



Annual Evaluation Report

2014–2015 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 afterschool, out-of-school days (full days during the school year when school is not in session), or summer.

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.

Further information on 21st Century Community Learning Centers is available through the United States Department of Education (USDOE) website at <http://www.ed.gov/programs/21stcclc/index.html>. 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>.



Evaluation Purpose

The purpose of the Nebraska 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 is based upon a utilization-focused approach (Patton, 2012) and 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 CCLC Grant Program utilizes targeted academic and social/behavioral supports in afterschool, out-of-school days (full days during the school year when school is not in session), and summer. 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 could select an external local evaluator or may choose to utilize internal local evaluation support to assist in 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 or local evaluation support team, and other key stakeholders.

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 beginning in 2007. Each year local 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 partner collaboration ratings). 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.

During the months of August and September, the statewide evaluator met with members of management teams of grantees completing year one of their grant. 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. In all other years, grantee management teams meet with external local evaluators, or utilize internal local evaluation support to complete the same CIP process. These management teams then work together to complete Continuous Improvement Process Meeting Summaries that identify an area of strength and an area 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.

Technical Assistance and Professional Development

In the fall of 2014, the Nebraska 21st CCLC Management Team reviewed the recommendations from the 2013-2014 Evaluation Report and developed an action plan to guide their work for the upcoming year. The ongoing technical assistance plan was then developed, based on the review of research on best practice for after-school programs, statewide evaluation findings, and reports submitted summarizing each project’s Continuous Improvement Process meeting. The priorities identified in the Nebraska 2014-15 Action Plan were:

- Increase administrative competency of Nebraska’s grantees
- Align the evaluation plan to the State Board of Education’s Quality Expanded Learning Principles
- Implement more student-centered programming
- Develop a plan for grantee program support
- Address barriers to student participation and access in 21st CCLC programs
- Identify ways to support sustaining quality programs beyond grant funding.

NDE 21st CCLC provided technical assistance and professional development support for grantees in order to facilitate their continuous improvement. Technical assistance strategies included:

- On-site visits, webinars, and conference calls with new program leadership to explain program goals, assist with program design and implemen-





tation, provide resources, and clarify grant requirements

- Utilization of a password protected e-learning system, My21stCCLC, for data collection, grant management, communication, and provision of technical assistance
- Ongoing support to new and experienced grant administrators focused on grants management and evaluation (e.g., regional meetings, monthly conference calls that are recorded and posted on My21stCCLC)
- Creation and implementation of a system of support to improve the transition process when a change in program leadership occurred (i.e., Transition Checklist)
- Distribution of monthly electronic newsletters containing a summary of current and upcoming deadlines and opportunities for program support (e.g., webinars, conference calls, available resources) sent to all grantees via email and then posted on My21stCCLC
- Site visits and ongoing communication (e.g., monthly conference calls) with new program leaders and those identified as needing increased support from the NDE 21st CCLC Management Team
- Ongoing technical assistance offered to the new and veteran project directors on relevant topics including program planning and implementation, recruiting and retaining students (e.g., middle school students), collaboration with families and community partners, utilization of a program

management team, alignment to school-day learning objectives, and resources that are available to assist programs as they move toward a more student-centered approach to teaching and learning (e.g., Project-Based Learning, Classroom Assessment and Scoring System (CLASS) support, USDOE You for Youth website, University of Nebraska Lincoln (UNL) Click2Science)

- Annual meeting for project directors where best practices were discussed, new resources reviewed, and recommendations provided to the NDE 21st CCLC Management Team regarding the annual technical assistance plan
- Regional professional development focused on Science, Technology, Engineering, and Mathematics (STEM) including Wearable Technology (WearTec) offered through partnerships with UNL 4-H Extension, UNL College of Engineering and the UNO STEM College, and Biomedical Engineering led by experts from UNL's Biomedical Engineering program.

The 21st CCLC program hosted the statewide bi-annual expanded learning opportunity conference on September 26, 2014 in La Vista, Nebraska. The conference was supported through partnerships with the UNL Extension 4-H Youth Development and Click2SciencePD; Beyond School Bells; University of Nebraska-Omaha; and City of Omaha – Office of the Mayor. Over 300 informal educators, teachers, school administrators, community, university and business partners,



youth development professionals and organization representatives from across the state participated in the conference, *Learning Outside the Lines: Breaking Boundaries, Expanding Opportunities*. Over 20 sectionals were offered on a variety of topics relevant to program improvement and capacity building. As a follow-up to the fall conference, teams of informal educators and certified teachers were also invited to attend regional workshops held during the spring and summer of 2015. Workshop focus was student-centered learning through a project-based learning approach. Session topics included lesson planning and implementation and were led by curriculum experts from the Lincoln CLC, Nebraska Game and Parks, Nebraska Public Power District, and Click2Science.

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 for entry in the new federal web-based data collection system to be released fall 2015 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.

Description of Grantees, Sites, and Students Served

Description of Funding/Sustaining Supports

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 partner/local fiscal support to operate quality CLC programs. This year, two types of competitive grants were available (first-time grants and continuation grants). First-time grants





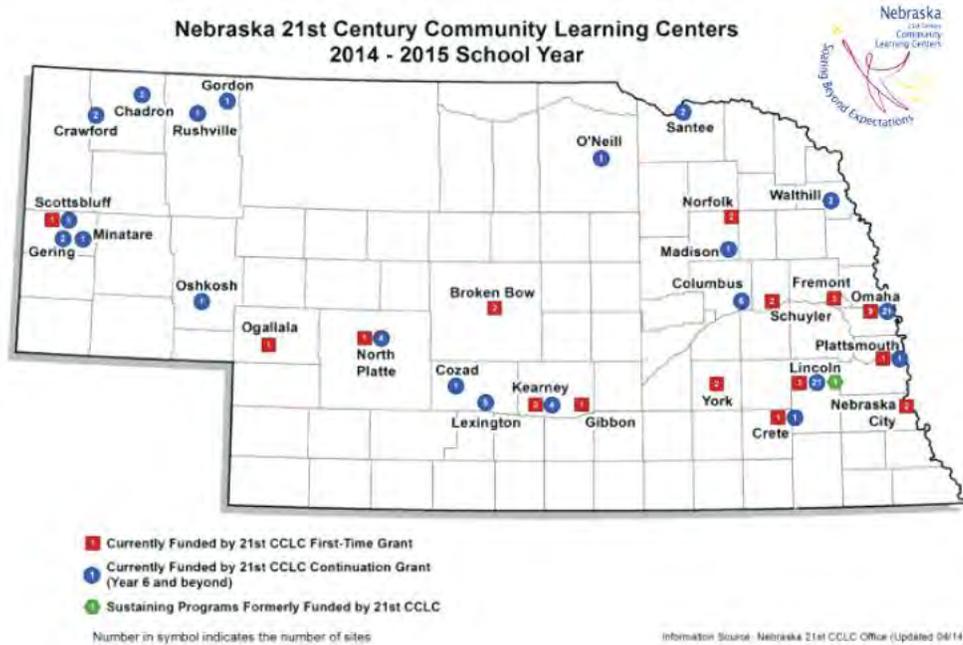
were 100% grant-funded in years one through three, 80% in year four, and 60% in year five. Continuation grants (calculated at a daily rate that is 50% of the amount of the grantee's first-time grant) were awarded to quality 21st CCLC programs with level funding for a five-year grant period, and were available only to school buildings which have successfully implemented 21st CCLC programming for five years. In 2014-2015 grant awards totaled \$5,515,707 to benefit students in 27 Nebraska communities. All data in this report are derived from these grantees.

In order to determine a more accurate cost per student, a new form titled "Report of Partner/Local Fiscal Support" was developed and 2013-14 data was collected in mid-November 2014, along with other year-end fiscal reports. Grantees were asked to report the amount expended and/or the value of volunteer time and/or donated/discounted goods or services for the 2013-2014 school year and, where applicable, 2014 summer program. Funding sources were to include other federal or state funding, community based or faith-based organization support, parent fees as well as other sources of funding. Although Nebraska grantees have many commonalities, it became apparent in the collection of this data from over 100 sites that there also were many differences,

which made it difficult to compare data. For example, resources to operate a small rural elementary site may be quite different from those needed in a large urban middle school site. Some sites offer summer programming, but others do not. Some sites serve over 300 students daily, while others average less than 40. Some sites were provided a wide range of unique partner/community supports, which are difficult to combine for statewide analysis. In addition, many components of a program were difficult to quantify, which resulted in too many variables to yield reliable conclusions. The NDE 21st CCLC Management Team plans to continue to review national data as well as methodologies used by other states in their quest to determine the average cost per student attending a 21st CCLC program. The report form will be revised for use to collect 2014-15 data in fall 2015.



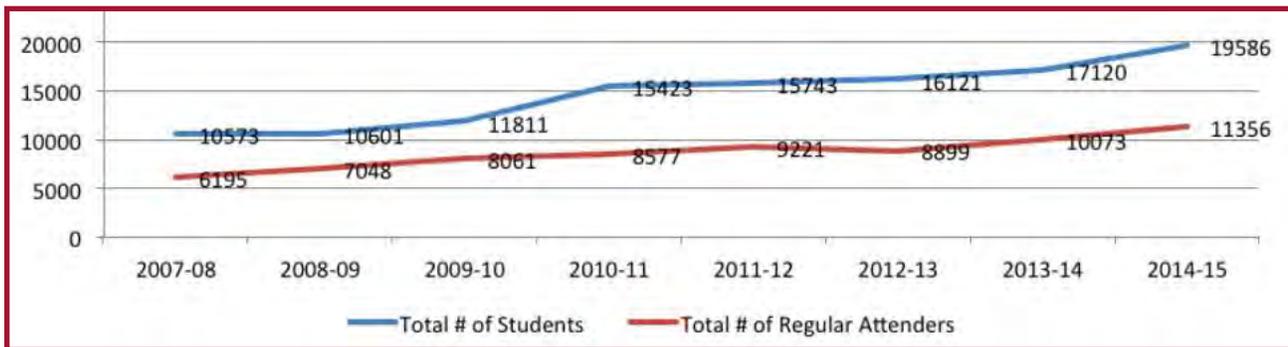
The following map provides a summary of the communities served in the 21st CCLC program for 2014-2015.



Student Demographics

A total of 19,586 students were served in out-of-school time (afterschool, out-of-school days, or in summer) in 2014-2015 across funded 21st CCLC sites. Of those, 11,356 were regular attenders in funded 21st CCLC programs (58% of total students). Generally, the number of students served and those regularly

served have steadily increased over the past 11 years; however, the gap between total students and number of regular attenders has become greater since 2010-11. It will be recommended that exploration should continue to occur to learn more about what makes a student participate a little in 21st CCLC programs but not attend for 30 or more days.





Proportion of Regular Attenders to Total Attenders

Grade Level	# of Total Student Attenders	# of Regular Student Attenders	% of Regular Student Attenders Compared to Total Students
2014-15	19586	11356	57%
2013-14	17120	10073	58%
2012-13	16121	8899	55%
2011-12	15743	9221	59%
2010-11	15423	8577	56%
2009-10	11811	8061	68%
2008-09	10601	7048	66%
2007-08	10573	6195	59%

Grade levels. As delineated in the chart below, the majority of students regularly served in 21st CCLC programs across Nebraska were in kindergarten through fifth grade (73%).

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

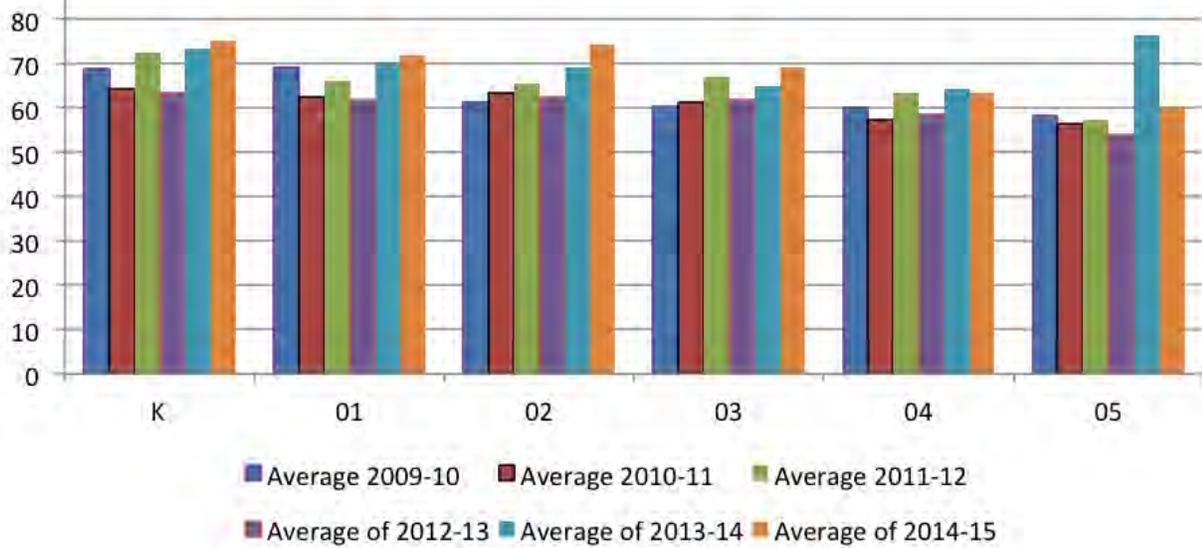
Grade Level	# of Total Student Attenders	# of Regular Student Attenders	% of Regular Student Attenders
Kindergarten Students	1781	1207	10.6%
First-grade Students	2243	1410	12.4%
Second-grade Students	2117	1386	12.2%
Third-grade Students	2547	1597	14.1%
Fourth-grade Students	2374	1392	12.3%
Fifth-grade Students	2310	1326	11.7%
Sixth-grade Students	2078	1181	10.4%
Seventh-grade Students	1901	952	8.4%
Eighth-grade Students	1594	831	7.3%
Ninth-grade Students	247	21	0.2%
Tenth-grade Students	140	22	0.2%
Eleventh-grade Students	114	18	0.2%
Twelfth-grade Students	140	13	0.1%
Total	19586	11356	100.0%

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 from 2009 through 2015. Participation generally declined by grade level. The explanation for the decline is unknown. Continued exploration for the reasons for this trend will be carried out.

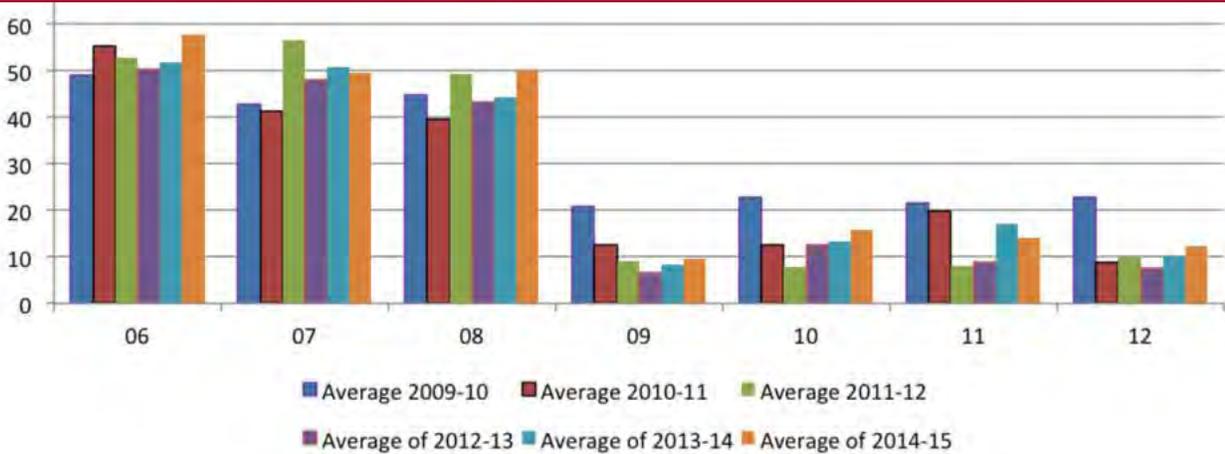




Average Days of Participation by Grade Level-Elementary School



Average Days of Participation by Grade Level-Middle and High School



Ethnicity. The 21st CCLC programs served a diverse group of children and youth. The majority of students served (62%) were from an ethnic minority category (see chart below).

(2013-14 SOSR). Nineteen percent (19%) of regular attenders were verified for special education, compared to 16% across Nebraska’s schools (2013-2014 SOSR).

Ethnicity for Regular Student Attenders for Nebraska 21st CCLC		
Ethnicity	# of Regular Student Attenders	% of Regular Student Attenders
American Indian/Alaska Native	512	4.5%
Asian/Pacific Islander	274	2.4%
Black/African American	2,220	19.5%
Hispanic/Latino	3,370	29.7%
White	4,335	38.2%
Multiple	645	5.7%
Total	11,356	100%

Gender. Forty-nine percent (49%) of the regular attenders were female and 51% were male.

Eligibility for Free/Reduced Lunch. Seventy-four percent (74%) of the regular attenders were eligible for free or reduced lunch. This is a significantly greater percentage compared to all of Nebraska’s schools (45%, data source is NDE State of the Schools Report, 2013-2014).

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% of students in Nebraska’s schools were identified as English Language Learners

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). Therefore, it is important to measure the quality of Nebraska’s programs. Nebraska’s evaluation plan calls for measuring quality in two ways: through self-assessment completed by the local site’s management team and through external evaluation completed by staff at UNMC.





Self-Ratings of Program Quality. The *Nebraska Quality Out-of-School Time Program Self-Assessment Tool (NE-PSART)* was developed by the statewide evaluator and, following a pilot year, was fully implemented in 2013-14. It was based on the previous program observation tool used for the preceding nine years. The self-rating tool measures outcomes in overall administration of the program, interactions among students and staff, support for family involvement and engagement, linkages between the school and community, general environment of the program, and programming.

Programs were of high quality. A total of 113 sites were rated this year.

Item Level Analysis on NE-PSART. Because this tool is still relatively new, it's not surprising that some items, particularly new ones, might rate below 3.50. Average item ratings across programs were in the 4 to 4.50 rating (M=4.04). Three items were, on average, rated below 3.50—the previous Indicator of Quality rating used by Nebraska. Two of these items were from the Programming-Enrichment Focus Domain. These showed slight to moderate increases from last year. One item was from the Family Partnerships Domain.

NE-PSART Domains	2013-14	2014-15
Number of Sites Rated	103	113
Administration	4.50	4.45
Relationships	4.39	4.40
Family Partnerships	4.19	4.17
School Partnerships	4.39	4.25
Community Partnerships	4.08	4.11
Environment, Safety, & Wellness of Students	4.76	4.76
Programming-Academic Focus	4.35	4.39
Programming-Skills Focus	4.01	4.17
Programming-Enrichment Focus	3.55	4.00
Overall Rating	4.01	4.04

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

Measure: Nebraska Quality Out-Of-School Time Program Self-Assessment Rating Tool (NE-PSART)

Author: St. Clair, 2014

Scale: 1 to 5; 1 = Not Evident; 3 = Moderately Evident; 5 = Consistently Evident

Use: Sites convened a meeting of their management team (building principal, project director and/or site supervisor, key staff, community partner) and together completed a self-rating of program quality. Next, the team would identify areas for continuous quality improvement.



Results from Previous Quality Tool (Observations for Quality Afterschool Programming)

OQASP Domain	2008-09	2009-10	2010-11	2011-12	2012-13
Number of School Sites Observed	92	102	102	104	101
Administration	4.57	4.66	4.65	4.75	4.72
Relationships	4.43	4.47	4.48	4.58	4.63
Family Partnerships	4.25	4.37	4.47	4.57	4.49
School & Community Collaboration	4.47	4.53	4.52	4.64	4.56
Environment, Safety, & Wellness of Students	4.52	4.56	4.59	4.63	4.69
Programming	4.16	4.24	4.22	4.43	4.34
Overall	4.40	4.48	4.49	4.50	4.58

Measure: Nebraska Observations for Quality Afterschool Programming

Author: St. Clair, 2008

Scale: 1 to 5; 1 = Not Evident; 3 = Moderately Evident; 5 = Consistently Evident

Use: Sites were externally rated using the "Observations for Quality Afterschool Programming" observation rating.

It will be recommended that statewide professional development continue to reflect on these ratings and develop technical assistance to support programs in considering how these programming areas may benefit both their elementary and secondary school students.

Classroom Assessment and Scoring System (CLASS): The CLASS tool was used to externally measure teaching and learning interactions as they are occurring across programs. All but one site participated this year. The site that did not participate incorrectly submitted their video electronically and the data were

Item Statement	Mean Rating 2014-15
PE7. The program exposes students to a broad array of college/career possibilities using developmentally appropriate strategies.	3.18
PE8. The program helps students to develop the basic planning and financial skills to prepare for life (simple concepts for younger students and more advanced concepts for older students).	3.18
F7. A representative group of parents are included in shared decision making on key issues related to student learning.	3.02



lost. Sites video recorded programming in the afterschool programs and submitted recordings to the statewide evaluation team. Reliable CLASS raters coded the videos and completed narrative CLASS Feedback Reports that included scores across all items and domains, with suggestions for strengths and opportunities for improvement.

There are different CLASS tools for different grade levels of students served. Nebraska 21st CCLC used three of the CLASS tools:

- Kindergarten-3rd Grade (K-3)—this tool can also be used for K-5 programs
- Upper Elementary (4th-5th grades)—used when a program serves predominantly these grade levels
- Secondary (Middle and High School grades)—used for all secondary programs

A total of 123 CLASS ratings were completed, with 85 K-3 (or K-5) CLASS ratings and 38 Upper Elementary or Secondary CLASS ratings.

Results showed that 21st CCLC programs had strengths in the areas we expected: Emotional Support and Organization. Ratings were low, but not lower than national norms in Instructional Support. Student engagement ratings were positive.

About the CLASS:

The Classroom Assessment and Scoring System (CLASS) was developed by Bob Pianta and a team of researchers at the Center for Advanced Study on Teaching and Learning. It is used to rate the quality of teaching and learning interactions. It consists of three to four dimensions depending on the grade level of the students:

- Emotional Support
- Classroom or Group Organization
- Instructional Support
- Student Engagement

Scores range from 1 to 7, with scores in the 6-7 range indicating highest quality (3-5 is modest quality and 1-2 is low quality). The effectiveness cut point on Instructional Support is 3.25, meaning that scores above 3.25 are necessary to impact student achievement (Burchinal et al, 2010).

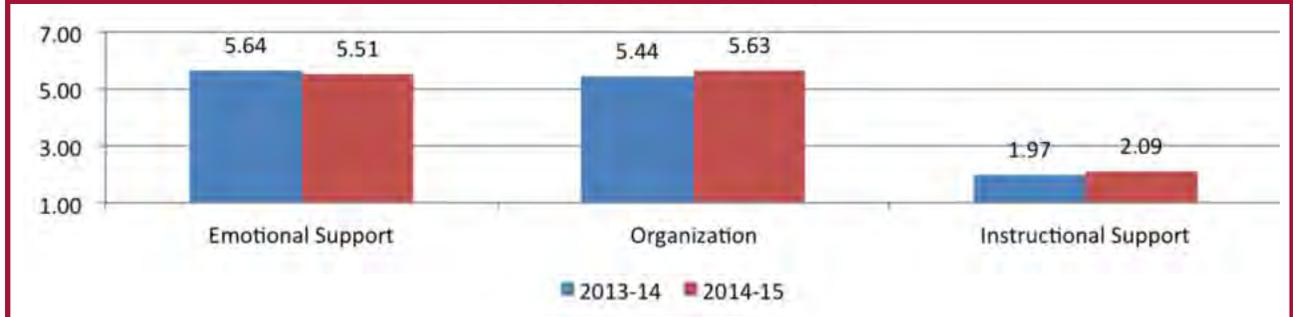
A more detailed analysis of K-3 to K-5 CLASS and Upper Elementary/Secondary CLASS showed that specific items within the CLASS tools may be worthy of statewide professional development.

Ratings in the high quality range included Absence of a Negative Climate (no threats, sarcasm, or bullying behaviors) and Productivity (smoothly moving through activities with little wasted learning time).

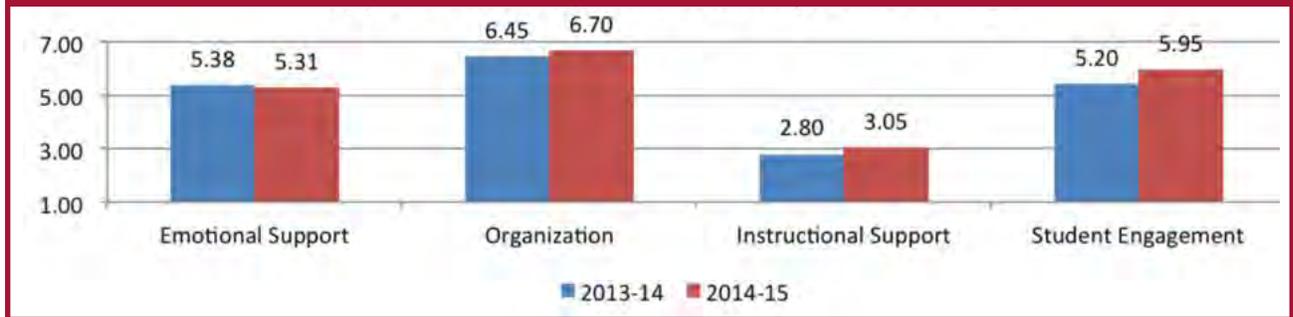




K-3 to K-5 CLASS Ratings



Upper Elementary and Secondary CLASS Ratings



Areas of strength included:

- *Absence of Negative Climate* measures the absence of expressed negativity such as anger, hostility, or aggression exhibited by educators and/or students

in the classroom. This dimension includes punitive control (yelling, threats, harsh punishment), sarcasm or disrespect, and severe negativity (victimization, bullying, physical

K-3 to K-5 CLASS

Year	Positive Climate	Absence of Negative Climate	Staff Sensitivity Regard for Student	Perspective	EMOTIONAL SUPPORT	Behavior Management	Productivity	Instructional Learning Formats	ORGANIZATION	Concept Development	Quality of Feedback	Language Modeling	INSTRUCTIONAL SUPPORT
14-15	5.66	6.80	5.64	4.39	5.64	5.88	6.02	4.46	5.44	1.71	1.92	2.29	1.97
13-14	5.67	6.89	5.37	4.10	5.51	5.88	6.12	4.89	5.63	1.91	1.90	2.51	2.09



punishment). A higher rating reflects a lack of or less Negative Climate.

- *Productivity* measures how educators maximize learning time, manage routines within the classroom, ensure that transitions are brief (with learning opportunities embedded for longer transitions), and prepare to have materials ready and accessible. It is important to note that Productivity ratings do not consider the students' engagement level or the quality of instruction; rather, this focuses on effective pacing.

Areas that declined from the previous year or were in the low to moderate quality range included:

- *Regard for Student Perspectives* measures the degree to which educators' interactions with students and activities place an emphasis on student centered learning activities (drawing from students' interests, motivations, and points of view). This dimension is measured by flexibility and student focus, support for autonomy and leadership (allowing students' choices, giving responsibility to students, and allowing students to lead lessons), student expression, and reasonable student freedom of movement. This area declined slightly from the previous year's

ratings. Statewide professional development will continue to be offered to help staff understand how to deliver programming within a student-centered format.

- The *Instructional Learning Formats* dimension evaluates how well the educators facilitate activities and provide interesting materials to engage students. This dimension is specifically looking for effective facilitation and expanding students' involvement through questioning and active participation in lessons and activities. It also measures the use of various modalities and materials, student interest, and clarity of learning objectives through advanced organizers (connecting prior knowledge to new lessons), summaries, and reorientation statements. This area showed improvement from the previous year's ratings.
- *Concept Development* measures how the educators use instructional discussions and activities to promote students' higher-order thinking skills (in contrast to rote instruction). This measures how educators facilitate analysis and reasoning (why and/or how questions, problem solving, prediction, classification/comparison,



evaluation), creating (brainstorming, planning, producing), integration of concepts, and connections of concepts to the real world, such as relating information to students' actual lives. This area showed improvement from the previous year's ratings.

- *Quality of Feedback* assesses how educators extend student learning through responses to students' ideas, comments, and work. Included in this dimension are scaffolding, feedback loops (back-and-forth exchanges, persistence by educators, follow-up questions), prompting students' thought processes, providing additional information to expand students' understanding, and encouragement/affirmation. Ratings in this area remained about the same as the previous year's ratings. Statewide professional development

may wish to consider additional strategies in this area.

- *Language Modeling* measures the extent to which educators facilitate and encourage students' language. Ratings include frequent conversations in the classroom, educators' use of open-ended questions, repetition and extension (educators repeat and extend students' responses), self and parallel talk (educators map their actions and students' actions with language), and the use of advanced language (a variety of words, and connections to familiar words and/or ideas). This area showed improvement from the previous year's ratings.

Strengths for these tools were similar to that of the K-3 CLASS results: Absence of Negative Climate and Productivity were in the high quality range, along with

UPPER ELEMENTARY/SECONDARY CLASS															
Year	Positive Climate	Staff Sensitivity	Regard for Youth Perspective	EMOTIONAL SUPPORT	Behavior Management	Productivity	Absence of Negative Climate	ORGANIZATION	Instructional Learning Formats	Content Understanding	Analysis & Inquiry	Quality of Feedback	Instructional Dialogue	INSTRUCTIONAL SUPPORT	STUDENT ENGAGEMENT
13-14	5.83	5.62	4.69	5.38	6.41	6.03	6.89	6.45	4.18	2.52	1.75	2.06	2.66	2.80	5.41
14-15	5.84	5.83	4.23	5.31	6.47	6.52	6.92	6.70	5.15	3.42	1.76	2.22	2.73	3.05	5.95





Behavior Management. Student engagement, Positive Climate and Staff Sensitivity also approached the high quality range.

Areas that showed a decline from the previous year or were in the low to moderate quality range included Regard for Youth Perspective, Content Understanding, Analysis and Inquiry, Quality of Feedback, and Instructional Dialogue. Several of these are similar in nature to the K-3 description, so won't be repeated here (Regard for Youth Perspective). But those that are unique include:

- *Content Understanding* refers to both the depth of the lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline (mathematics, reading, etc.). At a high level, this refers to interactions among the educators and students that lead to an integrated understanding of facts, skills, concepts, and principles. It includes a focus on depth of understanding, communication of concepts and procures, and connection among background knowledge, the area of study, and misconceptions. This area showed strong improvement from the previous year's ratings (moving from 2.52 to 3.42).
- *Analysis and Inquiry* assesses the degree to which students are engaged in higher-level thinking skills through the application of knowledge and skills to novel and/or open-ended problems, tasks, and questions. Opportunities for engaging in metacognition (i.e., thinking about thinking) are also included. This includes a focus on facilitation of higher-order thinking skills, opportunities for novel application, and metacognition. This year's ratings in this area remained about the same as the prior year's ratings. Statewide professional development may want to consider providing additional resources for strategies in this area.
- *Instructional Dialogue* captures the purposeful use of content-focused discussion among educators and students that is cumulative, with educators supporting students to chain ideas together in ways that lead to a deeper understanding of content. Students take an active role in these dialogues. Both educators and students use strategies that facilitate extended dialogue. Focus is on cumulative content-driven exchanges, distributed talk (balance between educators and students), and facilitation strategies (open-ended questions and statements, student



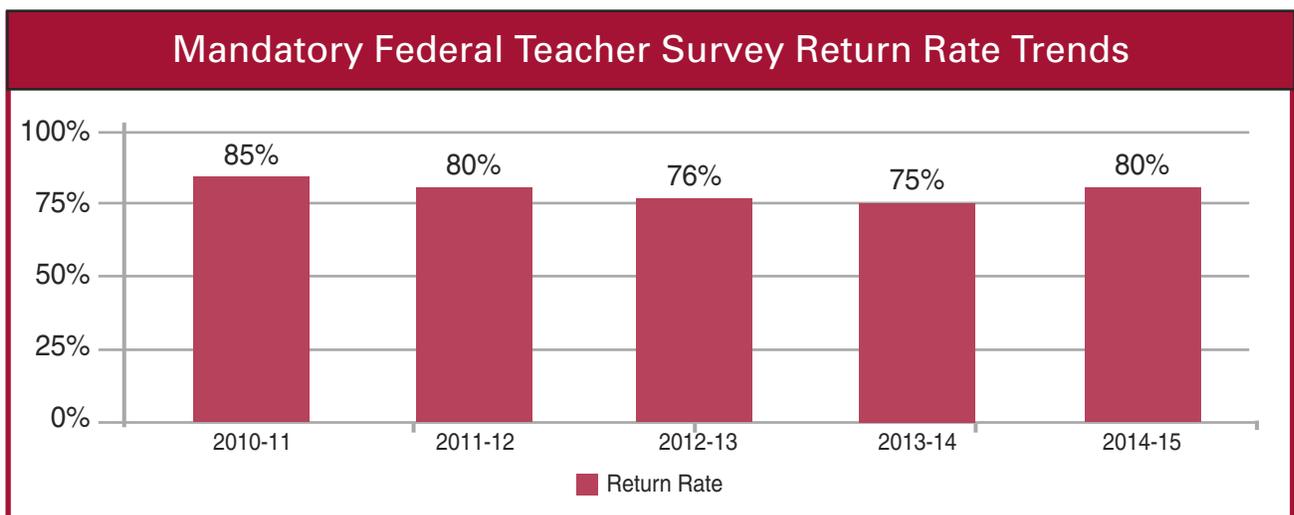
responses, acknowledgement-repetition-extension, pause and allowing for think time to achieve fullest student expression, and active listening). This area showed improvement in ratings compared to the previous year.

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 improved this year (80%). The targeted return rate is 90% or greater. Because the teacher survey is a mandatory item required for federal reporting to the US Department of Education, these data and attendance data are the single most important reporting items for 21st CCLCs nationally. These data are used by those overseeing

the program at the federal level to make decisions about the effectiveness and impact of the program. Therefore, it is recommended that strategies continue to be shared with programs, especially new programs, to improve teacher survey reporting to yield about a 90% or better reporting rate.

School day classroom teachers were asked to rate each student’s performance on district objectives/standards on a 3-point scale of ‘Exceeds standards,’ ‘Meets standards,’ and ‘Below standards.’ Domains entailed reading (including reading, speaking, and listening), writing, mathematics, and science. The purpose of these ratings is to describe the population of students being served, rather than for use as an outcome measure. The rationale for this is that 21st CCLC programs recruit students who are not meeting standards in order to provide





Teacher Ratings of Student Performance	Meets or Exceeds Standards			
	Reading	Writing	Mathematics	Science
2014-15	68%	66%	72%	77%
2013-14	71%	68%	75%	80%
2012-13	58%	57%	60%	64%

Teacher Survey Ratings by Item	1. Turning in homework on time	2. Completing homework to your satisfaction	3. Participating in class	4. Volunteering	5. Attending class regularly	6. Being attentive in class	7. Behaving well in class	8. Academic performance	9. Coming to school motivated to learn	10. Getting along well with other students	11. Family support of student's learning
2014-15	0.58	0.63	0.73	0.50	0.39	0.47	0.44	0.72	0.52	0.51	0.43
2013-14	0.61	0.68	0.79	0.54	0.46	0.50	0.44	0.75	0.59	0.55	0.47
2012-13	0.73	0.77	0.85	0.59	0.50	0.56	0.54	0.81	0.66	0.60	0.54

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

Measure: Learning Point Associates – Teacher Survey

Author: Learning Point Associates 2004

Scale: -3 to 3; -3 = Significant decline; 0 = No change; 3 = Significant improvement

Use: Classroom teachers of students enrolled in 21st Century Community Learning Center programs rate student's behaviors from fall to spring of a given program year to assess change. Ratings are gathered one time per year.

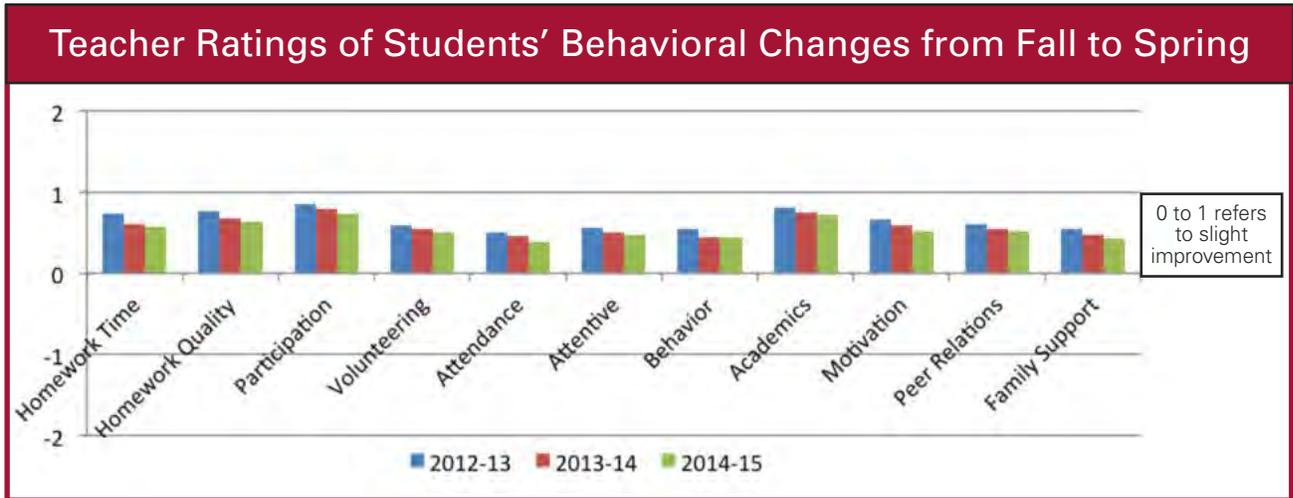
additional, yet different, hands-on experiential learning in out-of-school time settings.

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.

Teachers may rate students from significantly improving (+3) to significantly declining (-3) in these behavioral categories (turning in homework on time, homework quality, participation, volunteerism, attendance, behavior,



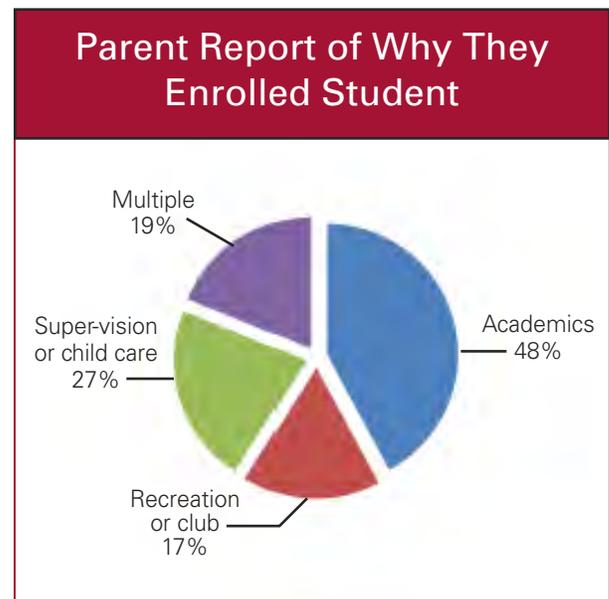


academic performance, motivation to learn, getting along with other students, and family support of student learning.

Overall, students showed slight improvements in ratings from teachers across all areas measured. However, these improvements were not as great as for the past two years compared to previous years. There are many possible explanations. Are programs less impactful in these areas? Have students with continued participation in 21st CCLC over multiple years diminished the gains available? Are school day teachers measuring these changes less carefully? To address this third possibility, additional resources were provided to school day teachers this past year. First, a pre-assessment was available to be used to rate where students had need for support and could be shared with the program staff. Second, a guide was provided to

help teachers better understand the purpose of the tool and how best to use it.

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 in 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 71%, which showed improvement from the previous year (64%) and preceding years 65%, 63%, 70%, and 65%). The targeted return rate for parent surveys is 90%.

Parents were asked to identify their primary reason for enrolling their child or youth in the 21st CCLC program. This pie graph displays their responses. These data suggest that the majority of parents (48%) enroll their children for academic support or enrichment opportunities as their primary reason, which is an improvement from 10 years ago where parents mostly selected supervision or childcare.

Parents were asked to rate their satisfaction with the 21st CCLC program. The following table reflects the overall average ratings across items for regularly attending students.

Parents are very satisfied with the program. Parent satisfaction with the program has not significantly changed in the past three program years. Parents are generally satisfied with the programming their children receive, the quality of the staff working with the students, and believe the program is beneficial to their child (average ratings of 3.80 out of a possible 4). An area that could improve would be staff communication. A theme analysis of parents' comments on surveys (1,325 comments) showed that the majority express strong

Parent survey items	1. CCLC is a great benefit	2. CCLC staff are excellent	3. CCLC staff communicate	4. CCLC is safe	5. Activities are good	6. Child learns more	7. CCLC helps child's friendship	8. Informed about child & behavior	Average
2014-15	3.89	3.87	3.54	3.87	3.87	3.78	3.86	3.75	3.80
2013-14	3.91	3.87	3.54	3.88	3.88	3.79	3.83	3.72	3.81
2012-13	3.89	3.88	3.56	3.87	3.88	3.78	3.84	3.73	3.81

1=Disagree, 4=Agree

Measure: Evaluation Guidebook – Parent Surveys

Author: St. Clair, 2008

Scale: 4 = Agree, 3 = Slightly Agree, 2 = Slightly Disagree, 1 = Disagree

Use: This survey is administered one time to parents of students enrolled in 21st CCLC programs who have attended 30 days or more (regular attenders). Parents rate their perceptions of each statement.



■ ■ ■

satisfaction with the program and appreciate it.

General value of the program. "Continue with the program because it helps kids with their learning." "Love it!" "Program is wonderful and helpful in this community." "My daughter enjoys attending every day." "The program and teachers are great."

Staff and volunteers. "Staff are always approachable." "Ms. X always greets me when I come in." "I like the consistent texts between myself and teachers. Keeps me in the loop." "The volunteers in the program are great." "You guys do great with having an individual relationship with each student."

Academic and social benefits. "...it is not child care. My children bring home projects and show me experiments they learned." "I like that you do community service outreaches." "I feel the program has helped him meet new friends." "If it was not for this program, my kids would not be as successful academic or social wise."

Safe. "Great to have a safe environment for the kids after school."

There were fewer comments about improvements that could be made.

Themes that emerged included:

- More communication. "More communication with the parents with activities that have been completed." "Let the parents know if there are issues every time." "Communication could be improved. Because my child doesn't have his own email, we weren't contacted about a Lego Robotics Parent Show Case." "The locked door and calling to release my student really impacts the lack of communication. I don't even know the staff anymore." Need to have staff working in the program who speak Spanish so that Spanish speaking parents can be involved and also receive information. "Tener mas comunicacion con los padres de familia—To have more communication with parents of the family." "Better idea of what [the program] does with students during before care. Only correspondence with staff is when she has been hit with a ball in gym." "Update website."
- Staff skills related to behavioral guidance. Perception that staff don't understand how to guide children's behavior. Comments included "...staff don't know how to speak to children in a firm, not demeaning way." "More communication about behavior."
- Engaging staff. "To always ensure that it remains more like a club that's fun yet educational, but not rigidly





structured.” “Need to have more kid friendly staff.” “I hear a lot of unwelcomed tone...these are children, please speak to them as such.” “Less gossiping about the children.” “Take more time to listen to the children and stop the gossiping. Make any situation worse.” “Make sure that the staff continues to be interactive and involved in the activities, not just sitting on the sidelines watching.”

- Staff turnover. “We are on our third site manager in two years. Please try to find someone interested in long term as change is hard on kids.”
- Parent relationships. “I would like to hear more about [my child’s] strengths and how she is interacting with her peers...has special needs that the leaders may not be aware of.” “More parent contact.” “Family Nights— Theme focused—fun learning games (reading comprehension, math, health, wellness. Form a parent committee.” “Have at least one parent teacher meeting once a month to discuss upcoming events, ideas for the program, and to discuss children’s behavior while in the program.”
- Safety. Whether licensed or not, all Nebraska 21st CCLC sites are expected to meet or exceed the safety elements of the Nebraska School-Age Only Licensing Requirements. “Better supervision for picking up children, for

example, no one is at the door and folks can come in and roam around the building.” “I would not let the older children ride the same bus as the younger children.” “I don’t think the kids feel safe from bullies all the time.” “More staff to student ratio.” “More security.” “Take roll or something to know the kids are the [ones] who are supposed to be there.”

- Costs. The Nebraska 21st CCLC program does not require programs to charge a fee. The decision to charge fees should be studied carefully to assure that it is not a barrier to participation. “Make it free for single parents that get no child support.” “Too expensive. Find ways to make more affordable for families who don’t qualify for [assistance].” “My child went very little due to cost.” “Billing.” “Make less costly.” “Why is there a high cost associated with the enrichment program?”
- Content. Most common themes were more homework support, math, and technology (IPads). A few asked for more outside play, exercise or fitness activities. “More math.” “My child needs more help with math” “[child] is bored with robotics.” “My son’s homework is complete when he comes home but 80% of the answers are wrong. We were told that if he doesn’t ask for help, then he doesn’t



get it.” “I would offer more academic programs.” “Have more diverse and challenging activities.” “Offer more fitness clubs.” “More field trips.” “More homework time.”

- Food. “Healthier snack choices.” “Provide more snacks.”

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 following table reflects overall levels of parent participation in the noted activities for parents of regularly attending 21st CCLC students and reports the percentage of parents responding “Yes” to the described behavior.

Parents are maintaining about the same level of engagement over the past three program years. Most parents report that they read school or program newsletters, visit the school for parent events, and support learning at home. Generally, fewer

parents report communicating regularly with their child’s teacher, volunteering, participating in parent leadership or advisory groups, or sharing information about their child with program staff.

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. The return rate of 81% was better than the previous two years (76% and 74%), but about the same as the previous three years (82%, 83%, and 78%). The targeted return rate for student surveys is 90%.

Overall, ratings by students were positive. Getting good grades being important to students, adults caring about them, and safety related items were again some of the most positively rated items. Getting along well with others and liking how they learn things showed some improvement. Talking with family about homework was rated less positively, suggesting this is not

Parent Engagement Activities	1. Read newsletters	2. Communicate with teacher	3. Visit school	4. Review homework	5. Volunteer	6. Support learning at home	7. Participate in groups	8. Share information
2014-15	73%	44%	78%	72%	26%	73%	18%	52%
2013-14	74%	44%	80%	72%	24%	75%	18%	55%
2012-13	74%	39%	82%	73%	26%	74%	19%	56%



The following table summarizes the ratings of older elementary students (3rd grade and older) who were regularly attending 21st CCLC students.

Elementary Student Survey Items		2012-13	2013-14	2014-15
1.	Getting good grades in school is important to me.	1.73	1.89	1.88
2.	I feel accepted by other kids in the 21st CCLC program.	1.40	1.54	1.56
3.	I feel accepted by other kids in school.	1.44	1.55	1.57
4.	I feel safe in the 21st CCLC program.	1.62	1.78	1.80
5.	I get my homework done in the 21st CCLC program (if I have homework).	1.47	1.58	1.56
6.	I talk to my family about my homework or what I'm learning in school.	1.24	1.28	1.31
7.	I'm getting good grades in reading (or language arts) at school.	1.48	1.59	1.61
8.	I'm getting good grades in mathematics at school.	1.48	1.62	1.61
9.	I follow the rules at school.	1.60	1.72	1.73
10.	I follow the rules in the 21st CCLC program.	1.61	1.73	1.75
11.	I get along well with the other students in the 21st CCLC program.	1.45	1.56	1.61
12.	I get along well with the other students in school.	1.48	1.59	1.63
13.	I like the activities in the 21st CCLC program.	1.49	1.60	1.64
14.	I like how we learn things in the 21st CCLC program.	1.46	1.59	1.61
15.	The adults in the 21st CCLC program care about me.	1.66	1.78	1.81
16.	I have a safe way to get home from the 21st CCLC program.	1.76	1.91	1.93
17.	Overall Average	1.53	1.64	1.66

No = 0, Sometimes = 1, Yes= 2

Measure: Evaluation Guidebook – Student Surveys (Elementary Version)

Author: St. Clair, 2008

Scale: No = 0, Sometimes = 1, Yes= 2

Use: This survey is administered one time to students enrolled in 21st CCLC programs who have attended 30 days or more (regular attenders) and who are in 3rd grade or above in an elementary school. Students rate their perceptions of each statement. Prompts describe constructs related to school success and academic achievement.

occurring sometimes. The program showed improvement in the areas that relate to program quality (#13 and #14). *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. Student survey collection resulted in an average return rate of 71%, an improvement from last year (61%) closer to where it was in the prior two years (75% and 82%). The targeted return rate for student surveys is 90%.



The following table summarizes the ratings of middle and high school students who regularly attended the 21st CCLC program. Safety was rated very positively, as was the students' aspiration to go to college someday. Lower rated items were similar

to those of the older elementary students—discussing learning or homework with their family, liking how they learn things in the program. Peer acceptance was rated more positively than in prior years.

Secondary Student Survey Items		2012-13	2013-14	2014-15
1.	Getting good grades in school is important to me.	1.88	1.89	1.87
2.	I feel accepted by others in the 21st CCLC program.	1.68	1.67	1.67
3.	I feel accepted by others in school.	1.63	1.62	1.61
4.	I feel safe in the 21st CCLC program.	1.81	1.78	1.78
5.	I get my homework done in the 21st CCLC program (if I have homework).	1.49	1.49	1.46
6.	I talk to my family about my homework or what I'm learning in school.	1.27	1.27	1.30
7.	I'm getting good grades in reading (or English) at school.	1.67	1.68	1.54
8.	I'm getting good grades in mathematics at school.	1.58	1.55	1.50
9.	I follow the rules at school.	1.73	1.70	1.71
10.	I follow the rules in the 21st CCLC program.	1.76	1.74	1.74
11.	My friends encourage me to make good choices.	1.55	1.54	1.53
12.	I get along well with the other students in the 21st CCLC program.	1.68	1.62	1.64
13.	I get along well with the other students in school.	1.65	1.60	1.62
14.	I like the activities in the 21st CCLC program.	1.61	1.60	1.58
15.	I like how we learn things in the 21st CCLC program.	1.53	1.54	1.55
16.	The adults in the 21st CCLC program care about me.	1.77	1.76	1.76
17.	I have a safe way to get home from the 21st CCLC program.	1.88	1.88	1.89
18.	I would like to go to college someday.	1.86	1.87	1.86
19.	I am involved in community service or other activities to help others.	1.39	1.35	1.37
20.	There are ways I can make my community a better place.	1.69	1.69	1.69
21.	Overall Average	1.66	1.64	1.64

No = 0, Sometimes = 1, Yes= 2

Measure: Evaluation Guidebook – Student Surveys (Secondary Version)

Author: St. Clair, 2008

Scale: No = 0, Sometimes = 1, Yes= 2

Use: This survey is administered one time to students enrolled in 21st CCLC programs who have attended 30 days or more (regular attenders) and who are in a secondary school (middle or high school). Students rate their perceptions of each statement. Prompts describe constructs related to school success and academic achievement.





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. Sites 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.

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

Both school and community partners provided 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 more positive from community partners than from school partners. All community partner ratings and most school partner ratings were above the

Collaboration Survey Data							
Items		2012-13		2013-14		2014-15	
		School Partners	Communiy Partners	School Partners	Communiy Partners	School Partners	Communiy Partners
	Number	2314	525	2734	610	2979	696
1	The 21st CCLC program provides an afterschool program that strengthens student academic achievement.	4.38	4.72	4.19	4.77	4.34	4.81
2	The 21st CCLC program provides support for student social and behavioral development.	4.35	4.77	4.06	4.77	4.33	4.81
3	The 21st CCLC program helps to engage families and the community.	4.21	4.48	4.10	4.56	4.28	4.55
4a	The 21st CCLC program appropriately uses classroom spaces, gym or cafeteria spaces, media center, computer labs, and outdoor space.	4.48		4.26		4.37	





Collaboration Survey Data

Items		2012-13		2013-14		2014-15	
		School Partners	Communiy Partners	School Partners	Communiy Partners	School Partners	Communiy Partners
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).		4.36		4.46		4.45
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.).	3.65		3.42		3.46	
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).		4.39		4.52		4.55
6a	I view the 21st CCLC as a part of our school, not a program offered by an outside agency or staff.	4.42		4.24		4.36	
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.		4.30		4.37		4.19
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.	4.15	4.49	3.87	4.49	4.00	4.45
8	School staff and 21st CCLC program staff systematically share information to support student homework completion.	3.92	4.24	3.65	4.25	3.79	4.15
9	We regularly share staff development offerings or training opportunities.	3.48	3.93	3.30	3.77	3.44	3.64
Overall Average		4.12	4.41	3.91	4.44	4.04	4.41

1= strongly disagree and 5=strongly agree

Measures: Evaluation Guidebook – Collaboration Surveys (School and Community Partner Versions)

Author: St. Clair, 2008

Scale: 1 = Disagree; 3 = Neutral; 5= Agree

Use: School and Community partners fill out two similar but distinct surveys that measure agreement with statements focused on collaboration constructs.



indicator of quality rating—3.50 or greater. Two school partner areas continued to be below the indicator of quality for ratings by school partners:

- *We regularly share staff development offerings or training opportunities.*
- *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.).*

Statewide, technical assistance should be provided to encourage programs and their school partners to identify opportunities to share staff development resources and to better connect programming to what's occurring during the school day.

Questions Posed by the Leadership of the Nebraska 21st CCLC Program

The Management Team or Leadership of the Nebraska 21st CCLC Program at the Nebraska Department of Education posed three questions they wished to see evaluated this program year. All examined outcomes by different groupings of programs. These groupings included:

- Presence or absence of an external local evaluator as a member of the

management team of the site

- Program being rural or urban
- Program charging fees (beyond a basic activity fee) or not

These sub-analyses yielded results that were interesting or worth examining, perhaps more closely, and some results that were not significantly different based on that grouping category.

Presence or absence of a local evaluator.

There were 66 sites with an external local evaluator and 47 without. Given the differences in number of sites, it's not surprising then that the number of students served varied. The proportion of regular attenders compared to total attenders was 55% if there was an external evaluator and 67% if there was not. Some small differences were found in that sites with an evaluator showed higher ratings on the self-assessment but lower K-3 and secondary CLASS ratings than sites without an evaluator. Ratings of collaboration (school partner and community partner) were not significantly different. Survey return rates were better in programs without a local evaluator across all surveys (teacher survey, parent survey, student surveys). Teacher survey and outcomes on items were similar (each having some items rated higher than the other). Parent survey ratings were almost identical. Slightly more



parents in non-external evaluation sites read newsletters. Elementary student survey results were essentially the same. Secondary student survey ratings were slightly greater in sites without a local evaluator.

What does this mean then? Does this mean having a local evaluator is causal? No, the simple answer is these were comparisons to see if anything emerged as significantly different or requiring further exploration. Survey return rates are better in programs that don't have an evaluator. Again, is that causal? Or do project directors who are serving in the local evaluator role take more ownership of the process? Or are there other, unexamined factors that make a difference in return rates?

Urban or Rural. Next, we compared outcomes by location of the site within an

urban or a rural environment. Two districts fell within the urban definition; all others were rural. There were 55 urban sites and 58 rural sites. Again, the number of students is more a function of number and size of sites. The proportion of regular attenders to total attenders was greater in rural sites (66%) than urban sites (53%). Self-ratings of program quality were greater in urban sites (4.28 on a 5 point scale) than in rural sites (3.87 on a 5 point scale). However CLASS ratings were slightly lower in urban sites.

Collaboration survey outcomes were very similar, both for school partners and for community partners. Survey return rates were greater on some tools for rural sites (88% vs. 77% on teacher survey, 77% vs. 66% on parent survey, and 87% vs. 64% on secondary student survey), but lower on one (80% vs. 82% on elementary student survey). There were some

CLASSROOM ASSESSMENT AND SCORING SYSTEM (CLASS)-K-3 TO K-5 VERSION (N=85)													
4b. CLASS	Positive Climate	Absence of Negative Climate	Staff Sensitivity	Regard for Student Perspective	EMOTIONAL SUPPORT	Behavior Mgmt	Productivity	Instructional Learning Formats	ORGANIZATION	Concept Dev	Quality of Feedback	Language Modeling	INSTRUCTIONAL SUPPORT
Statewide	5.67	6.89	5.37	4.10	5.51	5.88	6.12	4.89	5.63	1.91	1.90	2.51	2.09
Urban (n=40)	5.68	6.84	5.27	3.79	5.39	5.73	5.96	4.65	5.45	1.69	1.76	2.39	1.94
Non-Urban (n=45)	5.66	6.93	5.45	4.39	5.61	6.02	6.26	5.10	5.79	2.10	2.02	2.62	2.21





CLASSROOM ASSESSMENT AND SCORING SYSTEM (CLASS)-UPPER ELEMENTARY TO SECONDARY VERSION (N=38)															
4c. CLASS	Positive Climate	Staff Sensitivity	Regard for Youth Perspective	EMOTIONAL SUPPORT	Behavior Mgmt	Productivity	Absence of Negative Climate	ORGANIZATION	Instructional Learning Formats	Content Understanding	Analysis & Inquiry	Quality of Feedback	Instructional Dialogue	INSTRUCTIONAL SUPPORT	STUDENT ENGAGEMENT
Statewide	5.84	5.83	4.23	5.31	6.47	6.52	6.92	6.70	5.15	3.42	1.76	2.22	2.73	3.05	5.95
Urban (n=22)	5.82	5.69	4.40	5.30	6.32	6.40	6.91	6.54	5.02	3.62	2.09	2.43	2.92	3.22	5.56
Non-Urban (n=16)	5.86	6.03	4.00	5.32	6.67	6.68	6.93	6.92	5.31	3.14	1.29	1.93	2.47	2.82	6.49

modest differences in ratings on the teacher survey (most striking in the area of homework quality and completing to the teachers' satisfaction (ratings in the .50 range for urban sites vs. ratings in the .70 range for rural sites). Parent ratings were nearly identical except in communication, with urban sites having slightly higher ratings from parents (3.52 vs. 3.44 for rural). Elementary students' survey ratings were very similar. Secondary students in urban sites rated "I get my homework done in the 21st CCLC program (if we have homework) much lower than rural students (1.38 vs. 1.59). Other items were very close in ratings.

Again, so what does this mean? Large differences in outcomes did not emerge when comparing rural and urban settings.

Programs charging fees or those that don't charge fees. The next comparison grouping was charging fees (beyond activity fees), whether those fees are charged by the school district or a community partner. There were 47 sites that charge parent fees and 66 sites that do not. The proportion of regular attenders to total attenders was markedly different.

This seemed compatible with the parent comments theme that emerged around

Proportion of regular attenders compared to total attenders:			
	Total Attenders	Regular Attenders	Proportion
Statewide	19,586	11,356	58%
Fees	8671	4076	47%
Non-Fees	10915	7280	67%





3. Student demographic descriptors	% Free or Reduced Lunch	% English Language Learner	% Ethnic Minority	% Verified for Special Education
Students in Nebraska Schools ¹	45%	6%	31%	16%
Statewide Regular Attenders	74%	20%	62%	19%
Fees 21 st CCLC Regular Attenders	60%	16%	39%	18%
Non-Fees 21 st CCLC Regular Attenders	80%	25%	68%	19%

decreasing attendance if they were paying for the program. But again, these data are not causal but rather simple comparisons. There are multiple variables at work which would need to be tested with a much stronger evaluation or research design.

Student demographics were also different. It will be recommended that further exploration occur to examine why these disparities may exist.

Self-ratings of program quality were nearly identical (4.05 for programs that charge fees and 4.08 for those that don't overall on a 5 point scale).

K-3 CLASS ratings varied more, with sites that charge fees scoring lower in all domains of the K-3 CLASS but in only two of four domains on the upper elementary and secondary version.

Ratings of collaboration were slightly lower for sites that charge fees (4.00 vs.

CLASSROOM ASSESSMENT AND SCORING SYSTEM (CLASS)-K-3 TO K-5 VERSION (N=85)													
4b. CLASS	Positive Climate	Absence of Negative Climate	Staff Sensitivity	Regard for Student Perspective	EMOTIONAL SUPPORT	Behavior Mgmt	Productivity	Instructional Learning Formats	ORGANIZATION	Concept Dev	Quality of Feedback	Language Modeling	INSTRUCTIONAL SUPPORT
Statewide	5.67	6.89	5.37	4.10	5.51	5.88	6.12	4.89	5.63	1.91	1.90	2.51	2.09
Fees	5.45	6.93	5.13	3.70	5.30	5.77	6.04	4.65	5.50	1.75	1.88	2.37	1.96
Non-Fees	5.83	6.86	5.54	4.40	5.66	5.97	6.18	5.06	5.73	2.02	1.91	2.61	2.18





CLASSROOM ASSESSMENT AND SCORING SYSTEM (CLASS)-UPPER ELEMENTARY TO SECONDARY VERSION (N=38)															
4c. CLASS	Positive Climate	Staff Sensitivity	Regard for Youth Perspective	EMOTIONAL SUPPORT	Behavior Mgmt	Productivity	Absence of Negative Climate	ORGANIZATION	Instructional Learning Formats	Content Understanding	Analysis & Inquiry	Quality of Feedback	Instructional Dialogue	INSTRUCTIONAL SUPPORT	STUDENT ENGAGEMENT
Statewide	5.84	5.83	4.23	5.31	6.47	6.52	6.92	6.70	5.15	3.42	1.76	2.22	2.73	3.05	5.95
Fees	5.80	5.82	4.38	5.35	6.60	6.56	6.95	6.71	4.66	3.04	1.74	2.02	2.46	2.78	5.73
Non-Fees	5.85	5.84	4.17	5.29	6.41	6.50	6.90	6.70	5.35	3.57	1.76	2.30	2.84	3.16	6.04

8b. Secondary Student Survey Items		Statewide 21st CCLC	Fees	Non-Fees
	Return Rate	71%	68%	72%
22.	Getting good grades in school is important to me.	1.87	1.90	1.94
23.	I feel accepted by others in the 21st CCLC program.	1.67	1.64	1.76
24.	I feel accepted by others in school.	1.61	1.61	1.69
25.	I feel safe in the 21st CCLC program.	1.78	1.78	1.86
26.	I get my homework done in the 21st CCLC program (if I have homework).	1.46	1.47	1.54
27.	I talk to my family about my homework or what I'm learning in school.	1.30	1.36	1.34
28.	I'm getting good grades in reading (or English) at school.	1.54	1.59	1.61
29.	I'm getting good grades in mathematics at school.	1.50	1.56	1.57
30.	I follow the rules at school.	1.71	1.76	1.77
31.	I follow the rules in the 21st CCLC program.	1.74	1.76	1.81
32.	My friends encourage me to make good choices.	1.53	1.60	1.57
33.	I get along well with the other students in the 21st CCLC program.	1.64	1.67	1.70
34.	I get along well with the other students in school.	1.62	1.64	1.69
35.	I like the activities in the 21st CCLC program.	1.58	1.56	1.66
36.	I like how we learn things in the 21st CCLC program.	1.55	1.50	1.64
37.	The adults in the 21st CCLC program care about me.	1.76	1.75	1.85
38.	I have a safe way to get home from the 21st CCLC program.	1.89	1.93	1.96
39.	I would like to go to college someday.	1.86	1.86	1.93
40.	I am involved in community service or other activities to help others.	1.37	1.29	1.48
41.	There are ways I can make my community a better place.	1.69	1.68	1.78





4.06, school partners; 4.30 vs. 4.48 for community partners). Teacher survey return rates were the same (80%), parent survey return rates were far lower for sites that charge fees (61% vs. 75%), and student survey return rates were almost the same (79% vs. 82% for non-fee charging sites for elementary student surveys and 68% vs. 72% for non-fee charging sites on the secondary student survey). Teacher ratings were very similar but slightly more positive for sites that charge fees. Parent ratings were essentially the same, as were elementary student surveys. Secondary student survey ratings were slightly more positive for sites that did not charge fees. Highlighted are those that are 0.10 or more points different.

Again, one has to be cautious in interpreting these data. They are not causal. They are descriptive differences analyzed by different grouping variables. It may be worth exploring further to learn more about the presence or absence of charging fees for participation and how it may impact students' from different economic backgrounds.

Summary and Recommendations

Benefits for All Students

Participation in Nebraska's 21st Century Community Learning Centers (21st CCLCs) makes a difference in student achievement for students at risk.

A total of 19,586 students were served this year, and 58% (11,356 students) were regular attenders in afterschool programming. Seventy-four percent (74%) of these students receive free/reduced lunches, 20% were English Language Learners, and 19% were verified for special education. Overall, students showed improvements across all areas. However, these improvements were not as strong over the past two years as was experienced in prior years.

Students showed modest gains in social and academic behaviors. Overall, students showed slight improvements from fall to spring across all areas measured (homework, motivation to learn, social skills, academic performance). However, these improvements were not as great for the past two years as was found in prior years of the 21st CCLC program.





External ratings by qualified evaluators and program self-assessments found Nebraska’s programs to be of moderate to high quality.

Two tools were used to measure program quality: self-assessment tool (which measures broad best practices) and The Classroom Assessment and Scoring System or CLASS (Pianta, et al). This tool measures teaching interactions related to instructional support, emotional support, and organizational climate.

Self-assessments. Self-assessment ratings showed that overall, programs are utilizing many best practices. They continue to need some assistance with developmentally appropriate college and career readiness strategies, supporting students with basic planning and financial skills, and including a representative group of parents in shared decision making on key issues related to student learning.

CLASS. CLASS ratings showed strengths in the areas of Emotional Support and Organization, with opportunities for improvement within Instructional Support strategies. Statewide professional development, then, should focus on helping program staff better understand how to utilize more student-centered practices, with strategies for concept

development, feedback loops, analysis and inquiry, and language modeling.

Parents primarily enrolled their children for academic support and enrichment, and reported that these programs benefited their children.

Forty-eight percent (48%) of parents reported they chose the 21st CCLC program for academic support or enrichment. Parents are satisfied with the program (overall rating of 3.80 on a 4.00 scale indicating strong agreement). Theme analysis of parent comments suggested most are very appreciative and thankful for the programs in their community. But there was room for improvement and the major themes that emerged were: (1) need improved communication from staff to parents, (2) parent fees are a barrier, where fees are charged, and (3) staff recruitment and development to reduce turnover, assist staff in interacting more positively with children, and guidance for staff on working effectively with students with special needs.

All community partner ratings and most school partner ratings were above the indicator of quality rating—

3.50 or greater. Two school partner rating areas continued to fall below the indicator of quality for ratings by school partners: partnering on staff development and connecting content to the school day.



Future Directions and Continuous Improvement

Future directions for the evaluation design include discontinuing the use of the community and school partner surveys as a methodology for gathering information on community and school partners. Information on community and school partnerships will continue to be gathered through the federal annual performance reporting process. Program staff and director surveys will be added, and the current student surveys will be replaced with a youth engagement survey for 4th through 12th grade students. This tool will measure student belonging and engagement ratings within the programs, as well as to collect information on students' other skills, including self-management, academic sense of self, mindset, future orientation (expecting good things, having goals), and interpersonal skills. There is a strong relationship between executive functioning skills and overall math and reading achievement (Best, Miller & Naglieri, 2011). The new youth engagement survey will provide a new lens through which to examine how students are experiencing and benefiting from the 21st CCLC program. Discussion with project directors indicated that they would not mind eliminating the requirement to complete school and

community partner surveys in order to make time for staff and director surveys. These voices were previously missing from the evaluation design. Another change will be to add a CLASS coach, who can work individually with project directors to plan for using their CLASS results for continuous improvement. This new evaluation and CLASS technical assistance plan will be piloted for one year and then re-evaluated. A regional support coordinator position will be added to support three primary continuous improvement processes (self-assessment, CLASS, and CIP Data Snapshot Review).

Recommendations for continuous improvement are developed from areas where statewide averages do not meet the indicators of quality, where statewide averages are approaching the ceiling of measurement for a tool consistently over time, or where a review of the implementation of the program statewide suggests an area for improvement.

1. There is usually a recommendation to further study why youth participation declines by age group and why the gap between total attenders and regular attenders is widening. It is recommended that these explorations be somewhat put on hold for one year to see if the new Youth Engagement





Survey may yield any information which may prove helpful to understanding how youth are experiencing the program.

2. It is recommended that further exploration occur to examine why these disparities in percentages of students eligible for free or reduced price meals may exist in programs that charge fees compared to those that don't.
3. It is recommended that Nebraska 21st CCLC statewide professional development and technical assistance focus on strategies for:
 - a. Assisting programs in moving beyond teacher/group leader directed activities to student-centered activities
 - b. Connecting students and their families to what students are learning in school
 - c. Aligning afterschool program objectives with the tenets of AQuESTT
 - d. Helping programs include a broad array of programming for college/career possibilities using developmentally appropriate strategies
 - e. Developing content for programs to share with students related to basic planning and financial skills to

prepare for life (simple concepts for younger students and more advanced concepts for older students)

- f. Strengthening the partnerships between programs and parents—improve communication and help it to move in two directions, connecting families to what their students are learning, and sharing decision making/advising about the program
- g. Preparing and delivering targeted technical assistance with grantees to address the variations in program needs identified in this report.



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Appendix 1: Success Stories submitted by Grantees

Names have been changed to pseudonyms and any identifying information is removed. Stories are otherwise not edited and are left in the voice of the program staff preparing these success stories. All but one site submitted a success story.

A team of four UNMC evaluators who are unfamiliar with the sites reviewed all stories and independently rated their top elementary story and top secondary story. Then, they met together as a group and compared ratings. The two stories included in this report were the two selected by this team.

#1 Elementary Success Story

Student T a male fourth grader joined our classroom in the after school program shortly after the first of the year. It was reported to us that he “had to be there so he did not get in trouble”. His certainly displayed this attitude in everything he did for the first few weeks. It was pointed out to many of our staff members and especially to those of us in the 3rd and 4th grade classroom with our program that Student T was a trouble child and did not have any guidance, supervision or really anyone that cared about him from his home. His biological mother struggles with drug addiction, while his biological father is not in the picture. His step-father tries some but has a job where he works very long days and often is not around to support, guide or care for Student T.

Therefore, before entering our program Student T ran the streets and got into legal trouble by stealing and vandalizing property. He was then mandated to attend the program.

When Student T first began the program he wanted to display a tough guy persona and struggled to follow the rules, respect the staff and peers or even participate in the activities or homework. Overall as our staff watched we learned that he was a very smart student with a very low self-esteem and lack of drive to achieve because he had not experienced this success in life or been praised for anything that he had accomplished thus far. Therefore, our staff took it upon themselves to provide encouragement, positive atmosphere, mentoring and coaching for this student on a daily basis.





While this was not an overnight change Student T has certainly gained a healthy level of self-esteem and confident in his work. He has been successful in interacting with his peers and has earned some trust back from school officials and our staff.

The greatest joy in watching this growth in Student T has come from the fact of how much happier he seems and that he seems to want to participate in the after school program now. He has also opened up to our staff a bit about his home life in which we have provided more support through material objects and helping him to stay safe from potential abuse in the home.

Student T has brightened our classroom this school year and we look forward to watching him grow as he will hopefully participate in our program at the fifth grade level next year.

#2 Secondary Success Story

In August of 2013 she came to our program. She comes from a single parent home and her family is Spanish speaking. She has been in our program since her seventh grade year. She speaks Spanish and English fluently. She has an older brother. She has a very strong personality. It was a challenge to get her to use the energy and

compassion she has in a positive way. When other students were off task, she became irritated.

She enjoyed going to Real Talk because it gave her an opportunity to speak and discuss various topics that she enjoyed. She is a smart student and dedicated to her studies. The selection of her own enrichment has helped her because she understands how to work with different personalities of her peers. Her leadership qualities are apparent when she is working on a project.

The staff and I have had discussions because we all have recognized her abilities. There has been limited contact with her mother.

It is refreshing to see how she has grown over the past two years and matured. You can see how the other students gravitate to her. She is pleasant and now she can agree to disagree versus when she first started and she would become frustrated about others not knowing something or she simply thinking their input was irrelevant to the topic and discounting it.

Teacher Testimony:

She is a bright, mature, and confident young woman. She is a conscientious and diligent student, consistently completing assignments that are thorough and



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demonstrate thoughtfulness and insight. She gets along well with all her peers; she shows compassion and patience for those who need extra help, but does not hesitate to let people know when they need to “shape up.” She does not ask of others what she is not willing to do herself. She is an excellent role model in and out of the classroom.

Student Testimony:

When I first found out I was going to have to attend the afterschool program I was like “Great. More work and teachers.” It turns out that the afterschool program isn’t as bad as I thought it would be. I really like and appreciate how they give us 30 minutes to do our homework. That way when you get home I don’t have much to do. I like to take advantage of those 30 minutes so when I get home I just sleep. The best parts of the program are the enrichments. They have so many different enrichments! All of them are fun and we can learn something from all of them. I like going home and telling my mom what I learned that day. She loves hearing about all I learned and did at that specific enrichment for that day. My thoughts on the afterschool program changed the very first day I was there. All the staff members are nice, friendly and very cool. I enjoy coming to the afterschool program every day to learn new things.



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21st Century Community Learning Centers Grant Program

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