 17: Responses to Grade 4-5 Student Feedback Survey .....	18
Table 18: Responses to Middle School Student Feedback Survey.....	18
Table 19: Responses to High School Student Feedback Survey .....	19
Table 20: Middle School Responses to How Program is Helping in Other Areas.	20
Table 21: Middle School Responses to Most and Least Liked Club/ Feature.....	20
Table 22: Summary of Middle School Suggestions for Improving Clubs.....	21
Table 23: Middle School Suggestions for Additional Clubs/Activities.....	21
Table 24: High School Responses to How Program is Helping in Other Areas...	22
Table 25: High School Responses to Most and Least Liked Club/Feature .....	22
Table 26: Summary of High School Suggestions for Improving Clubs .....	23
Table 27: High School Suggestions for Additional Clubs/Activities.....	23

## Introduction

EducationWorks (EW) has implemented 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) after-school programs at one high school and two elementary schools in the Central Region of the School District of Philadelphia (SDP). The 21<sup>st</sup> CCLC programs are part of a national effort to address goals set forth in the No Child Left Behind legislation and are funded by federal dollars awarded to states. Federal law requires that all 21<sup>st</sup> CCLC programs include academic enrichment activities for students and parental involvement activities. In addition, the state of Pennsylvania expects all 21<sup>st</sup> CCLC grantees to focus on improving academic performance, school attendance, and school behavior of regularly participating students.

EW has designed its 21<sup>st</sup> CCLC programs to address and to impact students' academic achievement in reading and mathematics; students' social and behavioral skills; and the parental involvement of parents of participating students. Research for Better Schools (RBS) has been contracted by EW to conduct a systematic mixed-method program evaluation of both the implementation of the after-school programs at the three sites (formative evaluation) and the impact of those programs on the participants (summative evaluation). The purpose of this interim report is to provide timely, objective feedback to EW about the implementation of the 21<sup>st</sup> CCLC programs during the 2006-2007 academic year to facilitate decisions related to program revisions and/or changes.

## Formative Evaluation Plan

The plan for the evaluation is drawn from the proposed performance measures, indicators, and benchmarks included in the EducationWorks 21<sup>st</sup> Century Community Learning Center After-School Program Grant. The evaluation plan, submitted by RBS in December 2006, identified specific evaluation questions to be used to guide the formative assessment. A summary of these questions is detailed in Figure 1.

Figure 1: Formative Evaluation Plan

Evaluation Question	Evaluation Method
1. To what extent is the 21 <sup>st</sup> CCLC after school program being implemented as planned at the three sites?	Observations of all programs sites Interviews with/surveys of site coordinators Student surveys/focus groups
2. What is the alignment of the activities, curricula, and goals of the program with the regular school curricula, standards, and programming?	Review of program documents and entry of data
3. What does a typical after-school session look like?	Review of program documents Observations of all programs sites
4. What are the quality and value of the program components?	Site coordinator interviews Student surveys/ focus groups Staff surveys
5. What aspects of the program seem more or less successful and why?	Observation of parent events Parent surveys Advisory Council interviews/focus groups

## **Data Collection**

The data summarized in this report were obtained through (1) observations, (2) personal interviews with site coordinators and principals, and (3) survey administration.

### **Observations**

The evaluator conducted observations of professional development provided to EW staff, one community event sponsored by EW, one advisory council meeting, and multiple activities at each of the three sites. All sites were visited at least three times from February through May. Each visit was between 60 minutes to 225 minutes in duration.

### **Interviews**

The RBS evaluator contacted the site coordinator at each of the sites and conducted personal interviews with each coordinator to help determine the degree to which the program was being implemented as intended and to determine the supports and challenges to effective daily program implementation. The evaluator also contacted the principals at each of the three sites but was only granted interviews with two of the three principals.

### **Surveys**

Surveys to elicit feedback from both students and staff were delivered to site coordinators in March. Four versions of the feedback survey were administered to students based on their developmental level (grades k-3, 4-5, middle school grades, and high school). Site coordinators distributed feedback surveys to students and returned them directly to the evaluator. Staff surveys were distributed to staff by the site coordinator but returned directly to the evaluator in individual stamped and self-addressed envelopes. The evaluator also administered a Services and Activities Survey to site coordinators to better understand the activities and services available at the sites.

### **Data Analysis**

All quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS). Basic descriptive statistics (frequencies, means, and standard deviations) were run for all relevant items. In the tables, M is used to represent mean and SD is used to represent standard deviation.

## **Participating Schools and Students**

The schools involved in EW's 21<sup>st</sup> CCLC Project CARE (Collaboration for Achievement and Results in Education) include Edward T. Steel Elementary (K-6), John F. Reynolds Elementary (K-8), and Simon Gratz High (9-12). These schools serve students who are predominantly African American (Table 1) and financially impoverished (Table 2).

Table 1: Racial/Ethnic Composition of Student Population at Participating Schools (%)

	African American	Latino	White	Asian	Other
Steel Elementary School	97.4	1.7	0.6	0.0	0.4
Reynolds Elementary School	97.9	1.9	0.2	0.0	0.0
Gratz High School	96.7	2.2	0.7	0.0	0.3

Table 2: Free/ Reduced-Price Meal Eligibility of Student Population

	Total enrollment in school	% of Students eligible for free or reduced-price meals
Steel Elementary School	531	89.7
Reynolds Elementary School	431	95.0
Gratz High School	1469	81.7

## Student Enrollment

All students enrolled in one of the three schools were eligible to participate in the 21<sup>st</sup> CCLC program. Students and families who completed registration forms were enrolled in the program on a first-come first-served basis. At each school, enrollment in the program means enrollment in a “club,” most of which meet once or twice a week for a limited number of weeks. In addition to clubs, Reynolds elementary school has a “traditional” after-school program in which students report to a “homeroom,” participate in various activities, and then come together again as a group for dismissal.

The program served 421 students in grades Kindergarten through 12 at its three locations. Table 3 provides enrollment details for the participating schools. The majority of students participating in the program attend Gratz High School. The program served a total of 17 percent of students enrolled in the three schools.

Table 3: School and Program Enrollment

	Total Enrollment in School	Total Enrollment in Project CARE	Percentage of School Students Enrolled in the Program
Steel Elementary School	531	48	9.0
Reynolds Elementary School	431	151	35.0
Gratz High School	1469	222	15.1
Total	2431	421	17.0

## Evaluation Findings

The following section details the extent to which the 21<sup>st</sup> CCLC program was implemented as intended at three sites and provides feedback about the quality and value of program components.

### Program Facilities

EducationWorks staff has been given a space in each building to use as an office as well as space to conduct program activities. The quality of space available to the program varies at the three sites, with one site in particular having access to a state of the art multimedia center. All three site coordinators have met with their respective school administrators to discuss issues regarding program access to physical space in the building. Two of the three site coordinators mentioned that they could use greater administrator support in gaining access to classroom space for program operations.

### Program Structure

The structure of the program varies by site. At Steel and Gratz, students participate in various clubs while at Reynolds, students participate in various clubs as well as in a traditional after-school program. At Reynolds, the traditional after-school program begins at 3:00 pm and ends at 5:30 pm. Students in the traditional after-school program have a relatively set schedule which they follow throughout the week, from Monday to Friday. This schedule includes a 45 minute homework help session, snack, two 30 minute activity sessions, clean-up, and dismissal. Club activities at both Reynolds and Steel take place between 3:00 pm and 5:30 pm; however, some club activities also take place before the school day ends. At Gratz, clubs operate after-school, between 3:00 pm and 5:30 pm. Most clubs operate one to two times per week for a limited number of weeks.

Table 4 displays site coordinators' responses to being surveyed about program activities and their strength of focus as part of the program. Scores from 1 to 1.99 indicate a "minor" focus (less than 10%), scores from 2 to 2.99 indicate a "moderate" focus (10-30%), and a score of 3 indicates a "major" focus (over 30%) of the program. Site coordinators identified mentoring as the only "major" focus of the program across the three sites. Although homework assistance and individual tutoring were identified as moderate foci of the program, English/ language arts/ reading and "other" core academic subjects were both identified as minor foci of the program. Parental involvement was listed as a minor focus of the program as well. During the interviews, all of the site coordinators stated they have a lot of interactions and contact with parents. Two of the site coordinators stated that parental involvement at their site includes parents participating in trips and observing events targeted at students. The program has not provided any parent specific activities.

Table 4: Activity Strength of Focus Score

Activity	Strength of Focus Score
Mentoring	3.00
Health/preventive education	2.67
Snacks and meals	2.67
Homework assistance	2.33
Individual tutoring	2.33
Technology	2.33
Life skills and character education	2.00
Non-academic clubs	2.00
Parental involvement	1.67
Recreational/physical activity	1.67
Arts and crafts	1.33
English/language Arts	1.33
Academic enrichment clubs	1.33
Cultural enrichment	1.33

EW has hired outside facilitators and collaborated with other community-based organizations (CBOs) to provide services to 21 CCLC participants. Collaborators include Mothers In Charge, Amongst Men, Inc., Walnut Street Theater, Heat Fitness, Sunshine Coffee House, Temple Women in Sports, Nice Town CDC and the American Heart Association. Corporate entities that have collaborated with the program include PGW, Comcast, and Evercare.

Figures 2, 3, and 4 show a summary of the various programs, activities, club, trips, and events sponsored by EW. As indicated in Table 5, based on Figures 2, 3, and 4, over half of the services provided by EW have been recreational (30.4%) or consisted of academic enrichment (21.7%).

Figure 2: Summary of Project CARE Programs and Activities

Program/Activity	Gratz	Reynolds	Steel
Summer Camp with HEAT Fitness and Temple Women in Sports		√	
Comcast Media and Computer Literacy Summer Camp			√
Arts and Crafts		√	
"Traditional" After-school Program		√	
Computer Science Tutoring	√		
Conflict Resolution with Mothers In Charge (MIC)		√	√
Game Day		√	
Get Real about Violence		√	√
Gym		√	
Homework help		√	

Journaling		✓	
English/ Language Arts Tutoring	✓	✓	✓
Math Tutoring		✓	✓
Movie Day		✓	✓
Nutrition Program		✓	
PGW Energy Conservation and Weatherization			✓
Social Studies Tutoring	✓		
Spanish Tutoring	✓		
Sunshine Coffee House Project			✓

Figure 3: Summary of Project CARE Clubs

Program/Activity	Gratz	Reynolds	Steel
Amongst Men, Walking in Honor Boys Mentoring			✓
Arts Club	✓		
Basketball Club		✓	
Chess Club		✓	✓
Clay Mobile		✓	✓
Drama Club		✓	
Drill Team		✓	
Driver's Education I, II, III	✓		
Fashion Club	✓		
Fitness Club I, II	✓		
Girl Power Mentoring		✓	
Jump Rope Club		✓	
Life Scripted, Boys Mentoring		✓	
Mock Trial	✓		
Mural Arts Project: Information Technology	✓		
Poetry	✓		
Youthworks	✓		

Figure 4: Summary of Project CARE Trips and Events

Program/Activity	Gratz	Reynolds	Steel
Arthur Ashe Tennis Trip		√	
AYP Bowling Trip	√		
Information Technology: Glaxo, Smith, Kline Trip	√		
Trip to Musical "Ray Charles: I Can't Stop Loving You"	√		
River Rink Skating Trip		√	
Black History Month Program		√	
Celebration to Women		√	
College Fair	√		
CPR Now CPR Training			√
Fashion Club Fashion Show Fundraiser (\$1200)	√		
Lights on After Dark		√	√
Make a Difference Day		√	
Martin Luther King Day of Service	√	√	√
Mark Konrad: Arts and International Studies Assembly	√		
Mosaic Art School Beautification Project		√	
"Once on the Island" Student Theatrical Production with the Walnut Street Theater		√	
Shadowing Day	√		

Table 5: Activity Types by Category % (n=55)

Activity	Strength of Focus Score
Recreational	30.4
Academic enrichment	21.7
Tutoring	17.4
Community service	11.6
Life skills and character education	5.8
Mentoring	4.3
Career or college preparation	4.3
Homework help	2.9
Youth leadership activities	1.4

Figure 5 summarizes services and activities provided to the host school during the school day. As shown, EW 21CCLC staff is very active in the school during the day as well as after-school.

Figure 5: Summary of Project CARE School-day Services and Activities

School Day Assistance	Gratz	Reynolds	Steel
9 <sup>th</sup> grade report card conferences	✓		
Senior SAT sign-up	✓		
Read 180 classroom assistance	✓		
Student Success Center	✓		
Supervision of senior interns	✓		
Teen court	✓		
Health fair	✓		
General classroom assistance		✓	✓
PSSA administration		✓	
Socialized recess during lunch		✓	

### Program Staff

Each site has a site coordinator and a minimum of four EW counselors in addition to outside facilitators hired to provide programming and services to students. Only one site coordinator stated that staff meets as a team every week. The other two site coordinators stated that staff meets on an as needed basis. The number of students in attendance varies from between 10 to 30 students; however, the program tries to maintain a 1:5 adult to child ratio for younger students and a 1:15 adult to child ratio for older students. The average adult to child ratio during observations was 1:4 for older students and 1:5 for younger students.

### Summary of Site Coordinator Interviews

All of the site coordinators stated that program staff has been pretty consistent and that any concerns that had about staff have been addressed. According to the site coordinators, staff attendance is pretty good. Two site coordinators stated that although substitutes are not available, coverage has not been a problem. The remaining site coordinator indicated that two more staff are needed.

All the site coordinators stated that they have gotten great support from their supervisors at EW in implementing the program. However, two of the site coordinators stated that the support they received from their partner schools could be improved. At both sites, the limited availability of space has often been an issue of contention for the school and the program. Also, at both sites, the principals have wanted EW staff to provide services during the day, not just after-school. During an interview with the evaluator, one principal even stated, “if they can’t help during the day, then they don’t need to be here during the day.”

Both of the principals interviewed acknowledged the importance of the program. However, one principal was clearly displeased by the fact that she did not have any initial input into the planning of the program (the program was approved for her school by the regional superintendent). Based on interviews with the site coordinators and the principals, there are clear

and open lines of communications between both parties in which they work together to resolve outstanding issues.

When asked to discuss any areas of the program that were most beneficial, one principal cited the after-school program, the socialized recess program, all the help provided during the day, and the various organizations and facilitators the program has brought to the school. The other principal cited the after-school tutoring, driver's education class, and "a wonderful fashion show" that had great community turnout and helped boost the self-esteem of the participants. Only one principal stated that the program could improve, and in this case, the program needed to continue to work on improving the relationship between the program staff and school staff.

When asked to make suggestions for the upcoming program year, both principals stated that they would like the program to have more personnel to provide more academic services during the school day. One principal would like to see some programming for parents while the other principal would like a mentoring component in the school during the day in addition to an after-school activity/program that specifically targets girls.

All site coordinators indicated that they meet with the principal on an as needed basis. They usually meet to discuss classroom space, how to connect the program to the school day, program activities, enrollment levels, and staffing. Each site coordinator has been given a spot on the school's leadership team, which allows him//her to meet with other school personnel on a regular basis. The site coordinators are able to give input as well as advertise new programming to school staff.

At the time that site coordinators were initially interviewed, two of the three coordinators stated that they had individuals in mind for the Neighborhood Advisory Council but had not yet met as a group. By the end of the year, one of the three sites had had two advisory council meetings. The evaluator attended the second meeting, which was also attended by the site coordinator, two school staff members, and one parent. The main focus of the meeting was to discuss ways to improve parent involvement in the program.

According to the site coordinators, the activities most popular with students include drama, arts and crafts, and fashion club because these activities involve creativity, are non-academic, and get students away from the normal school day. The activities most unpopular with students include the 100 Book Challenge, math games, journal writing, and computer science. When asked about the most difficult aspects of the program to implement, two site coordinators stated that getting students enrolled was most difficult. One site coordinator stated that there were three activities that had low enrollment problems: Get Real About Violence, Girls' Mentoring, and Mothers In Charge. The other site coordinator stated that in the beginning, there were some student behavior problems with chess but that these were soon overcome. The most successfully implemented components include the after-school program, drill team, chess, fashion club, driver's education, and Youthworks.

Although the site coordinators believed that the program is doing well, they agreed that there is room for improvement. The site coordinators believed that the program could be improved by: focusing on a few major areas and providing services in those areas only; extending program hours to Saturday; providing programming for parents and students to work together; and finding better ways to advertise the program to students and the community. All

three site coordinators expressed their enjoyment with their role and planned to continue on as site coordinator in the upcoming school year.

### ***Results of the Staff Survey***

Twenty-one staff members from the three sites completed the Staff Feedback Survey. At the time of the survey, half of the survey respondents (50%) had been working for the program for 6-9 months, one-fourth of respondents (25%) had been working for the program for 1-2 years, one-fifth (20%) of respondents had been working for 0-3 months, and 5 percent had been working for the program for 3-6 months. Forty-seven percent of survey respondents work with elementary students, 41 percent work with high school students, and 12 percent work with middle school students. The greatest proportion of respondents (47.6%) provide homework help and/or tutoring in the core subjects to program participants. Almost one-fourth of respondents (23.9%) provide instruction in or supervise performance arts, athletics, and other recreational activities. Nineteen percent of respondents are in a role that requires them to provide homework help in addition to instruction in non-academic enrichment activities and 9.5 percent of respondents serve some “other” role in the program. Almost one-fourth of the survey respondents (23.8%) are employed by the program’s partner schools. Of those employed by the school, 60 percent are teachers while 40 percent are employed in a non-teaching role.

Eighty-one percent of respondents are responsible for planning activities at the program. The majority of these respondents (64.7%) are responsible for planning activities on a weekly basis. Almost 12 percent of respondents plan on a daily basis while another 12 percent plan on a monthly basis. The remaining 12 percent of respondents are responsible for planning at least twice per year. Of those responsible for planning, almost 77 percent have their plans reviewed by someone else while 35 percent review the plans of others. The majority of respondents (94.1%) who are responsible for planning activities are provided with planning time; however, only 58.8 percent indicated that they are compensated for time spent planning.

The majority of respondents (85.7%) indicated that they had attended training for the 21<sup>st</sup> CCLC program during the current academic year. Respondents indicated having attended a mean of 66.2 hours of training, with one hour being the minimum number of training hours and 222 being the maximum number of training hours. Most respondents (60%) stated that they had an associate’s degree or higher, 30 percent indicated having a high school diploma or GED, and 10 percent indicated having less than a high school diploma.

Table 6 shows the results of staff responses to questions about the program structure and school support for the program. All respondents (100%) “agree” or “strongly agree” that the program schedule has a good balance of activities and that the activities are appropriate for most students. The majority of respondents “agree” or “strongly agree” that program activities have the potential to improve students’ academic skills (90.5%), day teachers are supportive of the program (76.1%), there is adequate equipment (65.0%) and there is adequate space in the school building for program activities (57.1%). Eighty-one percent of respondents “disagree” or “strongly disagree” that there are too many times when students are not actively engaged in enriching activities.

Table 6: Staff Survey Responses regarding Program Structure and School Support (%) (n=21)

Items	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The 21 CCLC program schedule shows a good balance of activities that address academic skills, social skills, and recreational skills.	0.0	0.0	38.1	61.9	0.0
The activities in the 21 CCLC program have the potential to improve students' reading or math skills.	0.0	4.8	52.4	38.1	4.8
The activities in the 21 CCLC program are appropriate for most students.	0.0	0.0	38.1	61.9	0.0
There are too many times when students are not actively engaged in enriching activities at the 21 CCLC program.	28.6	52.4	14.3	0.0	4.8
Day teachers are supportive of our efforts to provide a high quality after-school program.	4.8	19.0	57.1	19.0	0.0
There is adequate space in the school building for 21 CCLC program activities.	14.3	28.6	47.6	9.5	0.0
There is adequate equipment (such as, computers, sporting equipment, etc.) for 21 CCLC program activities.	5.0	30.0	55.0	10.0	0.0

Ninety percent of respondents “agree” or “strongly agree” that they are aware of the goals of the 21<sup>st</sup> CCLC program. All (100%) staff “agree” or “strongly agree” that they feel prepared to support students with their emotional needs and 94.7 percent of respondents are prepared to adapt program activities to meet students’ individual needs. The majority of respondents (85.7%) communicate with day teachers about curriculum at least once a week, 76.1 percent communicate with day teachers about student behaviors at least twice a week, and 61.9 percent of respondents communicate at least one time per week with the parents of at least five program participants.

As shown in Table 7, over four-fifths of respondents (81%) are asked to provide ideas for program activities while three-fourths of respondents (76.6%) feel that their suggestions are valued. Respondents overwhelmingly “agree” or “strongly agree” that the site coordinator is available when needed (95.2%), the site coordinator communicates regularly with program staff (90.5%), and staff members support each other and work as a team (90.5%).

As indicated in Table 8, almost half (52.3%) of respondents “agree” or “strongly agree” that students’ attendance at the program is inconsistent and all respondents (100%) would like to see more students enrolled in the program. The majority of respondents (57.1%) “disagree” or “strongly disagree” that the level of parent involvement in the program is adequate. Most respondents “agree” or “strongly agree” that they have noticed and/or seen changes in students, which they attribute to the program. Over 95 percent of respondents noticed that some shy students seem to be improving their social skills, 81 percent have seen some participants explore and take on new interest areas, 80.9 percent have noticed that some participants are more willing to work on their homework, 76.2 percent have noticed some participants becoming more cooperative with adults, and 75 percent “agree” or “strongly disagree” that some students are demonstrating fewer behavior problems. Ninety-five percent of staff respondents “agree” or “strongly agree” that the program is meeting the goals for students and parents while 100 percent “agree” or “strongly agree” that overall, they are satisfied with the 21<sup>st</sup> CCLC program.

Table 7: Staff Survey Responses about Staff Work (%) (n=21)

Items	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
I am aware of the 21 CCLC program's goals for students and families.	0.0	9.5	42.9	47.6	0.0
I am prepared to adapt program activities to meet the individual needs of students.	0.0	5.3	42.1	52.6	0.0
I communicate at least one time per week with at least five parents about their child in the 21 CCLC program.	4.8	33.3	47.6	14.3	0.0
I communicate with day teachers at least once a week about the school day curriculum.	4.8	4.8	19.0	66.7	4.8
I communicate with day teachers at least twice a week about the behaviors of students in the 21 CCLC program.	23.8	0.0	57.1	19.0	0.0
I am asked to provide ideas for 21 CCLC program activities.	4.8	14.3	52.4	28.6	0.0
I feel that my suggestions regarding the 21 CCLC program are valued.	0.0	19.0	38.5	38.1	4.8
I feel prepared to support students with their emotional needs.	0.0	0.0	57.1	42.9	0.0
After-school staff members support each other and work as a team.	0.0	9.5	52.4	38.1	0.0
The site coordinator communicates regularly with the 21 CCLC program staff.	4.8	4.8	47.6	42.9	0.0
The site coordinator is available when I need assistance.	0.0	4.8	47.6	47.6	0.0

Table 8: Staff Survey Responses about Student Participants Overall Satisfaction (%) (n=21)

Items	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Student attendance at the 21 CCLC program is inconsistent.	19.0	28.6	33.3	19.0	0.0
I would like to see more students enrolled in the 21 CCLC program.	0.0	0.0	42.9	57.1	0.0
Children in the 21 CCLC program have become more willing to work on their homework.	0.0	4.8	61.9	19.0	14.3
I have noticed some students in the 21 CCLC program become more cooperative with adults (for example, being more willing to follow the direction and rules of adults).	0.0	14.3	47.6	28.6	9.5
I have seen students in the 21 CCLC program explore and take on new interest areas (such as, different cultures, sports, technology, etc.).	0.0	14.3	52.4	28.6	4.8
Some shy students in the 21 CCLC program seem to be improving their social skills and joining in group activities.	0.0	0.0	71.4	23.8	4.8
Some of the students participating in the 21 CCLC program are demonstrating fewer behavior problems.	0.0	15.0	45.0	30.0	10.0
The level of parent involvement in the 21 CCLC program is adequate.	9.5	47.6	23.8	4.8	14.3
The 21 CCLC program is meeting the program goals for students and families.	0.0	0.0	70.0	25.0	5.0
Overall, I am very satisfied with this 21 CCLC program.	0.0	0.0	71.4	28.6	0.0

The Staff Feedback Survey contained three open-ended questions in which respondents were free to write a response to questions about the most beneficial areas of the program, and the

areas most in need of improvement, and to share any additional comments pertaining to the program. A summary of their responses is presented.

As seen in Table 9, staff stated that the three most beneficial areas of the program included the fashion, tennis, and chess clubs (22%), tutoring (11.9%), and the life skills classes (11.9%) offered by staff as well as other community-based organizations (CBOs). Table 10 shows the areas most in need of improvement: staff-related issues (16.7%), student participation (16.7%), parent participation (12.5%), space in the building (12.5%), and the Mothers In Charge group (12.5%).

Table 9: Staff Responses about Most Beneficial Areas of Program (%) (n=21)

Most Beneficial Areas	Comments
Clubs including fashion, tennis, and chess	22.0
Tutoring	11.9
Classes on "life skills" including Get Real About Violence, Amongst Men, and mentoring programs	11.9
Coffee house project	10.2
Driver's education	6.8
Homework assistance	6.8
After-school events including trips and shows	6.8
Art activities including Clay Mobile and Spiral Q	6.8
Relationships between staff members and between staff and parents	5.1
Youthworks	3.4
Fitness and health activities	3.4
Job-related benefits including training	1.7

Table 10: Staff Responses about Areas of Program in Need of Improvement (%) (n=21)

Most Beneficial Areas	Comments
Staff related issues including regular meetings and lack of staff support	16.7
Student participation	16.7
Parent participation	12.5
Space in school building and lack of administrative support	12.5
Mothers in Charge	12.5
Tutoring and academic activities	8.3
Socialized recess	8.3
Nothing, program is fine	8.3
Rewards/incentives	4.2

While the majority of respondents (62.5%) did not have any additional comments, a few comments including three recommendations were made (see Table 11).

Table 11: Summary of Staff Additional Comments (%) (n=16)

<b>Additional Comments</b>	<b>Comments</b>
None	62.5
Excellent program that more families should take advantage of	6.3
Program is important to our school.	6.3
I am glad I work with this program.	6.3
Program needs to expand to all schools.	6.3
Need more recreational activities.	6.3
Need more activities about diversity.	6.3

### **Summary of Observations**

Five observations were conducted at Gratz, and three observations each were conducted at Reynolds and Steel with each observation averaging 48 minutes in length. The activities observed included homework help, recreational reading, math and reading enrichment, fitness, textile arts, crafts, performing arts, resilience, service, and cultural awareness clubs. While most of the activities observed took place in the classroom, activities were also observed in the computer lab, library, cafeteria, gym, and auditorium. In each activity observed, students used a variety of materials including computers, art supplies, sports equipment, textbooks, and videos. In 46 percent of the activities/clubs observed, students were grouped by interest, in 36 percent students were grouped by grade and in 18 percent of the activities, students were grouped by gender. Over half (55%) of the activities observed were facilitated by CBOs or individuals contracted to work with EW.

### ***Activity Ratings***

The observation protocol includes a 5-point rating scale in which 0 means “not evident,” 1 means “rarely evident,” 2 means “somewhat evident,” 3 means “moderately evident,” and 4 means “highly evident.” Table 12 shows the mean activity ratings and standard deviations for various aspects of each of the activities observed. Some of the strengths of the program, which were “moderately evident” include staff being equitable and inclusive (3.18), staff listening attentively to and/or observing youth (3.09), youth being on task (3.09), youth listening actively and attentively to peers and staff (3.09), and staff communicating goals, purposes, and expectations (3.00). Some of the areas greatly in need of improvement, which were “not evident,” include youth having opportunities to make meaningful choices (.45), youth taking leadership responsibilities/roles (.18), and staff employing varied teaching strategies (.82).

The ratings for the environmental context of each of the observed activities are extremely high. In 91 percent of the observed activities, the level of adult supervision was appropriate to activity and age group, 91 percent of observed activities took place in workspaces which were

conducive to the activity type, and in 100 percent of observed activities, the necessary materials were available and in sufficient supply.

Table 12: Mean Activity Ratings (n=11)

Item	M (SD)
<b>Relationship Building: All or most YOUTH...</b>	
Are friendly and relaxed with one another.	2.82 (0.98)
Respect one another.	2.82 (0.98)
Assist one another.	2.36 (1.12)
Are collaborative.	1.82 (1.16)
Show positive affect to staff.	2.82 (0.75)
<b>Participation: all or most YOUTH...</b>	
Are on task	3.09 (0.83)
Listen actively and attentively to peers and staff.	3.09 (1.14)
Contribute opinions, ideas, and/or concerns to discussions.	2.45 (1.57)
Have opportunities to make meaningful choices.	0.45 (1.04)
Take leadership responsibility/roles.	0.18 (0.41)
<b>Relationship Building: with all youth, STAFF...</b>	
Use positive behavior management.	2.44 (1.13)
Are equitable and inclusive.	3.18 (1.08)
Show positive affect toward youth.	2.91 (0.94)
Attentively listen to and/or observe youth.	3.09 (1.22)
Encourage youth to share their ideas, opinions, and concerns.	2.55 (1.70)
Engage personally with youth.	2.00 (1.55)
Guide for positive interactions.	2.60 (1.43)
<b>Instructional Strategies: STAFF</b>	
Communicate goals, purposes, and expectations.	3.00 (0.89)
Verbally recognize youth's efforts and accomplishments.	2.55 (1.70)
Assist youth without taking control.	2.73 (0.79)
Ask youth to expand upon their answers and ideas.	1.64 (1.29)
Challenge youth to move beyond their current level of competency.	1.91 (1.45)
Employ varied teaching strategies.	0.82 (0.98)
Plan for/ask youth to work together.	1.00 (1.73)
<b>Content and Structure: Activity</b>	
Is well organized	2.55 (1.04)
Challenges students intellectually, creatively, developmentally, and/or physically.	2.45 (1.21)
Involves the practice/progression of skills.	1.45 (1.44)
Requires analytic thinking.	1.73 (1.10)

In addition to rating each individual activity, the observation protocol requires an overall rating of the space and safety and the relationships and interactions observed during each site visit. Table 13 shows the mean ratings and standard deviations for these areas of the program. A number of areas under the space and safety category were “moderately evident” including the space having adequate security (3.86), the space being safe and clean (3.43), and the program having effective dismissal procedures (3.29) and effective arrival procedures (3.00). The only area that needs immediate improvement is in appropriate hand washing (0.17), which was “not evident” during the observations. In terms of relationships and interactions, it was “not evident” that staff imposed solutions to interpersonal problems and conflicts (0.41). Instead, staff helped students to work through their conflicts.

Table 13: Mean Overall Program Quality Ratings (n=11)

Item	M (SD)
<b>Space and Safety</b>	
Program space is safe and clean.	3.43 (0.79)
Program has adequate security.	3.86 (0.38)
Arrival procedures are effective.	3.00 (0.82)
Dismissal procedures are effective.	3.29 (0.95)
Provides healthy and nutritious snacks	2.71 (1.89)
Staff and students wash hands when appropriate (before snacks, after using bathroom, after playing with pets/dirt)	0.17 (0.41)
Staff applies rewards and consequences for participant behavior appropriately and consistently.	2.00 (1.10)
<b>Relationships and Interactions</b>	
Transitions are orderly and efficient	2.17 (1.47)
External distractions are minimized	2.86 (0.90)
Students are engaged in inappropriate and often disruptive or rude behavior.	1.43 (0.98)
Staff is highly over-controlling.	1.00 (1.29)
Staff imposes solutions to interpersonal problems/conflicts.	0.71 (0.95)
Staff uses moderate or heavy amounts of ineffectual control tactics.	1.29 (1.70)
Staff interacts with families in a comfortable, respectful, and welcoming way.	2.00 (1.73)

Table 14 displays the mean overall program quality ratings by domain as assigned by the observer based on promising practices in after-school programs. The rating is based on a 3-point scale in which 1 indicates “low” program quality, 2 indicates “moderate” program quality, and 3 indicates “high” program quality. The two highest rated domains are space and safety (2.29) and youth participation (2.14), while the two lowest rated domains are instructional strategies (1.57) and relationships and interactions (1.57).

Table 14: Mean Overall Rating by Domain (n=11)

Domain	Rating M (SD)
Youth Directed Relationships	2.00 (.56)
Staff Directed Relationships	1.86 (.69)
Youth Participation	2.14 (.69)
Instructional Strategies	1.57 (.54)
Activity Content and Structure	2.00 (.58)
Space and Safety	2.29 (.49)
Relationships and Interactions	1.57 (.54)

### Results of the Student Feedback Surveys

As displayed in Table 15, 138 students completed the Feedback Surveys. The majority of students completing the K-3 (65.8%) and Middle School surveys (73.1%) were female; however, the majority of Grades 4-5 (56.3%) and High School (51.2%) respondents were male. For the K-3 survey, the greatest proportion of respondents were in grade 3 (47.4%), students in grade 5 made up the majority of respondents (56.3%) for the Grades 4-5 Survey, students in grade 7

made up the greatest proportion of respondents (46.2%) to the Middle School Survey, and students in grade 11 were the greatest proportion of respondents (28.6%) to the High School survey.

Table 15: Feedback Surveys Response Rates

	<b>Grades K-3 (n=38)</b>	<b>Grades 4-5 (n=32)</b>	<b>Middle: 6-8 (n=26)</b>	<b>High: 9-12 (n=42)</b>
Gratz				100.0%
Reynolds	68.4%	78.1%	100.0%	
Steel	31.6%	21.9%		
Male	34.2%	56.3%	26.9%	51.2%
Female	65.8%	43.8%	73.1%	48.8%
Grade Levels	K: 13.2%	4th: 43.7%	6th: 11.5%	9th: 23.8%
	1st: 26.3%	5th: 56.3%	7th: 46.2%	10th: 16.7%
	2nd: 10.5%		8th: 42.3%	11th: 28.6%
	3rd: 47.4%			12th: 21.4%
	Missing: 2.6%			Missing: 9.5%
Mean Age	7.66 years	10.81 years	13.31 years	16.16 years

Respondents to the K-3 survey stated that they participate in the traditional after-school program (60.5%) at Reynolds, tutoring (18.4%), and other unspecified clubs (21.1%). As indicated in Table 16, the majority of respondents like their club (97.4%), feel safe (97.4%), have made new friends (94.7%), think the teachers are helpful (97.4%), learn new things at the club (100%), have fun (94.7%), and want to come back next year (66.7%).

Table 16: Responses to K-3 Student Feedback Survey (%) (n=38)

<b>Item</b>	<b>Yes</b>	<b>No</b>
Q1. I like this club.	97.4	2.6
Q2. I feel safe at this club.	97.4	2.6
Q3. I have made new friends.	94.7	5.3
Q4. The teachers at this club are helpful.	97.4	2.6
Q5. I learn new things at this club.	100.0	0.0
Q6. I have fun at this club.	94.7	5.3
Q7. I want to come back to this club next year.	66.7	33.3

Respondents to the Grades 4-5 survey stated that they participate in the traditional after-school program (37.5%) at Reynolds, tutoring (21.9%), chess (21.9%), and Gentlemen’s club (3.1%). The remaining 15.6 percent of respondents participate in more than one club including a

combination of chess, Gentlemen’s club, drama, and the traditional after-school program. As indicated in Table 17, the majority of respondents have made new friends (71.9%), think staff are helpful (75%), learn new things at the club (75%), trust staff (90.3%), like the club (65.6%), and want to come back next year (71.9%). Only 46.9 percent of respondents said “yes” to the statement there are a lot of activities offered at the club and half (50%) of students responded “no” to the statement that they are often bored at the club. Although none of the respondents indicated not feeling safe at the club, the majority of students, 75 percent, did respond that they only “sometimes” feel safe.

Table 17: Responses to Grade 4-5 Student Feedback Survey (%) (n=32)

Item	Yes	Sometimes	No
Q1. I feel safe at this club.	25.0	75.0	0.0
Q2. I have made new friends.	71.9	6.3	21.8
Q3. The staff at this club is helpful.	75.0	25.0	0.0
Q4. There are a lot of activities offered at this club.	46.9	34.4	18.7
Q5. I learn new things at this club.	75.0	21.9	3.1
Q6. I am often bored at this club.	6.3	43.7	50.0
Q7. I trust staff at this club.	90.3	9.7	0.0
Q8. I like this club.	65.6	34.4	0.0
Q9. I want to come back to this club next year.	71.9	15.6	12.5

Middle school respondents participate in Girl Power (30.8%), drill team (7.7%), chess (7.7%), and both chess and basketball (19.2%). The remaining 34.6 percent of respondents participate in some combination of drill team, basketball, and/or jump rope club. As shown in Table 18, the majority of respondents “disagree” or “strongly disagree” that they would rather not attend the club (96.2%) and that they are often bored (96.2%). The majority of respondents “agree” or “strongly agree” that there are enough choices for activities (84%), activities help them understand the school day lessons (61.6%), they trust staff (92%), staff listen to them (92.3%), they are very satisfied (84.6%), and they would attend this club next year (69.2%).

Table 18: Responses to Middle School Student Feedback Survey (%) (n=26)

Item	Strongly Agree	Agree	Disagree	Strongly Disagree
Q1. I would rather not come to this club.	0.0	3.8	38.5	57.7
Q2. There are enough choices for activities at this club.	0.0	84.0	4.0	12.0
Q3. The activities at this club help me to better understand the lessons I learn during the regular school day.	23.1	38.5	26.9	11.5
Q4. I am often bored at this club.	0.0	3.8	46.2	50.0
Q5. I trust staff at this club.	60.0	32.0	8.0	0.0

Q6. The club staff listens to me.	30.8	61.5	7.7	0.0
Q7. Overall, I am very satisfied with this club.	42.3	42.3	11.5	3.9
Q8. Given the opportunity, I will attend this club next year.	50.0	19.2	15.4	15.4

High school respondents participate in Spanish, math, and/or credit recovery tutoring (16.7%), drivers' education (16.7%), fashion club (14.3%), fitness (9.5%), Youthworks (9.5%), hip hop/poetry (9.5%), softball (4.8%), and voice lessons (2.4%). The remaining 16.2 percent of respondents participate in unspecified clubs. As displayed in Table 19, the majority of respondents "agree" or "strongly agree" that they would recommend the club to friends (95.3%), have choices for what to do (88.1%), activities help them to understand the school day lessons (76.2%), the schedule is easy to follow (88.1%), they trust staff (92.9%), the club helps them to get more involved in school activities (82.9%), they are very satisfied (92.9%), they have been exposed to ideas for their future (78.6%), and they would attend the club next year (71.5%).

Table 19: Responses to High School Student Feedback Survey (n=42)

Item	Strongly Agree	Agree	Disagree	Strongly Disagree
Q1. I would recommend this club to my friends.	57.1	38.2	2.4	2.4
Q2. I have choices for what I do at the club.	40.5	47.6	9.5	2.4
Q3. The activities at this club help me to better understand the lessons I learn during the regular school day.	26.2	50.0	21.4	2.4
Q4. My teachers encourage me to attend the club.	19.0	23.8	38.2	19.0
Q5. The club schedule is easy to follow.	54.8	33.3	7.1	4.8
Q6. I trust staff at this club.	50.0	42.9	4.8	2.4
Q7. The club helps students get more involved in school activities.	39.0	43.9	12.2	4.9
Q8. Overall, I am very satisfied with the club.	50.0	42.9	7.1	0.0
Q9. I have been exposed to ideas for my future (such as college and/or career ideas) in the club.	40.5	38.1	11.9	9.5
Q10. Given the opportunity, I will attend this club next year.	42.9	28.6	11.9	16.7

In addition to closed response questions, middle and high school students were asked to complete open-ended questions about their club. Students were asked to express how their club is helping them in other areas of their life, and what they like best and least about the club they attend, and to recommend changes in order to make the club better. Lastly, students were asked to suggest a list of activities they would like to see added after school. A summary of their responses is presented.

### *Middle School Comments*

Ninety-six percent of middle school respondents (n=26) indicated, as shown in Table 20, that the clubs are helping them in other areas of their lives. The three main ways in which the clubs are helping respondents include helping them build life skills (“open up,” “build confidence,” “learn about life”) (48%), helping respondents learn to dance (24%), and helping respondents learn to make decisions and strategize (16%).

Table 20: Middle School Responses to How Program Is Helping in Other Areas (%) (n=26)

<b>Responses</b>	<b>Comments</b>
Helping build life skills, i.e., “building confidence”, “learning about life”, “opening up.”	48.0
Helping to learn to dance.	24.0
Helping to learn decision-making skills and strategize.	16.0
Helping to exercise.	8.0
Not helping at all.	4.0

Table 21 summarizes middle school student responses to what they liked most and least about their clubs. Students top choices for what they like most include the discussions in their club (26.9%), chess club (19.3%), and dance club/drill team (19.2%). When asked what they liked least about their club, the majority of middle school respondents (53.8%) indicated that there was “nothing” not to like about their club. Almost one-third (30.8%) of respondents indicated what they like least is when they could not start activities on time because of students who “don’t listen” or “won’t get ready.”

Table 21: Middle School Responses to Most and Least Liked Club/ Feature (%) (n=26)

<b>Clubs/Features students liked most</b>	<b>Comments</b>	<b>Clubs/Features students liked least</b>	<b>Comments</b>
Club discussions	26.9	Nothing	53.8
Chess club	19.3	Not starting activities on time due to student behavior	30.8
Dance club/drill team	19.2	Chess club	3.8
Having fun	15.4	Dance steps	3.8
Trips	7.7	Not being able to show excitement	3.8
Everything	7.7	Not enough club attendees	3.8
Basketball	3.8		

When asked for suggestions on how to improve their club, the greatest proportion of middle school respondents (40%) indicated that they would do “nothing” to make the club better (see Table 22). Twenty percent of respondents suggested that there be longer sessions or more sessions, 16 percent suggested helping each other to be more organized, and 8 percent suggested changing the way the club is organized.

Table 22: Summary of Middle School Suggestions for Improving Clubs (%) (n=26)

Suggestions	Comments
Do nothing.	40.0
Offer longer and/or more club sessions.	20.0
Help each other to be organized.	16.0
Change the way the club is organized.	8.0
Increase staff.	4.0
Increase number of attendees.	4.0
Use a bigger space.	4.0
Time clock for every chess student.	4.0

Although some middle school respondents (6.3%) were not interested in seeing any additional clubs or activities after school, the overwhelming majority (93.7%) did make suggestions for additional clubs and/or activities. The three clubs most suggested by students to be added to the program are modeling/fashion club (20.3%), dance club (12.5%), and team sports (12.5) as shown in Table 23.

Table 23: Summary of Middle School Suggestions for Additional Clubs/Activities (%) (n=26)

Additional Clubs	Comments
Modeling/ fashion club	20.3
Dance including hip hop and/or ballet	12.5
Sports including football, basketball, baseball, and soccer	12.5
Singing and/or drama	10.9
Cheerleading and/or gymnastics	10.9
Home economics including sewing, cooking, and etiquette	7.8
None	6.3
Extra academics including test preparation, math, and writing	6.3
Track	3.1
Wrestling and/or boxing	3.1
Free time	1.6
Art	1.6
Debate	1.6
Computers	1.6

### ***High School Comments***

Ninety-five percent of high school respondents (n=41) indicated, as shown in Table 24, that the clubs are helping them in other areas of their lives. The three main ways in which the clubs are helping respondents include helping them build life skills (build confidence, improve

communication skills, and improve cooperation skills) (34.1%), helping respondents with career exploration (19.5%), and helping respondents to improve their school performance (14.6%).

Table 24: High School Responses to How Program is Helping in Other Areas (%)(n=41)

Responses	Comments
Helping build life skills, i.e., "building confidence", "learning to listen and to communicate", "improving cooperation and team-work."	34.1
Helping with career exploration and preparation.	19.5
Helping to improve school performance.	14.6
Helping with college preparation.	9.8
Helping to obtain driver's license.	9.8
Helping to be involved in creative activities and stay occupied.	7.3
Not sure.	4.9

Table 25 summarizes high school student responses to what they liked most and least about their clubs. Students' top choices for what they like most include being able to express self and show skills (15.6%), the supportive "family/team" atmosphere (15.6%), the variety of fun activities offered (13.3%) and the help with school/school work (13.3%). When asked what they liked least about their club, almost one-third of high school respondents (32.4%) indicated that there was "nothing" not to like about their club. About one-fifth of respondents (20.4%) indicated that there were not enough club hours or club sessions. In addition, 8.8 percent of respondents listed both journal writing and daily skits as their least favorite club features.

Table 25: High School Responses to Most and Least Liked Club/Feature (%) (n=42)

Clubs/Features students liked most	Comments	Clubs/Features students liked least	Comments
Being able to express self and/or show skills	15.6	Nothing	32.4
Supportive "family/team" atmosphere	15.6	Not enough hours/sessions	20.4
Variety of fun activities offered	13.3	Journal writing	8.8
Help with school/school work	13.3	Other participants' attitudes/behavior	8.8
Driver's education preparation	11.1	Daily skits	5.9
Trying new activities	8.9	Length of sessions	5.9
College preparation activities	6.7	Not enough equipment	2.9
Helping younger students	4.4	Don't do shows for parents	2.9
Dancing	4.4	Internships not offered	2.9
Everything	2.2	Music	2.9
Pay	2.2	Activities occur after-school rather than during the school day	2.9
Losing weight	2.2	Only earning half a credit	2.9

When asked for suggestions on how to improve their club, the greatest proportion of high school respondents (35.7%) indicated that they would do "nothing" to make the club better. Other top responses include 14 percent of respondents suggesting that additional activities be added to improve the club (see Table 26) while almost 12 percent suggested a variety of changes

to the current club structure. Another 12 percent of respondents suggested that more club sessions should be held each week.

Table 26: Summary of High School Suggestions for Improving Clubs (%) (n=42)

Suggestions	Comments
Do nothing.	35.7
Add more activities including talent shows, summer internships, trips, and additional extra credit opportunities.	14.3
Make changes to program including requiring fewer surveys, changing music, increasing the number of computers, paying students every two weeks, and allowing students to miss more days.	11.9
Have more sessions per week	11.9
Have more dedicated students.	7.1
Change hours/schedule.	7.1
Eliminate activities such as daily skits and journal writing.	4.8
Change surroundings	2.4
Remove students who come to start trouble.	2.4
Add driving component to driver's education.	2.4

Almost eighty-eight percent of respondents suggested the addition of clubs/ activities to the current program. The top two choices from respondents include having performance arts based (19.6%) and fitness (10.7%) clubs, both of which are already offered by the program. The remaining 57.2 percent of suggestions, as displayed in Table 27, are a mixture of both current clubs and new ones.

Table 27: Summary of High School Suggestions for Additional Clubs/Activities (n=42))

Additional Clubs	Comments (%)
Performance arts clubs including dance, drama, and voice	19.64
None	12.5
Fitness	10.7
Sports including swimming, soccer, basketball, and double dutch	7.1
Core subject clubs including history, math, reading, and physical science	7.1
Fashion	7.1
Poetry and/or Rap	7.1
Test preparation and tutoring	5.4
Don't know	3.6
Volunteer/ Outreach	3.6
Young men's programming/mentoring	3.6
Chess	1.8
Driver's Education	1.8

Computers	1.8
Cooking	1.8
Free time	1.8
More trips	1.8
Summer jobs	1.8

## Conclusion and Recommendations

For the most part, the Project CARE 21<sup>st</sup> CCLC program is being implemented as planned. In this section, core program issues are summarized and recommendations for program improvement based on interviews, feedback, and evaluator observations will be presented.

### Program Facilities

Although the site coordinators have stated that acquiring and maintaining space for the program in the school building is an on-going issue, the spaces in use by the program were observed by the evaluator to be clean, safe, secure, and conducive to program activities. In addition, the evaluator observed that the program had sufficient supplies for all participants. This sentiment was echoed by the majority (65%) of program staff who “agreed” or “strongly agreed” that the program had adequate equipment and supplies.

### Program Structure

The 21<sup>st</sup> CCLC program provides a large variety of activities, clubs, events, and services to students and the partner schools. EW has an intense focus on school-community collaboration that includes bringing both community-based and corporate resources into their partner schools. EW has collaborated with at least 11 such organizations at its sites during the 2006-2007 program year.

The structure of the program varies by site as is necessary to meet the needs of the varying age groups participating at the different sites. However, the current structure of the program needs to be modified for a number of reasons. While the sites that only offer clubs allow students to enroll in more than one club activity, the number of days that any one particular club is offered is limited (for example, many clubs meet two times a week for eight weeks). As a result, a student could potentially attend that club every session, but only attend the program for 16 days. According to federal regulations, a regular attendee is a student who has attended the program for at least 30 days. Thus, the current structure does not necessarily give students the opportunity to become regular attendees. In order to prevent the program from having a large number of non-regular attendees, the program should schedule club activities to occur a minimum of 30 days.

In addition to providing services after school, all of the sites provide services during the school day. The principals of the partner schools have requested and insisted on getting help from the program during the school day and EW has complied as much as possible. However, federal guidelines specifically state, “no activities may be held during the regular school day, except those targeting pre-kindergarten children and adult family members, and only if school

hours are more convenient for those groups.” It is recommended that EW keep its school day activities, funded by the 21<sup>st</sup> CCLC grant, to a minimum in order to comply with federal guidelines. Whenever possible, EW should seek additional funding sources, perhaps in collaboration with the partner schools, to provide additional assistance to the partner schools during the day.

According to the PA Department of Education, one of the main goals in providing funding for the 21<sup>st</sup> CCLC is to provide students with academic enrichment activities that “must involve more than just helping participants with their homework and should not just repeat regular school day activities.” In addition, activities should “assist students with meeting proficiency on PA state standards.” During the 2006-2007 academic year, academic enrichment comprised 21.7 percent and tutoring 17.4 percent of the services provided to participants. While tutoring services were based directly on student classroom needs, the academic enrichment activities varied considerably. EW should consider intensifying the academic enrichment activities offered to students by using standards-based curricula containing educational objectives and measures. EW currently uses the 100 Book Challenge Curriculum at some of its sites. It is suggested that the 100 Book Challenge Curriculum be fully implemented at sites that currently have it.

Additionally, students who participate in club only activities should also be required to participate in some type of academic enrichment session throughout the duration of their enrollment in the club. This will help ensure that these students receive some type of academic assistance from the program as well as help students meet the attendance requirements to become regular attendees.

All 21<sup>st</sup> CCLC programs are required to establish a local 21<sup>st</sup> CCLC Advisory Board. During the 2006-2007 program year, only one site had the mandated two board meetings. It is suggested that each site create a board or that the sites have a combined board consisting of 9 to 12 members with at least two parents and two students as well as individuals from the partner schools and local CBOs.

### **Program Staff**

The program maintains an excellent adult to child ratio, with an average ratio for observed activities of 1:5 for younger students and 1:4 for older students. The site coordinators indicated that staff attendance is pretty good and staff is consistent. Only one site coordinator expressed the need for additional staff.

Staff feedback about the program has been extremely positive, with 100 percent of staff agreeing that the program schedule has a good balance of activities, they feel prepared to support students emotional needs, the program is meeting the goals for students, and overall they are satisfied with the 21<sup>st</sup> CCLC program.

All the site coordinators agreed that they have received great support from their administrators at EW. However two site coordinators expressed the need for improved support from their partner schools. Despite these issues, the school administrators at each of the three sites have made the site coordinators members of the school leadership team and each site coordinator has access to the school administrators when needed.

## **Observation and Quality Ratings**

A variety of activities and events were observed as part of the observation. Over half (55%) of the activities observed were facilitated by CBOs or individuals contracted to work with EW. Some of the strengths of the program which were “moderately” evident include staff being equitable and inclusive, staff listening attentively to and/or observing youth, youth being on task, youth listening actively and attentively to peers and staff, and staff communicating goals, purposes, and expectations. In addition, it was “moderately” evident that the program has adequate security, safe and clean program space, effective dismissal procedures, and effective arrival procedures. Lastly, it was “not” evident that staff imposed solutions to interpersonal problems and conflicts, indicating that staff is guiding students through resolving conflicts.

Some of the areas greatly in need of improvement which were “not evident” during the observations include youth having opportunities to make meaningful choices, youth taking leadership responsibilities/roles, and staff employing varied teaching strategies. In addition, appropriate hand washing by both staff and students, was “not evident” during the observations.

The overall program quality ratings are fair, with the program scoring a “moderate” on four of the seven items: youth directed relationships, youth participation, activity content and structure, and space and safety. On the other three items, staff directed relationships, instructional strategies, and relationships and interactions, the program scored “low.” It is suggested that the program use some of the quality domains/ ratings to develop a continuous quality improvement plan to improve the few areas of real concern during the upcoming program year.

## **Student Feedback Results**

Student feedback about the program has been positive, with at least two out of three students agreeing that they learn new things at the club (75% to 100%), staff is helpful (75% to 97.4%), they trust staff (92% to 93%), they like the club (66% to 97%), they are satisfied with the club (85% to 93%), and they would come back next year (67% to 72%). Ninety-six percent of middle school participants and 95 percent of high school participants responded, when surveyed, that the program is helping them in other areas of their life. The greatest proportion of middle school students (48.0%) and the greatest proportion of high school students (34.1%) both responded that the program is helping them to build life skills, such as confidence, learning about life, opening-up and communicating, and improving cooperation and team-work.

## **Stakeholder Suggestions for the Upcoming Year**

Various stakeholders made suggestions for program improvements and/or additional programming for the upcoming year. One of the principals suggested that the EW include programming for parents while the other principal suggested that an after school club/program that specifically targets girls. The site coordinators made a few suggestions for the new program year which include focusing on a few major areas and providing service in those areas only; extending the program hours to Saturday, providing programming for parents and students to work together, and lastly, finding better ways to advertise the program to students and the community.

The majority of middle school students (74.9%) and the majority of high school students (51.9%) suggested that the program add additional recreational activities specifically focusing on visual/textile arts, performance arts, and sports. In addition, 12.5 percent of high school students and 6.3 percent of middle school students suggested that the program include additional academic services including test preparation, and tutoring/enrichment in the core subjects.

### **Parent Activities**

One of the performance measures for Project CARE is to increase parental involvement in school and parental adherence to practices proven to support educational success. However, based on interviews and survey feedback, the program has not provided any parent specific programming or workshops. In order to be able to impact parents, it is suggested that the program implement the parent workshops originally planned as part of Project CARE. In addition, the program should consider hosting quarterly Open House Meetings as suggested by the PA Department of Education in the original Request For Application (RFA).

### **Summary of Recommendations**

1. Increase the number of days that students can attend a club/activity so that students have a greater opportunity to become “regular” program attendees.
2. Limit school day services provided with 21<sup>st</sup> CCLC funding.
3. Intensify the academic enrichment component by using standards-based curricula.
4. Require all program participants (i.e., club participants) to also participate in some type of academic enrichment or add an academic enrichment component to non-academic clubs and activities.
5. Establish an active local 21st CCLC Advisory Board as required by the guidelines of RFA.
6. Use the activity and quality ratings to create a continuous quality improvement plan to continue to improve the quality of the program.
7. Continue to collaborate with community partners and to provide clubs and activities that students find popular and helpful.
8. Consider modifying services and programming based on the suggestions from various stakeholders.
9. Implement parent workshops and institute quarterly open houses.

### **Conclusion**

The results of the parent feedback surveys as well as student achievement and school level data will be summarized in the summative report due in September 2007.

## Appendix A

### Services and Activities Survey

Types of services and activities provided: Place an "X" next to the item(s) that describe the type of services and activities provided in your program. For each item you mark below, please place another mark in the columns to the right identified as strength of focus.

		Strength of Focus		
		Minor (less than 10% of program)	Moderate (10-30% of program)	Major (over 30% of program)
	Arts and Crafts			
	Career Planning and Preparation			
	College Prep			
	Core Subject Classes			
	Math			
	Science			
	Language Arts			
	Other (specify):			
	Cultural Enrichment			
	Health/Preventive Education			
	Homework assistance			
	Individual Tutoring			
	Visual and Performing Arts			
	Life Skills and/or Character Education			
	Mentoring			
	Technology			
	Recreation/ Physical Activity			
	Service Projects/ Service Learning			
	Clubs (specify):			
	Snacks and Meals			
	Transportation			
	Parental Involvement			

## Appendix B

### Program Staff Survey

Below is a series of statements about your experience at the 21 CCLC program during the 2006-2007 school year. Please read each statement and fill in the bubble that corresponds with your level of agreement.

**Answer Selection:** Correct = ●    Incorrect = ✕ ✓ ⊖

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
1. The 21 CCLC program schedule shows a good balance of activities that address academic skills, social skills, and recreational skills.	(A)	(B)	(C)	(D)	(E)
2. The activities in the 21 CCLC program have the potential to improve students' reading or math skills.	(A)	(B)	(C)	(D)	(E)
3. The activities in the 21 CCLC program are appropriate for most students.	(A)	(B)	(C)	(D)	(E)
4. I am aware of the 21 CCLC program's goals for students and families.	(A)	(B)	(C)	(D)	(E)
5. The 21 CCLC program is meeting the program goals for students and families.	(A)	(B)	(C)	(D)	(E)
6. There are too many times when students are not actively engaged in enriching activities at the 21 CCLC program.	(A)	(B)	(C)	(D)	(E)
7. I am prepared to adapt program activities to meet the individual needs of students.	(A)	(B)	(C)	(D)	(E)
8. Student attendance at the 21 CCLC program is inconsistent.	(A)	(B)	(C)	(D)	(E)
9. I would like to see more students enrolled in the 21 CCLC program.	(A)	(B)	(C)	(D)	(E)
10. I communicate at least one time per week with at least five parents about their child(ren) in the 21 CCLC program.	(A)	(B)	(C)	(D)	(E)
11. The level of parent involvement in the 21 CCLC program is adequate.	(A)	(B)	(C)	(D)	(E)
12. I communicate with day teachers at least once a week about the school day curriculum.	(A)	(B)	(C)	(D)	(E)
13. I communicate with day teachers at least twice a week about the behaviors of students in the 21 CCLC program.	(A)	(B)	(C)	(D)	(E)
14. Day teachers are supportive of our efforts to provide a high quality after-school program.	(A)	(B)	(C)	(D)	(E)
15. There is adequate space in the school building for 21 CCLC program activities.	(A)	(B)	(C)	(D)	(E)
16. There is adequate equipment (such as, computers, sporting equipment, etc.) for 21 CCLC program activities.	(A)	(B)	(C)	(D)	(E)
17. I am asked to provide ideas for 21 CCLC program activities.	(A)	(B)	(C)	(D)	(E)

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A			
18. I am asked to provide ideas for 21 CCLC program activities.	(A)	(B)	(C)	(D)	(E)			
19. I feel that my suggestions regarding the 21 CCLC program are valued.	(A)	(B)	(C)	(D)	(E)			
20. I feel prepared to support students with their emotional needs.	(A)	(B)	(C)	(D)	(E)			
21. After-school staff members support each other and work as a team.	(A)	(B)	(C)	(D)	(E)			
22. The site coordinator communicates regularly with the 21 CCLC program staff.	(A)	(B)	(C)	(D)	(E)			
23. The site coordinator is available when I need assistance.	(A)	(B)	(C)	(D)	(E)			
24. Overall, I am very satisfied with this 21 CCLC program.	(A)	(B)	(C)	(D)	(E)			
25. Children in the 21 CCLC program have become more willing to work on their homework.	(A)	(B)	(C)	(D)	(E)			
26. I have noticed some students in the 21 CCLC program become more cooperative with adults (for example, being more willing to follow the direction and rules of adults).	(A)	(B)	(C)	(D)	(E)			
27. I have seen students in the 21 CCLC program explore and take on new interest areas (such as, different cultures, sports, technology, etc.).	(A)	(B)	(C)	(D)	(E)			
28. Some shy students in the 21 CCLC program seem to be improving their social skills and joining in group activities.	(A)	(B)	(C)	(D)	(E)			
29. Some of the students participating in the 21 CCLC program are demonstrating fewer behavior problems.	(A)	(B)	(C)	(D)	(E)			
30. How long have you been working at the 21 CCLC program?	(A) 0-3 months	(B) 3-6 months	(C) 6-9 months	(D) 9-12 months	(E) 1-2 years			
31. Which grade level(s) do you work with at the 21 CCLC program?	(A) Elementary (grades 4-5)	(B) Middle (grades 6-8)	(C) High School (grades 9-12)					
32. Which describes your current primary role(s) in the 21 CCLC program?	(A) Homework Help/Tutoring	(B) Performing or Creative Arts Instruction	(C) Athletic/Physical Education/Fitness/Martial Arts Instruction	(D) Supervision of Other Recreational Activities	(E) Reading/Language Arts Instruction	(F) Math/Science Instruction	(G) Parent/Community Outreach	(H) Other: (specify)

33. Are you responsible for planning activities at the program?

- (A) No (**skip to question 39**)
- (B) Yes

34. How often do you plan activities?

- (A) Never
- (B) Once a year
- (C) Twice a year
- (D) Monthly
- (E) Weekly
- (F) Daily

35. Are your activities plans reviewed by someone else?

- (A) No
- (B) Yes

Do you review others' activity plans?

- (A) No
- (B) Yes

36. Is planning time provided?

- (A) No
- (B) Yes

37. Are you compensated for planning time?

- (A) No
- (B) Yes

38. Did you attend any training for the 21 CCLC program during this academic year?

- (A) No (**skip to question 41**)
- (B) Yes

39. How many total hours of training did you receive?

\_\_\_\_\_

40. Are you also employed by your program's partner school?

- (A) No (**skip to question 43**)
- (B) Yes

41. If yes, what type of position do you hold at the school?

- (A) School Administrator
- (B) Classroom Teacher
- (C) Instructional Specialist (e.g., music, art, physical education, reading)
- (D) Classroom Aide/Paraprofessional/Teaching Assistant
- (E) Pupil Support Staff (e.g., school counselor, social worker, psychologist)
- (F) ESL instructor
- (G) Some other position in the school setting. (Specify)

\_\_\_\_\_

42. What is your highest level of education?

Ⓐ Less than High School Diploma

Ⓑ High School Diploma/ GED

Ⓒ Associates Degree- List major  
\_\_\_\_\_

Ⓔ Bachelor's Degree- List major  
\_\_\_\_\_

Ⓕ Graduate/ Professional Degree- List major  
\_\_\_\_\_

Ⓖ Other (Specify)  
\_\_\_\_\_

43. Please list the areas of the 21 CCLC program that you believe are the most beneficial.

44. Please list the areas of the 21 CCLC program that you believe need to be improved.

45. Is there anything else you would like to share about the 21 CCLC program?

**Thank you for completing this survey!**

## Appendix C

### Project CARE 21<sup>st</sup> CCLC Feedback Questionnaire Elementary: Grades K-3

Please fill in the bubble that shows your answer. Thank you!

Answer Selection: Correct = ● Incorrect = ✕ ✓ ⊖

1. How old are you?

Ⓐ 5 years old

Ⓑ 6 years old

Ⓒ 7 years old

Ⓓ 8 years old

Ⓔ 9 years old

Ⓕ 10 years old

2. Are you a boy or girl?

Ⓐ Girl

Ⓑ Boy

3. What grade are you in?

Ⓐ Kindergarten

Ⓑ 1<sup>st</sup> grade

Ⓒ 2<sup>nd</sup> grade

Ⓓ 3<sup>rd</sup> grade

Write the name of the club below.

	Yes	No
4. I like this club.	😊	☹
5. I feel safe at this club.	😊	☹
6. I have made new friends at this club.	😊	☹
7. The teachers at this club are helpful.	😊	☹
8. I learn new things at this club.	😊	☹
9. I have fun at this club.	😊	☹
10. I want to come back to this club next year.	😊	☹

## Appendix D

### Project CARE 21<sup>st</sup> CCLC Feedback Questionnaire

#### Elementary: Grades 4-5

Please fill in the bubble that shows your answer. Thank you!

**Answer Selection:** Correct = ●    Incorrect = ✕ ✓ ⊖

- |  |   |  |
|--|---|--|
| <p>1. How old are you?</p> <p>Ⓐ 8 years old</p> <p>Ⓑ 9 years old</p> <p>Ⓒ 10 years old</p> <p>Ⓓ 11 years old</p> <p>Ⓔ 12 years old</p> | <p>2. Are you a boy or girl?</p> <p>Ⓐ Girl</p> <p>Ⓑ Boy</p> | <p>3. What grade are you in?</p> <p>Ⓐ 4<sup>th</sup> grade</p> <p>Ⓑ 5<sup>th</sup> grade</p> |
|--|---|--|

**Write the name of the club you attend most often after school:**

\_\_\_\_\_

**For each statement below, please fill-in the bubble that tells how you feel about the club named above.**

	Yes	Sometimes	No
4. I feel safe at this club.	Ⓐ	Ⓑ	Ⓒ
5. I have made new friends at this club.	Ⓐ	Ⓑ	Ⓒ
6. The staff at this club are helpful.	Ⓐ	Ⓑ	Ⓒ
7. There are a lot of activities offered at this club.	Ⓐ	Ⓑ	Ⓒ
8. I learn new things at this club.	Ⓐ	Ⓑ	Ⓒ
9. I am often bored at this club.	Ⓐ	Ⓑ	Ⓒ
10. I trust staff at this club.	Ⓐ	Ⓑ	Ⓒ
11. I like this club.	Ⓐ	Ⓑ	Ⓒ
12. I want to come back to this club next year.	Ⓐ	Ⓑ	Ⓒ

## Appendix E

### Project CARE 21<sup>st</sup> CCLC Feedback Questionnaire

#### Middle: Grades 6-8

Please fill in the bubble that shows your answer. Thank you!

Answer Selection: Correct = ● Incorrect = ~~⊗~~ ✓ ⊖

- |                     |                           |                           |
|---------------------|---------------------------|---------------------------|
| 1. How old are you? | 2. Are you a boy or girl? | 3. What grade are you in? |
| Ⓐ 11 years old      | Ⓐ Girl                    | Ⓐ 6 <sup>th</sup> grade   |
| Ⓑ 12 years old      | Ⓑ Boy                     | Ⓑ 7 <sup>th</sup> grade   |
| Ⓒ 13 years old      |                           | Ⓒ 8 <sup>th</sup> grade   |
| Ⓓ 14 years old      |                           |                           |
| Ⓔ 15 years old      |                           |                           |

Write the name of the club you attend most often after school:

---

For each statement below, please fill-in the bubble that tells how you feel about the club named above.

- |  | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|----------|-------|----------------|
| 4. I would rather not come to this club.   | Ⓐ                 | Ⓑ        | Ⓒ     | Ⓓ              |
| 5. There are enough choices for activities at this club.   | Ⓐ                 | Ⓑ        | Ⓒ     | Ⓓ              |
| 6. The activities at this club help me to better understand the lessons I learn during the regular school day. | Ⓐ                 | Ⓑ        | Ⓒ     | Ⓓ              |
| 7. I am often bored at this club.  | Ⓐ                 | Ⓑ        | Ⓒ     | Ⓓ              |
| 8. I trust staff at this club.   | Ⓐ                 | Ⓑ        | Ⓒ     | Ⓓ              |
| 9. The club staff listen to me.  | Ⓐ                 | Ⓑ        | Ⓒ     | Ⓓ              |
| 10. Overall, I am very satisfied with this club.   | Ⓐ                 | Ⓑ        | Ⓒ     | Ⓓ              |
| 11. Given the opportunity, I will attend this club next year.  | Ⓐ                 | Ⓑ        | Ⓒ     | Ⓓ              |

12. What do you like best about this club?

15. What do you like least about this club?

16. What would you change about this club to make it better?

17. How is this club helping you in other areas of your life?

18. List as many or as few clubs that you would like added after school.

## Appendix F

### Project CARE 21<sup>st</sup> CCLC Feedback Questionnaire

#### High School: Grades 9-12

Please fill in the bubble that shows your answer. Thank you!

Answer Selection: Correct = ● Incorrect =

1. How old are you?

- (A) 14 years old
- (B) 15 years old
- (C) 16 years old
- (D) 17 years old
- (E) 18 years old

2. Are you a female or male?

- (A) Female
- (B) Male

3. What grade are you in?

- (A) 9<sup>th</sup> grade
- (B) 10<sup>th</sup> grade
- (C) 11<sup>th</sup> grade
- (D) 12<sup>th</sup> grade

Write the name of the club/program you attend most often after school:

---

For each statement below, please fill-in the bubble that tells how you feel about the club named above.

	Strongly Disagree	Disagree	Agree	Strongly Agree
4. I would recommend this club to my friends.	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)
5. I have choices for what I do at the club.	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)
6. The activities at the club help me to better understand the lessons I learn during the regular school day.	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)
7. My teachers encourage me to attend the club.	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)
8. The club schedule is easy to follow.	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)
9. I trust staff at the club.	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)
10. The club helps students get more involved in school activities.	<input type="radio"/> (A)	<input type="radio"/> (B)	<input type="radio"/> (C)	<input type="radio"/> (D)

11. Overall, I am very satisfied with the club.  A  B  C  D

12. I have been exposed to ideas for my future (such as college and/or career ideas) in the club.  A  B  C  D

13. Given the opportunity, I will attend the club next year.  A  B  C  D

14. What do you like best about this club?

15. What do you like least about this club?

16. What would you change about this club to make it better?

17. How is this club helping you in other areas of your life?

18. List as many or as few clubs that you would like added after school.

## Appendix G

### 21<sup>st</sup> CCLC Observation Protocol

#### I. Observer Procedures

**Step 1:** Complete the top part of the *21<sup>st</sup> CCLC Observation Instrument*.

**Step 2:** Obtain a copy of the weekly schedule and then record the activities of a typical day.

**Step 3:** Use the *21<sup>st</sup> CCLC Activity Observation Instrument* to record and rate each activity observed.

**Step 4:** Complete the remainder of the *21<sup>st</sup> CCLC Observation Instrument* including the overall program quality rating.

#### II. 21<sup>st</sup> CCLC Activity Observation Instrument

##### Observation Definitions

<b>ACTIVITY NAME</b>	Activity name as given by the program
<b>ACTIVITY OVERVIEW</b>	1-2 sentence description of activity
<b>ACTIVITY TYPE</b>	<b><i>Check all that apply.</i></b>
<b>Homework help</b>	Youth work on homework assignments, including an in-depth expanded academic homework assignment.
<b>Test preparation/study skills</b>	Instruction and activities designed expressly to prepare students for standardized achievement tests or to teach them study skills. Activities may include practicing different types of test questions, or taking practice tests.
<b>Tutoring</b>	Youth work individually or in small groups with a tutor, who helps them work on a particular skill. It is different from homework or other activities in that it aims to strengthen or remediate specific academic skills.
<b>Reading/Language Arts enrichment</b>	Enriched supplementary instructional content in reading/language arts, math/science, or some other content area (social studies) that develops broad-based conceptual/cognitive learning. It may or may not be directly related to school content/assignments. Examples include newspaper, poetry, or school store. If the activities are not in-depth, or cognitively rich, do not mark this activity type.
<b>Math/Science enrichment</b>	
<b>Other Academic activities</b>	
<b>Recreational reading/listening to story/book</b>	Reading or listening to a story or book not assigned for homework.
<b>Computer skill-building</b>	Activities involving learning to use the computer or to use the internet. Do not mark this activity type if the computer is being used to complete homework or build skills.
<b>Computer games</b>	Activities involving learning to use the computer or to use the internet. Do not mark this activity type if the computer is being used to complete homework or build skills.
<b>Sports- competitive or non-competitive games</b>	Supervised or non-supervised games using athletic skill, indoors or outdoors.
<b>Sports- practice/drills/skill-building</b>	Preparation and training in a sport or athletic skill including yoga, martial arts, cheerleading, etc.
<b>Fitness/exercise class</b>	Activities targeting general physical fitness including aerobics, weight lifting, etc.
<b>Visual/textile Arts</b>	Specialized visual arts-based activities such as painting, drawing,

	clay/sculpture, photography, knitting, sewing, etc. that include structured lessons in appropriate use of techniques, materials, and design elements to create products.
<b>Crafts</b>	Non-specialized arts activities, using crayons, paints, yarn, etc. Involves creating a product for fun but does not involve basic instruction in design or technique.
<b>Performing arts instruction/rehearsal</b>	Lessons, practices/rehearsals, recreational performances or performance arts that are for the purpose of self-expression.
<b>Board/table/card games or puzzles</b>	Include games of luck, strategy, jigsaw puzzles, puzzle games, board games, table games, card games.
<b>Health/Resilience</b>	Health education, conflict resolution, life skills education activities.
<b>Service/Civic (in community or program)</b>	Planning or assisting with projects that support the quality of community life or foster program-school or community school linkages.
<b>Cultural Awareness Clubs/Projects</b>	Activities/projects that develop cultural, religious, or ethnic awareness, understanding, and/or identity.
<b>College/career planning/preparation</b>	Activities directly involved in career or college planning or preparation.
<b>Other</b>	Activities that cannot be categorized or grouped above. Snack and arrival/dismissal can be listed under other.

<b>Type of Space</b>	<b>Classroom</b>	Check only one location for the activity. Please specify "other."
	<b>Computer Lab</b>	
	<b>Music Room</b>	
	<b>Art Room</b>	
	<b>Library</b>	
	<b>Cafeteria</b>	
	<b>Gym</b>	
	<b>Auditorium</b>	
	<b>Hallway</b>	
	<b>Playground/Outside</b>	
	<b>Other</b>	
<b>Materials Used</b>	<b>Computers/Electronic Media</b>	Check all materials used during the observation.
	<b>Art Supplies</b>	
	<b>Musical Instruments</b>	
	<b>Sports Equipment</b>	
	<b>Games</b>	
	<b>Text and work books</b>	
	<b>Reference/research books</b>	
	<b>Other</b>	
	<b>None</b>	
<b>Total Staff (Record the number of staff at the beginning and end of the observation.)</b>	<b>High School Students</b>	Individuals in grades 9-12
	<b>Young Adults</b>	Individuals who have finished or left high school and are ages 18-22
	<b>Certified Teachers</b>	Individuals who are certified classroom teachers
	<b>Specialists/ Other Professionals</b>	"Specialists" have skills/talents that are the focus of an activity such as chess, art, or music. "Other professionals" include social workers, counselors, and other staff with professional credentials.
	<b>Other Adults</b>	Individuals who are 23 years or older and include paraprofessionals, parents, community members, etc.
<b>Total Participants</b>	<b>Number of Girls</b>	The number of girls and boys present during the beginning of the observation and at the end of the observation.
	<b>Number of Boys</b>	
<b>Participation Type</b>	<b>By age or gender</b>	Indicate the way that youth are selected to participate in the activity.
	<b>By interest (child's choice)</b>	
	<b>All attendees</b>	
<b>Grade Levels Observed</b>		Mark all the grade levels observed during the activity.
<b>Skills Section</b>	<b>Skill building</b>	Mark skill-building if activities build upon previously learned skills to help master the next level of competence.

	<b>Skill practice or reinforcement</b>	Mark skill practice if activities are using or reinforcing a skill already learned.
	<b>Neither</b>	Mark if activities do not build nor reinforce skills already learned.
	<b>Homework activity</b>	Mark if youth are working on homework.
<b>Knowledge/Skill Areas (ONLY MARK THIS AREA WHEN INSTRUCTION/SKILL DEVELOPMENT IS FOCUSED AND INTENTIONAL)</b>	<b>Interpersonal communication</b>	Negotiation, conflict resolution, and/or communication skills.
	<b>Problem-solving/decision making</b>	Developing skills in making practical decisions or solving problems such as life-skills, planning a project, etc.
	<b>Physical/athletic</b>	Physical skills related to sport, fitness, or physical games.
	<b>Artistic</b>	Artistic skills working in any medium
	<b>Math/numeracy</b>	Mathematics learning, computational skill development/practice.
	<b>Reading/ language arts</b>	Reading, writing, literacy skill development/practice.
	<b>Other</b>	Describe the "other" skills such as research can also include academic activities other than math or reading.
<b>None</b>	Mark if no skill building is occurring during the activity.	

### Description of Events

Please make sure to take timed notes on what is occurring during each activity being observed. The descriptions should include specific examples of activities, quotes of youth and staff comments, and descriptions of the general affect in the setting. Use the questions below to guide writing the description:

- What are youth doing?
- What kinds of materials are used?
- What kinds of instructional processes are used?
- What, if any, special skills does the activity's leader(s) have that supports the instruction involved in the activity s/he is conducting?
- To what extent are youth engaged?

In addition, raise any concerns that might arise about the quality of the implementation.

### PART II: ACTIVITY RATING DEFINITIONS

<b>A. RELATIONSHIP BUILDING: All or most YOUTH...</b>	<b>B. PARTICIPATION: all or most YOUTH..</b>
1. <b>Are friendly and relaxed with one another.</b> Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.	1. <b>Are on task.</b> Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry-on an individual or group task.
2. <b>Respect one another.</b> Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another's viewpoints. They refrain from derogatory comments or actions about the individual person and the work s/he is doing; if disagreements occur, they are handled constructively.	2. <b>Listen actively and attentively to peers and staff.</b> Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.
3. <b>Assist one another.</b> One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question.	3. <b>Contribute opinions, ideas, and/or concerns to discussions.</b> Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they've made. This item goes beyond basic Q&A and refers to sharing that is part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item.

<p>4. <b>Are collaborative.</b> Youth work together/share materials to accomplish tasks. This item is different from item 3 (above), as in collaboration; youth are equal partners in the work (rather than one student assisting/mentoring/tutoring another). This item can include working together on assigned teams, if youth are working together to get a better result.</p>	<p>4. <b>Have opportunities to make meaningful choices.</b> <u>Within this activity</u>, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options, not simple choices such as choosing between two types of games, or two sets of homework pages</p>
<p>5. <b>Show positive affect to staff.</b> Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.</p>	<p>5. <b>Take leadership responsibility/roles.</b> Youth have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.</p>
<p><b>C. RELATIONSHIP BUILDING: with all youth, STAFF...</b></p>	<p><b>D. INSTRUCTIONAL STRATEGIES: STAFF</b></p>
<p>1. <b>Use positive behavior management techniques</b> that allow for youth to accomplish the activity's objectives. They set consistent limits and communicate clear expectations for behavioral standards, and these are appropriate to the age of the youth and the activity type. When disciplining youth, they do so in a firm manner, without unnecessary accusations, threats, or anger.</p>	<p>6. <b>Communicate goals, purposes, and expectations.</b> Staff make clear the value and purpose of what youth are doing <u>and/or</u> what they expect them to accomplish. This item goes beyond how youth are expected to behave (which would be captured in item C1).</p>
<p>2. <b>Are equitable and inclusive.</b> Youth are provided equal opportunity to participate in an activity and are rewarded/disciplined similarly for like actions. Staff encourage the participation of all youth, regardless of gender, race, language ability, or other evident differences among students. They try to engage students who appear isolated; they do not appear to favor a particular student or small cluster of students.</p>	<p>7. <b>Verbally recognize youth's efforts and accomplishments.</b> Staff acknowledge participation and progress in order to encourage youth.</p>
<p>3. <b>Show positive affect toward youth.</b> Staff interact with youth, and these interactions are generally friendly. For example, their tone is caring, and/or they use positive language, smile, laugh, or share good-natured jokes.</p>	<p>8. <b>Assist youth without taking control.</b> Staff may coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. Staff refrain from taking over a task or doing something on behalf of the youth. This assistance goes beyond checking that work is completed.</p>
<p>4. <b>Attentively listen to and/or observe youth.</b> Staff look at youth when they speak and acknowledge what youth have said by responding and/or reacting. They pay attention to youth as they complete a task and appear interested in what they are saying/doing.</p>	<p>9. <b>Ask youth to expand upon their answers and ideas.</b> Staff encourage youth to explain their answers, evidence, or conclusions. They may ask youth 'why', 'how' and 'if' questions to get them to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond staff-elicited Q&amp;A.</p>
<p>5. <b>Encourage youth to share their ideas, opinions, and concerns.</b> Staff <u>actively elicits</u> youth ideas, opinions and concerns through discussion and/or writing. This item goes beyond basic Q&amp;A.</p>	<p>10. <b>Challenge youth to move beyond their current level of competency.</b> Staff give constructive feedback that is meant to help youth to gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.</p>
<p>6. <b>Engage personally with youth.</b> Staff show interest in youth as individuals, ask about youth's interests, and engage about events in their lives.</p>	<p>11. <b>Employ varied teaching strategies.</b> In order to engage students and/or reach those with different learning styles, staff diversify instructional strategies, which may include the use of two or more of the following: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously and/or sequentially within the observation period. This</p>

	item does not include coupling a staff-directed instruction with youth working together, as described above.
7. <b>Guide for positive interactions.</b> Staff intentionally encourage positive interactions and/or directly teach interpersonal skills. They teach these skills through planned activity content or through intervening constructively and calmly to address bullying or teasing behavior, redirecting youth and/or explaining or discussing why negative behavior is unacceptable. This item does not refer to behavior management, as described above (see item A3).	12. <b>Plan for/ask youth to work together.</b> Staff plans for and/or ask youth to work together, solve problems, and/or accomplish tasks. The focus of the activity is youth to youth, rather than youth to staff. This item goes beyond staff assigned teams for competitive games and sports. In the case of staff assigned teams, staff would also need to be directing youth to collaborate, plan, devise, etc., in order for this item to be rated as staff asking youth to work together.
<b>Content and Structure: Activity</b>	
<b>1. Is well organized.</b> Activity has clear goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available.	<b>3. Involves the practice/a progression of skills.</b> Activity involves the progressive development, learning, OR practicing of skills needed to complete tasks or to participate.
<b>2. Challenges students intellectually, creatively, developmentally, and/or physically.</b> Activity's level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth master skills quickly and become bored.	<b>4. Requires analytic thinking.</b> Activity calls on students to think about and <u>solve meaningful problems</u> and/or juggle multiple activities or dimensions to accomplish a task. For example, the activity requires youth to hold two or more ideas constant at the same time, and/or understand and apply sequencing or patterns.

### III. 21<sup>st</sup> CCLC Observation Instrument

#### Overall Program Quality Rating

At the end of the observation rate the entire program based on the activities and interactions observed.

**1= Low Program Quality.** Based on observed activities and interactions the program has serious problems and does not meet quality standards.

**2= Moderate Program Quality Rating.** Based on observed activities and interactions, the quality of this site is uneven and can be best described as of moderate quality.

**3= High Program Quality.** Based on observed activities and interactions, this program incorporates best practices and overall, most activities and interactions were of high quality.