NEBRASKA DEPARTMENT OF EDUCATION

TO: Roger Breed, Ed.D.
Commissioner of Education

FROM: Mary Ann Losh, Administrator, Office of Equity and Instructional Strategies
Karen Stevens, Director, 21st Century Community Learning Centers Grant Program
Lisa St. Clair, Statewide Evaluator, Interdisciplinary Center for Program Evaluation, Munroe-Meyer Institute

SUBJECT: Presentation of the 21st Century Community Learning Centers Annual Evaluation Report

Proposed Board Action:

Presentation of the 21st Century Community Learning Centers Annual Evaluation Report

Background Information:

The Nebraska Department of Education administers the federally-funded 21st Century Community Learning Centers (21st CCLC). This competitive grant program is designed to support the establishment of community learning centers serving K-12 students attending high-need Nebraska schools. For the purposes of this grant, these are schools where at least 40% of the students qualify to receive free or reduced-cost meals, where the mobility or English Language Learner rate is above the statewide average, or where the school building received a rating of "needs improvement" on the Federal accountability (AYP) building status. These projects offer students a broad array of services, programs, and activities during non-school hours or periods when school is not in session (such as before- and after-school or during summer recess). The three goals of this grant program are to: 1) improve student learning performance in one or more core academic areas; 2) increase social benefits and positive behavioral changes; and 3) increase family and community engagement in schools. Over the past nine years, the Nebraska Department of Education has awarded grants in 27 communities serving over 100 school building populations.

In this presentation Dr. Lisa St. Clair will share the results of the 21st Century Community Learning Centers Annual Evaluation Report. Craig Taylor, Nebraska City Middle School Principal, and Kary Sell, Project Director, will discuss their new 21st CCLC program and specifically how they are aligning their afterschool program with the school day learning objectives and developing strong partnerships with school staff and external partners.

Estimated Cost:

Conducting an annual evaluation is a requirement of this federally-funded program.

Supporting Documentation Included:

A copy of the 21st CCLC Annual Evaluation Report, 2010-2011 School Year is included. The report is posted on the 21st CCLC website at http://www.education.ne.gov/21stcclc/ProgramEvaluation/EvaluationReport2011.pdf.

For Additional Information on this item:

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Annual Evaluation Report

2010–2011 School Year

Nebraska
21st CENTURY COMMUNITY LEARNING CENTERS

Purpose and History of Nebraska 21st Century Community Learning Centers

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

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

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

For more information about the Nebraska 21st Century Community Learning Centers grant program, call the office at 402-471-0876 or visit the web site at http://www.education.ne.gov/21stcclc. Further information on 21st Century Community Learning Centers is available through the United States Department of Education. The website is located at http://www.ed.gov/programs/21stcclc/index.html.

Evaluation Purpose

The purpose of the 21st CCLC program evaluation is to provide: (a) descriptive information regarding the implementation of these programs, (b) process data that will assist the project staff in continually improving the quality of services to the students and their families, (c) outcome data that will assist the programs in determining the extent to which the program achieved its anticipated outcomes, and (d) required data to meet the federal NCLB Title IVB program requirements. The evaluation was and will continue to be accomplished by collecting data across multiple sources and forms using both qualitative and quantitative approaches.

The evaluation design utilizes the same continuous improvement model developed by the Nebraska Department of Education for school improvement planning. (http://www.education.ne.gov/CIPToolkit/).

Continuous Improvement Process

The overall design of the 21st Century Community Learning Centers Grant Program utilizes targeted academic and social/behavioral supports in before school, afterschool, full days when school is not in session, and summer school offerings. Local programs develop their own models to suit local needs, but must meet or exceed the parameters

established in the grant application from NDE. Programs must base their model on local needs assessment data, describe curricular and evaluation approaches, and participate in a comprehensive, continuous improvement evaluation process. Programs select an external local evaluator to support their evaluation and continuous improvement process efforts. Programs are required to develop a core local management team, with recommended membership to include the project director, building principal, local evaluator, and other key stakeholders.

Since 2006, the NDE 21st CCLC management team identified the elements of a quality afterschool program and began to incorporate them into the continuous improvement process for local programs. Each year evaluation data is submitted by June 15. The external statewide evaluator analyzes, verifies the accuracy of the submitted data, and develops "Continuous Improvement Process Data Snapshots" for each program. Indicators of quality were established on targeted data *process* areas (such as 90% return rates or greater on teacher, parent and student surveys) and on *outcome* areas (such as ratings of 3.50 or greater on observation domain categories). These snapshots include site level outcomes, grant program level outcomes, district level outcomes, and state level outcomes. The snapshot provides a summary of each school site's data outcomes and the overall program's data outcomes compared to state outcomes, and is color coded in yellow, orange or red to indicate any data outcome that does not meet the indicators of quality. Yellow highlighting signifies an outcome below the indicator of quality for the first time. Orange highlighting signifies an outcome below the indicator of quality for two or more consecutive years, but shows improvement from the prior year. Red highlighting signifies an outcome below the indicator of quality for two or more consecutive years and has not improved from the prior year.

Each year, during the months of August and September, the NDE 21st CCLC management team meets with management teams of grantees in year one or four of the grant cycle. The purpose of these meetings is to review the CIP Data Snapshot with the local management teams and facilitate discussions on local plans to improve programs. Grantee management teams completing years two, three, or five, meet with external local evaluators to complete the same CIP process. These management teams then work together to complete Continuous Improvement Process Meeting Summaries that identify areas of strength, areas below the indicators of quality, and action plans for improvement. Each local management team then implements the action plans proposed to improve their program. Data are then collected in the subsequent year to measure program improvement. In the case of red highlighted areas below the indicators of quality, the NDE management team reviews the proposed action plan and provides approval or recommendations for modification. These are then closely monitored for improvement.

Technical Assistance and Professional Development. NDE provided technical assistance and professional development activities for grantees in order to facilitate their continuous improvement. An ongoing technical assistance plan was developed based on the review of research on best practice for afterschool programs, the statewide evaluation findings, and discussions at each project's continuous improvement process meeting. Monthly grant management and evaluation conference calls are held with project directors. Recordings of the calls are posted online where others can access and review them, if they were unable to join the monthly call. When requested, resources were provided and some follow-up site visits occurred for program support in areas identified. A password protected e-learning system, My21stCCLC, was utilized for data collection, grant management, communication, and provision of technical assistance. All of the Nebraska project directors were required to attend the Nebraska project director annual meeting in September. Technical assistance was provided to new directors with a particular focus on the basics of grants management and evaluation, followed by technical assistance and professional development to the new and veteran project directors on topics such as building community partnerships, engaging with families, and connecting afterschool with the school day.

To assist projects in their continuous improvement process, the 21st CCLC state management team developed the *21st CCLC Elements of Quality,* aligning the elements with the observation tool used by evaluators. A website for grantees was organized with resources available in each of the domains on the observation tool and the Elements of Quality. To strengthen capacity to partner with families in support of their students' learning, coordination of efforts with the Nebraska State Parental Information and Resource Center (PIRC) program continues. The Nebraska State PIRC implemented school-based PIRCs in 62 schools with 21st Century Community Learning Center programs.

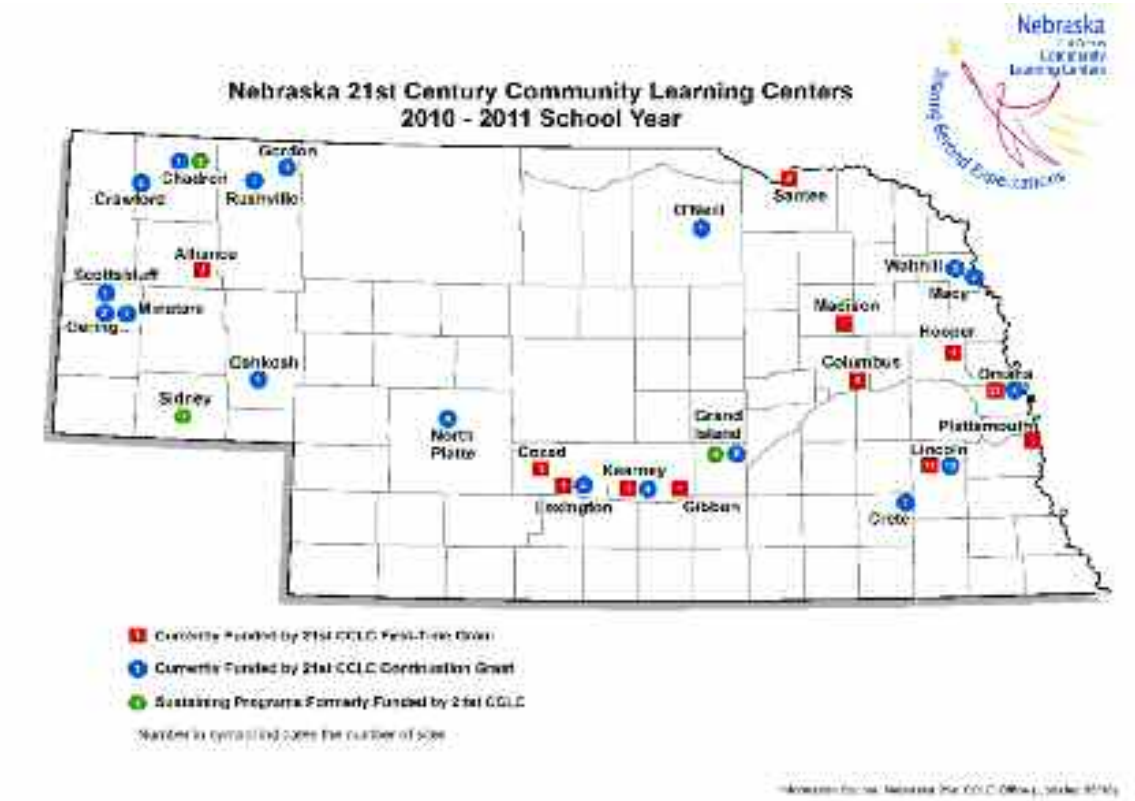
New grantee orientations and new grantee staff development included assistance in program planning and implementation, operating an effective program, collaborating with families and community partners, and particular focus on linkages to school-day learning objectives, administrators, and staff.

Summary of data collection systems

Site level data were collected in Microsoft© Access databases developed for each grantee and disseminated by the statewide evaluator. Data were also collected in the federal web-based data collection system Profile and Performance Information Collection Systems (PPICS) and in annual Continuous Improvement Process Summaries including action plans submitted by grantees.

Program Evaluation Findings

Program evaluation of the 21st CCLC programs includes examining progress on four outcomes. These outcomes include measured quality of these programs, student achievement, observed changes in student social or behavioral patterns, and changes in family or community support of student learning. This graphic provides a summary of the communities served in the 21st CCLC program for 2010-2011.



Description of Grantees, Sites, and Students Served

Project Demographics

Beginning in 2003-2004, NDE has conducted an annual grant competition to award five-year 21st CCLC federal grants for CLC programming. These 21st CCLC grant dollars are leveraged with other federal, state and local in-kind and matching funds to operate quality CLC programs. In 2010-2011 grant awards totaled $5,628,202 to benefit students in 26 Nebraska communities.

Grade Levels for Total and Regular Student Attenders for Nebraska 21st CCLC

Grade Level	# of Total Student Attenders	# of Regular Student Attenders	% of Regular Student Attenders
Kindergarten Students	1545	934	11%
First–grade Students	1868	1082	13%
Second–grade Students	2000	1192	14%
Third–grade Students	1943	1169	14%
Fourth–grade Students	1886	1111	13%
Fifth–grade Students	1779	1020	12%
Sixth–grade Students	1303	751	9%
Seventh–grade Students	1315	632	7%
Eighth–grade Students	1217	554	6%
Ninth–grade Students	163	31	0.4%
Tenth–grade Students	191	43	0.5%
Eleventh–grade Students	119	45	0.5%
Twelfth–grade Students	94	13	0.2%
Total	**15,423**	**8,577**	**100%**

Ethnicity for Regular Student Attenders for Nebraska 21st CCLC

Ethnicity	# of Regular Student Attenders	% of Regular Student Attenders
American Indian/Alaska Native	509	5.9%
Asian/Pacific Islander	186	2.2%
Black/African American	2041	23.8%
Hispanic/Latino	2330	27.2%
White	3503	40.8%
Multiple	8	0.1%
Total	**8577**	**100%**

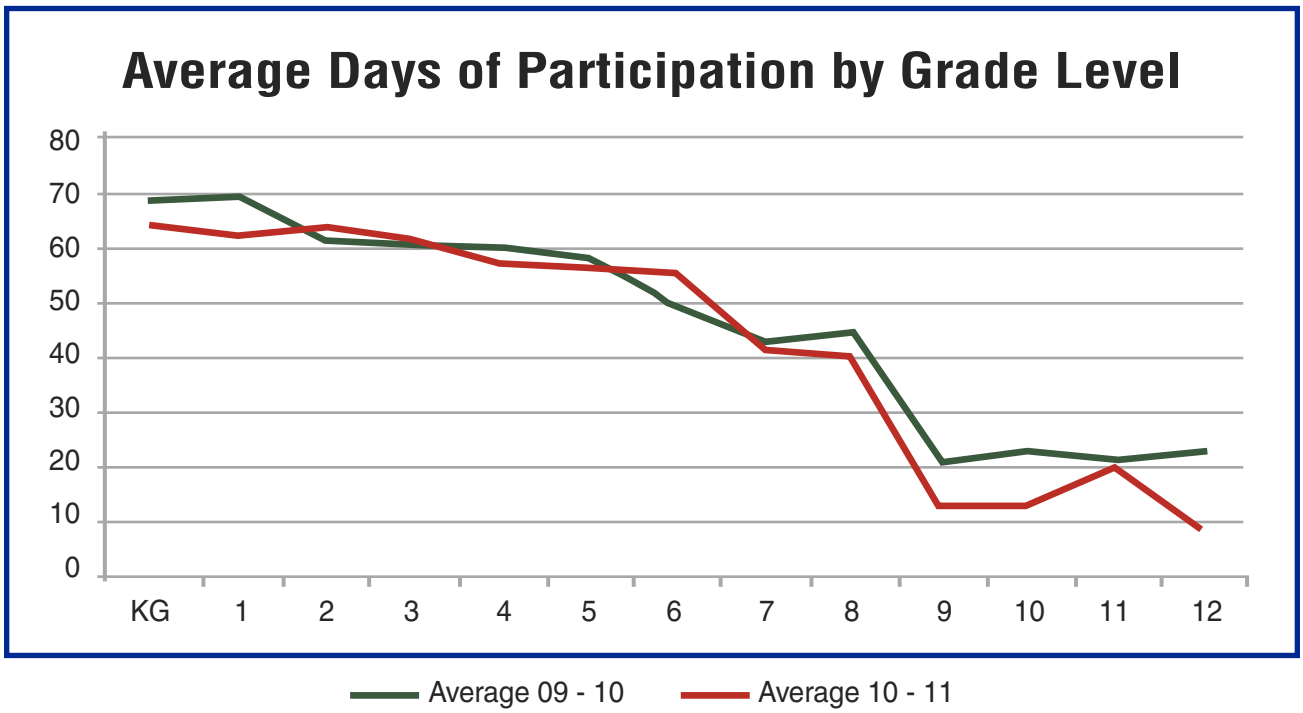
Student Demographics

While a total of 15,423 students were served in afterschool or out-of-school days during the year by 21st Century Community Learning Center sites, demographic information will be reported only for those students who were regularly served, referred to as regular attenders. The definition of a regular attender is a student attending 30 days or more during the school year. These programs served 8,577 regularly attending students during the 2010-2011 school year, which was an increase from 8,061 in 2009-2010; 7,048 in 2008-2009; and 6,195 in 2007-2008.

The programs were funded to serve 6,222 regularly attending students during the 2010-2011 school year. Because these programs served a greater number of regularly attending students (8,577), they served 138% of the students funded to be served during the school year.

Grade levels. As delineated in the chart on page 6, the majority of students regularly served in 21st CCLC programs across Nebraska were in kindergarten through fifth grade (76%).

Participation by Grade Level. The participation of different grade level groups was examined. The next chart depicts average days of participation by grade level



across all students who enrolled in 21st CCLC programs in 2009-2010 and then 2010-2011. Participation generally declined by grade level. Further exploration would need to occur to determine the reasons for this trend.

Ethnicity. The 21st CCLC programs served a diverse group of children and youth. The majority of students served (59%) were from an ethnic minority category (see chart on page 6).

Gender. Fifty percent (50%) of the regular attenders were female and 50% were male.

Eligibility for Free/Reduced Lunch. Seventy-seven percent (77%) of the regular attenders were eligible for free or reduced lunch. This is a significantly greater percentage compared to all of Nebraska's schools (41.22%, data source is NDE State of the Schools Report, 2009-10).

Eligibility for Other School Services. Twenty percent (20%) of the regular attenders were English Language Learners. NDE State of the Schools Report (SOSR) data indicates that 6.56% of students in Nebraska's schools were identified as English Language Learners (2009-10). Sixteen percent (16%) of regular attenders were verified for special education, compared to 15.27% across Nebraska's schools (2009-10 SOSR data).

Quality of 21st CCLC Programs

Quality programs have been linked to immediate, positive developmental outcomes, as well as long-term positive academic performance (Beckett, Capizzano, Parsley, Ross, Schirm, & Taylor, 2009); Burchinal, Peisner-Feinberg, Bryant, and Clifford, 2000).

OQASP Domain	2008-09	2009-10	2010-11
Number of School Sites Observed	92	102	102
Administration	4.57	4.66	4.65
Relationships	4.43	4.47	4.48
Family Partnerships	4.25	4.37	4.47
School & Community Collaboration	4.47	4.53	4.52
Environment, Safety & Wellness of Students	4.52	4.56	4.59
Programming	4.16	4.24	4.22
Overall	4.40	4.48	4.49

5-point scale with 1=not evident and 5=consistently evident

Observations of Program Quality. The *Observations for Quality After School Programming* tool was developed by the statewide evaluator and used for program observations for the past seven years. Each year, the statewide evaluator observes all Year 1, Year 5 programs applying for a 21st CCLC Continuation Grant, and any programs for which a new local evaluator is retained. Local evaluators are trained on utilizing the observation tool and inter-rater reliability is ensured through a process of comparing scores post-observation. Local evaluators are deemed reliable when they match within the prescribed intervals 85% or more of the time.

This year the statewide evaluator completed first and fifth year grant site observations and local evaluators with demonstrated reliability independently completed observations of Years 2, 3, and 4 grantees. The observation tool measures outcomes in overall administration of the program, interactions among students and staff, support for family involvement and engagement, linkages between the school and community, general environment of the

More Positively Rated Items

#	Item Description	Avg Ratings 2009-10	Avg Ratings 20010-11
A13	A system is used to ensure there are sufficient materials to support program activities.	4.96	4.93
S3	The site supervisor is provided space at the school for lesson planning, communications, and data management.	4.89	4.87
E8	Meals and snacks are nutritious and adequate in portion to meet the needs of the students.	4.85	Not top 6
E3	The program's outdoor space meets the needs of students.	Not top 6	4.86
A4	Program policies and procedures are in place and are practiced as appropriate to support the safety of the students (fire drills, etc., should be practiced in the program, not just in the school day program, should be practiced or have a clear schedule for practice in summer).	Not top 6	4.84
A7	Program practices and policies ensure staff to student ratios not to exceed 1:15 and very few whole group activities.	4.82	4.84
S12	The school and program staff share in the process of recruiting and retaining students.	4.81	4.80
A2	Program policies and procedures are responsive to the needs of students and families in the community.	4.79	Not to 6

program, and observed program content (e.g., homework, language, mathematics, science, fine and dramatic arts, recreational activities).

A total of 102 school sites were observed and rated in the winter. This represented 100% of funded school sites. Overall, ratings have generally continued to improve on the *Observations for Quality After School Programming (OQASP)* findings (see table below).

Domain Level Analysis. Average domain ratings across programs were in the 4.0 to 5.0 range, suggesting that as a group the 21st CCLC programs were of good to excellent quality. More positive ratings were noted for all areas. The lowest rated domain was *Programming*. The *Family Partnerships* domain improved the most, with an increase of 10 points.

Sites with a domain rating less than 3.50 were required to develop action plans for continuous improvement.

Less Positively Rated Items

#	Item Description	Avg Ratings 2009-10	Avg Ratings 20010-11
P5	Science activities include in-depth, hands-on investigations where systematic inquiry is encouraged.	3.48	3.28
P4	Mathematics is developed in students through the use of engaging learning games and activities, projects meaningful to students, or through technology which appears interesting to students.	3.90	3.72
F8	A representative group of parents are included in shared decision making on key issues related to student learning.	3.77	3.90
P7	Students can choose from a wide variety of activities each day.	3.95	3.96
F7	Staff provide, or connect parents to, opportunities designed to engage parents in supporting learning at home.	4.09	Not lowest 6
P9	A variety of instructional strategies are used to meet the needs of all students, including the needs of exceptional learners (special education to gifted).	4.12	Not lowest 6
E9	Staff ensure that students take steps to minimize health risks (score of up to 3 if hand sanitizers are used consistently, up to 5 with hand washing with soap and water).[1]	Not lowest 6	4.5
S5	The school and program regularly share staff development offerings.	Not lowest 6	4.16

[1]CDC guidance on hand washing

The statewide evaluator next analyzed outcomes by item on the observation tool and noted the six items with the highest ratings and the six items with the lowest ratings on average across all sites (see following two tables).

Item Level Analysis. Item analysis on the observation data revealed that statewide average scores on most items were in the 4.0 to 5.0 range. The six more positively rated items were in the 4.80 to 4.93 range.

The six less positively rated items ranged from 3.28 to 4.16. Although the majority of these ratings surpassed the Indicator of Quality—a score of 3.50 or greater—when compared to the higher scoring items, these scores indicate areas to improve. A programming domain relating to science activities received the lowest score, a 3.28, representing a decline compared to the prior year. This score is well below the state's Indicator of Quality. Three of the less positively rated items were in the domain of Programming. Statewide technical assistance efforts should focus on these various Programming areas (science, mathematics, and student choices).

Teacher, Parent, Student, and Collaborative Partner Survey Outcomes

Teacher Survey Outcomes. The return rate of teacher surveys for students who attended 30 days or more was 85%, which was similar to the previous year (86%). The targeted return rate for teacher surveys was 90%. Grantees not meeting the 90% return rate were required to develop an action plan to meet this requirement.

School day classroom teachers were asked to rate each student's performance on district objectives/standards on a 3-point scale with 3 being exceeded standards, 2 being met standards, and 1 being below standards. Domains entailed reading (including reading, speaking, and listening), writing, and mathematics.

To determine whether Teacher Survey ratings of student performance in reading, writing, and mathematics was an effective way to measure student academic achievement outcomes, evaluation staff collected NESA Reading Scale Scores for the spring of 2010 and compared those to last year's teacher survey rating in reading on the same students in the spring of 2010. A strong, positive correlation existed between teacher ratings and measured

student performance on the Statewide NESA Reading Assessment.

Therefore, the Nebraska 21st Century Community Learning Center program will continue to use Teacher Survey results as its measure of student academic progress. If the program relied solely on NESA assessment data, it would lose measurement for approximately 38% of the students served in 21st CCLC programs (kindergarten-second grade students). A second issue is the delay in reporting if the grantees were required to wait until NESA assessment scores were published (October). It seems prudent to continue to use the Teacher Survey results to measure academic outcomes, and at the same time collect NESA Assessment data to continue to monitor the correlation of these data sets.

Correlations

		NESA Reading	TS Reading
NESA Reading	Pearson Correlation	1	.592**
	Sig. (2-tailed)		.000
	N	73	73
TS Reading	Pearson Correlation	.592**	1
	Sig. (2-tailed)	.000	
	N	73	73

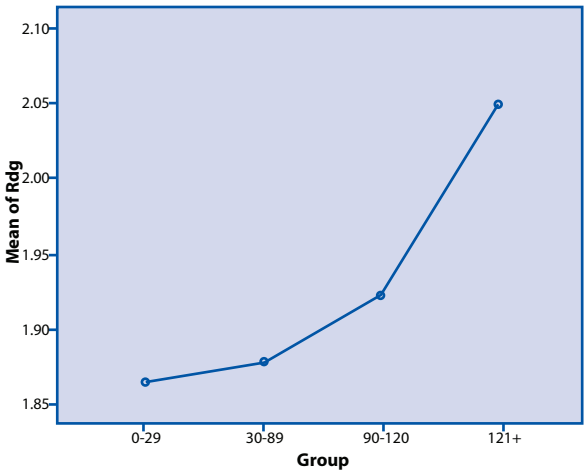
**. Correlation is significant at the 0.01 level (2-tailed).

		N	Mean	Std. Deviation
Reading	0-29	986	1.8631	.80261
	30-89	3256	1.8765	.80367
	90-120	1500	1.9213	.78031
	121+	2308	2.0503	.72845
	Total	8050	1.9330	.78190
Writing	0-29	986	1.7637	.73072
	30-89	3256	1.8053	.76893
	90-120	1500	1.8300	.73220
	121+	2305	1.9518	.67881
	Total	8047	1.8468	.73563
Mathematics	0-29	963	1.9273	.70410
	30-89	3205	1.9601	.72517
	90-120	1489	1.9778	.69670
	121+	2299	2.0974	.65310
	Total	7956	1.9991	.69991

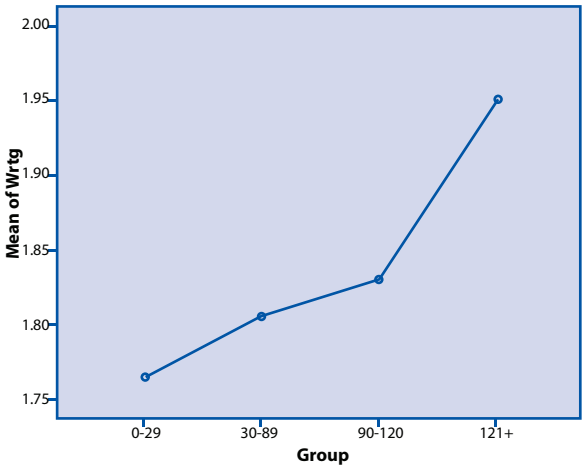
A one-way between subjects analysis of variance (ANOVA) compared teacher ratings of student performance in reading, writing, and mathematics. Students were assigned to Group 1 (attended less than 30 days), Group 2 (30-89 days), Group 3 (90-120 days), and Group 4 (121 more days). The alpha level for each ANOVA was 0.05.

Analysis of variance compared teacher ratings of student performance by group assignment in reading, writing, and

mathematics. Students who attended 121 days or more were rated significantly higher in all areas ($p<.001$). As displayed in each of the graphs on this page, the mean score in reading, writing, and mathematics increased based upon the participation group (length of participation in the 21st CCLC program.

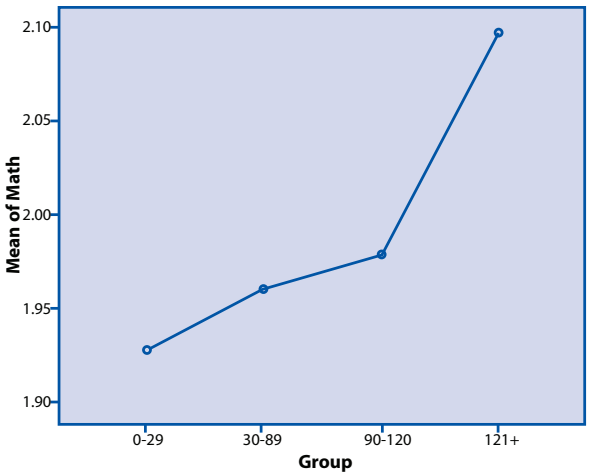


Teachers were also asked to rate students on the following student behaviors by reporting their level of change (if any) from fall to spring. Results were limited to students with unique Nebraska Student and Staff Record System (NSSRS) numbers. Teachers were also allowed to note if a student was already excellent in a particular area in the fall or if an area was not applicable, such as homework in some kindergarten classrooms.



Greater participation was associated with significantly higher gains on all items measured and overall ($p<.05$).

Parent Survey Outcomes. Parents of kindergarten through 12th grade students who were regular 21st CCLC attenders across Nebraska were surveyed regarding their ratings of the 21st CCLC programs on a number of different areas in order to assess the quality of services and perceived outcomes for their children. The statewide return rate for parent surveys was 70%, which was an



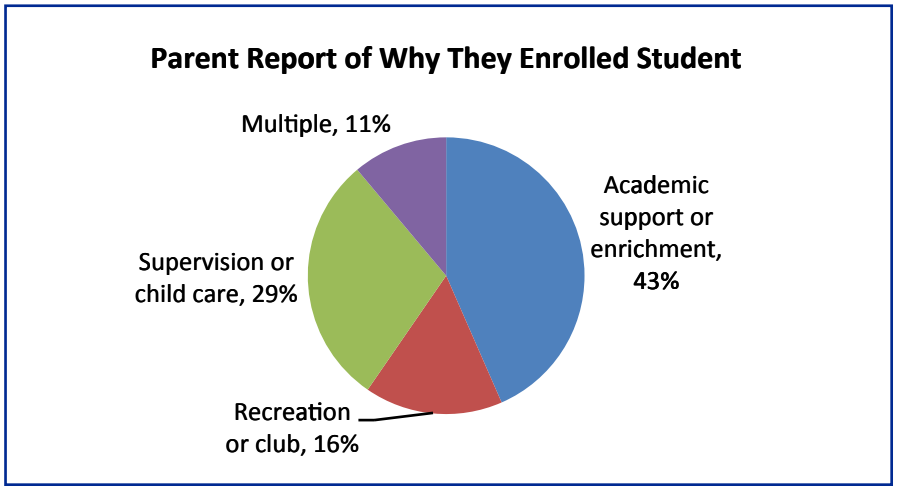
Teacher Survey Data				
Items	**Students Attending Statewide 21st CCLC**			
	0-29 days	**30-89 days**	**90-120 days**	**121+ days**
Number of Surveys	773	2689	1322	1836
Turning in homework on time	0.26	0.41	0.47	0.52
Completing homework to your satisfaction	0.32	0.48	0.53	0.58
Participating in class	0.53	0.59	0.65	0.65
Volunteering	0.39	0.43	0.48	0.50
Attending class regularly	0.19	0.26	0.28	0.30
Being attentive in class	0.27	0.38	0.43	0.50
Behaving well in class	0.28	0.35	0.35	0.45
Academic performance	0.50	0.64	0.68	0.79
Coming to school motivated to learn	0.31	0.44	0.51	0.55
Getting along well with other students	0.34	0.45	0.47	0.51
Family support of student's learning	0.40	0.43	0.45	0.56
Average Change	0.34	0.44	0.48	0.54

7-point scale ranging from -3=significant decline to +3=significant improvement

improvement from the prior year (65%). The targeted return rate for parent surveys was 90%. Grantees not meeting the 90% return rate were required to develop an action plan to meet this requirement.

Parents were asked to identify their primary reason for enrolling their child or youth in the 21st CCLC program. The chart on the right displays their responses.

These data suggest that the majority of parents (43%) enroll their children for academic support or enrichment opportunities as their primary reason.



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The next table reflects parent ratings of eight items relevant to 21st CCLCs.

Greater participation was associated with higher ratings on most items. The most positively rated item was that the program is a great benefit to their child. The lowest rated item was related to communication about their child's progress. Programs with parent ratings below the indicator of quality (a rating of 3.50) on any item or overall were required to develop action plans to address program improvement.

Parents were also asked to identify types of parent involvement activities they demonstrated during the past program year. Parents responded either "Yes" or "No" to the following items. The table depicts the percentage of parents indicating "Yes."

Parents of students with the greatest levels of participation were often but not always the group with the greatest percentages of "yes" to reading newsletters from the school, visiting school during parent events, reviewing

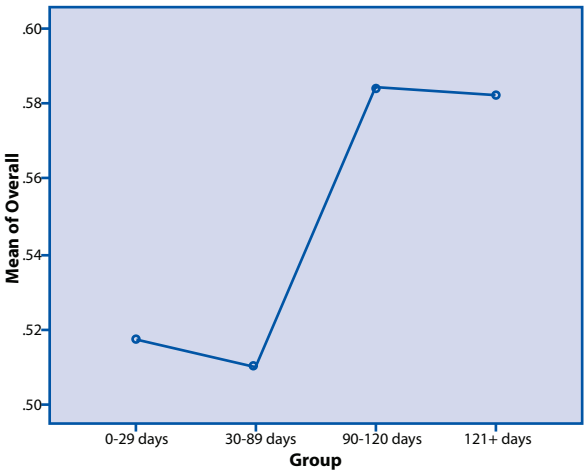
Parent Survey Data

Items		Students Attending Statewide 21st CCLC			
		0-29 days	30-89 days	90-120 days	121+ days
Number of Surveys Collected		493	2166	1367	2078
1	The 21st CCLC program is a great benefit to my child/youth.	3.86	3.86	3.93	3.90
2	The 21st CCLC staff are excellent (caring, reliable, skilled).	3.78	3.82	3.88	3.87
3	The 21st CCLC staff communicate with me regularly about my child's progress in the program.	3.32	3.45	3.59	3.61
4	The 21st CCLC program is a safe place, physically and emotionally.	3.82	3.83	3.86	3.87
5	The activities offered are good and my child enjoys them.	3.82	3.83	3.88	3.88
6	My child learns more by participating in the 21st CCLC program.	3.71	3.71	3.77	3.79
7	The 21st CCLC program helps my child build and maintain friendships.	3.72	3.76	3.83	3.82
8	My child's behavior is handled well in the afterschool program and I am kept informed about strengths and challenges.	3.59	3.67	3.72	3.76
	Overall Average	3.70	3.74	3.81	3.81

1=Disagree, 4=Agree

Parent Survey Data					
Percentage of Parents Responding Affirmatively to items		**Students Attending Statewide 21st CCLC**			
		0-29 days	**30-89 days**	**90-120 days**	**121+ days**
1.	Read newsletters from school	0.64	0.70	0.75	0.80
2.	Talk to or exchange e-mails with school teacher or teachers at least monthly	0.39	0.36	0.43	0.41
3.	Visit school during parent events (like parent-teacher conference, back to school night, etc.)	0.75	0.77	0.85	0.86
4.	Review homework every day, even if it is finished in the afterschool program	0.64	0.66	0.77	0.77
5.	Volunteer (help teacher, field trip, school events, help with book fairs)	0.27	0.22	0.29	0.28
6.	Support learning at home (extra learning activities, board games, family outings, computers, internet, reading)	0.73	0.68	0.78	0.78
7.	Participate in advisory groups (PTA, school improvement committees, parent advisory groups, PIRC councils).	0.22	0.17	0.22	0.20
8.	I share important information about my child with the 21st CCLC and/or school staff.	0.51	0.52	0.60	0.57
9.	Overall	0.52	0.51	0.58	0.58

homework every day, volunteering, supporting learning at home, and sharing important information about their child with program or school staff. As



displayed in the chart, overall ratings of parent participation were significantly greater for parents in the upper two groups of student participation in the 21st CCLC programs ($p<.001$).

Elementary Student Survey Outcomes. Surveys are collected from students 3rd grade and older attending elementary programs and who have attended 30 days or more during the school year. Statewide, there were 3,454 eligible 3rd grade or older elementary students who attended 30 days or more. There were a total of 2,874 elementary student surveys

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collected for regular attenders, yielding an average return rate of 83%, an improvement from the year before (78%). The targeted return rate for student surveys was 90%. Grantees not meeting the 90% return rate were required to develop an action plan to meet this requirement.

As was also noted in last year's evaluation report, results were mixed on student survey outcomes. Greater levels of student participation in the program (greater number of days attended) were associated with a range of outcomes reported by students on various items. Overall, ratings were similar across all

Elementary Student Survey Data

		Students Attending Statewide 21st CCLC			
		0-29 days	30-89 days	90-120 days	121+ days
Number of surveys		360	1224	687	963
1.	Getting good grades in school is important to me.	1.81	1.88	1.89	1.90
2.	I feel accepted by other kids in the 21st CCLC program.	1.47	1.56	1.49	1.50
3.	I feel accepted by other kids in school.	1.50	1.56	1.49	1.50
4.	I feel safe in the 21st CCLC program.	1.70	1.80	1.78	1.76
5.	I get my homework done in the 21st CCLC program (when I have homework).	1.43	1.54	1.58	1.56
6.	I talk to my family about my homework or what I'm learning in school.	1.35	1.38	1.37	1.36
7.	I'm getting good grades in reading (or language arts) at school.	1.54	1.62	1.61	1.67
8.	I'm getting good grades in mathematics at school.	1.56	1.61	1.57	1.67
9.	I follow the rules at school.	1.64	1.74	1.68	1.74
10.	I follow the rules in the 21st CCLC program.	1.74	1.80	1.71	1.74
11.	I get along well with the other students in the 21st CCLC program.	1.58	1.63	1.53	1.56
12.	I get along well with the other students in school.	1.57	1.64	1.57	1.63
13.	I like the activities in the 21st CCLC program.	1.61	1.73	1.62	1.61
14.	I like how we learn things in the 21st CCLC program.	1.57	1.70	1.62	1.59
15.	The adults in the 21st CCLC program care about me.	1.80	1.85	1.77	1.81
16.	I have a safe way to get home from the 21st CCLC program.	1.87	1.92	1.91	1.95
	Overall Average	1.62	1.69	1.64	1.66

0=No, 1=Sometimes, 2=Yes

participation groups (ranging from 1.62 to 1.66) and differences were relatively modest.

Programs with student ratings below 1.50 (the indicator of quality) were required to write action plans to address program improvement.

Middle/High School Survey Data					
Items		**Students Attending Statewide 21st CCLC**			
		0-29 days	**30-89 days**	**90-120 days**	**121+ days**
Number of Surveys Collected		181	740	257	287
1.	Getting good grades in school is important to me.	1.88	1.86	1.87	1.86
2.	I feel accepted by others in the 21st CCLC program.	1.72	1.73	1.68	1.60
3.	I feel accepted by others in school.	1.73	1.68	1.66	1.58
4.	I feel safe in the 21st CCLC program.	1.80	1.82	1.72	1.74
5.	I get my homework done in the 21st CCLC program (when I have homework).	1.45	1.51	1.40	1.37
6.	I talk to my family about my homework or what I'm learning in school.	1.33	1.27	1.24	1.27
7.	I'm getting good grades in reading (or English) at school.	1.74	1.63	1.65	1.66
8.	I'm getting good grades in mathematics at school.	1.60	1.55	1.63	1.54
9.	I follow the rules at school.	1.71	1.62	1.65	1.68
10.	I follow the rules in the 21st CCLC program.	1.73	1.74	1.72	1.68
11.	My friends encourage me to make good choices.	1.50	1.51	1.47	1.44
12.	I get along well with the other students in the 21st CCLC program.	1.70	1.69	1.61	1.58
13.	I get along well with the other students in school.	1.66	1.62	1.62	1.58
14.	I like the activities in the 21st CCLC program.	1.59	1.68	1.60	1.52
15.	I like how we learn things in the 21st CCLC program.	1.54	1.59	1.48	1.51
16.	The adults in the 21st CCLC program care about me.	1.70	1.78	1.76	1.68
17.	I have a safe way to get home from the 21st CCLC program.	1.86	1.88	1.91	1.88
18.	I would like to go to college some day.	1.88	1.88	1.86	1.82
19.	I am involved in community service or other activities to help others.	1.26	1.26	1.18	1.16
20.	There are ways I can make my community a better place.	1.64	1.68	1.69	1.64
	Overall Average	1.67	1.66	1.63	1.59

0=No, 1=Sometimes, 2=Yes

Middle/High School Student Survey Outcomes. Surveys are collected from students in middle or high school who have attended 30 days or more during the school year. Statewide, there were 1,715 eligible sixth grade and older students. There were a total of 1,183 middle/high school student surveys collected for regular attenders, yielding an average return rate of 69%, a slight improvement from the year prior (68%). The targeted return rate for student surveys was 90%. Grantees not meeting the 90% return rate were required to develop an action plan to meet this requirement.

Middle and high school student survey results were mixed. Additional information may be needed to identify why the group with greater rates of participation reported generally lower ratings. It may be beneficial for NDE to collect more information on the middle and high school program designs as they were implemented in this program year—2010/11. Some questions that emerge from these data are: Why are students attending the middle and high school programs? Is it their choice to attend or is it mandated by parental or school authorities? What recommendations do these students have for continuous improvement?

Programs with student ratings below 1.50 (the indicator of quality) were required to write action plans to address program improvement.

Partner Ratings of Collaboration

Collaboration Survey Outcomes. Collaboration surveys were used to measure the quality of collaboration between the program representatives, school teachers and administrators, and community partners. Grantees were required to survey school staff (predominantly school administrators and teachers) and community partners to measure ratings of collaboration. Return rates are difficult to calculate, given widely varying school sizes and community contexts.

Statewide, a total of 3,158 collaboration surveys were collected. On average, each grantee collected 77 collaboration surveys—66 school partner surveys and 11 community partner surveys. It is difficult to calculate a return rate for school and community partners. To estimate a calculation, one would need to consider the number of staff in each school building in which a 21st CCLC site is operating (school partners). To estimate for community partners, one would need to consider at least those who serve on the management team, share planning,

Collaboration Survey Data

Items		21st CCLC Statewide	
		School Partners	Community Partners
	Number	2,723	435
1	The 21st CCLC program provides an afterschool program that strengthens student academic achievement.	4.19	4.68
2	The 21st CCLC program provides support for student social and behavioral development.	4.25	4.72
3	The 21st CCLC program helps to engage families and the community.	4.06	4.42
4a	The 21st CCLC program appropriately uses classroom spaces, gym or cafeteria spaces, media center, computer labs, and outdoor space.	4.29	
4b	The 21st CCLC program has sufficient resources to support students and families (physical space, materials, adequate budget, and at least are working toward a sustainability plan).		4.22
5a	I work with the 21st CCLC staff to connect programming to content offered during the school day (e.g., connects to standards, offers extension of an activity or concept taught earlier in the day, etc.).	3.53	
5b	We work together to connect afterschool programming to content offered during the school day, yet make sure the learning is offered differently in afterschool (hands-on more than paper and pencil tasks).		4.41
6a	I view the 21st CCLC as a part of our school, not a program offered by an outside agency or staff.	4.25	
6b	I view the 21st CCLC as a collaborative effort of the school, the program, and our agency. We have regular meetings to share planning and to review outcomes.		4.15
7	Communication with the 21st CCLC program staff is effective. I know when the program is being offered, who is attending, what's occurring, and am notified when there are changes.	3.90	4.40
8	School staff and 21st CCLC program staff systematically share information to support student homework completion.	3.72	4.09
9	We regularly share staff development offerings or training opportunities.	3.34	3.72
	Overall Average	3.95	4.31

1= strongly disagree and 5=strongly agree

serve as a subcontractor (such as a local evaluator, community agency, etc.), or provide some level of programming for students. Therefore, targets are not established for these data.

Both school and community partners provided very positive ratings of the program addressing student academic achievement, supporting social/behavioral skills, and supporting family engagement (the overarching goals of the Nebraska 21st CCLC program). Generally, ratings were greater from community partners than from school partners. All community partner ratings and most school partner ratings were above the indicator of quality rating—3.50 or greater. One area was below the indicator of quality for ratings by school partners: *'We regularly share staff development offerings or training opportunities.'*

Statewide, additional technical assistance has been and will continue to be provided to address shared staff development resources.

Programs with ratings below 3.50 on any item were required to develop action plans to address continuous program improvement.

Summary and Recommendations

Benefits for All Students

A significantly greater number of students who attended programs 121 days or more met or exceeded standards in reading, writing, and mathematics. Students who attended 121 days or more were also rated more positively by teachers in key behaviors related to learning: homework, participation, attendance, behavior, motivation, general academic performance, getting along with other students, and family support of student learning.

Forty-three percent of parents reported they chose the 21st Century program for academic support or enrichment. Parents reported the program was a great benefit to their child. Parents of students who attended in the upper two tiers of participation (90-120 days and 121 or more days) reported significantly greater family engagement than parents of students in the two lower tiers of participation (0-29 days and 30-89 days).

The majority of elementary students reported getting good grades in school was important, reported feeling safe in the programs, felt the adults in the

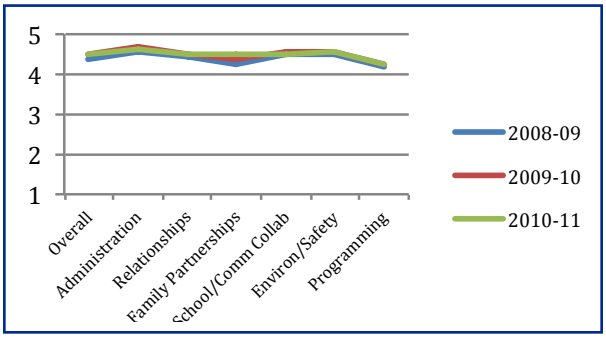
programs care about them, and had a safe way to get home each day.

The majority of middle and high school students reported getting good grades was important, thought the adults in the programs cared about them, had a safe way to get home, and would like to go to college some day.

Patterns Over Time

The Nebraska 21st Century Community Learning Center Program continues to serve a greater number of at-risk students each year. There were 15,423 students served this year and 8,577 were regularly served.

Over the past three years, the measured quality of the programs has continued to improve, with overall quality rating scores increasing from 4.40 in 2008-09, 4.48 in 2009-10, to 4.49 in 2010-11, on a 5-point scale with 5 representing that best practices are consistently evident across a wide range of domains. All domains are within the 4 to 5 range, with best practices ranging from *'mostly'* to *'consistently evident.'*



Future Directions and Continuous Improvement

Recommendations for continuous improvement are developed from areas where statewide averages do not meet the indicators of quality or where a review of the implementation suggests an area for improvement.

1. It is recommended that exploration occur to learn more about why the average days of participation generally decline by grade level. This exploration might take the form of focus groups, interviews, or supplemental surveys with older students.

2. It is recommended that statewide professional development focus on strategies for:
   a. Improving science programming,
   b. Fostering peer acceptance,
   c. Connecting students and their families on what students are learning in school,
   d. Providing service learning or community service options for middle and high school students,
   e. School day and after school staff sharing professional development resources.

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Appendix 1: Success Stories submitted by Grantees

Names have been changed to pseudonyms

#1 Elementary Success Story

The CLC program would like to highlight L as our student success story this month. L is a Latina third grade student. She was recommended for the CLC program by her classroom teacher. L's family is supportive of school. They attend conferences and some extra-curricular activities. L's father speaks English, but not fluently. Her mother speaks predominantly Spanish. L has an older sister and a younger sister.

At the beginning of the school year, L was reading (decoding) on grade level but having great difficulty comprehending what she read. She was able to write a story with a beginning, middle and end, but her sentence structure and punctuation were weak. We have worked to improve her story comprehension and increase her fluency by reading and discussing stories. Additionally, we worked on story mapping, comprehension questions, and vocabulary. We have also worked on sentence structure and punctuation through a variety of sentence building and writing activities.

In math, L needed strategies for remembering multiplication facts. We used music and a variety of games to build her fact fluency and her understanding of multiplication concepts. L has also received support in addition and subtraction with regrouping, place value, division, and geometry concept, all third grade state math standards.

L has worked in a variety of small groups throughout her time in CLC. Most groups involve hands on activities with a variety of materials. L and the other third graders have created games, made booklets, put on plays, created a mural, and read many books.

The main barrier L faces in excelling in school is being an English Language Learner. Having the extended learning time through CLC has been a successful strategy for her.

L has made academic gains in all areas. She is a much stronger reader, moving from an on-grade-level guided reading group to an above grade-level reading group with improved comprehension.

Her writing has shown remarkable improvement in regards to sentence structure. She still needs assistance with punctuation, but we continue to work on this.

L enjoys her time in CLC and works hard each day. Her academic successes are measured through her daily growth in assignments. I am her classroom teacher as well, so I can speak to the many improvements this extended day has afforded her. L truly is a CLC success story.

#2 High School Success Story

This success story is about two high school students who participated in CLC academic support clubs after school. The site supervisor developed a trusting relationship with two students who needed support with their lives, plans after high school, and advice on managing their goals. These weren't the average high school students; they were an expectant mother, a sister parent, and both are workaholics. Simply put, they possessed characteristics you wouldn't expect to see from the average 17-year-old high school student. These two hard working students are S and M.

Two Students

M and S are Hispanic females with tremendous potential who supported each other with a strong friendship. Both carried a 3.0 GPA or better throughout high school when approximately 20% of their female Hispanic peers would end up dropping out. These two young women showed the true definition of perseverance by working toward the goal to attain some form of higher education in order to open doors of opportunity.

At first both women had their minds set on going to the local community college, because it seemed safest. Both women applied for and received a scholarship, which pays for 45 credit hours of tuition. With the scholarship and Pell Grants, the women were pretty much going to go to community college on a full ride. Initially, M wanted to go to this community college because she was five months pregnant and knew that they would admit a pregnant Hispanic teenager.

M carried a 3.678 GPA and had scored a 22 on her ACT. Given her grades and ACT score, CLC staff encouraged M to apply to different colleges and universities. Conversations between M, CLC staff, and school counselors encouraged M to apply to 4-year degree programs rather than an associate degree program; she was encouraged to set her sights high.

S, on the other hand, had her mind on SCC for other reasons. She was set on

SCC due to the flexible schedule and on-line classes, where she could work full time and go to school full time. S explained to CLC staff that she was the second parent to her younger siblings since her father passed away. Her mom works over 60 hours a week and she has to watch the kids, as well as complete homework for her AP classes. From appearances, she gets very few hours of sleep. It is hard not to respect her daily grind of school and home. She showed she was determined to knock down whatever barriers and do whatever task was put in front of her. CLC staff encouraged S to consider going to the area university. After a few conversations and talking with her friend M, she jumped on it. All it took was someone in her corner to support her as she filled out the paperwork for scholarships and applications.

How the CLC Made a Difference

When it came down to filling out scholarship applications, the women had help from all over. The process for the women seemed overwhelming in the amounts of paperwork and the information the scholarship committees were asking for. But, between CLC, the high school, and area university staff, the women were destined to get scholarships.

It was a long and slow process of filling out the right paperwork. We had to make sure all the paperwork was signed, notarized, and sent in on time to the university. One of the biggest barriers to completing the scholarship applications was the language barrier. Though the women could speak conversationally in English and do well in classrooms, the wording and terms used in the scholarship applications seemed overwhelming and intimidating. The women thought the government was prying into their privacy at one point with all the questions. Their Spanish teacher and the admissions recruiter helped them in their native language (Spanish) to resolve these issues.

The women knew that they qualified for Pell Grants because they qualified for the Federal free/reduced lunch program. But, the Pell Grant only paid for a small portion of the money that it takes to go to the university. Waiting to hear about the scholarships appeared to have humbled the women.

It was becoming more evident with every passing week that M was pregnant and she was ready to get out of high school. S was just grinding out her senior year. Then, news of scholarships came. The women had been checking emails left and right. S found out first she had received

the scholarship. The scholarship pays for the student's tuition, fees, and textbooks for five years. When staff explained to S that she just got her schooling paid for the next five years, she broke down and cried. S was so proud and happy that she didn't have to pay for school! All of her hard work had paid off. She gave everyone that helped her in her quest to college a personal hug.

M on the other hand had to be contacted several times by the scholarship committee because she had stopped checking her emails. She had gotten frustrated because it was taking too long in her eyes for the committee to get back to her with the information. She was thankful for not only receiving help, but also the difference she knew her education would make in the life of her child. She was glad that people cared so much for her, and the fact that she was pregnant never slowed her down.

Success

Both women made it when all things were against them, from peers, to family, to work, pregnancy, all of it. They both persevered. They set goals of going to college, and not only did they get accepted they got it all paid for. M and S will be the first in their families to go to college. They have opened the doors of college to their peers and their families. These students persevered through it all and graduated together on May 28, 2011 from high school. With their high school diplomas and scholarships, both will go to the university in August 2011.

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Funding for the external evaluation and this publication was provided by federal funds under No Child Left Behind, Title IV B (2001 Amendment to ESEA) and administered by the Nebraska Department of Education.

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The contents of this Annual Evaluation Report are available online at http://www.education.ne.gov/21stcclc/ProgramEvaluation/EvaluationReport2011.pdf.

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