

Nebraska 21st Century Community Learning Centers

2016 – 2017
Annual Report

Nebraska
21st Century
Community
Learning Centers

Soaring Beyond Expectations

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21st Century Community Learning Centers Grant Program

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The contents of this Annual Evaluation Report are available online at
<http://www.education.ne.gov/21stcclc/ProgramEvaluation/EvaluationReport2016-17.pdf>.



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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. Each state's allocation of Title IV,

Part B funds is determined by a formula based on total Title I funds received.

The Nebraska Department of Education (NDE) administers 21st CCLC 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. A state-level management team includes the statewide coordinator, external



statewide evaluator and coordinator of professional development. This team oversees the administration of the 21st CCLC program, facilitates new grantee orientations, year one continuous improvement process meetings and program monitoring. The statewide evaluation team provides supplemental continuous improvement process and evaluation technical support to grantees, as well as database support to meet state and federal reporting requirements. An NDE fiscal analyst provides financial oversight.

The 21st CCLC programs are required to establish and maintain a partnership between a school and 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;**
- 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 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 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 2003-04, NDE has conducted an annual grant competition to award five-year 21st CCLC federal grants

In 2016-2017, grant awards totaled \$5.4 million to benefit students in 121 sites in 32 Nebraska communities.

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, including First-Time 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.

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, private foundations, local businesses, 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 state-level 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.

Evaluation Plan and Activities

The evaluation plan for 2016-17 continued to be based upon a continuous improvement model as 21st CCLC sites used data to set goals, develop action plans, implement those plans and evaluate progress towards goals. Sites utilized data from multiple sources including the self-assessment, teacher surveys, parent surveys, student surveys, community partner surveys and staff surveys. In addition, data were collected on student attendance, student demographics and student achievement. The state-level management team uses these data in addition to site visits, fiscal analyses and grant compliance





requirements to develop guidance and provide differentiated levels of supports to programs.

As part of the continuous improvement model, all sites were required to hold Continuous Improvement Process (CIP) meetings in the fall of 2016. Attendance at those meetings was required for the building principal, site director and other members of the site-level management team including the external facilitator (if contracted by the site). At the CIP meeting, sites reviewed data from 2015-16 and developed their action plans for the 2016-17 school year. Action plans were sent to the state-level 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 site-level management team meetings, provided guidance for the evaluation process and facilitated the continuous improvement meeting. For all first year programs, the statewide evaluator and members of the state-level management team attended the CIP meeting to review the year one data, model the facilitation process and assist in the development of an action plan.

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 2017 and were collected/analyzed for students attending 30 days or more.

Parent surveys were disseminated in the spring of 2017 to 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, as well as levels of parent engagement with the program and school system as a whole.

Students were given an opportunity to provide feedback on their experiences within the 21st CCLC programs. For the first time, kindergarten-second grade students provided feedback on their experiences within the program. All 3rd-12th grade students who were regular attenders were given the opportunity to provide feedback via online surveys administered at their respective 21st CCLC sites. The versions for each age group varied in the number of items asked and some of the content. The survey selected was adapted from Kings County Executives (2015) and has been normed and validated for the school age afterschool population.

A multi-state staff survey was administered this year as part of a larger regional evaluation of afterschool programs. For 2016-17, this survey served in place of the Nebraska staff survey. Five hundred sixty-seven Nebraska staff members completed the regional survey.

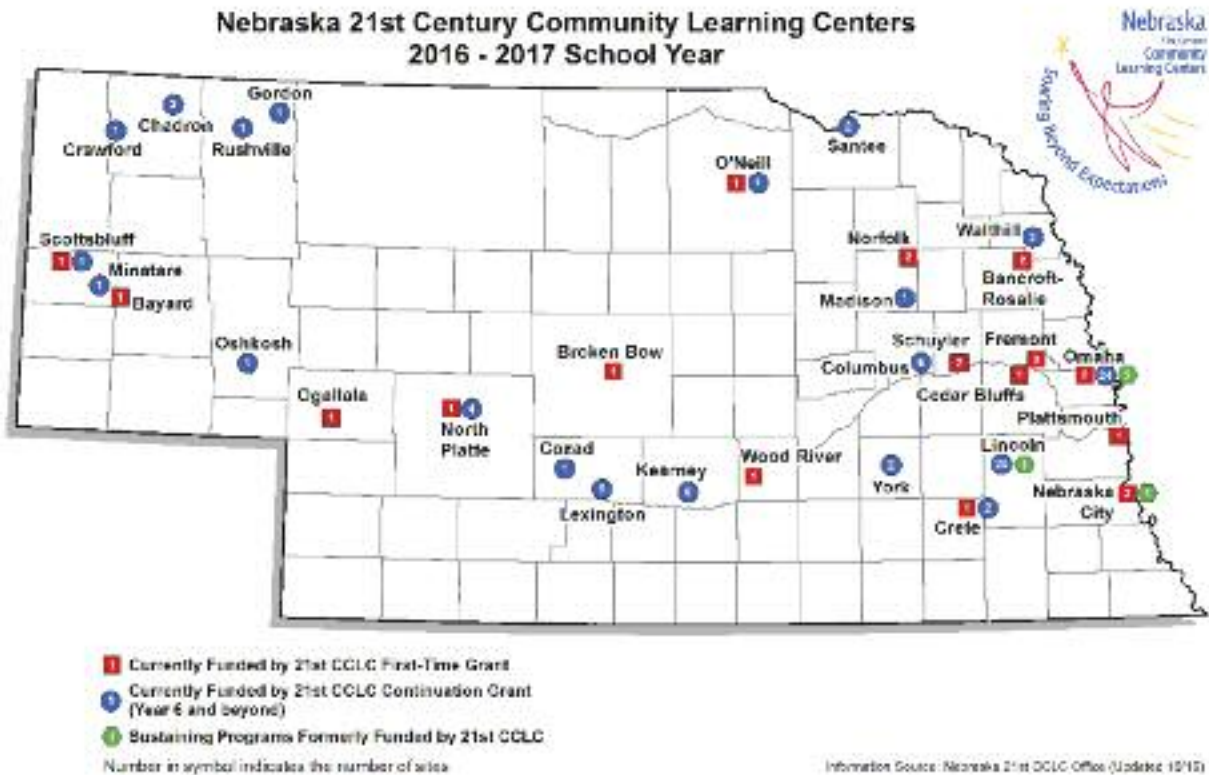
All program sites submitted at least one success story highlighting a student, family or partnership that showed success and/or improvement over the course of the school year.

The Program Quality Self-Assessment Rating Tool (St. Clair, 2014) examined multiple facets of each site including administration, partnerships, safety, programming and staffing. The scores also provided the state-level management team with data regarding quality in 21st CCLCs and guidance for future professional development opportunities. The decision was made to discontinue use of the CLASS as a measure of quality based on input from evaluation listening sessions and recommendations from the Evaluation Workgroup. Stakeholders across groups did not feel the scores obtained using the CLASS tool were an accurate representation of the work and quality of afterschool programming, particularly because the CLASS was not designed for use in afterschool. The Evaluation Workgroup started work to research and consider other observation tools specifically designed for afterschool programs.

Nebraska 21st CCLC grantees are required to report site-level data to the U.S. Department of Education (ED) at the conclusion of the fall, spring and summer terms. Teacher survey data, including teacher-reported improvements, are collected at the end of the spring term. ED reports the 21APR data annually to Congress and the Office of Management and Budget.



Who Attended 21st CCLC?



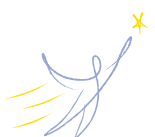
Statewide, there were **121** 21st Century Community Learning Centers operating in Nebraska public schools during the 2016-17 year.

As noted on the map, 32 sites are within their first five years while 89 are on continuation funding and four sites are self-sustained. The 21st CCLC program

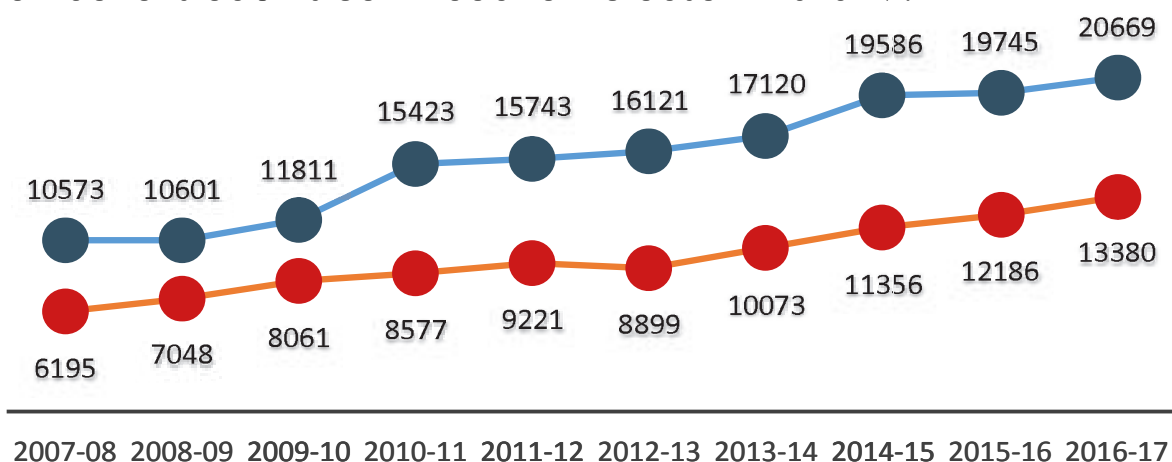
Number of Regular Attendees



■ Out of School Days ■ Summer 2016 ■ School Year 2016-17



Number of students continued to increase in 2016-17.



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). It should be noted that summer programming is optional and is not offered at all sites.

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 20,669 total students attending 21st CCLCs, **65% were regular attenders**. Rural programs had a higher percentage of regular attenders (68%) than urban programs (62%). **Programs that did not charge fees had a higher percentage of regular attenders (72%) than those charging fees (51%).**

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).

Over the last ten years, the number of students and number of regular attenders has continued to increase on an annual basis. In Nebraska, K-12 student enrollment is 302,386 and 21st CCLCs are serving 6.8% of those students.

Demographics of Regular Attenders

Of the regular attenders, 83% were in grades K-6 while 17% 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 pro-



vided, 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 status, ethnicity, English Learner status and special education percentages. For 2016-2017, all student demographic and statewide assessment data were obtained and imported directly from the NDE based on district reporting.

As illustrated, programs in Nebraska served diverse students at a more frequent rate than the statewide percentages, particularly students receiving free/reduced lunch, English Learner students and minority students. The Nebraska 21st CCLC student demographics align with the national demographics of students served in 21st CCLC programs.

Programs varied in demographics depending on whether they were urban or rural. While urban programs had higher percent-

National 21st CCLC Demographics

73% Free/Reduced Lunch

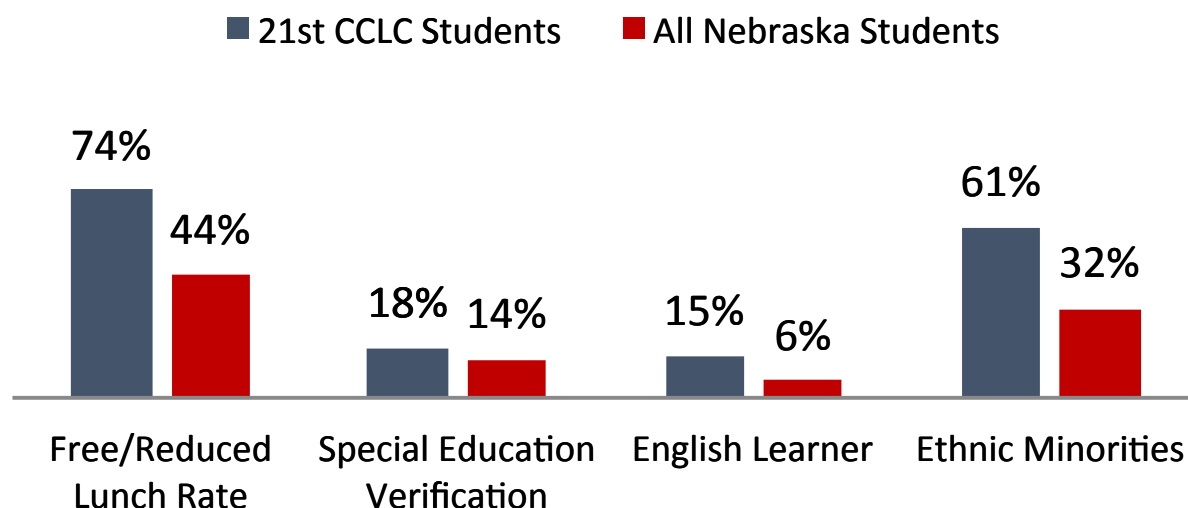
16% English Learner

36% Hispanic/Latino

22% African American



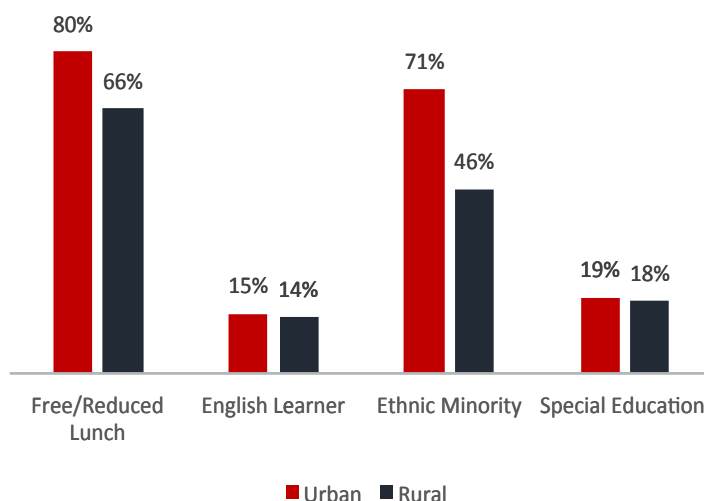
Nebraska 21st CCLCs served a diverse population.



ages of students of ethnic minorities and eligible for free/reduced lunch (FRL), rural programs met the guidelines of serving the at-risk students in their area. In addition, there were minimal differences in the percentages of English Learners and students with disabilities served in the 21st CCLC programs.

As would be expected, programs charging fees served a lower percentage of students on FRL (66%) compared to programs not charging fees (76%). Charging fees may be contributing to the fewer number of regular attenders, and the fewer numbers of those served that qualify for FRL, English Learners and identify as an ethnic minority.

Both rural and urban programs served the targeted student population.



Community Partners



21st CCLC programs rely on partnerships between schools, local, regional, and statewide organizations, business and industry, postsecondary institutions, and many community partners to implement high-quality, sustainable 21st CCLC programs. 21st CCLC project directors work with their site-level management teams, including 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 program staff, children and youth.

Examples of program support provided by partners include:

- Professional development
- Financial support
- Volunteer staffing
- Curriculum development

- Donation of specialty materials for implementation of a club or activity
- Exposure to and exploration of potential careers
- Preparation for a successful college experience
- Civic engagement and service learning opportunities.

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

Partnerships between 21st CCLC programs and postsecondary institutions across Nebraska are mutually beneficial for both K-12 students and students participating in college coursework. 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. Postsecondary institutions are valuable partners in the design and implementation of many quality 21st CCLC programs.

Examples of potential benefits for K-12 afterschool participants include:

- Exposure to college students who serve as role models
- Expanded learning opportunities for 21st CCLC attendees as college students share their interests and passions in the afterschool setting
- Opportunity to learn about the college experience and see college as an option for the future.

Examples of potential benefits for college students include:

- Opportunity for future teachers to gain real-world, practical experience while working with students in an educational setting
- Opportunity for receiving valuable experience while meeting course requirements and earning college credit
- Opportunity for part-time employment as a paid staff person in an afterschool program
- Leadership experience
- Opportunity to serve as role models for youth in their communities.

In an effort to identify and grow partnerships between 21st CCLC educators and





potential partners, the 21st CCLC Partner Spotlight initiative began in February 2017. Featured partners have demonstrated a commitment to working with program leaders and staff to identify ways to accomplish identified goals bringing unique and engaging learning opportunities to students afterschool and in the summer.

Organizations featured throughout the 2016-17 school year and summer 2017 include:

| | | |
|---|---|---------------|
|  | Beyond School Bells | February 2017 |
|  | Nebraska 4-H Extension | April 2017 |
|  | Nebraska Game and Parks/Project WILD | May 2017 |
|  | Nebraska Department of Education Nutrition Services | June 2017 |
|  | Nebraska Museums Association | July 2017 |
|  | NASA Nebraska Space Grant | August 2017 |

Detailed information about all of the 21st CCLC Partner Spotlight organizations is available at: <https://www.education.ne.gov/21stcclc/partner-spotlight/>



Technical Assistance and Professional Development

Support was provided to 21st CCLC programs in their efforts to align activities to NDE initiatives, including:

- Program alignment to the Nebraska State Board of Education Policy for Quality Expanded Learning Opportunities. (<https://www.education.ne.gov/21stcccl/QualityFramework.html>).

Over 300 afterschool educators attended the annual GetConnected Nebraska Afterschool Conference held in La Vista on September 23, 2016. Conference partners included the Nebraska 21st CCLC program, Beyond School Bells, the NDE, UNL 4-H Extension, and Click2SciencePD. Sessions were offered throughout the day on a wide-range of topics relevant to afterschool. In addition, organizations that support afterschool statewide hosted Walk 'N Talk displays where attendees could engage in conversations with table hosts in order to learn more about available programs and resources. Detailed conference information can be found at <https://guidebook.com/guide/59312/>.



A series of webinars designed for Nebraska 21st CCLC program leaders and staff were led by experts from You for Youth (Y4Y), USDE's 21st CCLC technical assistance website. Webinars were focused on Developing Effective Partnerships using Y4Y online resources.

Collaborations with statewide partners resulted in quality professional development workshops for program leaders and staff focused on STEM (science, technology, engineering, and mathematics) 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 workshops through a partnership with the

Department of Biological Systems Engineering at the UNL.

Outreach

The 21st CCLC state-level management team shared program information with educators and the public through the following venues:

- Table display that included program handouts as part of ELO week at the Nebraska State Capital rotunda from January 15-20, 2017 and STEM-ELO day on March 23, 2017.
- Presentation at NDE sponsored AQuESTT conference in Kearney, NE, April 10, 2017.

21st CCLC Programming

21st CCLC Programming

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

- 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.

Program schedules typically include time for academic support including homework help, a healthy meal or snack, time for physical movement, and enriching, hands-on clubs and activities. Program offerings reflect the quality indicators identified in the Nebraska State Board of Education Policy for Expanded Learning Opportunities adopted September 2013.



Homework and academic support:

The majority of Nebraska 21st CCLC programs offer time for homework assistance. 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 and preparing these meals/snacks (e.g., gardening clubs, cooking clubs) as part of their regular after-school 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.

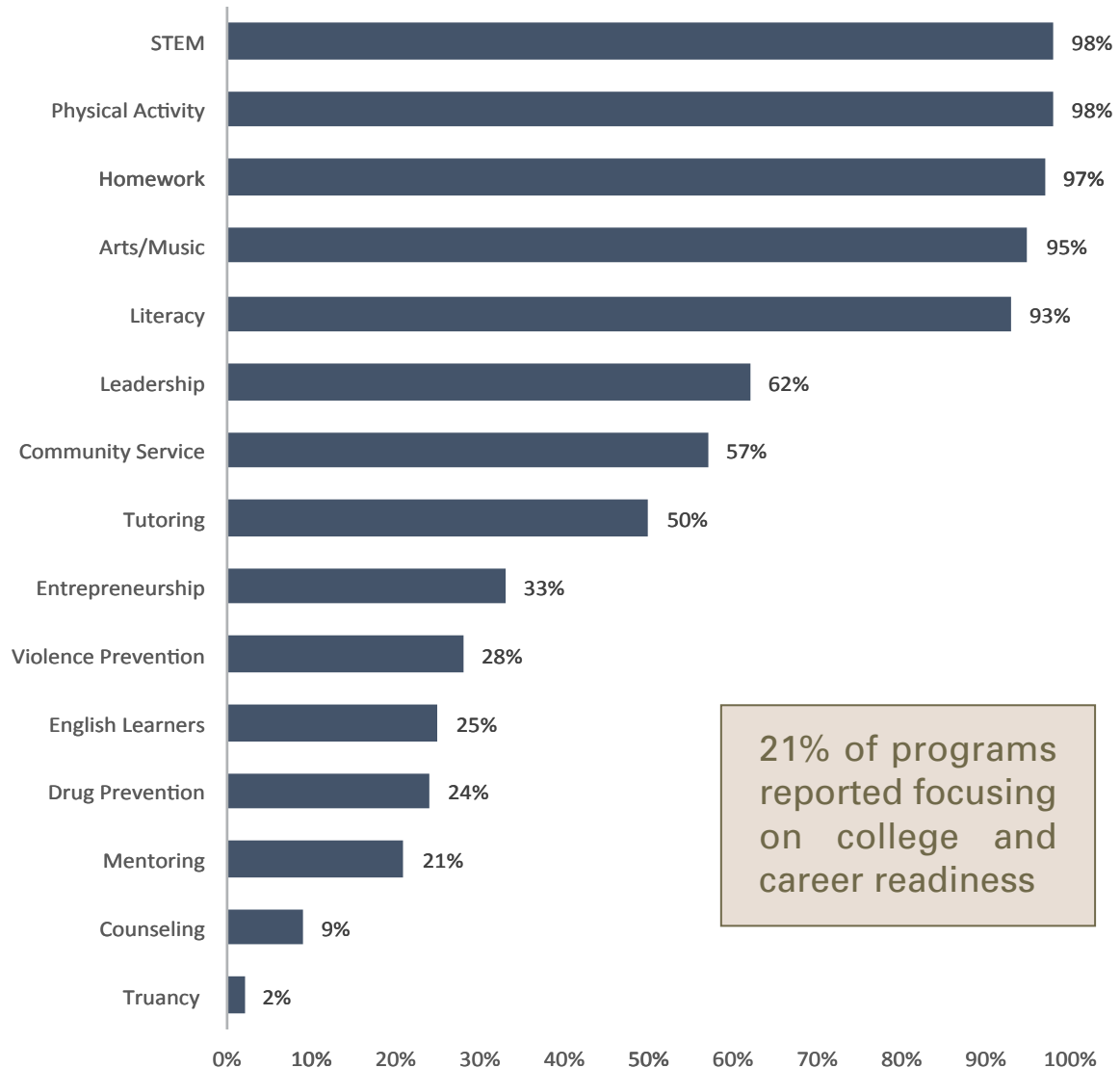
Examples of clubs/activities offered in Nebraska 21st CCLC programs include:

- Art/music
- College/career readiness

- Cooking
- Dance
- Fitness
- Literacy
- Nutrition/wellness
- Outdoor education
- Social emotional development
- Service learning
- STEM (integrated science, technology, engineering, and mathematics) exploration
- Technology.



STEM and Physical Activity were the most frequently reported activities.



Programs reported their yearly activities for the 2016-17 Annual Performance Report (APR). A positive outcome of the professional development around Science, Technology, Engineering & Math (STEM) and the partnerships with UNL Extension, Beyond School Bells and Nebraska Game

& Parks is that **98% of the programs offered STEM activities**. Programs recognized the benefit of offering physical activity as the **percentage of programs incorporating physical activity increased by 10%, from 88% in 2015-16 to 98% in 2016-17**.



There was an increase (from 15% to 21%) in the programs focusing specifically on college and career readiness activities. In addition, even if the primary focus of the activity was not college and career readiness, for many activities it was a secondary goal. Entrepreneurship activities seemed a natural fit for incorporating college and career readiness concepts, with 39% listing it as a secondary focus. Other frequent areas for having college and career readiness as a secondary focus were STEM (28%), mentoring (15%), literacy (14%) and community service (13%).



Impact Example of Programming

Student Example

A 5th grade student in one of the rural programs was a reticent attender of the program and having some difficulties in the classroom with citizenship and homework completion. With guidance from the program director, the student was put in charge of the Entrepreneur booth at the science fair. He excelled at determining prices, cost per item and profit margin. He also demonstrated excellent salesmanship skills and was able to lead his fellow attendees. Once he experienced success, the student became an enthusiastic attender and his classroom behavior improved leading his mom to comment that she had never seen him so excited about learning math. His teacher confirmed his growth stated that he was an advocate for a struggling student in the class and he had matured more than his many of his other classmates over the year.





Program Quality

The Program Quality Self-Assessment Rating Tool (St. Clair, 2014) was utilized at all sites by their management teams. Each site-level management team self-rated their program across nine dimensions and then identified areas for improvement.

Program Quality Self-Assessment Outcomes

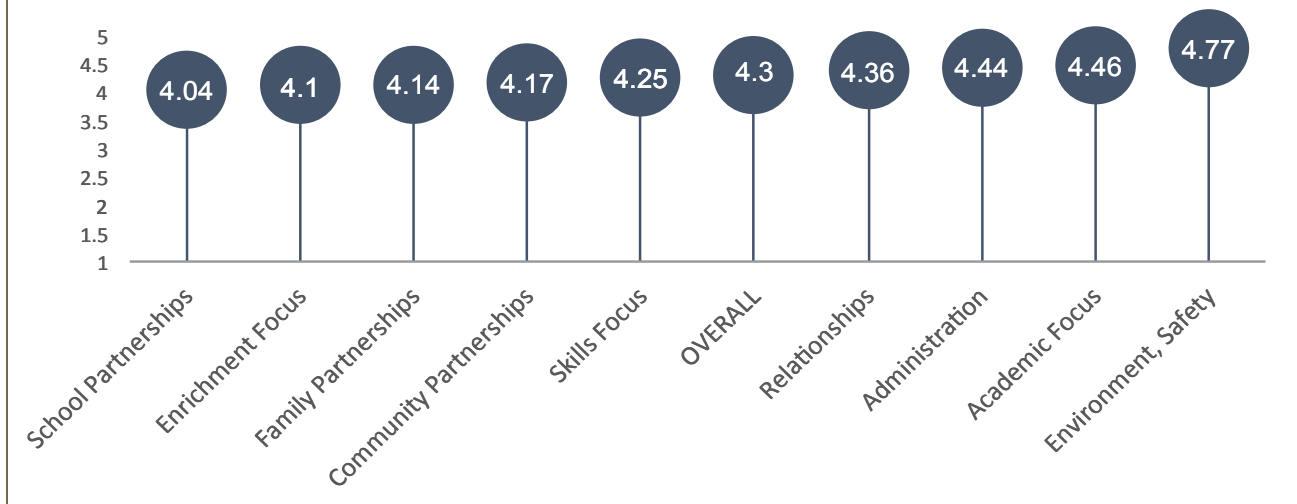
The site-level management team consisting of the building principal, site director,

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). Results for 2016-17 are consistent with the previous two years with very little change in the overall score:



Self-assessment site ratings indicated quality practices are occurring routinely across programs.



4.3, 4.33, and 4.3, indicating that programs have stable and consistent levels of quality.

The areas showing the most room for growth were around partnerships (Family, School and Community) and in program-

ming, particularly in Enrichment. Programs developed goals and action plans based on their self-assessments and other data. The self-assessments assisted programs in focusing on areas for professional development and training.

Survey Outcomes

Surveys

In 2016-17, surveys were all administered online through a web-based survey system. Students completed surveys via a generic link, teachers received email links for students in their classrooms and parents had the option of completing surveys via an email link, text message link or a generic link to be completed at the program site. All surveys were linked to the site ID and Nebraska student identification number. Participants who had not

completed the survey received reminders twice during the two month survey window (March 1- May 1). For parents wishing to complete a survey in a language other than English or Spanish, paper copies of five other languages were available (Arabic, Karen, Nuer, Somali and Vietnamese). The student surveys and community partner survey are posted in the Appendix of the on-line version of this report



| Survey | Respondents | Return Rate |
|-------------------|-------------|-------------|
| Teacher | 10,423 | 83% |
| Parent | 5,045 | 40% |
| K-2 Student | 3,743 | 84% |
| 3rd-5th Student | 3,812 | 80% |
| 6th-12th Student | 2,111 | 63% |
| Community Partner | 386 | 48% |

Parent Survey Outcomes (N=5,045)

The parent survey was provided to parents of all students who were regular attenders during the 2016-17 school year. The multi-item survey was designed to provide a snapshot of program quality, experiences of the student and reasons for enrolling their student in 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=5,045) gave the programs high ratings across all items. The **overall satisfaction rating for the program was 3.82/4.0** which is consistent with last year's overall rating (3.81/4.0). Parents ranked the reasons for enrolling their child(ren) into a 21st CCLC program. The number one reason was for academic support and homework followed by supervision, enrichment opportunities and recreation/physical activity. Finally, open-ended items allowed parents the opportunity to provide additional feedback to the programs.

As a part of the annual survey, parents were asked, "Thinking about your experience with the afterschool program, what

are some ways we could best provide support/resources to you as you support your child's learning?" Over 1,400 parents provided feedback to this question.

Despite being prompted to provide suggestions for improvement, a vast majority of responses were positive, with com-



Parents viewed 21st CCLC sites as high quality and a benefit to their child.

N=5,045



ments on how much parents appreciated the program or notes on how much their children liked and benefited from the Program. Specific staff members were highlighted for their excellent practices and parents identified program policies, activities, and resources that were working well for them and their children.

In fact, for every negative comment, concern, suggestion noted below, there were the same or more comments praising the program and/or specific staff members for

their regular and quality communication, programming, and supervision. The concerns listed here were not stated by all parents or for all programs. When parents did recommend an improvement, it was typically couched within a larger compliment to the program and/or in a neutral, nonjudgmental tone. The improvements parents recommended typically fell into one of the following categories: communication, programming, supervision/staff, scheduling, and other needs.



Communication

Increasing communication was the most commonly suggested improvement. Many parents wanted notices about program activities to come home in the form of emails and flyers (although some noted their children do not always bring these home) and to be displayed on bulletin boards or on program websites. Parents requested that these notices come out earlier, more than a few days before the event, and that they be displayed/included for longer periods of time so parents have a chance to see the information.



Another common communication request was for programs to inform parents of their children's activities, progress, and problems. Several parents indicated that they wanted either a regular report on what their child did during program hours and/or that they needed to be informed if there were behavioral concerns. Some parents with this comment indicated that even basic greetings from staff when parents come to the program are missing. Another common comment was the need for a phone number that parents can use to contact the program during the after-school hours; many shared stories of times they needed to reach their child while he/she was at the program or needed to speak to program staff and had no way to do so.

Programming

The most commonly requested programming addition was to have or increase academic support programming, such as tutors, homework time, and academic clubs disguised as fun activities. The next most commonly suggested programming improvement was to add or expand sports and physical activity, followed by the inclusion of Science, Technology, Engineering, Mathematics (STEM) programming, the arts, and clubs to foster social-emotional skills. Other programming recommendations included field trips, demonstrations by community partners, volunteer opportunities, and programming for parents (e.g., teaching parents how to help children with their homework, language classes for parents, or including parents in the students' clubs).





Several parents also asked that either each activity be offered more often or that more students be allowed to join the activity when it was offered. Participant caps, parents said, left several students out and discouraged them for exploring more varied interests.

Scheduling

Related to the programming was the suggested changes to scheduling parents made. First, several parents indicated a

need to extend the program to cover more of the summer breaks, to start earlier in the day (and/or to have a more efficient transition to program time from the school day) and to remain open later in the evening.

The other common scheduling suggestion was to adjust or standardize the order of program activities. Several parents noted frustration that their children had the option to “play” or participate in the “fun clubs” before their homework was complete. These parents asked that there be



a structured, expected time for students to complete homework and/or for there to be some way for the program staff to verify children had completed their homework before releasing the student to other activities.

Supervision and Staff

Again, a majority of the comments regarding staffing were positive. A notable percentage of parents, however, did comment on their concerns regarding supervision. Some felt staff members “allowed children to run amok” or otherwise note the children were out of control. Other parents shared stories of their child being bullied or the target of aggression from other students. A small number of parents shared that they did not feel their child was safe at the program and listed lack of supervision as the main safety concern.

A few parents also commented on the age and/or professionalism of the staff, indicating that they were young and either incapable or uninterested in controlling students. These parents expressed concern that staff members spent more time on their cell phones or socializing with one another rather than supervising the children. Roughly half of the parents who expressed these concerns indicated that supervision was the primary reason they send their child to the program.

Other needs

Suggested much less frequently, other recommendations from parents included offering or expanding the transportation

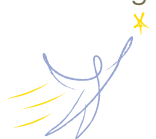
options, reducing the cost of attendance, and improving the snack and meal options available to the students. Additional suggestions that were specific to certain programs and/or the personal situations of one family were also offered.

Summary

Qualitative analysis of the open-ended responses indicated that overall, parents are satisfied with the program. A majority of the replies were in praise of the program with only a small percentage expressing frustration or concerns. Those that offered constructive suggestions recommended increasing program-to-parent communication, expanding the programming offered, and to improve staff skills for behavior management and supervision.

Teacher Survey Outcomes (N=10,423)

To fulfill one of the federal APR requirements, classroom teachers rated individual students on their performance both academically and behaviorally. Behaviorally the items focused on student motivation, homework completion, participation and relationships with others. To assess student behavior as it relates to academic achievement, school day classroom teachers reported perceived change (if any) from fall to spring. Items focused on motivation, completion of assignments and positive relationships in and out of school, which are associated with positive academic outcomes.



Student Story

A kindergarten student struggled at the beginning of the year with attending the afterschool program without crying until his parents picked him up. He struggled in his kindergarten classroom with effort and participation and with emotional regulation. However, once he was able to develop friendships with his classmates in the afterschool program and to have some 5th grade mentors, the student's confidence in himself and his relationships with others improved tremendously.

"The student is more relaxed in the school setting. He is not as shy and is able to share the great qualities he has with his peers and classroom teachers. He is now able to walk into school in the morning and join his peers right away instead of needing time to adjust to the school day. His confidence and personality truly shine in our classroom."

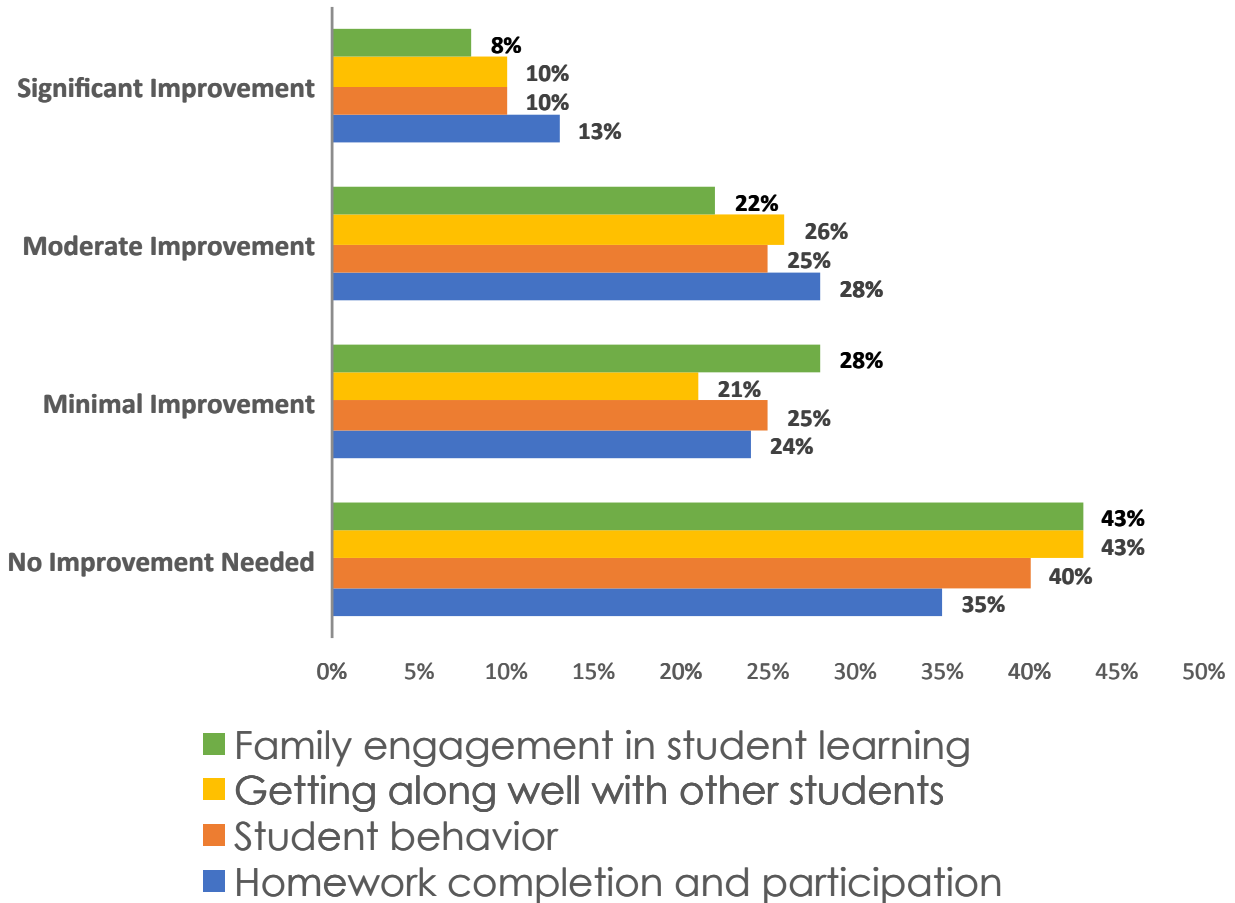
----Kindergarten teacher



Teachers also rated students in terms of their performance relative to state standards in reading, writing, mathematics, and science. Teachers rated student performance based on their observation of the student's performance in their classroom, classroom and/or district assessment data, and professional judgment to identify whether students showed minimal, moderate or significant improvement for each academic area.



Teachers perceived homework completion and participation as showing the most improvement during the year.



Key Findings

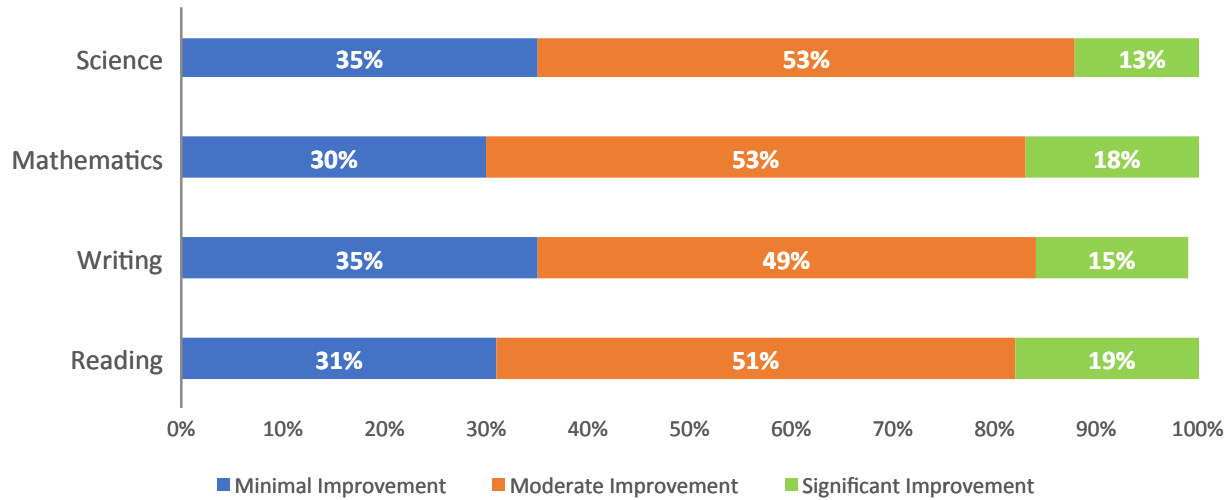
The perception of teachers overall was that 21st CCLCs positively impacted students academically, behaviorally and with social/emotional skills. Most growth was observed in the areas typically targeted by programs including academics (with math showing the most growth), homework completion, and classroom participation.

Student Survey Outcomes

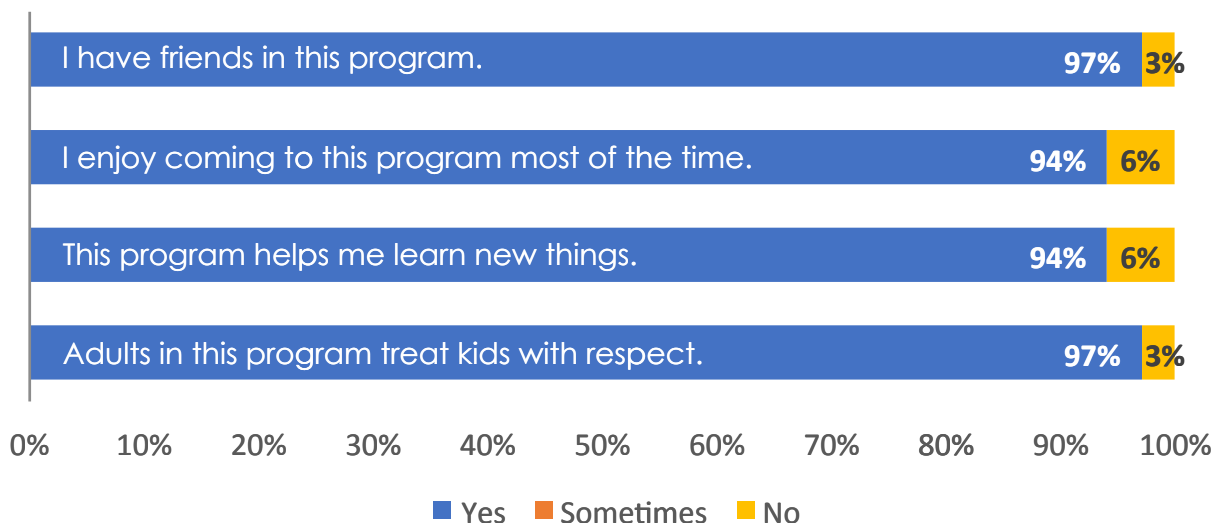
All K-12 students who were regular attendees were given the opportunity to provide feedback and complete age appropriate surveys. Survey return rates were excellent; 84% (K-2), 80% (3rd-5th) and 63% (6th-12th) and ended with 9,666 students completing the survey. All student surveys were online and linked to site and student ID numbers.



Students demonstrated the most growth in mathematics with 71% demonstrating moderate to significant improvement.



K-2 students enjoy coming and have friends in the program.



For the first time, K-2 students completed a four-item survey on their experiences in 21st CLCC sites (see on-line Appendix).

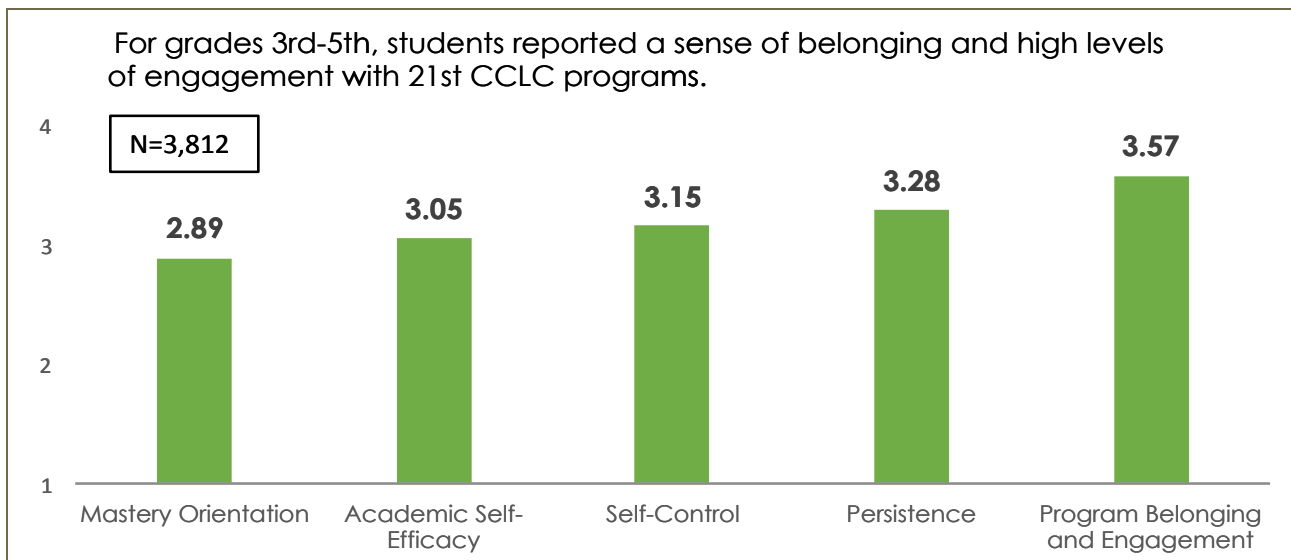
Overall most students reported positive experiences with the afterschool program. They have friends in the program, feel respected and enjoy attending.

Student Surveys 3rd-5th (N=3,812) & 6th-12th (N=2,111)

Students in grades 3rd-12th completed versions of the student survey adapted from Youth Development Executives of King County (2015). The survey asked

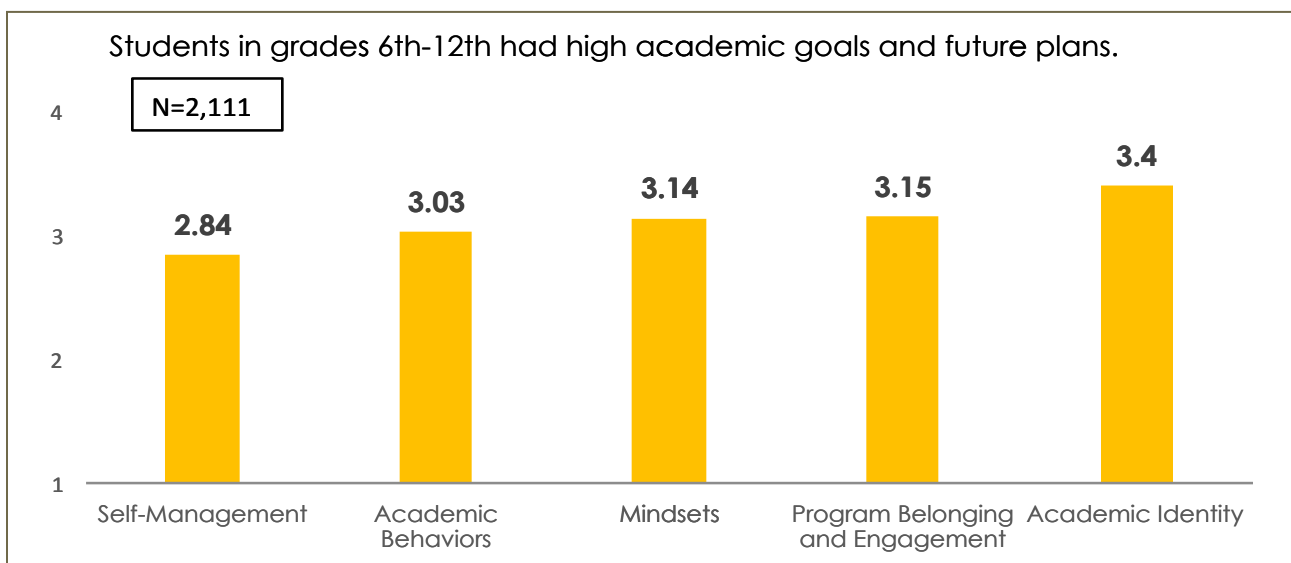
questions across several areas pertaining to each student personally and then in regards to the impact of the program they had attended. Students were asked to rate each item on a four-point scale (1=Strongly Disagree, 2=Disagree, 3=Agree and 4=Strongly Agree). Domain means for areas were calculated at the statewide level.





For 3rd-5th grade students, the highest ratings were for the Program Belonging and Engagement (M=3.57). Items under this domain ask about having friends, enjoying the program and adults respect towards students. Students also reported a capacity to keep trying even if they failed and to work hard. Mastery orientation was the lowest rated domain. Questions for this domain addressed schoolwork.

For 6th-12th grade students, the academic identity domain had the highest average. Students felt that getting good grades and doing well in school was important. They also felt that getting a college education is important (m=3.61). The lowest rated items were in the domain of self-management. Those items address stress management and social emotional health and how the program has helped the student



improve their skills. The low ratings could indicate the lack of focus on social emotional programming and/or that students feel they already have the skills necessary and did not need the program in this area.



Summary of Student Survey Data

Across all age groups, program belonging and engagement was rated very positively. Students reported having friends, feeling respected by staff and enjoyed coming to the program. For the older students, academics and doing well in school was more of a priority than other aspects. Students rated the programs as having less impact on their social emotional functioning including stress, anger management and self-control.

Afterschool Staff Regional Survey Outcomes (N=567)

As part of a regional research project, Nebraska 21st CCLC staff were asked to participate in a regional multi-state survey. The survey data were then provided back to the state-level management team. Five hundred sixty seven staff members completed the survey.

The afterschool staff were racially diverse with 73% identifying as White, 11% as African American, 14% as Hispanic/Latino, 1% as Asian, >1% Native American and >1% Asian/Pacific Islander. 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.

Job satisfaction was high as **97% of respondents "Agreed or Strongly Agreed" with the statement, "I am satisfied with my current position in afterschool"**.

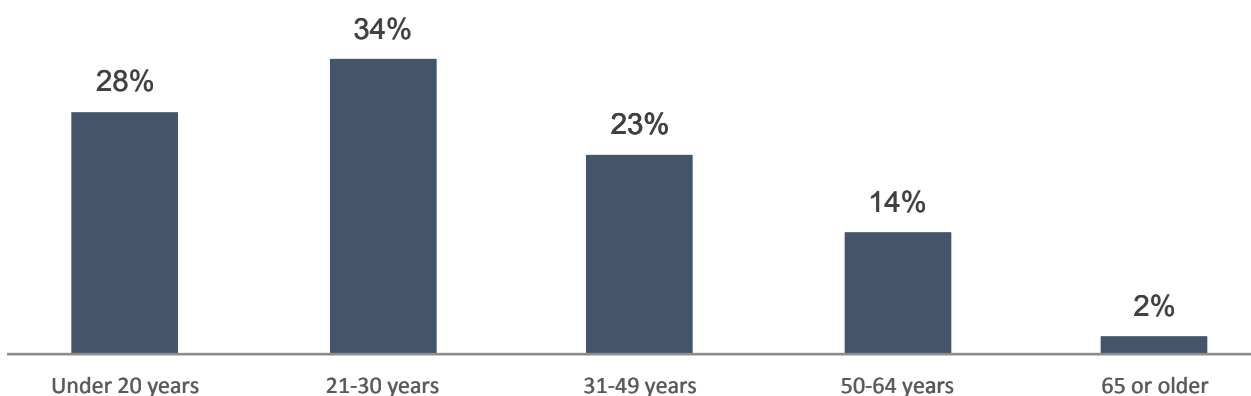


Collaboration and Student Success

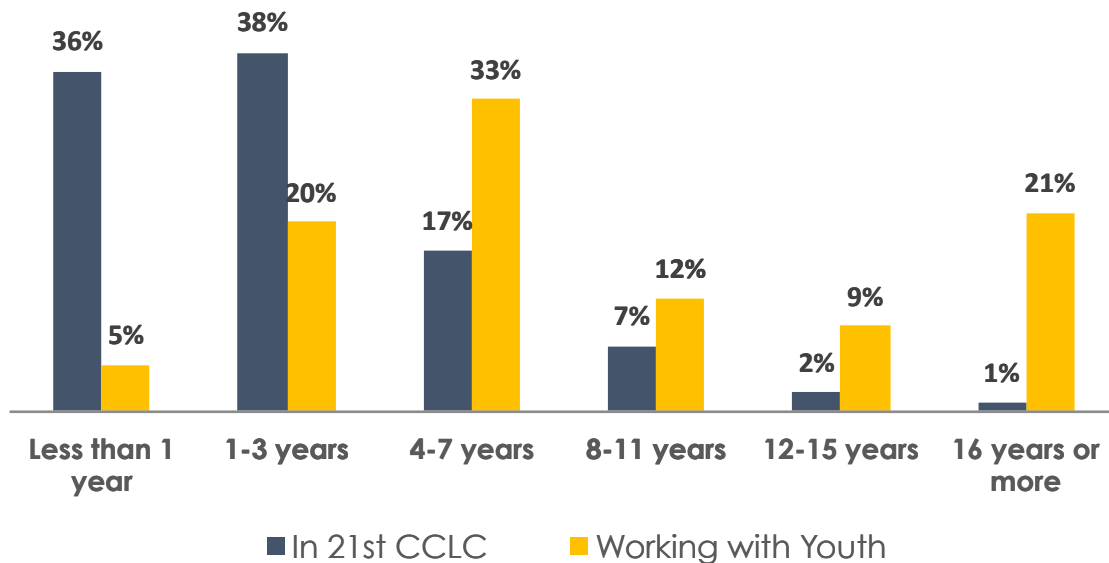
The following success story illustrates the importance of the school, afterschool program and parents working collaboratively for the best outcome for the student. The student started the afterschool program with moderate to severe behavioral challenges including violent outbursts, fleeing from staff and physical aggression. These were not challenges resolved quickly but the student is now on medication, attending school and afterschool regularly and demonstrating far fewer behaviors and on a less frequent basis.

The afterschool program has worked to stay positive with the student and give him room to acknowledge his own feelings. One of the clubs that allows for this is the Mindfulness Group. The Mindfulness Group offers strategies for the daily challenges that students face. When the student went to club, he sat in the back and did not participate initially. By the end of the group, he was beginning to participate and returned to the whole group with a positive attitude. Staff and parents continue to see the benefits of the collaboration and clubs such as the Mindfulness Group.

Age Distribution of Afterschool Staff for 2016-17



21st CCLC staff have multiple years of experience working with youth; however, 74% have worked in 21st CCLC programs for three years or fewer.



However only 21% see themselves as being a part of the 21st CCLC site longer than 3-6 years and 44% see themselves leaving before two years are over. The top two reasons for why people would leave were: 1) Not my primary career path and 2) Better opportunity elsewhere. Only

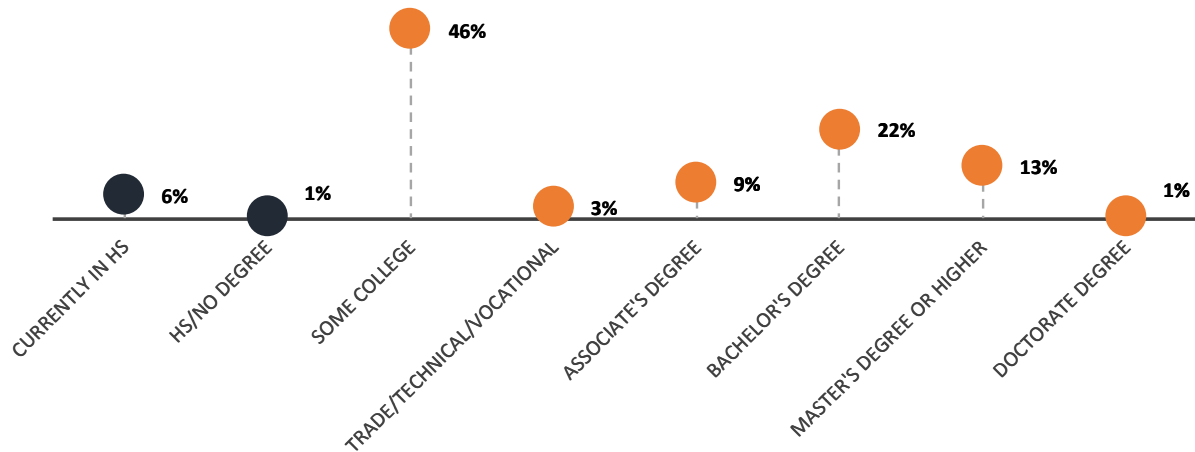
11% selected "Not high enough wage/salary" and the top two reasons for people staying in afterschool were for "I enjoy the work I do" (57%) and "It gives me the opportunity to make a difference" (24%).

For program staff, 93% reported having earned at least some college credit with 48% attaining a degree or certificate post high school. Of the staff working in the programs, 22% hold bachelor's degrees, 13% have a Master's degree and approximately 1% hold a doctorate. It should be noted that anyone under the age of 19 must be supervised by an adult at all times. **A high percentage of those with some college credit are students currently enrolled in Nebraska colleges and universities and working in the programs (34%).**

Consistent with parent and community partner feedback, afterschool staff see 21st CCLC programs as a benefit to students.



Over 90% of staff and administrators in 21st CCLC programs have earned at least some college credit.



Staff Development and Training

When asked about staff development most respondents preferred in-person training (78%) over online (15%), independent study (5%) or other (2%). The top five areas for training identified by staff were: 1) Classroom/Behavior Management; 2) Safety and Emergency Procedures; 3) Leadership; 4) Conflict Resolution and 5) Curriculum and Activities. Given that all of Nebraska's 21st CCLC programs are located within school buildings, **it is highly recommended**

that afterschool staff receive the same training on classroom management and safety/emergency procedures as the school day staff. Students will likely respond better if consistent language, practices and procedures are used within the school building by all staff (school day and afterschool). Also, given that nearly one-third of the staff are college students, many of whom plan on going into education, training with certified teachers would be a terrific opportunity for growth and networking.

Collaboration & Community Partnerships

Stakeholder groups inform the state-level management team on a number of levels as is needed within a statewide system serving diverse populations. As such, the following stakeholder groups were formed and provided input to the state-level management team: the Evaluation Workgroup and the Rural Advisory Com-

mittee. The Evaluation Workgroup was formed in 2015 and has been instrumental in decisions on program quality measures and surveys. The community partnership survey (Johnson, 2017) was developed in collaboration with members of the workgroup. The 21st CCLC Rural Advisory Committee was formed in August 2017



to discuss issues relevant to rural Nebraska programs and provide recommendations to the state-level management team. Committee members include representatives from nine rural communities, including programs that serve students across all levels and are located across all regions of the state. The group will meet several times per calendar year, both in person and using technology, to discuss issues such as evaluation and the continuous improvement process, professional development planning, and program sustainability through partnering.

Engaging community partners is one key in building a sustainable afterschool program. 21st CCLC programs are required to have at least one community partner, but most sites have multiple partners providing a variety of resources including additional funds, materials, programming and volunteers. Without statewide and local partnerships, the programs would be

unable to deliver the variety of diverse programming.

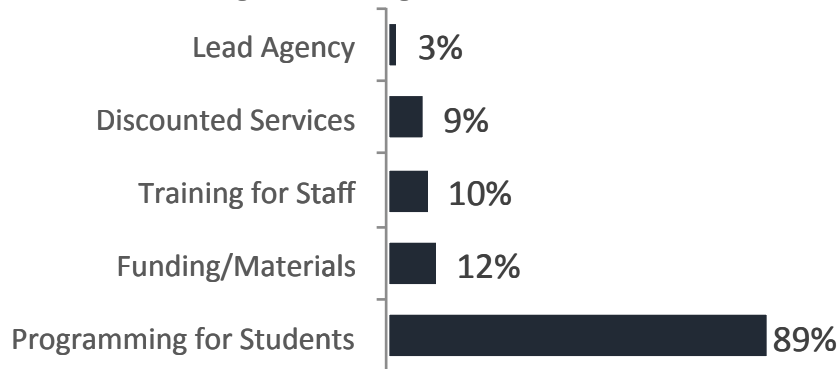
Community Partner Survey Results (N=387)

To better understand the collaboration with community partners, a partnership survey was developed and disseminated to community partners designated by each site. The survey (see on-line Appendix) asked questions about communication, collaboration, relationships, capacity for giving and training needs. A total of 387 partners completed the survey for a return rate of 48%.

Partners included community-based organizations, faith-based organizations, local school districts, nonprofit organizations, state agencies, local businesses, universities and colleges, museums, zoos and public libraries.



Most community partners provided programming for students.



Alignment of Community Organization with 21st CCLC site

Over **90% of the partners believed their organization's work was aligned to the school's goals for their students.** On a

scale of 0-100, partners (n=370) rated the strength of their relationship with the afterschool program with the mean score being in the mid-high to high range (M=82.5, sd=16.96). Additionally, **85% of the partners reported having at least moderate opportunity to develop relationships with students and their families.** The following chart outlines the reasons why partners choose to collaborate and provide services within the 21st CCLC sites.

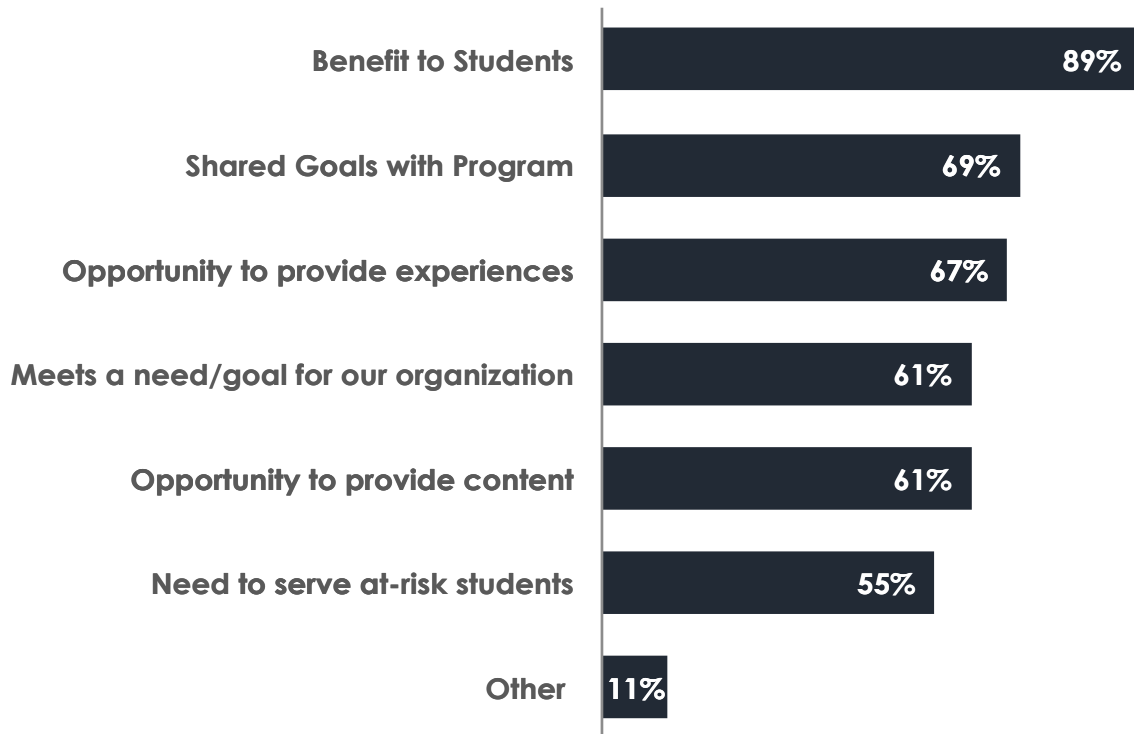
The number of contact hours varied with **56% of the partners reporting that they provided 21 or more contact hours in a year**, 20% reporting they provided 11-20 hours, 15% provided 6-10 hours, 8% provided 1-5 hours and the remaining partners did not provide contact hours during the school year. Far fewer community partners provided contact hours during the summer (44%) and the contact hours were less with 13% reporting 1-5 hours, 12% reporting 21 or more, 12% reporting 11-20 hours and 8% reporting 6-10 hours.

Communication

Communication from the program is timely and responsive to our organization's needs.



Most organizations partner with 21st CCLCs because they see it benefitting students.



One Year Expanded Learning Opportunity (ELO) Grants

In 2016, the Nebraska Legislature appropriated \$250,000 to award through competition to partnerships of school districts and community-based organizations, and to be administered by NDE. This was a one-time appropriation to provide expanded learning opportunities through programming and other support activities and services in existing 21st CCLCs. A 1:1 match was required.

Eleven projects serving 40 sites were funded (27 were elementary and 13 were in middle/high school buildings).

Statewide, 2,132 students participated with 92% being regular attenders (those attending 30 days or more during a school year). Of the regular attenders, 87% qualified for free/reduced lunch status, 15% were English Learners, 74% identified as an ethnic minority and 19% qualified for special education services. Programs funded had varied project focus areas including STEM, health and wellness, career exploration, community engagement and agriculture. The Statewide Evaluation Summary and End of Grant Snapshots are available at <https://www.education.ne.gov/elo/one-year-opportunity-grant/>.



Student Outcome Data

Student Outcome Data

Data were obtained from NDE for all students who attended a 21st CCLC program during the 2016-17 school year. Data included student demographics, school attendance and statewide assessment scores.

While not reported in the federal APR, student outcome data for attendance and statewide assessments for English Language Arts (ELA), mathematics and science are examined by the state-level management team. Because 21st CCLCs serve at-risk students and communities it is important to examine patterns of achievement for both program improvement and school alignment purposes.

Attendance

Students attending 21st CCLC programs had high rates of school attendance with the average days absent ($M=8.37$) being fewer than 10 days. **Seventy-two percent of regular attenders missed fewer than 10 days**, which is slightly higher than students who were not regular attenders (70%). The average number of days missed by regular attenders was significantly lower than the number of days missed by non-regular attenders, $t(20,589)=3.623$, $p<.01$.



Summary of Key Findings

1. Programs served a diverse population of students.
2. Multiple stakeholder groups view 21st CCLC as a benefit to students.
3. Multiple sites continue to be a training ground for future educators.
4. Community partnerships increase the opportunity to explore innovative programming.
5. Students were engaged with the programs and felt a sense of belonging.
6. The opportunity to build collaborative partnerships continues to increase and develop.
7. Programs were of high quality and offered a wide array of programming for students.
8. Teachers rated students as showing improvements in all areas but especially in academics, homework completion, class participation and classroom behavior.
9. Parents were highly satisfied with the programming, which could be a potential way to strengthen their relationship with the school day.
10. Students reported being motivated to do well in school and to develop future plans.
11. Afterschool staff enjoy their work and feel a sense of purpose working with the students.
12. 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. Summer data should be examined for patterns.
2. An observation tool for program quality and improvement should be selected or developed.
3. Programs should continue developing and strengthening relationships with community partners.
4. State-level management team should continue to make data-informed decisions within a continuous improvement cycle.
5. Strengthening alignment to the school day particularly around behavior and safety may improve afterschool staff capacity in these areas.
6. Develop a staff survey to be used annually.
7. For the parent survey, eliminate the text message option.
8. Maintain all student surveys to look for data trends and patterns across multiple years.





References

Learning Point Associates (2004). *Teacher Survey for 21st Century Community Learning Centers*. Naperville, IL.

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>.

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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

The on-line version of the Nebraska 21st CCLC 2016-2017 Annual Report is posted at <http://www.education.ne.go/21stcclc/ProgramEvaluation/EvaluationReport2016-17.pdf> and includes the following survey instruments referenced in this report:

- Teacher Survey
- Parent Survey
- K-2 Student Survey
- 3rd-5th Grade Student Survey
- 6th-12th Grade Student Survey
- 21st CCLC Partner Survey



Teacher Survey

1. Please rate the student's improvement from fall to spring in each academic area.

| | Minimal Improvement | Moderate Improvement | Significant Improvement |
|-------------|---------------------|----------------------|-------------------------|
| Reading | | | |
| Mathematics | | | |
| Writing | | | |
| Science | | | |

2. Please rate the student's improvement from fall to spring for each item.

| | Minimal Improvement | Moderate Improvement | Significant Improvement | No Improvement Needed |
|---|---------------------|----------------------|-------------------------|-----------------------|
| Homework completion and class participation | | | | |
| Student behavior | | | | |
| Getting along well with other students | | | | |
| Extent to which the family is engaged in the student's learning | | | | |

3. Please provide any comments concerning the impact of the afterschool program on this student.

Parent Survey

2017 Parent Survey

Parents: Please complete this survey for each child participating in the afterschool program. Your responses help us improve our program and provide insight for the statewide program.

Please tell us why you have your child participate in the afterschool program. Rank these areas from 1-4, with 1 being the strongest reason.

- Academic support and homework assistance
- Recreation/physical activity
- Enrichment opportunities (clubs)
- Supervision

| Item | Disagree | Slightly Disagree | Slightly Agree | Agree |
|--|----------|-------------------|----------------|-------|
| The afterschool program is a benefit to my child/youth. | | | | |
| The afterschool staff care about my child. | | | | |
| I am satisfied with the level of communication from the program. | | | | |
| The afterschool program is a safe place, physically and emotionally. | | | | |
| My child enjoys the activities offered in the afterschool program. | | | | |
| My child experiences new things in the afterschool program. | | | | |
| The afterschool program helps my child build and maintain friendships. | | | | |
| I am satisfied with how my child's behavior is handled in the afterschool program. | | | | |
| I have opportunities to engage in the afterschool program (e.g., parent night, field trips, activities). | | | | |
| The school and afterschool program have an effective partnership. | | | | |
| The afterschool program is of high quality. | | | | |

Thinking about your experience with the afterschool program, what are some ways we could best provide support/resources to you as you support your child's learning?



Student Surveys

| K-2 Student Survey Items | Statewide 21 st CCLC | | |
|---|---------------------------------|-----------|----|
| Return Rate | 84% | | |
| 1. I have friends in this program. | Yes | Sometimes | No |
| Statewide | 97% | 0% | 3% |
| 2. I enjoy coming to this program most of the time. | Yes | Sometimes | No |
| Statewide | 94% | 0% | 6% |
| 3. This program helps me learn new things. | Yes | Sometimes | No |
| Statewide | 94% | 0% | 6% |
| 4. Adults in this program treat kids with respect. | Yes | Sometimes | No |
| Statewide | 97% | 0% | 3% |

| 3 rd -5 th Grade Student Survey Items | Statewide 21 st CCLC |
|--|---------------------------------|
| Return Rate (N=3,812) | 80% |
| Domain 1: Academic Self-Efficacy | 3.05 |
| 1. I can do even the hardest homework. | 2.74 |
| 2. I can figure out difficult homework. | 2.90 |
| 3. I can learn the things taught at school. | 3.50 |
| Domain 2: Persistence | 3.28 |
| 4. If I solve a problem wrong the first time, I just keep trying until I get it right. | 3.36 |
| 5. I always work hard to complete my schoolwork. | 3.44 |
| 6. I calm down quickly when I get upset. | 2.81 |
| 7. When I do badly on a test, I work harder the next time. | 3.50 |
| Domain 3: Mastery Orientation | 2.89 |
| 8. I do my schoolwork because I like to learn new things. | 3.16 |
| 9. I do my schoolwork because I am interested in it. | 2.83 |
| 10. I do my schoolwork because I enjoy it. | 2.69 |
| Domain 4: Self-Control | 3.15 |
| 11. I can easily calm down when excited. | 2.99 |
| 12. I can wait in line patiently. | 3.25 |

| 3 rd -5 th Grade Student Survey Items | Statewide 21 st CCLC |
|---|---------------------------------|
| 13. I can wait for my turn to talk in a group. | 3.24 |
| 14. I sit still when I'm supposed to. | 3.12 |
| Domain 5: Program Belonging and Engagement | 3.46 |
| 15. I have friends in this program. | 3.63 |
| 16. I enjoy coming to this program most of the time. | 3.34 |
| 17. This program helps me learn new things. | 3.30 |
| 18. Adults in this program treat kids with respect. | 3.57 |

- **Measure:** Adapted with Permission from Youth Engagement, Motivation and Beliefs
- **Author:** Youth Development Executives of King County
- **Scale:** 1=Not at all true, 2=Somewhat true, 3=Mostly true, 4=Completely true
- **Use:** This survey was administered to 3rd-5th grade students who were regular attenders during the year

| 6 th -12 th Grade Student Survey Items | Statewide 21 st CCLC |
|---|---------------------------------|
| Return Rate (N=2,111) | 63% |
| Domain 1: Academic Identity | 3.40 |
| 1. Doing well in school is an important part of who I am. | 3.36 |
| 2. Getting good grades is one of my main goals. | 3.53 |
| 3. I take pride in doing my best in school. | 3.36 |
| 4. Getting a college education is important to me. | 3.61 |
| 5. I am a hard worker when it comes to my schoolwork. | 3.15 |
| 6. It is important to me to learn as much as I can. | 3.41 |
| Domain 2: Mindsets | 3.14 |
| 7. I finish whatever I begin. | 3.06 |
| 8. I stay positive when things don't go the way I want. | 2.94 |
| 9. I don't give up easily. | 3.23 |
| 10. I try things even if I might fail. | 3.17 |
| 11. I can solve difficult problems if I try hard enough. | 3.19 |
| 12. I can do a good job if I try hard enough. | 3.51 |
| 13. I stay focused on my work even when it's boring. | 2.87 |
| Domain 3: Academic Behaviors | 3.03 |
| 14. This program has helped me to become more interested in what I am learning at | 2.96 |



| 6 th -12 th Grade Student Survey Items | Statewide 21 st CCLC |
|---|------------------------------------|
| school. | |
| 15. This program has helped me to connect my schoolwork to my future goals. | 3.02 |
| 16. This program has helped me to do better in school. | 3.02 |
| 17. This program has helped me to complete my schoolwork on time. | 3.11 |
| 18. This program has helped me do a better job on my schoolwork. | 3.04 |
| Domain 4: Self-Management | 2.84 |
| 19. This program has helped me to handle stress. | 2.65 |
| 20. This program has helped me get better at controlling my temper. | 2.71 |
| 21. This program has helped me learn that my feelings affect how I do in school. | 2.89 |
| 22. This program has helped me to be more patient with others. | 2.91 |
| 23. This program has helped me learn how to calm myself down when I'm excited or upset. | 2.79 |
| 24. This program has helped me get better at staying focused on my work. | 2.92 |
| 25. This program has helped me stop doing something when I know I shouldn't do it. | 3.00 |
| Domain 5: Belonging and Engagement | 3.14 |
| 26. I fit in at this program. | 3.24 |
| 27. I feel proud to be part of my program. | 3.19 |
| 28. The adults in this program take the time to get to know me. | 3.19 |
| 29. What we do in this program will help me succeed in life. | 3.11 |
| 30. There are things happening in this program that I feel excited about. | 3.16 |
| 31. This program helps me explore new ideas. | 3.11 |
| 32. This program helps me build new skills. | 3.15 |
| 33. What we do in this program is important to me. | 3.06 |
| 34. What we do in this program is challenging in a good way. | 3.04 |

■ **Measure:** Adapted with Permission from Youth Engagement, Motivation and Beliefs

■ **Author:** Youth Development Executives of King County

■ **Scale:** 1=Not at all true, 2= Somewhat true, 3=Mostly true, 4=Completely true

Use: This survey was administered to 6th-12th grade students who were regular attenders during the year.

21st Century Community Learning Centers (21st CCLC) Partner Survey

Please complete this survey on behalf of your organization for [\\${e://Field/Site}](#).

Note: If you partnered with more than one site, you should receive separate emails for each site. Please only report your experiences with [\\${e://Field/Site}](#) for the current survey.

Please select the category that best describes your organization.

- ☐ Local Business (1)
 - ☐ State Agency (2)
 - ☐ Faith-Based Organization (3)
 - ☐ Community-based Organization (4)
 - ☐ University or College (5)
 - ☐ Foundation (6)
 - ☐ Museum/Zoo (7)
 - ☐ Other (8) _____
-



Partnership Type

Please select all that apply.

- ☐ Lead Agency (1)
 - ☐ Provide Programming for Students (2)
 - ☐ Provide Training for Afterschool Staff (3)
 - ☐ Provide Funding/Materials (4)
 - ☐ Provide Discounted Services (5)
-

Approximately, how many contacts hours will your organization provide during the 2016-17 school year?

- ☐ 1-5 hours (1)
 - ☐ 6-10 hours (2)
 - ☐ 11-20 hours (3)
 - ☐ 21 + hours (4)
 - ☐ N/A during the school year (5)
-



If applicable, approximately how many contact hours did your organization provide during the summer of 2016?

- ☐ 1-5 hours (1)
- ☐ 6-10 hours (2)
- ☐ 11-20 hours (3)
- ☐ 21+ hours (4)
- ☐ N/A during the summer (5)

Communication

The following questions will address communication with the afterschool program.

Communication from the program is timely and responsive to our organization's needs.

- ☐ Always (1)
 - ☐ Most of the time (2)
 - ☐ About half the time (3)
 - ☐ Sometimes (4)
 - ☐ Never (5)
-



Our organization understands the vision, mission and goals of the 21st CCLC afterschool program.

- ☐ Definitely yes (1)
 - ☐ Probably yes (2)
 - ☐ Might or might not (3)
 - ☐ Probably not (4)
 - ☐ Definitely not (5)
-

We receive adequate information on individual student needs and/or on the needs of a specific group of students.

- ☐ Always (1)
 - ☐ Most of the time (2)
 - ☐ About half the time (3)
 - ☐ Sometimes (4)
 - ☐ Never (5)
-

We know the other partners involved in the afterschool program and their roles within the program.

- ☐ All (1)
 - ☐ Some (2)
 - ☐ None (3)
-

Considering only communication, what are the strengths of this afterschool program?



Considering only communication, what improvements could be made?

Relationship: The next several questions ask about your relationship with the afterschool program.

My organization partners with the afterschool program because:
Select all that apply

- ☐ Benefit to the students (1)
- ☐ Shared goals with the program (2)
- ☐ Need to serve at-risk students (3)
- ☐ Opportunity to provide content (4)
- ☐ Opportunity to provide experiences (5)
- ☐ Meets a need/goal for our organization (6)
- ☐ Other (7) _____



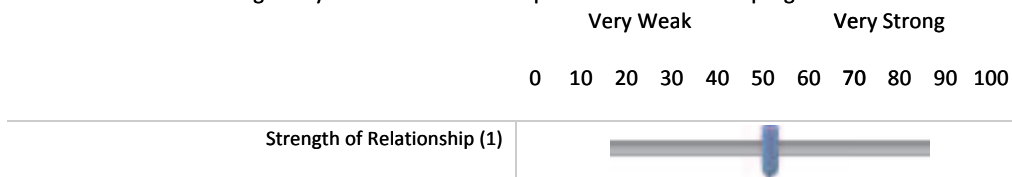
Our organization's work with the afterschool program is aligned to the goals of the school for their students.

- ☐ Yes (1)
- ☐ No (2)
- ☐ I don't know (3)

Our organization has had the opportunity to develop relationships with students and/or their families in the afterschool program.

- ☐ A great deal (1)
- ☐ A lot (2)
- ☐ A moderate amount (3)
- ☐ A little (4)
- ☐ None at all (5)

Please indicate the strength of your overall relationship with this afterschool program.



Considering only relationships, what are the strengths of this afterschool program?

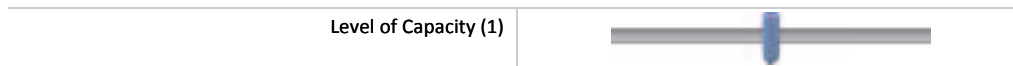


Considering only relationships, what improvements could be made?

Capacity and Resource Sharing: The next questions will ask about your capacity and resources in providing services and partnering with afterschool programs.

Please indicate your capacity to provide additional services.

| | | | |
|--|---------------------------|---|--|
| | We could provide more. | We are comfortable providing this level. | We are close to being over- committed. |
| | 0 | 10 | 20 |
| | 30 | 40 | 50 |
| | 60 | 70 | 80 |
| | 90 | 100 | |



Our organization has a clear understanding of the agreed upon services we are to deliver and have fulfilled our agreement with the 21st CCLC afterschool program.

- ☐ No (1)
 - ☐ No but are close to fulfilling. (2)
 - ☐ Yes (3)
 - ☐ Yes and provided additional services/supports. (4)
-

Please list any potential additional partners for this afterschool program.

What types of professional development/training would benefit your organization?
Please select all that apply.

- ☐ Youth Development (1)
 - ☐ Behavior Management (2)
 - ☐ Effective Engagement Strategies (3)
 - ☐ Working with Diverse Populations (4)
 - ☐ Planning for an Effective Experience (5)
 - ☐ Other (6) _____
-



What additional types of professional development/training could your organization provide?



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



AQuESTT
at NEDE

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.

10/21/2015



Nebraska

21st Century
Community
Learning Centers

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