

# Nebraska 21st Century Community Learning Centers

2015 – 2016  
Annual Report



Nebraska  
21st Century  
Community  
Learning Centers



**Jolene Johnson, Ed.D.**

Assistant Professor, Education and Child Development  
Munroe-Meyer Institute  
University of Nebraska Medical Center  
985605 Nebraska Medical Center  
Omaha, NE 68198-5605  
[jolene.johnson@unmc.edu](mailto:jolene.johnson@unmc.edu)  
(402) 559-5723



Funding for the external evaluation and this publication was provided by federal funds under Title IV, Part B of the Elementary and Secondary Education Act (ESEA) as amended, and administered by the Nebraska Department of Education.



**21<sup>st</sup> Century Community Learning Centers Grant Program**

Nebraska Department of Education  
301 Centennial Mall South, Box 94987  
Lincoln, NE 68509-4987  
Phone: (402) 471-0876  
Fax: (402) 471-2371  
Web Site: <http://www.education.ne.gov/21stcclc>



All photos in this publication were taken in Nebraska 21<sup>st</sup> CCLC programs.

The contents of this Annual Evaluation Report are available online at  
<http://www.education.ne.gov/21stcclc/ProgramEvaluation/EvaluationReport2015-2016.pdf>.





# Table of Contents

|  |    |
|--|----|
| Overview of 21 <sup>st</sup> Century<br>Community Learning Centers ..... | 2  |
| Community Partners .....   | 5  |
| Technical Assistance and<br>Professional Development .....               | 6  |
| 21 <sup>st</sup> CCLC Programming .....                                  | 7  |
| Evaluation Plan and Activities .....                                     | 10 |
| Who Attended 21 <sup>st</sup> CCLCs? .....                               | 13 |
| Program Quality .....  | 17 |
| Survey Outcomes .....  | 21 |
| Parent Survey Outcomes .....   | 21 |
| Teacher Survey Outcomes .....  | 23 |
| Student Survey Outcomes .....  | 25 |
| Afterschool Staff and Program<br>Leader Survey Outcomes.....             | 30 |
| Preparing for Transition.....  | 35 |
| Summary of Key Findings .....  | 36 |
| Recommendations and Future Plans .....                                   | 37 |
| References.....  | 38 |
| Appendix .....   | 39 |
| 21 <sup>st</sup> CCLC AQuESTT Alignment .....                            | 40 |



## Overview of 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. 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 Nebraska Department of Education (NDE) administers these grants to offer students a broad array of services, programs, and activities aligned to the school day that occur 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.

The 21st CCLC programs are required to establish and maintain a partnership with at least one community-based organization or other public or private entity. Programs are also required to identify a site-level management team that includes the building principal, project director, site supervisor, and others identified by the site. These teams conduct regular meetings and are responsible for shared decision-making, reviewing evaluation data and developing action plans for continuous improvement.

**The three overarching goals of the 21st CCLC 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 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 learners, technology education programs, programs that promote parental involvement and family literacy, drug and violence prevention programs, and counseling programs, among other services. The programming offered in a 21st CCLC should be aligned to the school day and in

collaboration with other federal and state initiatives.

21st CCLC project directors were instrumental in the development of a document that identifies the intersection between NDE's six tenets of AQuESTT, Accountability for a Quality Education System, Today and Tomorrow, and the Nebraska 21st CCLC program. This document articulates the many initiatives and activities that support Student Success and Access and Teaching and Learning, the two domains of NDE's new accountability system, AQuESTT—a comprehensive system that is designed to ensure the success of all Nebraska students (see Appendix). This resource allows 21st CCLC project directors to effectively engage in conversations at the school and district level related to continuous school improvement and provides them with specific examples of afterschool program activities that align to program, school and district improvement goals. Examples of afterschool program indicators that support AQuESTT include diverse, prepared program staff, a system that supports students' transitions from grade to grade and across levels, engagement of families and the community in schools and programs, additional learning time, college and career readiness activities, ongoing data

collection and analysis, and ongoing professional development for program leaders and staff.

Beginning in 2003-2004, NDE has conducted an annual grant competition to award five-year 21st CCLC federal grants for out-of-school time programming. These 21st CCLC grant dollars are leveraged with other federal, state, and partner/local fiscal support to operate quality afterschool and summer 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. All data in this report were derived from these grantees.

**In 2015-2016, grant awards totaled \$5,496,155 to benefit students in 116 sites in 31 Nebraska communities.**

Grantees began reporting partner/local fiscal support in 2013-14. Reports include the amount expended and/or the value of volunteer time and/or donated/discounted goods or services for the school year and, where applicable, summer program. Funding sources 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 is apparent in the collection of this data from over 100 sites that there also are many differences, which makes 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 continues 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.





## Community Partners

21st CCLC programs rely on partnerships with statewide and community organizations, local business and industry, and others to implement high-quality, sustainable 21st CCLC programs. 21st CCLC project directors work with school building principals, community leaders, and representatives of statewide organizations to identify partners whose goals align to those of the program. Mutually beneficial relationships are then established resulting in a wide-variety of interesting and unique learning experiences for children and youth. Examples of program support provided by partners include:

- Support for implementation of a club or activity

- Civic engagement and service learning opportunities
- Exposure to and exploration of potential careers and future college experiences
- Professional development
- Curriculum development
- Other important contributions

Partners supporting the work of a Nebraska 21st CCLC program might include Nebraska 4-H Extension, Nebraska Game & Parks Commission, Beyond School Bells, local libraries, community organizations committed to the health and well-being of the community, arts organizations, universities and community colleges, or groups committed to preserving and ensuring an appreciation of the environment.

# Technical Assistance and Professional Development

NDE 21st CCLC provided technical assistance and professional development support for grantees to facilitate their continuous improvement. Ongoing support included on-site visits, webinars, monthly conference calls, utilization of an e-learning system (My21stCCLC), monthly newsletters, an annual one-day project director meeting, and regional professional development activities.

Collaborations with statewide partners resulted in many quality professional development experiences for program leaders and staff:

- Program sustainability webinars through a partnership with Beyond School Bells
- Science, technology, engineering, and mathematics (STEM) workshops including:
  - Wearable Technology (WearTec) through partnerships with UNL 4-H Extension, UNL College of Engineering, UNO STEM College, and NASA Nebraska Space Grant
  - Biomedical Engineering through a partnership with UNL's Biomedical Engineering program
- Project-based learning through a partnership with Nebraska Game and Parks
- Classroom Assessment and Scoring System (CLASS) regional workshops as part of the evaluation contract with UNMC.

Support was also provided to 21st CCLC programs in their efforts to align activities to Nebraska Department of Education (NDE) initiatives, including:

- Intersection between 21st CCLC and the Six Tenets of AQuESTT, (<http://aquestt.com>),
- Program alignment to the Nebraska State Board of Education Policy for Quality Expanded Learning Opportunities. (<https://www.education.ne.gov/21stcclc/QualityFramework.html>).







## 21st CCLC Programming

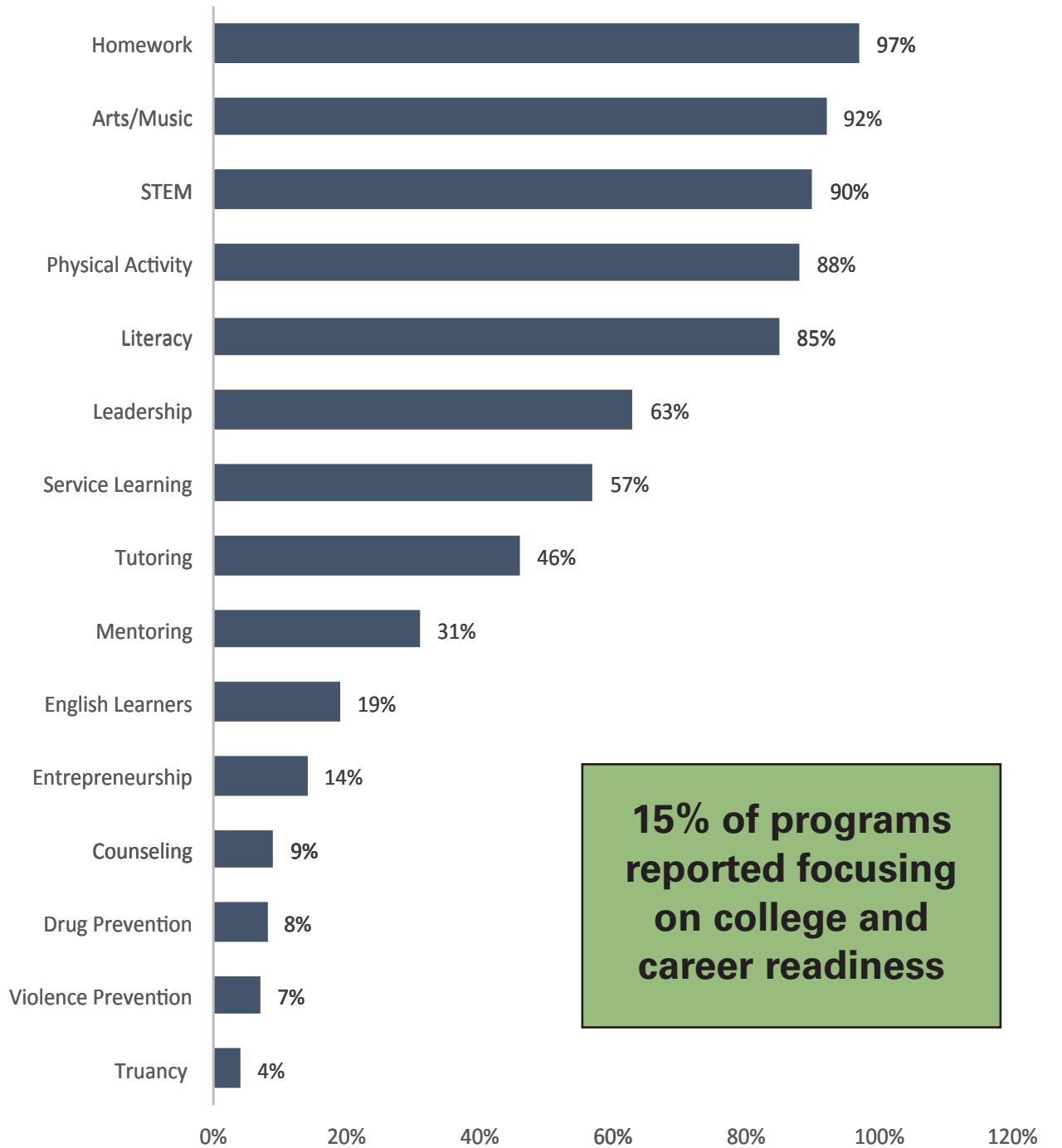
The typical 21st CCLC afterschool schedule offers an intentionally-planned program aligned to the three overarching goals of the program:

- 1) Improve student learning performance in one or more academic areas
- 2) Increase social benefits and positive behavioral changes

- 3) Increase family and community engagement in supporting students' education.

In addition, activities reflect the Nebraska State Board of Education Policy for Expanded Learning Opportunities adopted September 2013.

Homework was the most frequently reported activity.



Program schedules include time for academic support including optional homework help, a healthy meal or snack, time for physical activity, and enriching, hands-on clubs and activities.

Programs reported their activities for the year for the 2015-16 Annual Performance Report (APR). As would be expected, the most frequently reported activities were homework, STEM and other club activities. The least frequent activities were those focused on counseling, drug and violence prevention and truancy. College and career readiness is also a focus of 21st CCLCs and 15% of the programs reported an increased focus in this area.

## Homework and Academic Support

The majority of Nebraska 21st CCLC programs offer time for homework help. Homework needs are communicated by classroom teachers to program staff on a regular basis. Other academic supports are provided daily.

## Healthy Meal or Snack

Each 21st CCLC site participates in applicable USDA nutrition programs in order to provide students with a healthy meal or snack each day. Students are sometimes involved in planning, growing,

and preparing these meals/snacks as part of their regular afterschool and summer learning activities.

## Enrichment and Clubs

The heart of the 21st CCLC program is the time provided for students to engage in hands-on, enrichment activities, allowing them opportunities to discover and explore topics of interest. These clubs and activities provide students with additional time to learn about topics that are not typically taught during the school day, or allow for more in-depth exploration and application of skills learned during the school day.

Examples of clubs/activities offered in Nebraska 21st CCLC programs include:

- Art/music
- College/career readiness
- Cooking
- Dance
- Exploration of STEM (integrated science, technology, engineering, and mathematics) topics
- Fitness
- Literacy
- Nutrition/wellness
- Outdoor education
- Social emotional development
- Technology.





## Evaluation Plan and Activities

The evaluation plan for 2015-16 was based upon a continuous improvement model. 21st CCLC sites used data to set goals, develop action plans, implement those plans and evaluate progress towards those plans. Sites utilized data from their self-assessment, teacher surveys, parent surveys, student surveys and staff surveys. In addition, data were collected on student attendance and student demographics.

As part of the continuous improvement model, all sites were required to hold Continuous Improvement Process (CIP) meetings in the fall of 2015. Attendance at those meetings was required for the building principal, site director and other members of the management team including the external facilitator (if contracted by the site). At the CIP meeting, sites reviewed data from 2014-15 and developed their action plan for



the 2015-16 school year. Action plans were sent to the NDE Management Team for review.

For newly-funded programs, external facilitators were required to help facilitate the continuous improvement process. External facilitators led the teams through the self-assessment process, participated in management team meetings, provided guidance for the evaluation process and facilitated the continuous improvement meeting.

Teacher surveys were collected for two purposes: 1) To fulfill the requirements for federal reporting; 2) To provide feedback to the programs on the progress of students enrolled within the 21st CCLCs. Surveys were

administered in spring of 2016 and were collected/analyzed for regular attendees only.

Parent surveys were collected in the spring of 2016 from parents of students who were or would be regular attendees in the program. While not federally required, parent surveys provide information on the quality of the program and the levels of parent engagement with the program and school system as a whole.

Students were given an opportunity to provide feedback on their experiences with the 21st CCLCs. Students in grades 3 and up were given student surveys. Sites had the option of piloting a new survey for students in grades 4-12 or to use the previous student surveys (Elementary and Secondary). Student surveys are not federally required but like parent surveys, provide individual programs and the NDE management team valuable information on both levels of satisfaction and perceived benefits of the afterschool programming.

Staff and program leadership surveys were administered for the first time this year as it was determined by the NDE management team more information was necessary in providing

a statewide view of the programs. Sites were also asked to submit at least one success story highlighting a student, family or partnership that showed success and/or improvement over the course of the school year.

Finally, two measures were used to examine program quality. The Classroom Assessment and Scoring System (CLASS) provided input to the 21st CCLC sites in three major areas: Emotional Support, Classroom Organization and Instructional Support for K-3 programs (Pianta, LaParo & Hamre, 2008). For Upper Elementary/Secondary CLASS (Pianta, Hamre & Mintz, 2012) a fourth domain, Student Engagement, was addressed. These areas specifically assess the educator and student interactions, the student-to-student interactions and how well students are engaged with the programming.

The Program Quality Self-Assessment Rating Tool (St. Clair, 2014) examined multiple facets of each site including administration, partnerships, safety, programming and staffing. Together these tools provided feedback to programs on areas of strength and areas needing improvement. The scores also provided the NDE management team with data regarding

quality in 21st CCLCs and guidance for future professional development opportunities.

All 21st CCLC grantees are required to annually report site-level data to the U. S. Department of Education. This Annual Performance Report (APR) was previously collected on a federal website (PPICS) which was discontinued at the conclusion of the 2013-2014 reporting period. The new federal website is titled 21APR and was released in November 2015. Although the 21APR website reduced the amount of data previously collected, it now requires grantees to disaggregate and report APR data by terms (fall, spring, summer). This change required a reconfiguration of the Nebraska 21st CCLC Access database, which was accomplished during the 2015-16 school year. Between November 2015 - February 2016 grantees reported all 2014-2015 APR data. Summer 2015 APR data was reported during May 2016. 21st CCLC grantees will continue this catch up in APR reporting during the 2016-2017 school year.



# Who Attended 21st CCLC?

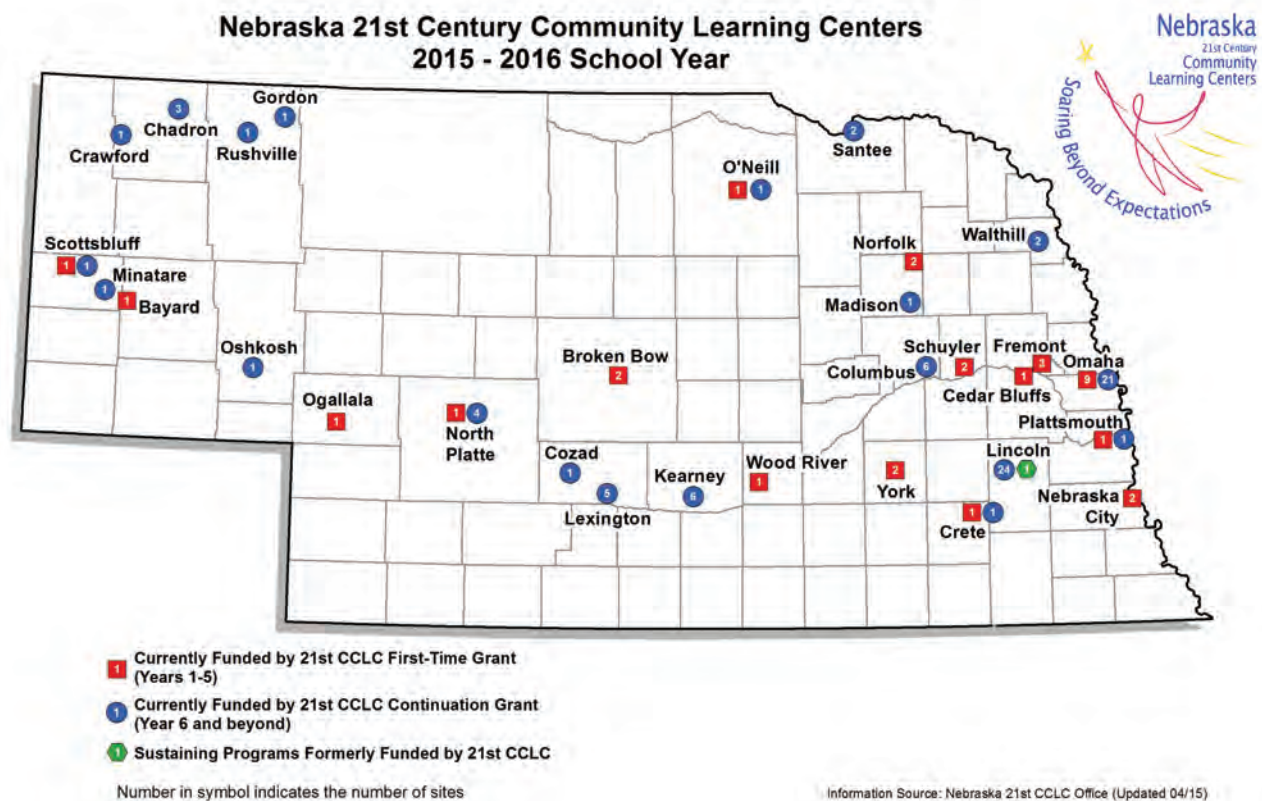
Statewide, there were **116** 21st Century Community Learning Centers operating in Nebraska public schools during the 2015-2016 year.

As noted on the map, 33 sites are within their first five years while 83 are on continuation funding and one site is self-sustained. 21st CCLCs served students in both rural and urban communities.

“School Year” is defined as programming offered afterschool for less than 4 hours.

“Summer” includes programs funded by 21st CCLC operating 4 or more hours during summer break. “Out of School” refers to programming offered for 4 or more hours during the school year (early release days, holiday breaks).

A “regular attender” is a student who attended 30 days or more during the school year or identified minimum attendance goals for other timeframes (approximately 16.66% of offerings). Of the 19, 745 total students attending 21st





CCLCs, **62% were regular attenders**. The percentage of regular attenders varied if the program charged daily fees versus those charging no fees. For programs charging daily fees, 54% of students were regular attenders compared to 67% regular attenders for programs charging no fees. There was minor variation for urban (60% regular attenders) and non-urban (64% regular attenders) programs.

National research on students who attended 21st CCLCs on a regular basis found that they had improved math and reading grades, homework completion, class participation and behavior in class (U.S. Department of Education, 2014).

The number of students and number of regular attenders has continued to increase on an annual basis.

## Number of Regular Attenders



■ Out of School Days ■ Summer 2015 ■ School Year 2015-16

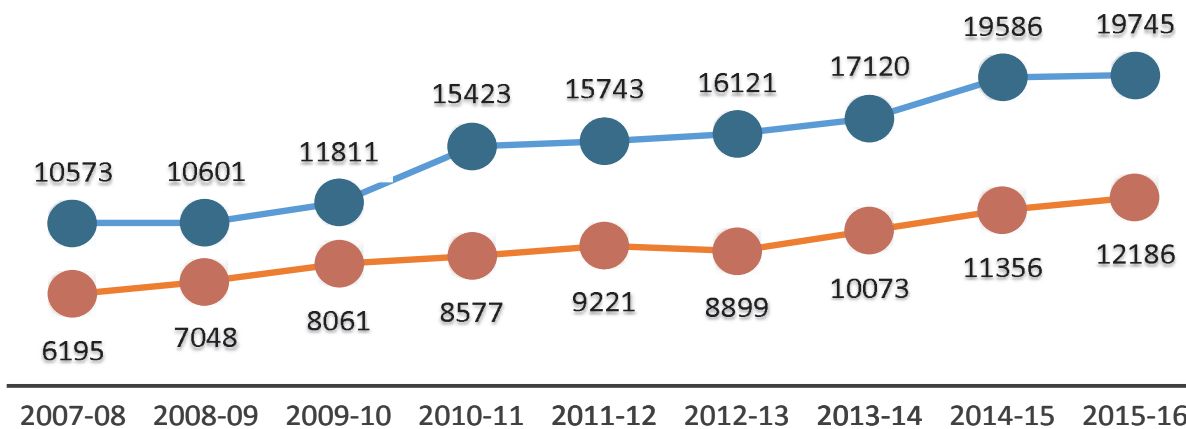
## Demographics of Regular Attenders

Of the regular attenders, 71% were in grades K-6 while 29% were in grades 7-12. Nationally, 46% of students are elementary, 24% are in middle school and 30% attended high school.

In order to assure 21st CCLC programs serve high-need students who could benefit the most from the programming provided, the demographics of afterschool

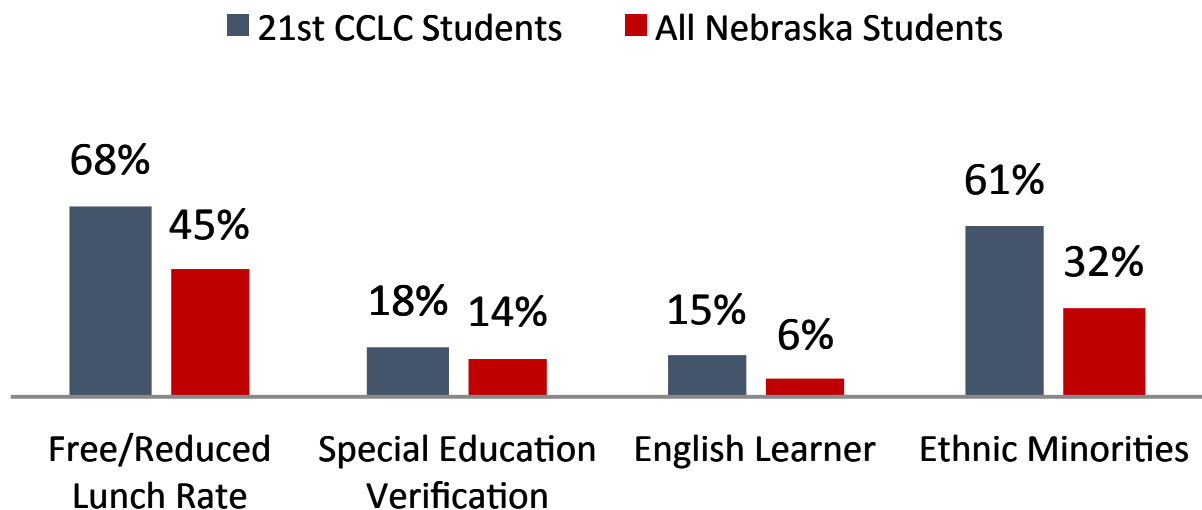
students should reflect the school day demographics at each site (within a margin of 5%). Factors examined include free/reduced lunch, ethnicity, English learner and special education percentages. Beginning in 2015-2016, all student demographic data were obtained and imported directly from the Nebraska Department of Education based on district reporting. Programs did not enter their own demographic information.

## Number of students continued to increase in 2015-16.





## Nebraska 21st CCLCs served a diverse population.



Programs varied in demographics depending on whether they were urban or non-urban and also with whether or not they charged fees. Programs charging daily fees served fewer EL students (8%) compared to non-fees (19%) and there was a large difference in the percentage of ethnic minorities served (41% for fees compared to 73% for non-fees). However, both the fees and non-fees programs served at-risk students when compared to the state of Nebraska enrollment demographics. Both types of programs served the target population for 21st CCLCs.

### National 21st CCLC Demographics

**73% Free/Reduced Lunch**

**16% English Learner**

**36% Hispanic/Latino**

**22% African American**



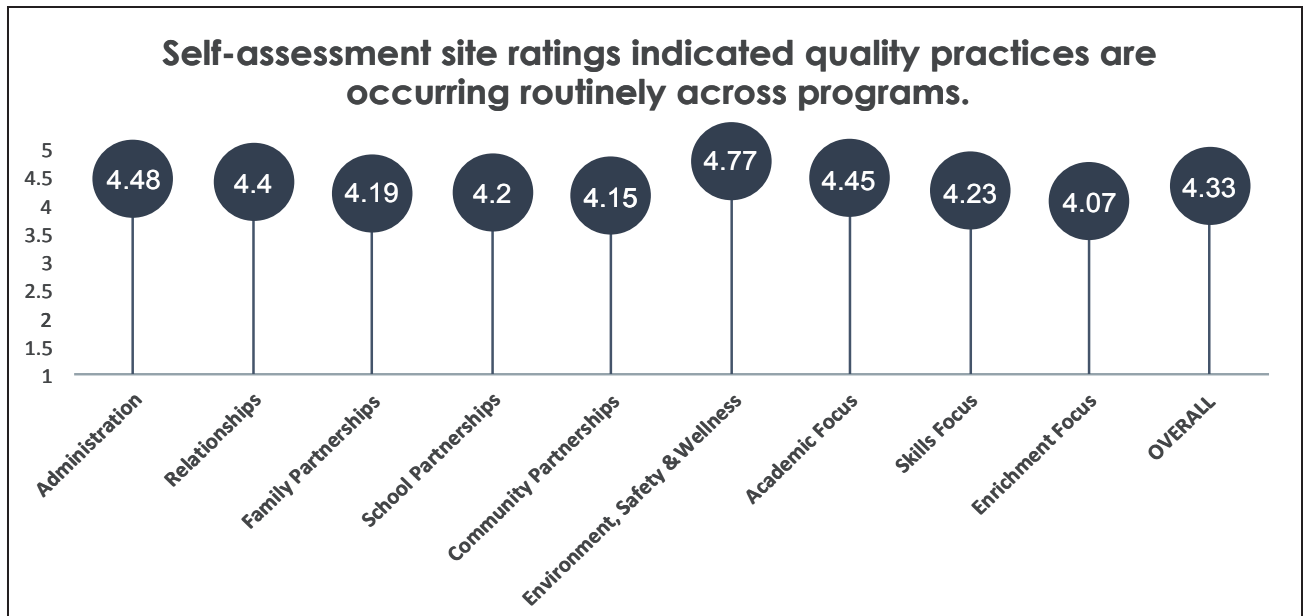
## Program Quality

Two measures were used to assess the quality of programming provided in the state's 21st CCLCs. The Program Quality Self-Assessment Rating Tool (St. Clair, 2014) was utilized at all sites by their management team. Each site management team rated their own program across nine dimensions and then identified areas for improvement. The second tool was the Classroom Assessment and Scoring System (CLASS) (Pianta, LaParo & Hamre, 2008). Each site submitted two hours of video to the

evaluation team for scoring. External rating across multiple domains and dimensions were provided by reliable CLASS observers from the external evaluation team from UNMC-MMI. Feedback on the CLASS videos was provided back to programs.

### Program Quality Self-Assessment Outcomes

The management team consisting of the building principal, site director, staff members, community partner(s) and external facilitator (if contracted by the site) observed the program and then rated



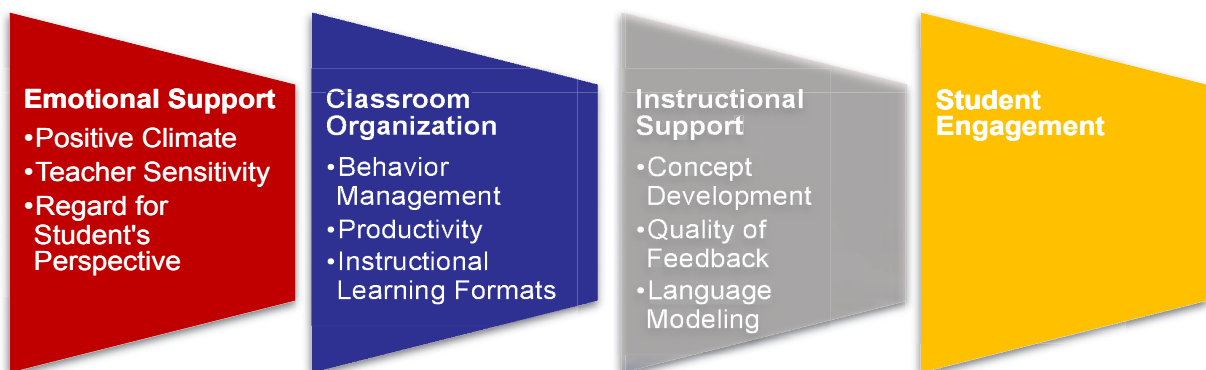
components of the program on a 1 to 5 scale (1=Not Evident; 3 = Moderately Evident; 5 = Consistently Evident).

Overall, the ratings on the self-assessment were in the “Mostly Evident” range while one scale approached the “Consistently Evident” mark (Environment, Safety and Wellness). The areas showing the most room for growth were around partnerships (Family, School

and Community) and in programming, particularly in Enrichment.

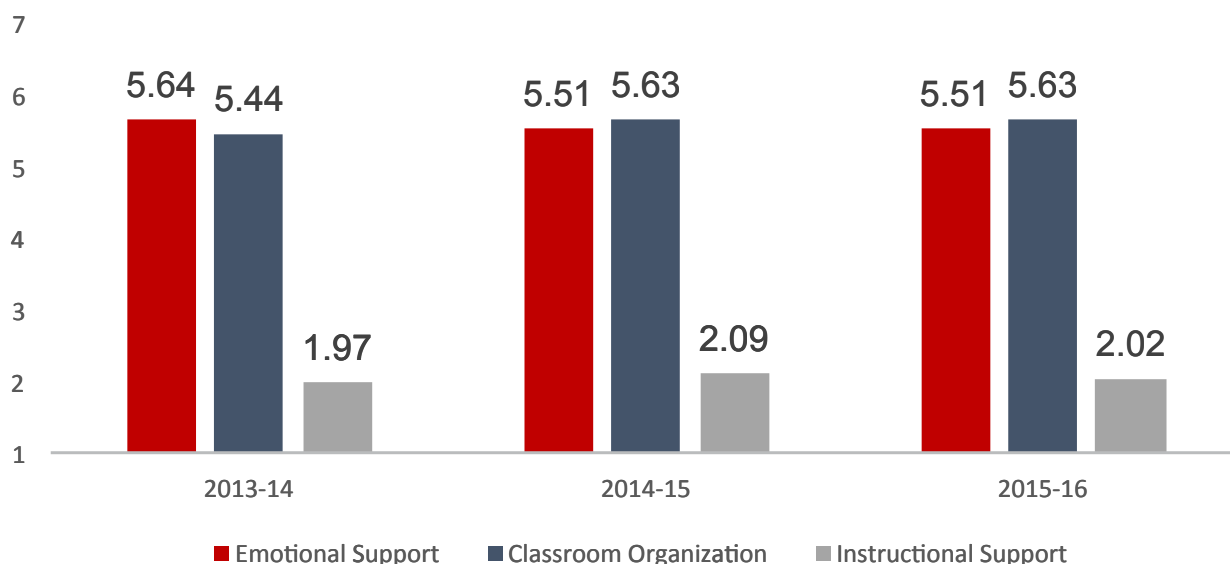
### Classroom Assessment and Scoring System (CLASS) Outcomes

While not developed specifically for afterschool programs, the CLASS tool was used to provide programs feedback on the quality of the interactions. CLASS scoring was based on a two-hour videotape of



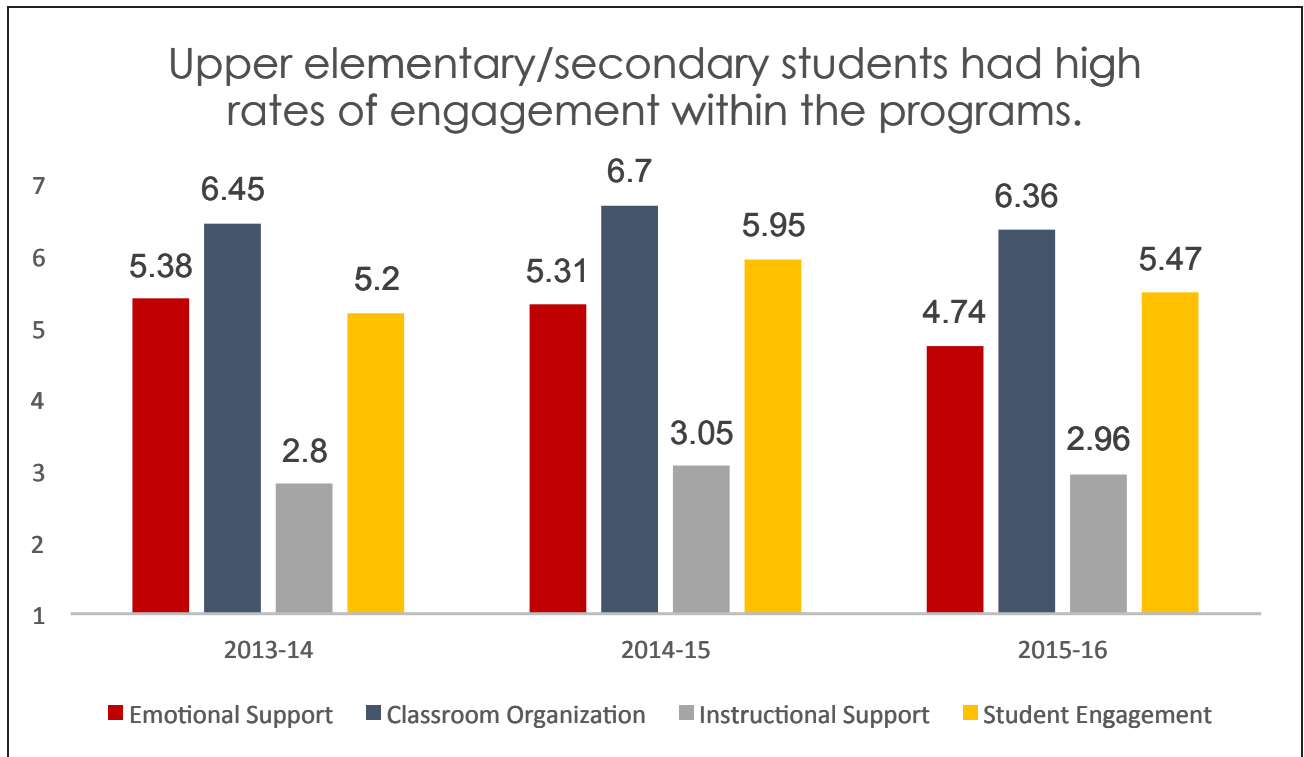


### K-3 CLASS ratings showed a consistent three-year pattern.



program interactions submitted to the evaluation team. Scoring is based on a 7-point scale with 7 indicating highest quality. The K-3 CLASS has three main domains while the Upper Elementary tool has four. Dimensions include Emotional, Organizational, and Instructional Support. Instructional Support tends to be the domain with the most opportunity for improvement as it challenges teachers to effectively extend language, model advanced language, and to promote higher-order thinking skills. For classrooms above third grade, a fourth dimension, Student Engagement is added to the Domains.

The K-3 programs demonstrated medium levels of both Emotional Support and Classroom Organization. The scores in those areas remained consistent with the previous two school years and were approaching the high level (begins at 6). Instructional Support was in the low range and was consistent with the previous scores. It should be noted that Instructional Support scores are lower nationally, even for classroom teachers whose average scores hover between 2.0 and 3.0. Scores approaching 6.0 and above 6.0 indicate that practices were consistently evident.



For Upper Elementary/Secondary CLASS observations, there was a drop in scores across all major domains from 2014-15 to 2015-16. However, Classroom Organization remained in the high level and Student Engagement was approaching the high range. The Instructional Support score was nearly at the mid-level and was higher than what was found for the K-3 scores. Student engagement may be key in having students maintain attendance and become regular attenders.





## Survey Outcomes

### Parent Survey Outcomes

The parent survey (St. Clair, 2008) was given to parents of all students who were regular attenders during the 2015-16 school year. The multi-item survey is

designed to provide a snapshot of program quality, experiences of the student and school/program engagement by the parent. Seventy percent of the parents returned the survey. Given the high rate of return, the results should be seen as representative of most parent experiences and/or a typical parent



## Parents rated 21st CCLC programs positively.



experience with the program. Parents were asked to rate the following items on a 1 to 4 scale (*1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree*).

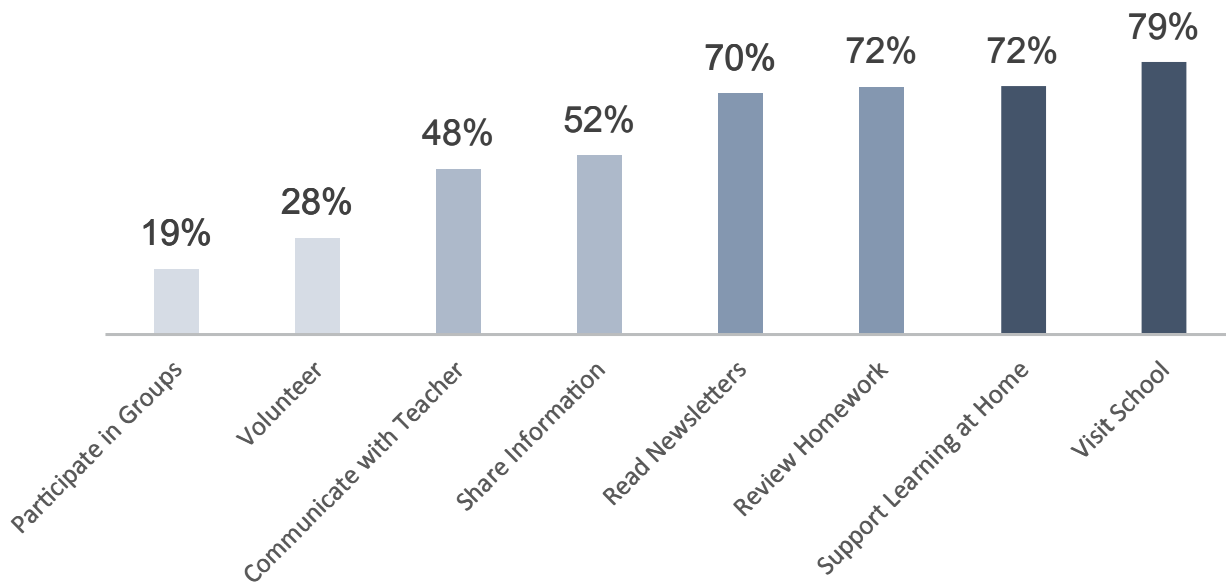
Parents (n=8,851) highly valued the programming provided to their child(ren). Ratings were high both for satisfaction with the program and for the benefits received by their child. No areas of concern on the survey were noted in the ratings. Programs should continue reaching out to parents and making

communication a focus. The **overall satisfaction rating for the program was 3.81/4.0.**

### Success Story

**Numerous times JH has stated "AH's behaviors at home have improved and he is definitely happier/more confident since beginning the CCLC program."**

Parents reported high levels of engagement within the 21st CCLC programs and schools.



According to the same survey, parents reported being engaged in the following activities at either the program or school building level.

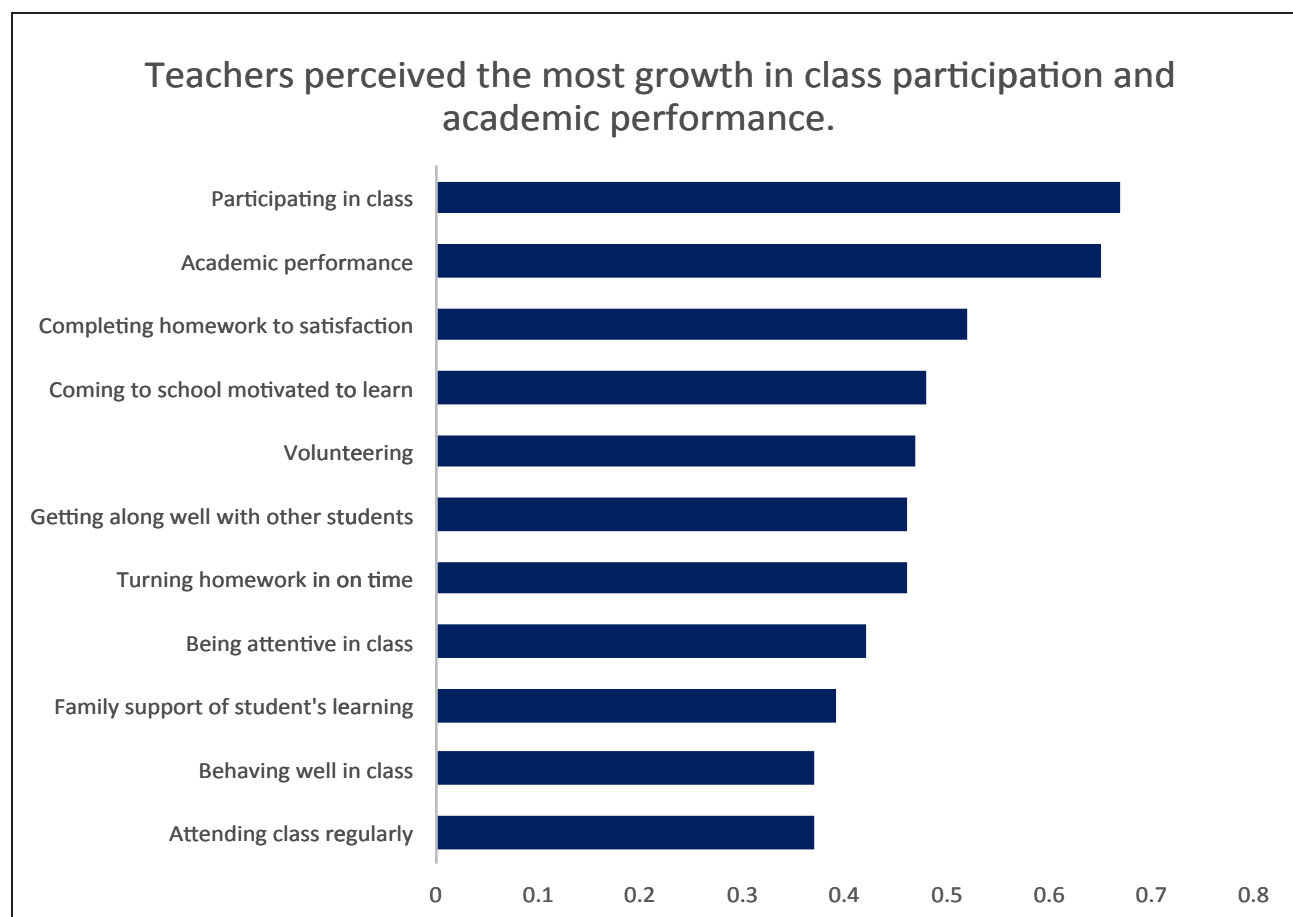
3=Significant improvement). The **return rate for teacher surveys was 82%** (n=9,995).

## Teacher Survey Outcomes

To fulfill one of the federal APR requirements, classroom teachers were asked to rate individual students on their performance both academically and behaviorally. Behaviorally the items focused on student motivation, homework completion, participation and relationships with others. Teachers rated the level of perceived student change from fall to spring on a seven-point scale (-3= Significant decline; 0=No change;

## Success Story

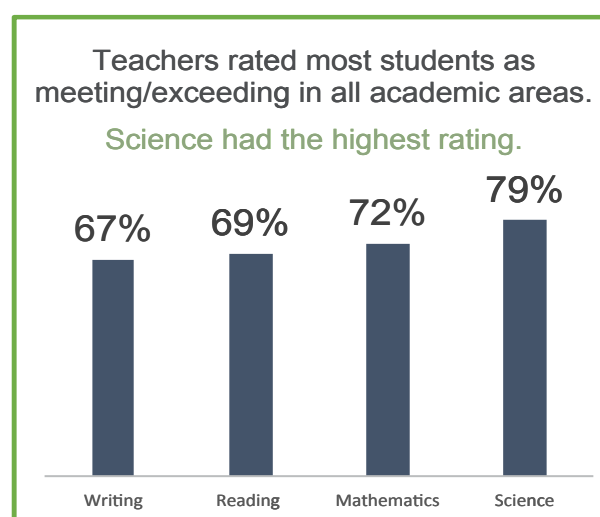
**Ms. B was struggling to find a place for the boys to go after-school. She had mentioned that all the other places were just too expensive and she was unsure how the boys would be taken care of once school got out. When I told her that the after-school program was free, she was ecstatic and had instant tears of joy.**



On average, students showed growth in each area assessed on the teacher survey. The areas showing the most growth were participating in class, academic performance and completing homework to satisfaction.

Teachers also rated students' academic performance in reading, writing, mathematics and science. Teachers were asked to consider observations of the student in the classroom, performance on district and state assessments and professional judgment to classify students

as not meeting, meeting or exceeding the state standards in each content area.





These percentages should not be compared with proficiency rates on the Nebraska State Assessments (NeSA) as the teacher ratings take into account more than a single point of data and are a compilation of data across multiple grade levels (K-12).

### Key Findings

The perception of teachers overall is that 21st CCLCs positively impact students academically, with classroom behaviors and with social/emotional skills. Most growth was seen in the areas typically targeted by programs including academics (with science having the highest rating), homework completion, classroom participation and motivation to learn.

### Student Survey Outcomes

This year (2015-16) sites had the option to use one of two student surveys. One survey had been used in previous years and had two versions (elementary and secondary). A separate survey was piloted and administered to students in 4th-12th grades. The surveys asked different questions and used different scales for the answers. Because programs had the option of choosing which survey to use, it is difficult to compare or to draw conclusions about programming due to those factors. Therefore, each survey is presented and summarized individually.

### Success Story

**EC set a goal that he wants to be a peer mentor and peer tutor in the CLC program. We are working with his teacher and his mother to continue to build on his momentum of being a leader. EC was enrolled in the Project Manhood class to help develop his leadership skills and give him the opportunity to have positive experiences outside of his neighborhood, school, and family.**

**EC has come a long ways from being disruptive in school and CLC. His teacher states that it is nowhere near the level it was at when school first started. She said he raises his hand before speaking in class, doesn't dance and talk while he is in line, and he uses his boisterous personality in a positive way and not a way that disrupts class. During CLC he continues to work with younger students with their homework, the staff in the kitchen after snack, and is striving to be a mentor.**

## • Youth Engagement Survey

The majority of regular attendees completed the **Youth Engagement Survey** (Youth Development Executives of King County, 2015) as a pilot survey. The survey asked questions across several areas pertaining to each student

personally and then in regards to the impact of the program they had attended. Students were asked to rate each item on a four-point scale (*1=Strongly Disagree, 2=Disagree, 3=Agree and 4=Strongly Agree*). Means were calculated statewide.

| Youth Engagement Survey Items   | Statewide 21st CCLC Average |
|---|-----------------------------|
| Return Rate (n = 4, 237)  | 77%                         |
| <b>ACADEMIC IDENTITY</b>  |                             |
| 1. Doing well in school is important to who I am.                               | 3.50                        |
| 2. Getting good grades is one of my main goals.                                 | 3.60                        |
| 3. I take pride in doing my best in school.                                     | 3.52                        |
| 4. Getting a college education is important to me.                              | 3.67                        |
| 5. I am a hard worker when it comes to my school work.                          | 3.36                        |
| 6. It is important to me to learn as much as I can.                             | 3.59                        |
| <b>MINDSETS</b>   |                             |
| 7. I finish whatever I begin.   | 3.13                        |
| 8. I stay positive when things don't go the way I want.                         | 3.03                        |
| 9. I don't give up easily.  | 3.35                        |
| 10. I try things even if I might fail.  | 3.37                        |
| 11. I can solve difficult problems if I try hard enough.                        | 3.36                        |
| 12. I can do a good job if I try hard enough.                                   | 3.55                        |
| 13. I stay focused on my work even when it's boring.                            | 3.06                        |
| <b>SELF-MANAGEMENT</b>  |                             |
| 14. I can stop myself from doing something I know I shouldn't do.               | 3.23                        |
| 15. When I'm sad, I do something that will make me feel better.                 | 3.17                        |
| 16. I can control my temper.  | 3.10                        |
| 17. I can handle stress.  | 3.05                        |
| 18. I can calm myself down when I'm excited or upset.                           | 3.19                        |
| 19. When my solution to a problem is not working, I try to find a new solution. | 3.23                        |
| 20. I think of my past choices when making new decisions.                       | 3.24                        |

| <b>FUTURE ORIENTATION</b>   |      |
|---|------|
| 21. I expect good things to happen to me.   | 3.44 |
| 22. I feel excited about my future.   | 3.53 |
| 23. I trust my future will turn out well.   | 3.46 |
| 24. I have goals in my life.  | 3.64 |
| 25. If I set goals, I take action to reach them.  | 3.45 |
| 26. I make step-by-step plans to reach my goals.  | 3.24 |
| <b>INTERPERSONAL SKILLS</b>   |      |
| 27. I listen to other people's ideas.   | 3.16 |
| 28. I work well with others on group projects.  | 3.26 |
| 29. I feel bad when someone gets their feelings hurt.   | 3.35 |
| 30. I respect what other people think, even if I disagree.                                    | 3.23 |
| 31. I try to help when I see someone having a problem.  | 3.32 |
| 32. When I make a decision, I think about how it will affect other people.                    | 3.18 |
| <b>ACADEMIC BEHAVIORS (looking back over this year)</b>                                       |      |
| 33. This program has helped me to become more interested in what I'm learning in school.      | 3.14 |
| 34. This program has helped me to connect my schoolwork to my future goals.                   | 3.20 |
| 35. This program has helped me to do better in school.  | 3.22 |
| 36. This program has helped me to complete my schoolwork on time.                             | 3.29 |
| 37. This program has helped me to do a better job on my schoolwork.                           | 3.25 |
| <b>SOCIAL EMOTIONAL BEHAVIORS (looking back over this year)</b>                               |      |
| 38. This program has helped me to handle stress.  | 2.87 |
| 39. This program has helped me to become better at controlling my temper.                     | 2.90 |
| 40. This program has helped me to learn that my feelings affect how I do at school.           | 3.10 |
| 41. This program has helped me learn how to calm myself down when I'm excited or upset.       | 2.96 |
| 42. This program has helped me get better at staying focused on my work.                      | 3.14 |
| 43. This program has helped me learn to resist doing something when I know I shouldn't do it. | 3.18 |
| <b>BELONGING AND ENGAGEMENT</b>   |      |
| 44. I fit in at this program.   | 3.35 |
| 45. I feel proud to be part of my program.  | 3.40 |
| 46. The adults in this program take the time to get to know me.                               | 3.35 |
| 47. What we do in this program is something that I feel excited about.                        | 3.31 |
| 48. This program helps me explore new ideas.  | 3.27 |
| 49. This program helps me build new skills.   | 3.30 |
| 50. What we do in this program is important to me.  | 3.27 |
| 51. What we do in this program is challenging in a good way.                                  | 3.31 |



On the **Youth Engagement Survey**, areas of strength included Academic Identity and Future Orientation. Students reported wanting to earn good grades and had future goals. Areas in which students reported fewer skills were in the Mindsets and Self-Management categories, which corresponded to the finding that students felt the programs were least influential in the Social Emotional Behaviors category.

## • Elementary and Secondary Student Surveys

For the **Elementary and Secondary Student Surveys** (St. Clair, 2008), items were rated on a 3-point scale (*0 = No, 1 = Sometimes and 2 = Yes*).

Ratings by students indicate that overall they feel safe and cared about at 21st CCLCs. Additionally, they report that getting good grades was important to them.

| Elementary Student Survey Items  | Statewide 21st CCLC |
|--|---------------------|
| Return Rate (n=413)  | 80%                 |
| 1. Getting good grades in school is important to me.                     | 1.85                |
| 2. I feel accepted by other kids in the 21st CCLC program.               | 1.45                |
| 3. I feel accepted by other kids in school.                              | 1.48                |
| 4. I feel safe in the 21st CCLC program.                                 | 1.72                |
| 5. I get my homework done in the 21st CCLC program (if I have homework). | 1.55                |
| 6. I talk to my family about my homework or what I'm learning in school. | 1.27                |
| 7. I'm getting good grades in reading (or language arts) at school.      | 1.61                |
| 8. I'm getting good grades in mathematics at school.                     | 1.65                |
| 9. I follow the rules at school.   | 1.74                |
| 10. I follow the rules in the 21st CCLC program.                         | 1.73                |
| 11. I get along well with the other students in the 21st CCLC program.   | 1.60                |
| 12. I get along well with the other students in school.                  | 1.58                |
| 13. I like the activities in the 21st CCLC program.                      | 1.67                |
| 14. I like how we learn things in the 21st CCLC program.                 | 1.61                |
| 15. The adults in the 21st CCLC program care about me.                   | 1.79                |
| 16. I have a safe way to get home from the 21st CCLC program.            | 1.86                |

| Secondary Student Survey Items   | Statewide 21st CCLC |
|--|---------------------|
| Return Rate (n= 505)   | 84%                 |
| 1. Getting good grades in school is important to me.                       | 1.85                |
| 2. I feel accepted by others in the 21st CCLC program.                     | 1.67                |
| 3. I feel accepted by others in school.                                    | 1.62                |
| 4. I feel safe in the 21st CCLC program.                                   | 1.82                |
| 5. I get my homework done in the 21st CCLC program (if I have homework).   | 1.40                |
| 6. I talk to my family about my homework or what I'm learning in school.   | 1.43                |
| 7. I'm getting good grades in reading (or English) at school.              | 1.68                |
| 8. I'm getting good grades in mathematics at school.                       | 1.62                |
| 9. I follow the rules at school.   | 1.75                |
| 10. I follow the rules in the 21st CCLC program.                           | 1.79                |
| 11. My friends encourage me to make good choices.                          | 1.62                |
| 12. I get along well with the other students in the 21st CCLC program.     | 1.68                |
| 13. I get along well with the other students in school.                    | 1.59                |
| 14. I like the activities in the 21st CCLC program.                        | 1.61                |
| 15. I like how we learn things in the 21st CCLC program.                   | 1.57                |
| 16. The adults in the 21st CCLC program care about me.                     | 1.68                |
| 17. I have a safe way to get home from the 21st CCLC program.              | 1.80                |
| 18. I would like to go to college someday.                                 | 1.78                |
| 19. I am involved in community service or other activities to help others. | 1.45                |
| 20. There are ways I can make my community a better place.                 | 1.72                |

Ratings by secondary students indicated that they were motivated to get good grades, attend college in the future, follow rules at school and in the program and felt safe in the 21st CCLC site.

### Summary of Student Survey Data

For students taking both the elementary and secondary versions of the survey, **getting good grades was important.** That finding is consistent with the Youth Engagement Survey in that students



wanted to do well in school. Additionally, students taking the Secondary Student survey highly rated wanting to go to college aligning with the results of future goals found in the Youth Engagement Survey. **Students across all surveys rated that they felt safe in the programs and connected to the adults.**

Areas that were lower included completing homework and satisfaction/engagement with the program offerings.

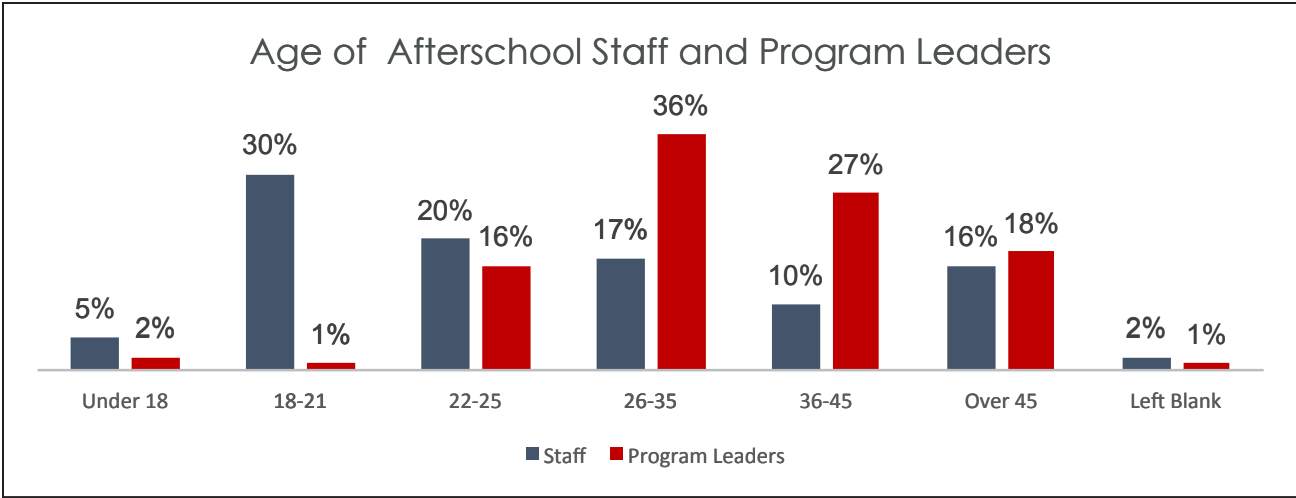
### Afterschool Staff and Program Leader Survey Outcomes

Afterschool staff members were asked to complete a 27 item survey on their experiences working in a 21st CCLC program. A total of 988 responses were

received. Of the 988 respondents, 75% were female. For 21st CCLC program leaders, a total of 119 completed the survey and of those respondents 82% were female. Program leaders include the project directors, site coordinators and other staff members whom project directors determined to be in leadership roles.

**Staff at 21st CCLCs  
are highly diverse...  
mirroring the  
students served  
in the programs.**

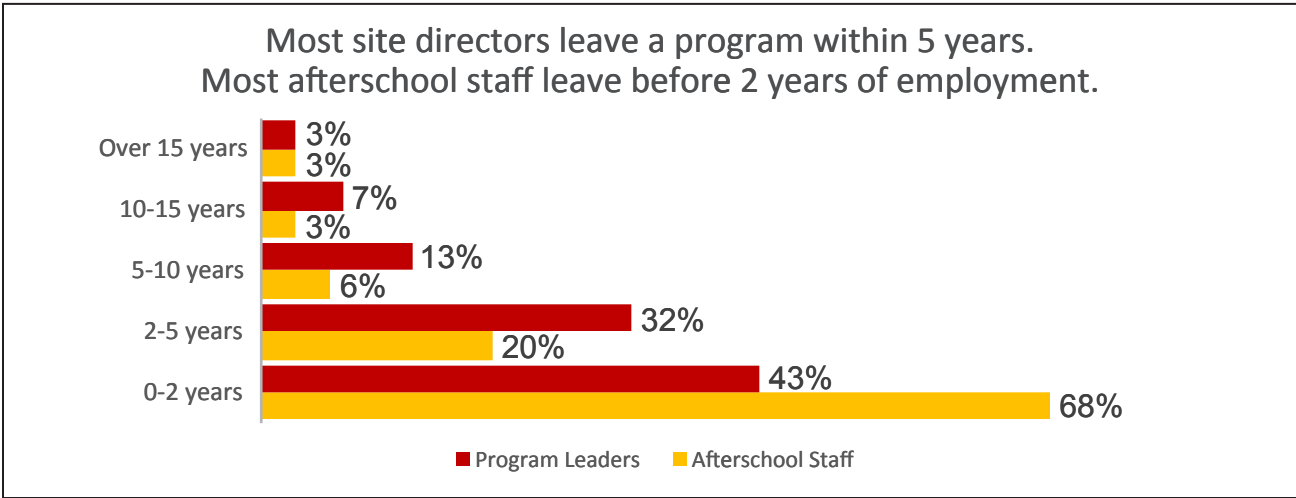




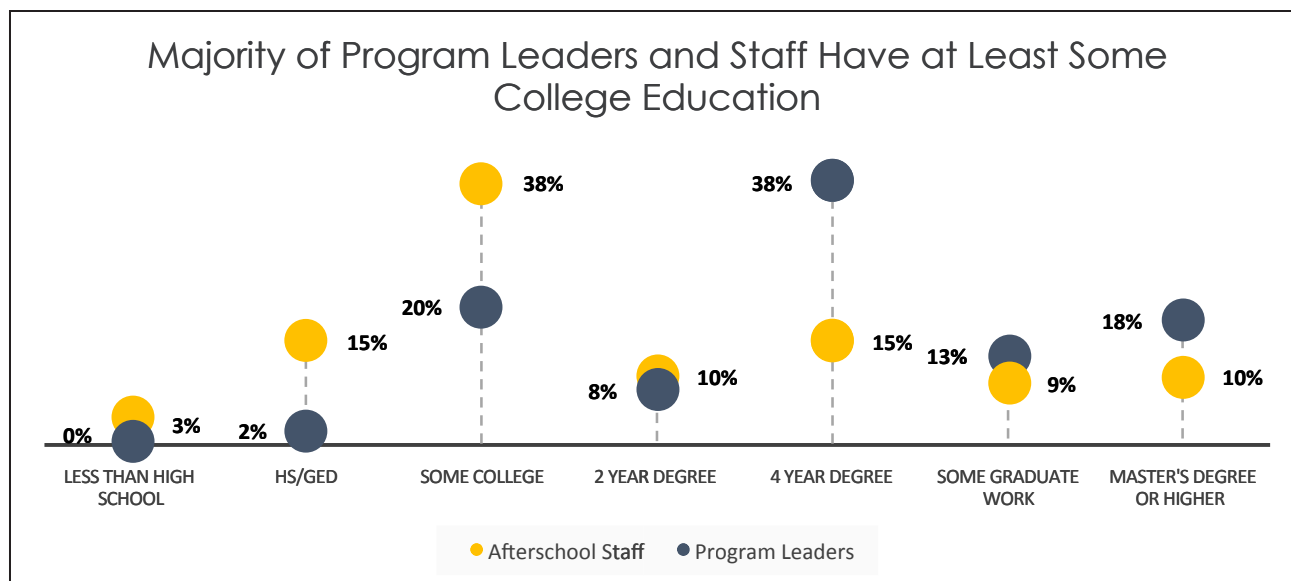
The afterschool staff were racially diverse with 65% identifying as White, 15% as African American, 14% as Hispanic/Latino, 1% Native American and 1% Asian/Pacific Islander with the remaining 4% either choosing not to answer or listing other. In contrast, program leaders were not as diverse with 75% identifying as White, 13% as African American, 8% Hispanic/Latino, 2% Native American and 1% Asian/Pacific Islander.

The results of both surveys indicate high levels of turnover for both afterschool staff and for program leaders.

For some 21st CCLC programs, the majority of afterschool staff are college students, so turnover is expected as they graduate. For education majors, 21st CCLCs provide a training ground for working with students of diverse ages, backgrounds and abilities. Partnerships







between 21st CCLC programs and postsecondary institutions across the state are mutually beneficial for both K-12 students and students participating in college coursework. Examples of these partnerships exist in Chadron, NE where Chadron State College mathematics students mentor students in the afterschool program strengthening everyone's math ability. Another example is Doane University in Crete, NE where university students design and implement clubs for students who attend the afterschool program under the supervision of their professors. Among the many benefits of these partnerships is the experience it provides future teachers who gain valuable teaching experience in afterschool programs while receiving college credit. These mutually beneficial partnerships exist across the state,

making postsecondary institutions valuable partners in the design and implementation of many quality 21st CCLC programs.

For program leaders, 98% have at least some college education with 38% having a 4-year degree and another 31% having at least some graduate level work. In addition, 82% of afterschool staff have more than a high school diploma or GED and 34% have a 4-year degree or higher. Overall, staff and program leaders are highly educated.

Staff members were also asked to rate their **top three areas for future professional development**. The most frequently selected options were: **Behavior Management (55%), Programming Ideas (41%) and**

| Afterschool Staff Survey Items  |  |
|---|--|
| Staff use positive behavior management strategies.                            | <b>90% of staff<br/>Agreed or<br/>Strongly<br/>Agreed with<br/>the items</b> |
| Staff are actively engaged with students.                                     |  |
| Students interact positively with each other.                                 |  |
| Students interact positively with staff.                                      |  |
| Staff build respect for differences among students.                           |  |
| Staff enjoy their work.   |  |
| The program facilitates students' self-confidence.                            |  |
| The program facilitates positive behavior.                                    |  |
| The staff helps students academically and/or in homework completion.          |  |
| There is a balance between academic and enrichment activities.                |  |
| Activities are offered that reflect all abilities of students in the program. |  |
| The school supports the afterschool program in general.                       |  |

### Communicating with Parents (31%).

The training needs identified by staff were somewhat consistent with the most frequent areas of collaboration with school day staff during the school year: 1) Discussing student homework assignments; 2) Discussing student behavior concerns and strategies and 3) Monitoring student development.

The Program Leader survey focused on three areas: **1) Partner School Relationships; 2) Partner School Communication and 3) Administration and Program Sustainability.** Directors were asked to rate items on a 1 to 4 scale (1=Strongly disagree to 4 = Strongly agree).



## Program Leaders Survey

| 21st CCLC Program Leader Items   | Percent who Agree or Strongly Agree |
|--|-------------------------------------|
| There is a strong partnership between the afterschool program and the school.                            | 88%                                 |
| The principal keeps me informed of important decisions and issues related to school policy.              | 86%                                 |
| Building teachers are willing to collaborate with the afterschool program staff.                         | 86%                                 |
| School staff are encouraged to visit the program.  | 84%                                 |
| I am invited or encouraged to attend school faculty meetings.  | 77%                                 |
| I am invited to attend school leadership team meetings.  | 63%                                 |
| My building principal and I discuss planning content.  | 79%                                 |
| Shared space issues are discussed.   | 91%                                 |
| Enrollment levels are discussed regularly.   | 85%                                 |
| Principal is aware of policies and procedures of the program.  | 95%                                 |
| Student discipline policies are discussed.   | 92%                                 |
| Program staffing issues are addressed.   | 85%                                 |
| The school supports the afterschool program in general.  | 95%                                 |
| My afterschool program supervisor, and/or principal have observed my program at least once this year.    | 90%                                 |
| There are planned organizational meetings for myself and other directors with my administration team.    | 88%                                 |
| The program budget is periodically adjusted based on resource needs.                                     | 82%                                 |
| There is a long-term financial plan in place for sustaining the program and maintaining program quality. | 83%                                 |
| We have an internal method for evaluating program activities.  | 86%                                 |

From the survey, site directors reported strong relationships with the schools in relation to overall support, student discipline, policies and procedures and shared space. Fewer site directors reported collaborating on program planning and/or attending faculty

meetings. The budget and financial planning for some programs continues to be a challenge. Some of this may be due to the repeated turnover of leadership for some programs (director turnover, principal turnover or both).

## Successes

Program leaders were asked to list the successes of their program over the past year. Increased overall attendance, increased number of regular attenders, improved programming, family engagement and programmatic use of STEM activities were some of the most mentioned successes.

## Challenges

By far the most challenging aspect for program leaders was staffing, including finding quality staff members and dealing with frequent turnover of staff. Being short staffed creates a number of challenges, from staff to student ratio, to programming, to having consistent



expectations and routines for students. Additional challenges included funding, having adequate space, communication/engagement with parents and understanding how to support students with academic and behavioral needs.

## Preparing for Transition

During the 2015-2016 school year, multiple changes occurred at the federal and state levels requiring programs and the NDE management team to be flexible and look to make changes heading into the 2016-2017 school year. The 21 APR federal website came out in 2015 and programs had to adjust their way of reporting outcomes. The statewide evaluator changed mid-year as did the database coordinator. The decision was made to move to all electronic surveys beginning in 2016-2017. During 2016-2017, all components of the evaluation plan will be examined by an evaluation workgroup. This group will provide feedback and input on the current components.

In 2016-17, sites will be using a new online system for program management purposes. Guidance will be posted on the site for programming, databases, the 21 APR, the continuous improvement process and the evaluation.





## Summary of Key Findings

1. Programs serve a diverse population of students.
2. Programs were of high quality and offered a wide array of programming for students.
3. Teachers rated students as showing improvements in all areas but especially in academics, homework completion, class participation and classroom behavior.
4. Parents were highly satisfied with the programming.
5. Student outcomes showed high levels of proficiency in all academic areas, but particularly in science.
6. Students reported being motivated to do well in school and to develop future plans.
7. Afterschool staff and program leaders are highly educated and diverse.
8. The programming and future direction of the 21st CCLC programs in Nebraska are aligned with AQuESTT tenets and the goals of the Nebraska Department of Education.



## Recommendations and Future Plans

1. Evaluate all components of the evaluation plan with input from the evaluation workgroup.
2. Consider adding a community partner collaboration tool.
3. For new programs and programs with new leadership, an external facilitator is recommended.
4. Provide ongoing professional development considering the areas of positive behavior management and programming.





## References

- Learning Point Associates (2004). *Teacher Survey for 21st Century Community Learning Centers*. Naperville, IL.
- Pianta, R., Hamre, B., & Mintz, S. (2012). *Classroom assessment scoring system (CLASS)*. Charlottesville, VA: Teachstone.
- Pianta, R., LaParo, K., & Hamre, B. (2008). *Classroom assessment scoring system (CLASS)*. Baltimore, MD: Brookes Publishing.
- St. Clair, L. (2014). *Nebraska Quality Out-Of-School Time Program Self-Assessment Rating Tool*. Nebraska Department of Education, <http://www.education.ne.gov/21stcclc/Index.html>.
- St. Clair, L. (2008). *Parent surveys*. Nebraska Department of Education, <http://www.education.ne.gov/21stcclc/Index.html>.
- St. Clair, L. (2008). *Student surveys (elementary & secondary versions)*. Nebraska Department of Education, <http://www.education.ne.gov/21stcclc/Index.html>.
- U.S. Department of Education. (2014). 21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2012-13.
- Youth Development Executives of King County. (2015). *Youth Engagement Survey*. Seattle, WA.

# Appendix



# Intersection of the Six Tenets of *AQuESTT* and Nebraska 21st Century Community Learning Centers Program



## STUDENT SUCCESS AND ACCESS



### Positive Partnerships, Relationships and Student Success

21st CCLC programs are implemented through a strong foundation of positive partnerships between formal and informal educators, families, community organizations, and local businesses. Through these partnerships, students are provided with hands-on, enriching learning opportunities afterschool, on non-school days, and during the summer that are aligned to, and reinforce school day learning objectives.

21st CCLC program indicators:

- Local, regional, and state-wide partnerships bring unique learning opportunities to students
- Student voice and choice leads to more engagement and deeper learning
- Alternative space for learning meets diverse student needs and interests
- Interactions between school day and afterschool educators, families, community partners, and local businesses enhance student learning
- Diverse, prepared staff form relationships with students and families across calendar years
- Variety of leadership, partnerships, and service learning opportunities support positive youth development



### Transitions

21st CCLC programs provide students with transitional support from school year to school year, and during the summer. Because students are provided with opportunities to attend programs each school year, and the summers in-between, students are intentionally provided with support during key transitional periods. Program staff, school day staff, older students, families, and community members work together to provide orientation, mentoring, and programming that prepares students for the next phase of their educational experience.

21st CCLC program indicators:

- Continuity of program staff who remain with students from school year to school year and during the summer
- Experiences that develop skills needed for successful transitions (e.g., entering kindergarten, across grades, across buildings)
- Orientation and mentoring opportunities across all grade levels and throughout the summer
- Assistance for families as they support children and youth transitions



### Educational Opportunities and Access

21st CCLC programs provide students who may benefit from additional educational support time to learn outside the regular school day through engagement in student-centered opportunities aligned to school day learning objectives. Through partnerships with formal educators, families, and community organizations, students are allowed unique opportunities for community engagement, college and career exploration, homework support, activities that promote physical well-being, and social emotional development.

21st CCLC program indicators:

- Collaboration through regular communication between school day and afterschool educators
- Opportunity to learn in a different way through expanded, student-centered learning projects
- Application of skills learned during the school day through integrated projects
- Additional learning time and support
- Students allowed a voice in program planning and choice of activities offered, which can lead to a more engaged learner

# TEACHING AND LEARNING



## College and Career Ready

21st CCLC programs provide time outside of the regular school day for students to connect in meaningful ways with local business and industry, colleges, school day educators, and program staff to develop interests and skills for future success.

21st CCLC program indicators:

- Collaborations with colleges and universities to develop interest in and awareness of postsecondary educational opportunities
- Collaborations with local businesses to develop interests and skills necessary for future careers
- Provide activities that develop career ready skills such as collaboration, communication, problem solving, critical thinking, and creativity
- Provide activities that align to relevant career pathways



## Assessment

21st CCLC programs employ sound data collection and management practices focused on the Continuous Improvement Process. Frequent formal and informal assessments (both internal and external) allow program staff to know students not only as learners but as individuals. Assessments provide regular feedback on program quality from students, school day partners, and families for ongoing program improvement.

21st CCLC program indicators:

- Focus on continuous improvement
- Data contributes to knowing the whole child
- Data collection opportunities allow feedback from formal and informal educators, students, families to guide program improvement
- Data used to guide ongoing staff professional development
- Data collected informs not only 21st CCLC program staff, but also school day educators in knowing students and families more holistically



## Educator Effectiveness

21st CCLC programs employ both formal and informal educators who partner to provide additional learning time for students who may benefit from added educational supports. Ongoing professional development is provided to develop skills, knowledge, and support to grow positive relationships with students, families, and community partners. The overall diversity of staff reflects the cultures of families attending the school and serve as models and mentors for students.

21st CCLC program indicators:

- Professional development supports planning and implementing student-centered, experiential learning opportunities
- Ongoing shared professional development (e.g., school day staff, afterschool staff, volunteers, community partners)
- Support to develop quality relationships with students for more engaged learning
- Leadership development of both program staff and students
- Continuity in program staff, volunteers, and community partners across school years and during the summer promotes high program quality



\*21st Century Community Learning Centers (21st CCLC) support quality expanded learning opportunities when students are not in school (afterschool, summer, and days when school is not in session). The Nebraska Department of Education administers this federally funded, competitive grant program authorized under Title IV, Part B of the Elementary and Secondary Education Act. For more information about Nebraska's 21st CCLC program, visit [www.education.ne.gov/21stcclc](http://www.education.ne.gov/21stcclc).

10/21/2015

