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Introduction

Leaders of the Computer Clubhouse Network contracted with SRI International’s (SRI’s) Center for Technology in Learning for assistance in evaluating the impacts of the Computer Clubhouses on their Members. As part of this evaluation project, SRI designed and administered a series of Youth Impact Surveys, which have been made available on the World Wide Web to all Clubhouses. This report details the results of the eleventh administration of the Youth Impact Survey in March 2013. This survey solicited Members’ background information and information about their Clubhouse visiting patterns, and included several attitude scales. The attitude measures were clustered into four major dimensions: technological (Members’ degree of confidence in their use of technology), academic (Members’ beliefs regarding their academic progress), social-emotional (how well Members related to Clubhouse peers and adults), and aspirations (how far and in which directions Members planned to take their education).

This report consists of three sections and two appendices:

Executive Summary. This section highlights significant findings regarding Clubhouse use, Members’ attitudes, and the relationship between the two. We also present a brief summary of relevant recommendations for high-quality after-school programs drawn from external research.

Clubhouse Use. This section indicates the amount of time Members spent at their respective Clubhouses and describes their activities there.

Attitude Measures. The survey includes 14 scales, which have been clustered into 4 overarching topical areas: technological, academic, social-emotional, and aspirational. This section describes the range of Members’ attitudes and the relationships between those attitudes and Clubhouse use.

Appendix A—Interpreting Box and Whisker Charts. This short guide indicates how to interpret the box-and-whisker chart, which we use to display the distributions of Members’ attitude scores.

Appendix B—Youth Impact Survey Attitude Questions. This appendix presents the attitude-related survey items administered to Clubhouse Members.
Executive Summary

The following bullets highlight the key findings presented in this report.

➢ The Clubhouses are being intensively used by the majority of the membership. Most Members visited their Clubhouses at least weekly and stayed for at least 1 hour.

- 47%¹ of Members visited their Clubhouses every day, and 83% visited at least weekly.
- 37% of Members visited their Clubhouses for more than 3 hours at a time, and 91% visited for at least 1 hour.

➢ 96% of Members tried at least 1 of 9 listed activities:

- Making designs or pictures was by far the most popular activity cited, whereas designing a Web site and making a 3D model were among the least popular activities.
- There was an observable difference between genders regarding activity preferences, and this difference has persisted across the years.

➢ The vast majority of Members scored above the midway point in the social-emotional and academic attitude scales. The positive associations between many attitude scores and the average length of Clubhouse visits were statistically significant.²

- In some cases, the relationship of attitude to Clubhouse attendance differed significantly by gender, with one gender showing a stronger association than the other.

➢ There was a positive correlation between the overall measures and frequency of visit and duration of visit for both girls and boys.

- Length of visit and socio-emotional scales showed a strong correlation.
- The overall technology scale showed the strongest association with Clubhouse utilization.

➢ The majority of Members aspired to finish high school and to continue their education.

¹ The 2011 edition of this report had a typo listing this figure as 83%.
² Simple randomness in sampling and administration may cause apparent differences in the percent of high-use and low-use Members’ scoring above average on a survey scale. For each of the survey scales, we asked the following question: How likely is it that random chance would cause a difference between the high-use and low-use groups if there were truly no difference between the two groups? When the probability that the differences shown due to random chance was less than 5%, we labeled it as “statistically significant.” That is, a statistically significant difference was one that has a greater than 95% chance of reflecting a true difference between high-use and low-use groups on a particular survey scale.
95% of Members either “probably” or “definitely” believed they would graduate from high school, and 94% “definitely” or “probably” planned to continue their education.

92% of Members “probably” or “definitely” believed they would use skills acquired in the Clubhouse in their future careers.

85% of both girls and boys planned on attending college.
Findings from External Research

Researchers have increasingly recognized and documented the importance of engaging, interest-promoting, and well-resourced out-of-school environments for supporting the learning and development of young people. These nonschool, nonhome “third-spaces” represent a critical element in the ecology of opportunities for youth (Gutierrez et al., 2003; 2009). Technology has increased the potency and leverage of these community-based opportunities through the affordances it provides for young people to connect their learning across settings, identify and mobilize information resources, participate in virtual communities, and seamlessly carry forward their activities from one time and place to another. The new “Connected Learning” model provides a vision for learning that crosses boundaries and puts much of the initiative and choice for learning activities and goals in the hands of the learners themselves; the new model also indicates the power and importance for both individuals and society as a whole that it represents (Ito et al., 2013; Sefton-Green, 2004, 2013). Computer Clubhouses fit squarely within this model.

Recent research has identified common features of environments that promote positive youth development and outcomes (e.g., Durlak & Weissberg, 2007; Hamilton, Hamilton, & Pittman, 2004; Lerner, von Eye, Lerner, Lewin-Bizan, & Bowers, 2010; Morton & Montgomery, 2011; McLaughlin, 2000; National Research Council & Institute of Medicine, 2002; Piha, 2001; Villarruel, Perkins, Borden, & Keith, 2003; Wong, Zimmerman, & Parker, 2010). A meta-analysis of outcomes for these types of programs found that:

Youth empowerment programs (YEPs) are designed to build on the assets of young people through a focus on active participation, mastery experiences, and positive connections in order to improve developmental outcomes and positive transitions to adulthood. (Morton & Montgomery, 2011:5)

The widely-cited Community Programs to Promote Youth Development report provides a consensus about the characteristics of effective youth-serving community-based organizations (National Research Council & Institute of Medicine, 2002). The report identifies particular features that serve as the processes or “active ingredients” in programs that facilitate positive youth development. Four of these features are particularly relevant to the design and programming of Computer Clubhouses:

- **Physical and Psychological Safety.** Safe and health-promoting facilities; practice that increases safe peer group interaction and decreases unsafe or confrontational peer interactions. The Collaboration scales addressed aspects of safety and positive peer interactions.

- **Supportive Relationships.** Warmth, closeness, connectedness, good communication, caring, support, guidance, secure attachment, and responsiveness. The Relationship with Adults and Social Competence survey scales measured aspects that addressed supportive relationships within the Clubhouses.

- **Opportunities to Belong.** Opportunities for meaningful inclusion, regardless of gender, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement and integration; opportunities for sociocultural identity formation; and support for cultural
and bicultural competence. The Sense of Belonging scale most closely measured this quality of the Clubhouse experience.

- **Opportunities for Skill Building.** Opportunities to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences; opportunities to learn cultural literacies, media literacy, communication skills, and good habits of mind; preparation for adult employment; and opportunities to develop social and cultural capital. Members were asked several questions regarding their specific activities at Clubhouses, as well as their overall attitudes toward academics, problem solving, and school engagement.

Many researchers have elaborated on how these features specifically relate to technology-based community organizations. A psychologically safe environment, for example, provides youth with a setting in which they feel comfortable exploring new technologies and making mistakes (Adams, Eldredge, Piha, & Tamar-Mattis, 2001). Technology-based programs also provide youth with a relatively level playing field, often making it possible for younger teens and pre-teens with more experience to provide support to older novices (Kim, 2004). Technology-based community organizations support young people in developing skills that are especially valued and useful, enhancing their status, ability to contribute to society, and chances for success (Adams, Eldredge, Piha, & Tamar-Mattis, 2001; McLaughlin, 2000).

Across classrooms, homes, and community resources, the role of technology in the empowerment of youth is an important driver for change in learning and development for young people on the path to becoming productive adults (Gee, 2013). The forces reshaping the learning landscape must thus be accounted for by policy makers, educational practitioners, researchers, parents, and all of those with an interest in the outcomes for today’s youth (Penuel & O’Connor, 2010). Understanding the new possibilities that technology affords for young people of all backgrounds begins by assessing the impacts of organizations, such as the Clubhouse, that provide new visions for enhancing learning and development.
**Clubhouse Use**

This section presents statistics describing Members’ gender, language, and age. After eliminating duplicate survey responses and Members younger than 10 and older than 18, we calculated results for 1919 Members (835 girls, 1084 boys; see Exhibits 1 through 3).

Eleven Clubhouses had 40 or more Members respond to the survey.

Among the respondents, the proportion of boys (56.5%) was greater than that of girls (43.5%).

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*Exhibit 1. Number of survey respondents, by gender*
81% of Members took the English language version of the survey, 11% took the Spanish language version, 4% took the survey in Arabic, and 2% took the survey in Portuguese. Fewer than 2% took the survey in Russian, Danish, or Hebrew.

Exhibit 2. Number of survey respondents, by language
Half of the Members responding were between 12.0 years and 15.6 years old, with a median age of 13.5 years.

See Appendix A—Interpreting Box and Whisker Charts, for help in reading this chart.

Exhibit 3. Age ranges of Members
**Clubhouse Activity**

This section presents statistics describing how frequently Members visit their Clubhouses and the distribution of activities they undertake there (see Exhibits 4 through 8).

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**Exhibit 4. Frequency of Members’ visits to Clubhouses**

82% of girls and 85% of boys visited their Clubhouses at least weekly, and 42% of girls and 51% of boys attended every day.

Overall, 47% of Members visited their Clubhouses every day.
When Members visited the Clubhouse, approximately 80% of girls and 83% of boys reported staying for at least 1 hour.

29% of girls and 38% of boys stated they stayed for more than 3 hours during a typical visit.
Nearly half of the members (48%) reported working for at least 1 hour at the computer. 58% of girls worked on a computer for 60 minutes or less, and 54% of boys stayed at the computer for more than an hour.

60% of respondents reported spending only a portion of their visit time at the computer (selecting a time interval that is smaller than that shown in Exhibit 5).³

In comparing the time spent at the computer with the average length of visit, we found that 36% of respondents provided the same time interval response for both questions. That is, it appears that 36% of Members spend most of their visit time at the computer.

³ We note that 4% reported spending more time at the computer than their average visit length, illustrating inherent inaccuracies in self-reported time estimates on surveys.
96% of Members reported trying at least one of the listed activities.\(^4\)

Making a design or picture was the most popular activity for both boys and girls.

Activities for which boys differed from girls by more than a 10 percentage points were: creating a game, toy, or robot (38% of girls vs. 54% of boys) and make a 3D model (30% of girls vs. 45% of boys).

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\(^4\) The questions regarding Members’ participation in activities were altered in the May 2008 survey both to reduce the survey burden on Members and to improve the accuracy of responses. Exhibits 7 and 8 should thus not be directly compared with their counterparts in survey reports before May 2008.
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Members participating in activities at least monthly

All Clubhouses (835 Girls, 1084 Boys)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make design or picture</td>
<td>55</td>
</tr>
<tr>
<td>Make video or animation</td>
<td>29</td>
</tr>
<tr>
<td>Design website</td>
<td>13</td>
</tr>
<tr>
<td>Make something in music studio</td>
<td>26</td>
</tr>
<tr>
<td>Create game, toy, or robot</td>
<td>19</td>
</tr>
<tr>
<td>Write newsletter, article, story</td>
<td>26</td>
</tr>
<tr>
<td>Do programming</td>
<td>26</td>
</tr>
<tr>
<td>Make a 3D model</td>
<td>16</td>
</tr>
<tr>
<td>Work on engineering project</td>
<td>19</td>
</tr>
<tr>
<td>Make design or picture</td>
<td>39</td>
</tr>
<tr>
<td>Make video or animation</td>
<td>39</td>
</tr>
<tr>
<td>Design website</td>
<td>37</td>
</tr>
<tr>
<td>Make something in music studio</td>
<td>30</td>
</tr>
<tr>
<td>Create game, toy, or robot</td>
<td>30</td>
</tr>
<tr>
<td>Write newsletter, article, story</td>
<td>29</td>
</tr>
<tr>
<td>Do programming</td>
<td>29</td>
</tr>
<tr>
<td>Make a 3D model</td>
<td>26</td>
</tr>
<tr>
<td>Work on engineering project</td>
<td>26</td>
</tr>
</tbody>
</table>

Girls

Activities for which differences between boys and girls participating at least monthly differed by more than 10 percentage points included: make video or animation (29% of girls and 39% of boys), make something in music studio (26% of girls and 37% of boys), create game, toy, or robot (19% of girls and 30% of boys), and make a 3D model (16% of girls and 26% of boys).

Boys

76% of members reported participating in some activity at least monthly.

Summary of Clubhouse Activity. The results in this section corroborate those presented in prior reports. The vast majority of Clubhouse Members visited their Clubhouses at least weekly, with approximately 47% of Members visiting every day. Not only did Members visit frequently, they also stayed for extended periods: approximately 81% of Members spent at least 1 hour each visit, and 34% of Members spent at least 3 hours each visit. The Clubhouses were thus intensively used by the majority of the Members.
Activity preferences differed between the genders—a difference that has persisted across the years. Girls gravitated more toward activities such as making a design or picture (also popular among boys); writing a newsletter, article, or story; and making a video or animation. Boys were more likely to make something in the music studio; create a game, toy, or robot; or make a 3D model. The difference between genders for these activities was, on average, 11%.

We compared Members’ responses on questions regarding the amount of time they spent at the Clubhouse and the amount of time spent at the computer. We found that 36% of respondents chose the same time interval for both questions, indicating that they spent a significant portion of their visiting time at a computer. However, 60% of Members reported a lower interval of time spent at the computer than that of their overall visit length. Thus it is safe to say that at least 60% of the Members spent a significant amount of their visit time on noncomputer-related Clubhouse activities (e.g., completing homework, talking to a Clubhouse mentor, engaging in a craft, building a robot).

Research on youth development that focuses on types and patterns of participant attendance in out-of-school programs (Borden, Perkins, Villarruel, & Stone, 2005; Simpkins, Little, & Weiss, 2004; Weiss, 2005) suggests that simple distinctions between, for example, frequent and infrequent attendance are not sufficient for understanding how participation affects youth outcomes. The length and intensity of participation are two additional factors, measured by the Youth Impact Survey, that typically vary among program participants and can lead to differing experiences and outcomes.
Attitude Measures

The Youth Impact Survey consisted of 14 attitude scales. In this analysis, we grouped those scales into 4 clusters: social-emotional attitudes, academic attitudes, technology use, and educational aspirations (see Exhibits 9 through 11). For each set of scales, we discuss the overall distribution of the measures, as well as how strongly the measures are associated with Clubhouse use.

Social-emotional Attitude Scales

Five survey scales measured aspects of Members’ social or emotional development:

- **Collaboration**: The degree to which Members listened to one another and engaged in group projects.
- **Relationship with Adults**: Trusting and feeling respected by Clubhouse adults.
- **Sense of Belonging**: A general sense of community at the Clubhouse.
- **Sense of Future**: A sense that the Member has a promising future.
- **Social Competence**: Getting along with others.

Social-Emotional Attitude Scales

All Clubhouses (835 Girls, 1084 Boys)

Overall social-emotional attitudes were quite positive. One-quarter of Members scored at the highest levels for **Relationships with Adults** and **Sense of Belonging** scales, and half of girls and half of boys scored the maximum on the **Sense of Future** scale.
For boys, higher frequency of Member visits was associated with a greater Sense of Belonging, Sense of Future, and Social Competence.

The relationships between frequency of visits and social-emotional scales were not significant for girls.
Members who visited their Clubhouses for more than 3 hours at a time tended to score higher on the social-emotional scales than did Members who visited for less than 1 hour.

For example, 66% of girls who visited for more than 3 hours at a time scored above the median on the Sense of Belonging scale, as compared with the 40% of girls who visited for less than 1 hour at a time.
**Academic Attitude Scales**

Three survey scales measured aspects of Members’ academic attitudes (see Exhibits 12 through 14):

*Academic Self-Perception*: Belief in one’s ability to engage in academic work.

*Problem Solving Competence*: Belief in one’s ability to solve problems.

*School Engagement*: Positive affect toward school.

Scores on the academic attitude scales were generally high, with at least one-quarter of girls scoring at the maximum on the *Academic Self-Perception* and *School Engagement* scales.

**Exhibit 12. Distribution of Members’ academic scales**
Only one relationship between the frequency of Member visits and scores on the academic attitude scales was significant. Girls who visited daily scored significantly higher on Problem Solving Competence than those who visited monthly.
Members who visited their Clubhouses for more than 3 hours at a time tended to score higher on the academic attitude scales than did Members who visited for less than 1 hour.

For example, 58% of girls who visited for more than 3 hours at a time scored above the median on the School Engagement scale, as compared with the 48% of girls who visited for less than 1 hour at a time.

Exhibit 14. Relationship of academic scales with Members’ length of visits
Technology Use Scales

Four scales summarized Members’ technology use (see Exhibits 15 through 17). The two Technology Use Breadth and Technology Use Depth scales were derived from the same set of survey items.

Technology & Schoolwork: Belief that using technology improves the quality of the Members’ academic work.

Technology Competence: Self-assessment of expertise, averaged across six activities.

Technology Use Breadth: The number of different activities a Member usually participates in at least once or twice. The highest possible score indicates that a Member participated in all nine of these activities at least once or twice.

Technology Use Depth: The engagement with the Member’s most frequent activity. The highest possible score indicates that a Member participated in that activity every day.

Exhibit 15. Distribution of technology scales

Technological competence spanned a range in the middle of the scale, suggesting that activities were neither too easy nor too difficult for most Members.

The Technology Use Depth scale showed that, on average, boys tended to select a main activity in which they engaged more often, whereas girls engaged in a greater diversity of activities; at least 27% of boys engaged in some technological activity on a daily basis.

5 The nine listed activities were: Make a design or picture on the computer; make a video or animation; design or build a Web site; make something in the music studio; create a game, toy, or robot; write a newsletter, article, or story; engage in programming (e.g., Flash Action Scripts, Scratch, Pico Crickets); make a 3D model, 3D photograph, or 3D movie; work on an engineering project.
Overall, the relationship between the Technology Use scales and visit frequency appeared to be positive, with most relationships being statistically significant for boys and girls.
Overall, the relationship between the Technology Use scales and visit duration appears to be positive, with all four relationships statistically significant for boys and the relationship with Technology Use Depth significant for girls as well.
Aspiration Scales

We asked about Members’ intentions to (1) graduate from secondary school, (2) continue their education, and (3) use skills learned at the Clubhouses in future work. We also asked what form future education might take for each Member (see Exhibit 18).

73% of girls and 69% of boys “definitely” believed they would graduate from high school. Overall, 95% of Members either “probably” or “definitely” believed they will graduate from high school, and 94% “definitely” or “probably” planned to continue their education.

92% of girls and 92% of boys “probably” or “definitely” believed they would use skills acquired in the Clubhouse in their future careers.

For those planning to continue their education, 85% of girls and 85% of boys planned on attending college.
Summary of Attitude Scales

Study findings indicated that the vast majority of Members scored above the midpoint on the social-emotional and academic attitude scales—a finding that is consistent with past Youth Impact Survey findings and other studies of Clubhouse impacts. Our recent study of Clubhouse alumni (SRI International, 2013) found that alumni nearly unanimously endorsed (97%) the Clubhouse as the most important source for them in setting high goals and expectations for themselves. Our qualitative study of the Clubhouse model (Michalchik, Llorente, Lundh, & Remold, 2008) illustrated the positive impact the Clubhouse can have on participants’ lives. Across our studies, we have gained insight into possible reasons why a significant proportion of Members are in the highest end of the scale range and most Members have positive social-emotional and academic attitudes.

To make it easier to visualize these findings, we collapsed the data from the separate subscales into 3 overall scales representing the broad categories of social-emotional, academic, and technology measures. Charts showing the association between these overall measures and Clubhouse use appear on the following pages (see Exhibits 19 through 21). Each chart shows a positive correlation between the overall measures and frequency of visit and duration of visit for both girls and boys. Length of visit and socio-emotional scales show a strong correlation. Not surprisingly, perhaps, the overall technology scale shows the strongest association with Clubhouse use: Members must visit a Clubhouse frequently to engage in multiple technology activities intensively.

The literature on youth development supports the types of findings we have been reporting in our studies of Clubhouse members, alumni, and the features that contribute to participants’ positive outcomes. This literature speaks to the depth of engagement youth experience in community-based settings (Granger, Durlak, Yohalem, & Reisner, 2007; Mahoney, Parente, & Zigler, 2010), suggesting possible reasons for correlations such as the one between length of visit and positive attitudes we found in our study. Research studies from other fields also pertain to the findings presented here, indicating how well designed, youth-centered, interest-driven environments (Ito et al., 2013) provide young people with opportunities to build skills (Bransford, Brown, Cocking, 2000; Bransford et al., 2006) and develop identities based on positive attitudes about themselves and their relationship to others (Hull & Greeno, 2006; Polman, 2006).
Exhibit 19. Relationship of Overall Academic scales with Members’ Clubhouse use

Exhibit 20. Relationship of Overall Social-emotional scales with Members’ Clubhouse use
Exhibit 21. Relationship of overall Technology scales with Members’ Clubhouse use
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References


Appendix A—Interpreting Box and Whisker Charts

Box and whisker charts were devised to summarize the distribution of measures on several scales in the same graph. They constitute a compact and visually informative method for displaying data.

The box and whisker chart shown in Exhibit A-1 shows the overall distribution of Clubhouse Members’ ages. The gray box is composed of 3 vertical lines: the left side of the box, a line in the middle, and the right side of the box. These correspond to the 25th, 50th, and 75th percentiles of the data. That is, the lowest 25% of ages fall to the left of the box and the highest 25% to the right of the box, and the middle 50% are enclosed by the box. The median (or 50th percentile) is indicated by the line in the middle of the box. The “whiskers” indicate the approximate range of all the data after trimming extreme outliers.

Exhibit A-1. Distribution of Members’ ages

In this sample box and whisker graph, the median age (50th percentile) is 13.3 years, indicating that half of the Members were younger than 13.4 and half older than 13.5. The 25th percentile is 12.0 years; that is, 25% of the Members were younger than 12.0. Similarly, the 75th percentile of 15.6 indicates that 25% of the Members were older than 15.6 (or, conversely, 75% were younger than 15.6). Members younger than 10 and older than 18 were excluded from the survey results.
Appendix B—Youth Impact Survey Attitude Questions

Collaboration

When you’ve worked on a project with other kids in a group, how well did you and kids in your group:

- Listen carefully to what everyone else had to say?
- Make sure that everybody had a chance to talk?
- Work together to finish the project?
- Help somebody else when they were stuck?

Thinking about yourself, how much do you:

- Like to work on projects with other kids?
- Feel like you do a better job when you work with other kids?
- Get along with the other kids in your group?

Problem Solving Competence

Thinking about times when you have a problem with something, how much do you agree with these ideas about your problem solving?

- I am good at solving hard problems.
- When I have a new problem, I usually feel sure that I can solve it.
- I know that if I work hard enough, I can solve almost any problem that I have.

Social Competence

Thinking about times when you are with people your own age, how much do you agree with these ideas about your feelings?

- I like it when I can make them happy.
- I like it when they look up to me.
- I like it when I can make their lives easier for them.
- I like it when I really understand someone’s feelings.
How good are you at:

- Getting to know new people?
- Having a nice long talk with someone new that you want to be friends with?
- Asking someone new to do something fun or interesting with you?

**Sense of Belonging**

How much do you agree with these ideas about the Clubhouse?

- The leaders at the Clubhouse make me feel wanted and accepted.
- I feel like I am an important Member of the Clubhouse.
- Coming to the Clubhouse helps make me happier in my life.

**Relationship with Adults**

Thinking about the adults at the Computer Clubhouse, how true are each of the following?

- They usually say something nice when you do something good.
- I could go to them for help in an emergency.
- I feel that they accept me.
- I feel like I can trust them.

**Sense of Future**

How much do you agree with these ideas about your future?

- I will do good and useful things with my life.
- I have high goals and expectations for myself.
- I will get the kind of job I want.
Technology Competence

How well can you do the following?

- Make a design or picture on the computer
- Make a video or animation
- Design or build a Web site
- Make something in the music studio
- Create a game, toy, or robot
- Write something like a newsletter, article, or story on the computer
- Do programming (for example, Flash Action Scripts, Scratch, or Pico Crickets)
- Make a 3D model, 3D photograph or 3D movie
- Work on an engineering project.

Technology and Schoolwork

When you are using a computer (instead of paper and pencil) to do your schoolwork, do you;

- Create a better-looking finished product (than if you didn't use a computer)?
- Write better?
- Seem to understand things better when using a computer?

School Engagement

How much do you agree with these ideas about school?

- I look forward to going to school each day.
- I like being in school.
- I am happy when I am in school.
- I work very hard for school.
- When I have schoolwork to do, I keep working on it until it is finished.
- I care a lot about getting good grades at school.

Academic Self-Perception

How much do you agree with these ideas about school?

- I can really pay attention in class.
- When it comes down to it, I can really work hard at school.
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➢ I have a hard time making myself listen carefully to my teachers.
➢ I often think that I am not as smart as my classmates.
➢ Although I often try very hard, I don’t master things that others do easily.
➢ I think I’m just as smart as other kids are.

**Educational Aspirations**

➢ How likely is it you will graduate from high school (secondary school)?
➢ Do you intend to continue your education after high school (secondary school)?
➢ In your future career or job, how likely are you to use skills you learned at the Clubhouse?
➢ If you intend to continue your education, are you most likely to:
   ▪ Attend a college or university?
   ▪ Attend a trade or vocational school?
   ▪ Attend an on-the-job or hands-on training program?
   ▪ Attend another type of program (describe)?