



# Nebraska 21st Century Community Learning Centers Annual Report 2017 – 2018



**Jolene Johnson, Ed.D.**

Associate Director, Education and Child Development

**Becky Skoglund, M.A.**

Assistant Project Director, Education and Child Development

**Amber Smith**

Database Manager, Education and Child Development

Munroe-Meyer Institute

University of Nebraska Medical Center

985605 Nebraska Medical Center

Omaha, NE 68198-5605

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

Web Site: <http://www.education.ne.gov/21stcclc>



The contents of this Annual Evaluation Report are available online at  
<http://www.education.ne.gov/21stcclc/ProgramEvaluation/EvaluationReport2017-2018.pdf>.



---

# Table of Contents

Overview of 21st Century Community Learning Centers .....	2
Community Partners .....	6
Technical Assistance and Professional Development.....	10
21st CCLC Programming.....	13
Evaluation Plan and Activities .....	16
Who Attended 21stCCLCs? .....	20
Program Quality.....	26
Survey Outcomes.....	28
Parent Survey Outcomes .....	28
Teacher Survey Outcomes .....	36
Student Survey Outcomes .....	42
Afterschool Staff Survey Outcomes.....	45
Collaboration and Community Partnerships.....	49
Summary of Key Findings .....	53
Recommendations and Future Plans.....	54
References .....	55
Appendix.....	56

All photos of students and staff featured in this publication were taken during Nebraska 21st Century Community Learning Center (21st CCLC) programs or professional development events. Students pictured attend Nebraska 21stCCLC programs located in Beatrice, Broken Bow, Cozad, Crete, Fremont, Lexington, Lincoln, Loup City, North Platte, Omaha, Oshkosh, Schuyler and York.

---

# Overview of 21<sup>st</sup> 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 statute was reauthorized under the Every Student Succeeds Act (ESSA) of 2015. 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**

**overall student success and learning performance in one or more academic areas; 2) increase student social benefits and positive behavioral changes; and 3) increase active and meaningful 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.

**In 2017-2018, grant awards totaled \$6.8 million to benefit students in 135 sites in 34 Nebraska communities.**

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.

Through an annual risk assessment process the NDE state management team determines which programs require targeted technical support. Staff routinely monitor all grantee budgets/ expenditures and required attendance and federal reports. Program oversight is also accomplished through periodic phone calls and site visits. An official monitoring visit is conducted onsite during year 3 of the 5-year grant. In the spring of 2018 grantees began utilizing the NDE Grant Management System (GMS) to upload the proposed budget and professional development plan for 2018-19. Going forward the GMS system will generate the grant award notifications and be the







system used by fiscal agents to request reimbursements and amendments.

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. Because many components of a program were difficult to quantify, there are 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 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. Partners supporting the work of a Nebraska 21st CCLC program might include Nebraska 4-H Extension, Beyond School Bells, local libraries, community organizations committed to





---

the health and well-being of members of the community, arts organizations, the local community college, or groups committed to preserving and ensuring an appreciation of the environment.

Examples of program support provided by partners include:

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

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.



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.

Examples of potential benefits for 21st CCLC attendees include:

- Develop relationships with college students who serve as mentors and 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.

# 21<sup>ST</sup> CCLC PARTNER SPOTLIGHT ORGANIZATIONS

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. The 21st CCLC Partner Spotlight is a feature that highlights the work of organizations committed to partnering with afterschool and summer programs across the state of Nebraska. 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 summer 2017 and the 2017-18 school year include:



Nebraska Department of Education Nutrition Services June 2017



Nebraska Museums Association July 2017



NASA Nebraska Space Grant August 2017



Click2Science PD September 2017



Nebraska Library Commission November 2017





Nebraska Public Power District

December 2017



Nebraska Natural Resources District

January 2018



NDE Migrant Education Program

February 2018



Omaha's Henry Doorly Zoo and Aquarium

March 2018



Read Aloud Nebraska

April 2018



Nebraska Forest Service and the  
Nebraska Statewide Arboretum

May 2018

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

## 21<sup>ST</sup> CCLC RURAL ADVISORY COMMITTEE

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 21st

CCLC management team. Committee members include representatives from nine rural communities, including programs who serve students across all levels and are located across all regions of the state. The group meets 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.



# 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, regional workshops, and an annual statewide afterschool conference.



10

21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS | 2017–18 EVALUATION REPORT

The GetConnected 2017 Nebraska Afterschool Conference was held in Kearney, Nebraska on September 29, 2017. 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://www.education.ne.gov/21stcclc/nebraska-afterschool-conference/2017-conference-materials/>.

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



- Regional Wearable Technology (WearTec) workshops 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
- Growing Up WILD workshop led by Nebraska Game and Parks
- Webinar on implementing the So You Want To Be A... curriculum developed by Josh Jones, Beyond School Bells
- 2017 National Youth Science Day (October 4)

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

- Intersection of the Six Tenets of AQuESTT and Nebraska 21st Century Community Learning Centers Program
- 21st CCLC Quality Framework aligned to the Nebraska State Board of Education Position Statement on Quality Expanded Learning Opportunities, Adopted October 8, 2017.

During the spring of 2018, 21st CCLC Project Directors reported their anticipated professional development plans for the 2018-19 school year that included local, regional, statewide and national offerings,

both in-person and online. While project directors were always required to budget for program professional development, this was the first time their professional development plans were reported to the state. This information informed planning of regional and statewide professional development workshops.

Support for program leaders included:

- Monthly Update newsletter which includes upcoming and deadlines and professional development resources and opportunities
- Grant management monthly technical assistance Zoom meetings
- Required Project Director Annual Meeting
- Annual GetConnected Statewide Afterschool Conference
- New project director monthly Zoom meetings
- On-site new grantee orientation
- Webinars on relevant topics, including available curriculum and resources
- Targeted support for programs with specific needs
- Required grant management/evaluation summer regional meetings
- My21stCCLC, a secure website for program directors
- 21st CCLC public website





---

# 21<sup>st</sup> CCLC Programming

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

1. Improve overall student success and learning performance in one or more academic areas through academic support and enrichment activities;
2. Increase student social benefits and positive behavioral changes; and

3. Increase active and meaningful family and community engagement in supporting students' education.

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.



---

## 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.

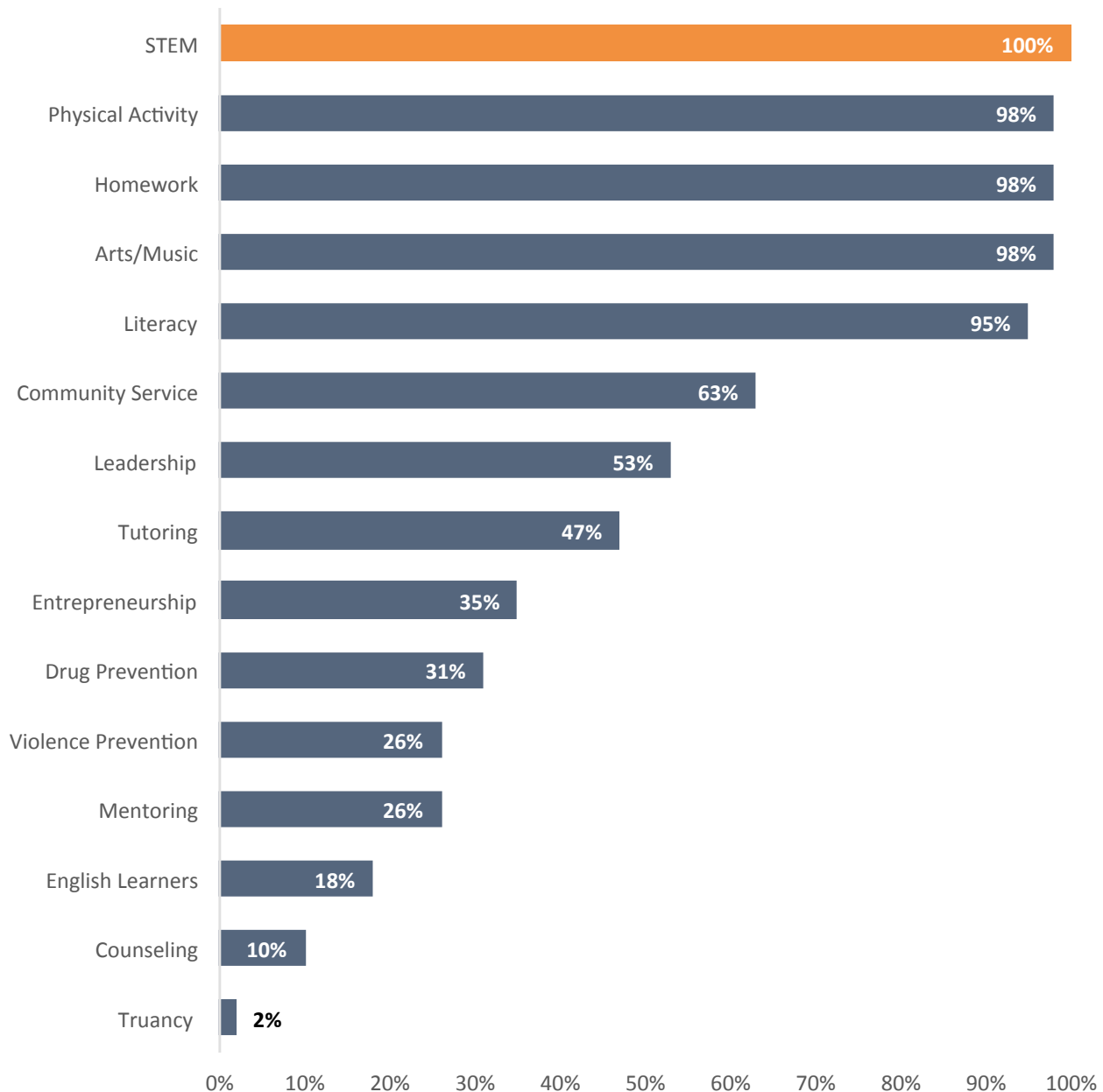
## ENRICHMENT AND CLUBS

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.



## STEM programming occurred in 100% of 21st CCLC programs during the first semester.

College and career readiness happened in 15% of programs.





---

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

Programs reported their yearly activities for the 2017-2018 Annual Performance Report (APR). The chart on page 15

details the programming during the first semester of 2017-2018. 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 **100% of the programs offered STEM activities.** Programs focused strongly on academic programming with 98% offering homework assistance/designated time, 98% offering arts/music programming and 95% providing literacy programming. Physical activity remained an important component of programming with 98% of programs offering students the opportunity to be physically active.

# Evaluation Plan and Activities

The evaluation plan for 2017-2018 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 their self-assessment, teacher surveys, parent surveys, student





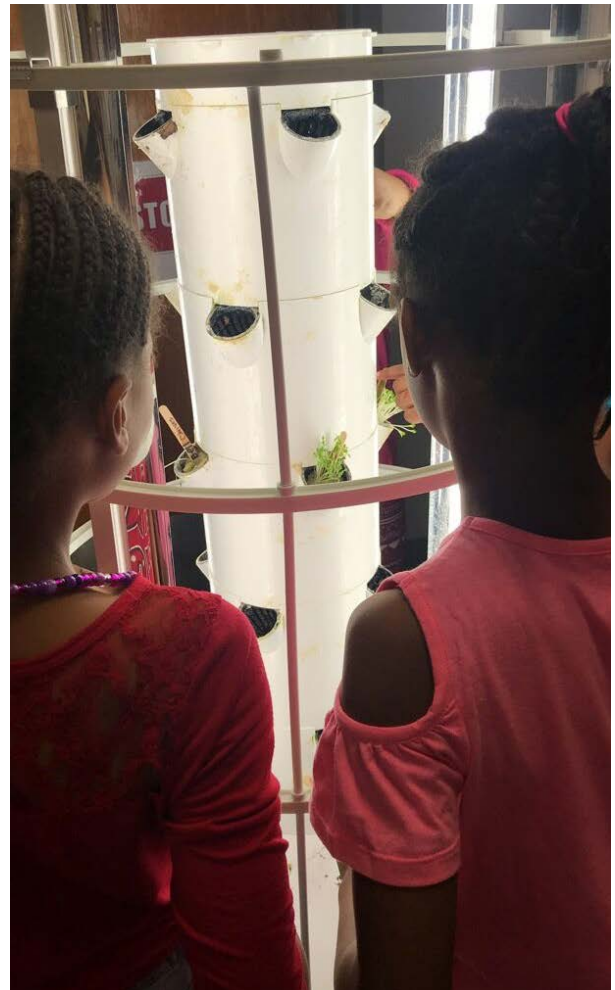
surveys, after school staff surveys and community partner surveys. In addition, data were collected on student attendance and student demographics including free/reduced lunch rate, migrant status, English Learner status and special education status.

As part of the continuous improvement model, all sites were required to hold Continuous Improvement Process (CIP) meetings in the fall semester of 2017. 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 2017-2018 and developed their action plans for the 2018-2019 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 2018 and were collected/analyzed for regular attendees only.



Parent surveys were disseminated in the spring of 2018 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. Parent surveys were administered digitally and with paper copies. Multiple languages were available.

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 comes from Kings County Executives (2015) and has been normed and validated for the school age afterschool population.

An afterschool staff survey was developed and administered during the 2017-2018 school year. The purpose of the staff survey is to inform the management team on strengths and challenges and to inform the professional development offerings. The staff survey focused on reasons for working in the field of afterschool, confidence in skills/abilities and professional development. The survey was administered digitally to all staff.

For the second year, the community partner survey was sent to partners identified by each 21st CCLC site who had contributed to the site in some manner either during the summer, school year or both. The survey items were designed to measure strength of relationships, capacity of the partner to provide supports and to inform programs on any possible improvements that could be made.

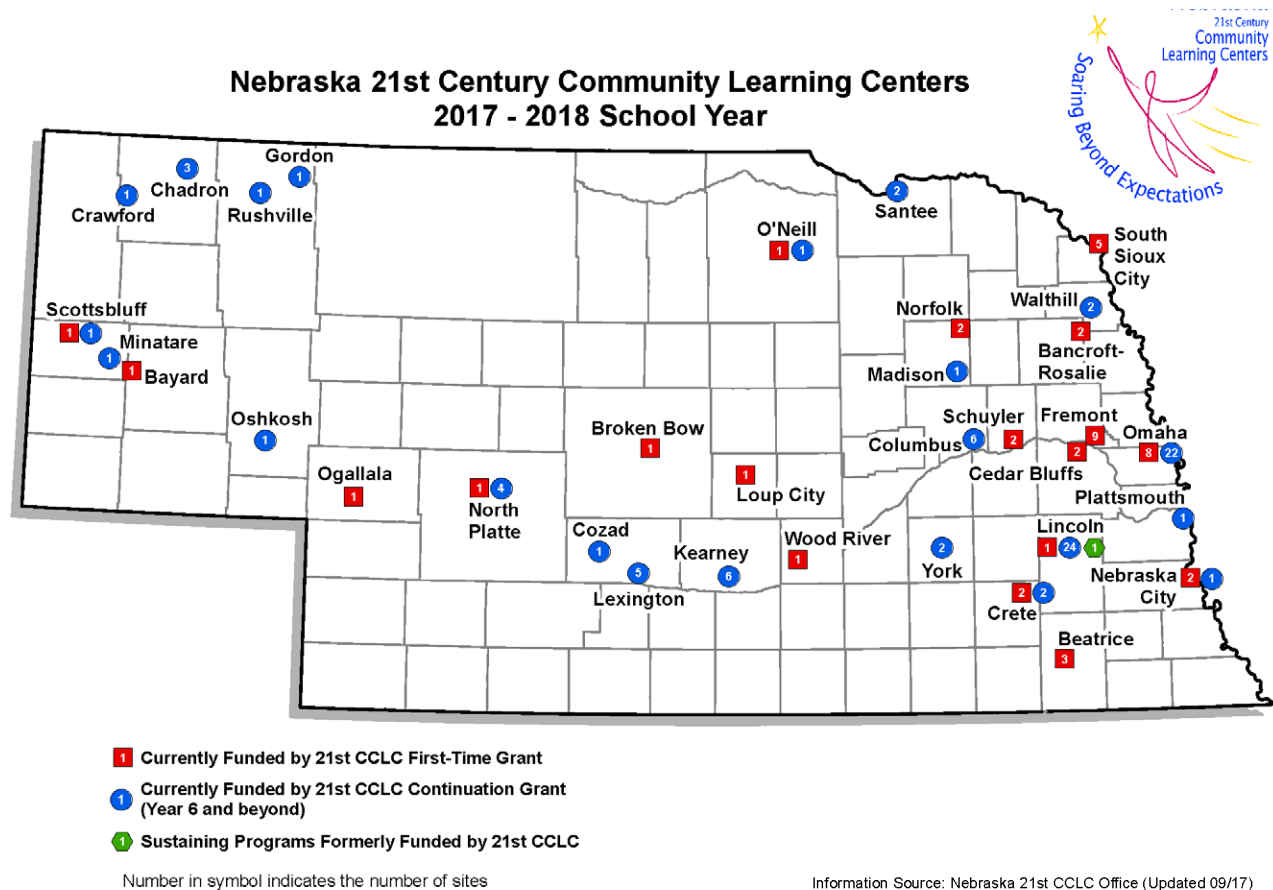
All program sites submitted at least one success story highlighting a student, family or partnership that showed success and/or improvement over the course of the school year. Success stories are reviewed by the management team with some being shared as exemplars or models of practice.

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 NDE management team with data regarding quality in 21st CCLCs and guidance for future professional development opportunities. The evaluation workgroup started work to research and consider other observation tools specifically designed for afterschool programs. In June 2018, a process started to develop a Nebraska Afterschool Quality Improvement System. The system will be piloted and refined during the 2018-2019 school year prior to full implementation.

All 21st CCLC grantees are required to report site-level annual performance report (APR) data to the U. S. Department of Education through the 21APR website. Grantees report data by term (fall, spring, summer) three times per year during specified reporting windows. Attendance data is collected by grantees in an Access database that they periodically securely upload to the statewide evaluation team. This team provides ongoing technical support to grantees to complete the mandatory federal reporting.

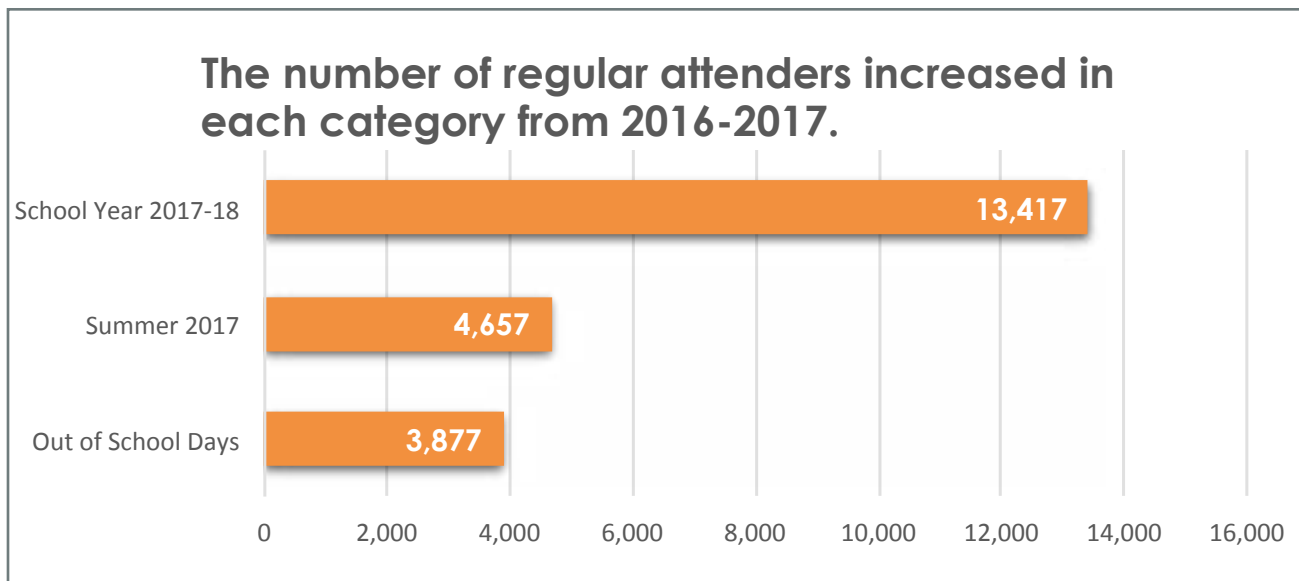


# Who Attended 21<sup>st</sup> CCLCs?



20

21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS | 2017-18 EVALUATION REPORT



Statewide, there were **135** 21st Century Community Learning Centers operating in Nebraska public schools during the 2017-2018 year.

As noted on the map, 46 sites were within their first five years while 89 were on continuation funding and one site was 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 for

summer and out of school times). Of the 19,944 total students attending 21st CCLCs, **67% were regular attenders**. Rural programs had a higher percentage of regular attenders (74%) than urban programs (62%). For programs charging fees, 53% of students were regular attenders whereas **79% of students attending programs with no fees were regular attenders**.

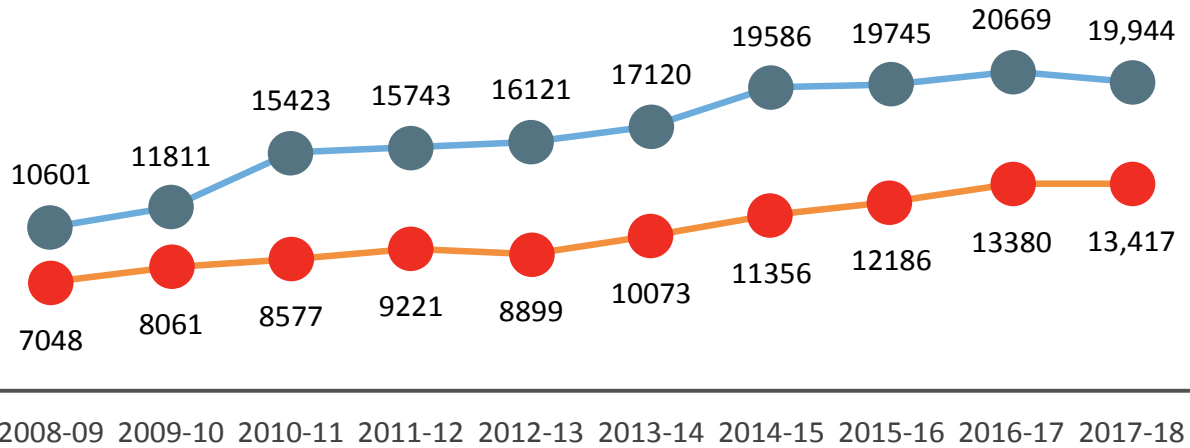
National research on students who attended 21st CCLCs on a regular basis found that they had improved math and reading grades, homework completion, class participation and behavior in class (U.S. Department of Education, 2014).

In 2017-2018, the percentage of regular attenders increased from 65% to 67% of the total attenders. While the total number of students decreased slightly, the number of students meeting the regular attender guidelines increased.





**Total number of enrolled students decreased but the number of regular attenders increased in 2017-2018.**



## DEMOGRAPHICS OF REGULAR ATTENDERS

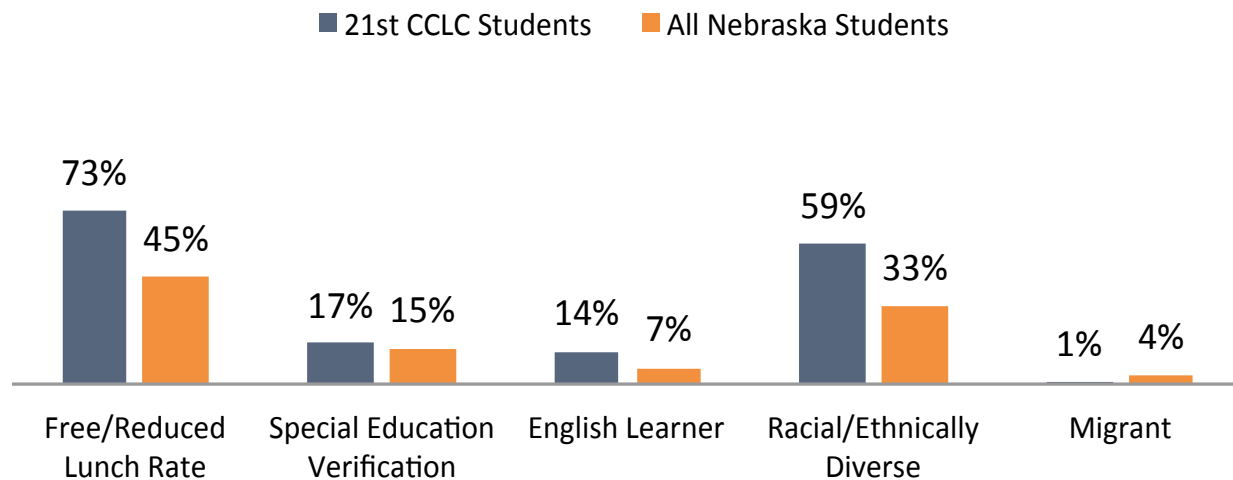
Of the regular attenders, 83% were in grades K-6 while 17% were in grades

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 provided, the demographics of afterschool students should reflect the school day demographics at each site (within a



## Nebraska 21st CCLCs served a diverse population.



margin of 5%). Factors examined include free/reduced lunch status, ethnicity, English Learner status, special education and migrant percentages. For 2017-2018, all student demographic and statewide assessment data were obtained and imported directly from the Nebraska Department of Education based on district reporting.

As illustrated, programs in Nebraska served students with high needs at a rate higher than most statewide percentages, particularly students receiving free/reduced lunch, English Learner students, students receiving special education services and students who are racially/ethnically diverse. The Nebraska 21st CCLC student demographics align with the national demographics of students served in 21st CCLC programs.

Of the 4,657 **summer program** regular attenders,

- **77%** qualified for free/reduced lunch
- **67%** racially/ethnically diverse
- **20%** verified for special education
- **18%** were English Learners
- **3%** were migrant students

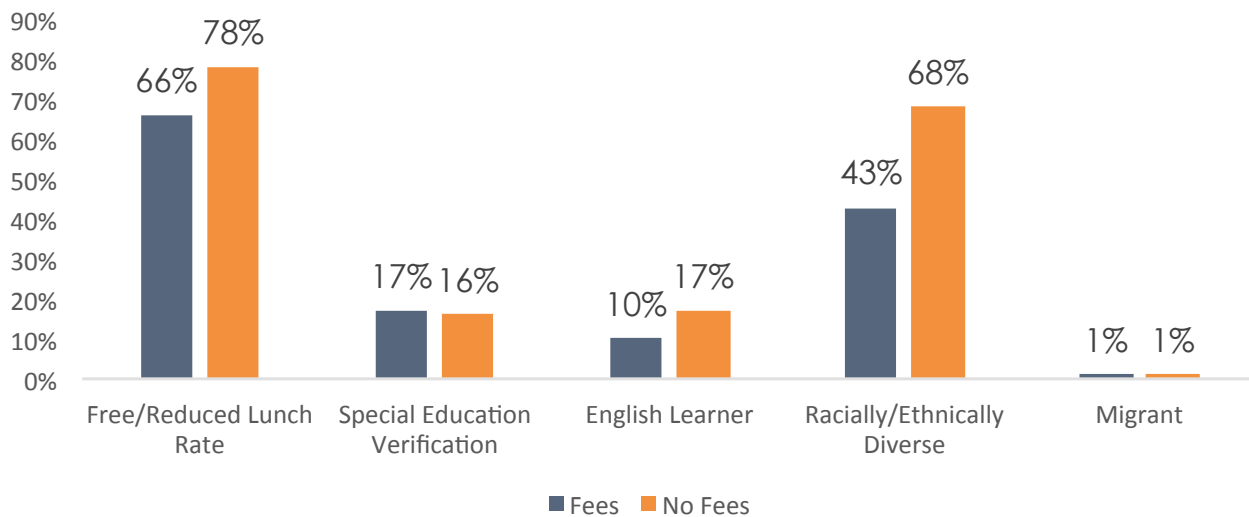


Programs varied in demographics depending on whether they were urban or rural. While urban programs had higher percentages of students that were racially/ethnically diverse (71% vs. 46%) and on free/reduced lunch (81% vs. 66%), rural programs served higher percentages of migrant students, (2% vs. 0%). Little difference was noted for English Learners or for students with a special education verification. However, differences were more pronounced when analyzing programs charging fees compared to no fees.

In the last year, the Nebraska Department of Education has stressed the importance of decreasing the rates of chronic absenteeism. To this extent, the 21st CCLC management team decided to examine attendance rates for 21st CCLC students who were regular attenders. The results of that analysis indicated regular attenders missed fewer school days on average when compared to ALL Nebraska students and Nebraska students attending schools with 40% or greater free/reduced lunch percentage. All 21st CCLC sites are required to have at least a 40% free/reduced lunch rate so the comparison to those students is most comparable.



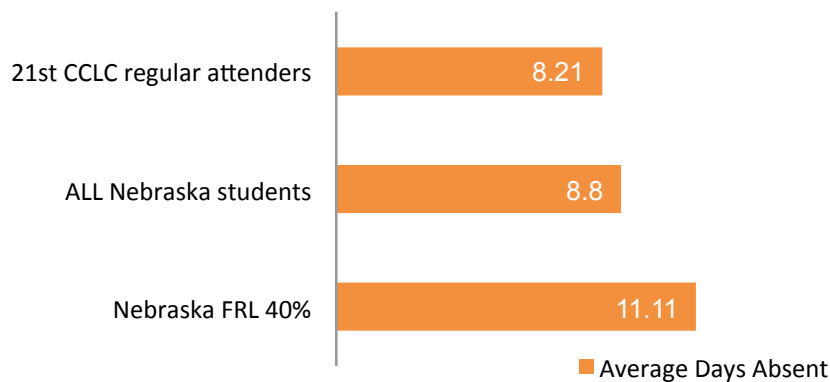
Programs without fees served a more racially/ethnically diverse population and more students who qualified for free/reduced lunch.



There were some differences depending on type of program attended. Students in urban settings missed more days than students attending rural programs.

Whereas students attending programs with fees were absent fewer days ( $M=6.62$ ) than programs without fees ( $M=9.02$ ).

21st CCLC regular attenders missed fewer days of school on average than the average of all Nebraska students.



Students in urban settings were absent an average of 8.86 days during 2017-2018 while students in rural settings missed an average of 7.42 days.





---

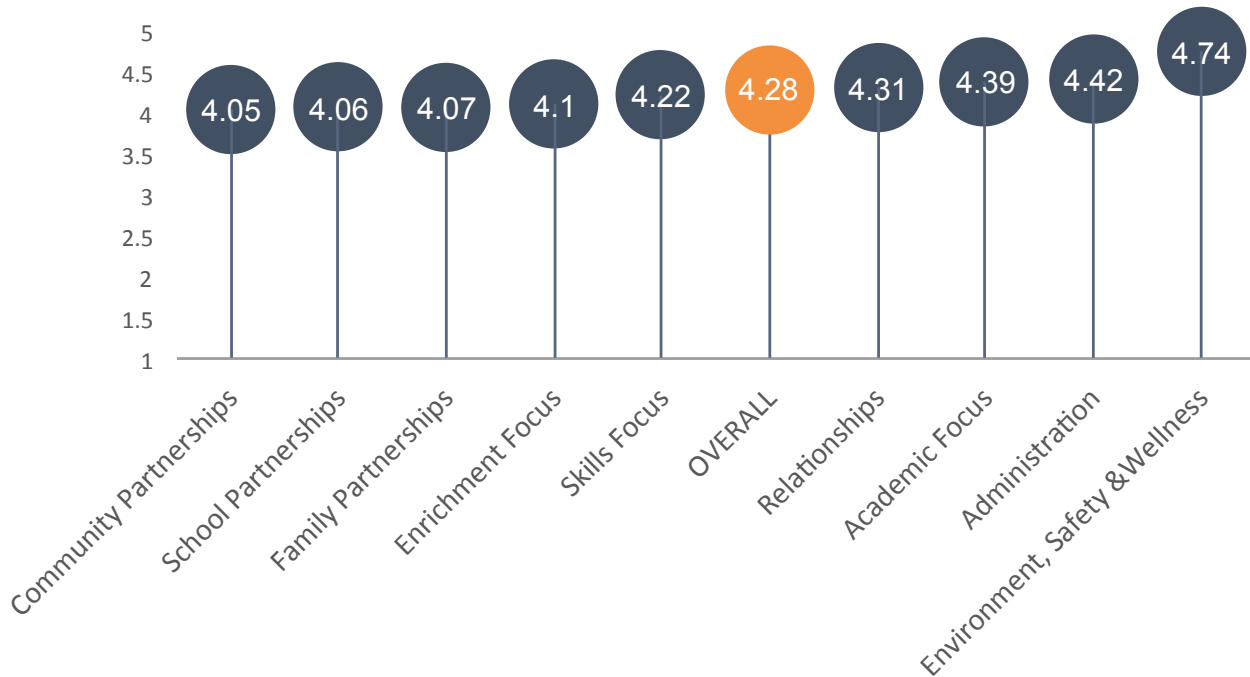
# Program Quality

The Program Quality Self-Assessment Rating Tool (St. Clair, 2014) was utilized at all sites by their management teams.

Each site management team self-rated their program across nine dimensions and then identified areas for improvement.



**Program strengths were noted for Environment, Safety and Wellness, Administration and Academic Focus.**



## 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). Results for 2017-2018 are consistent with the previous three years with very little change in the overall score: 4.3, 4.33, 4.3, and 4.28 indicating that **programs have stable and consistent levels of quality.**

# Survey Outcomes

## SURVEY RETURN RATES

Survey	Respondents	Return Rate
Teacher	10,657	82%
Parent	6,317	49%
K-2 Student	4,071	88%
3 <sup>rd</sup> -5 <sup>th</sup> Student	4,162	83%
6 <sup>th</sup> -12 <sup>th</sup> Student	2,274	68%
Community Partner	418	NA

## PARENT SURVEY OUTCOMES (N=6,317; 49% RETURN RATE)

The parent survey was provided to parents of all students who were regular attenders during the 2017-2018 school year. The multi-item survey was designed

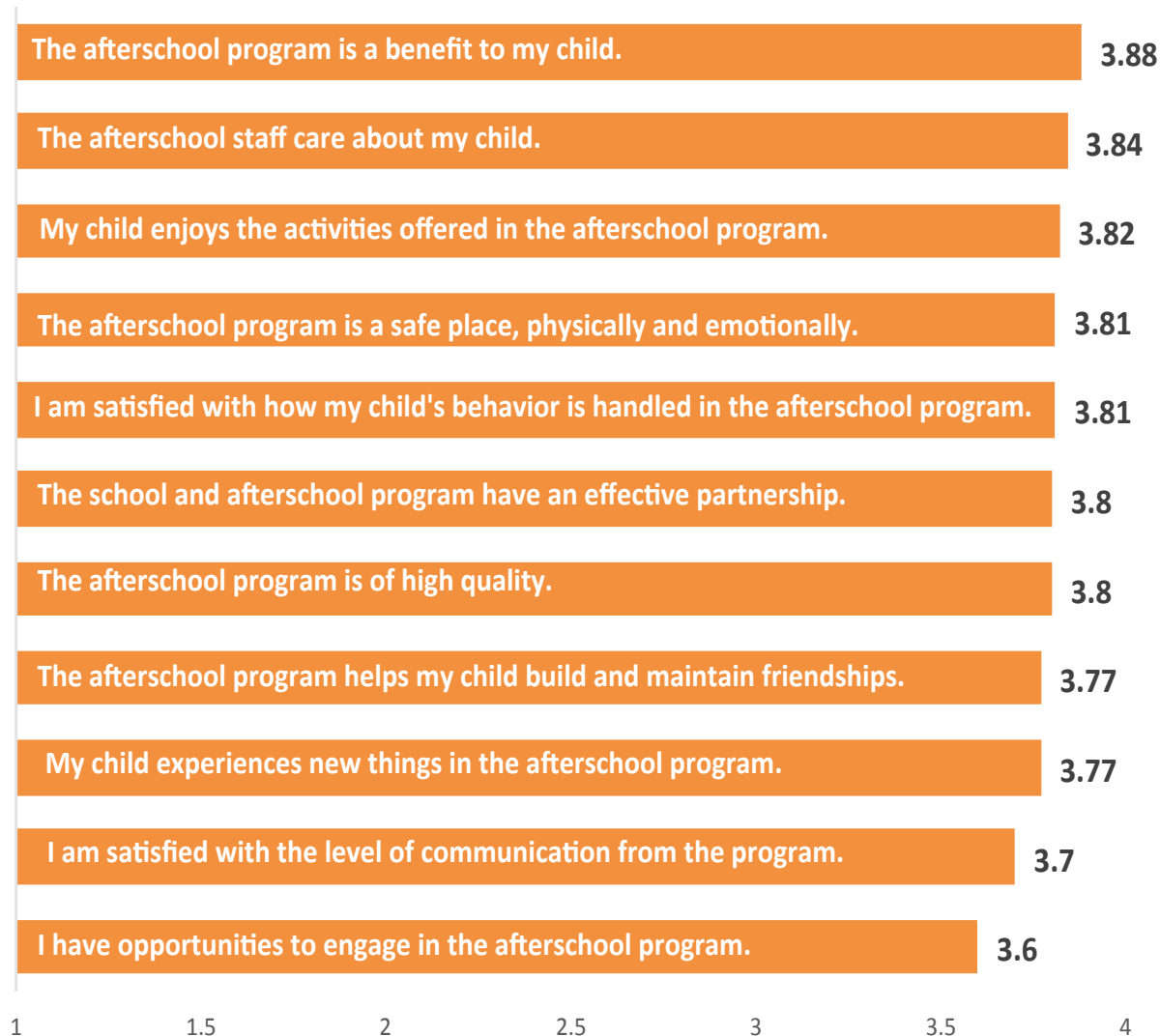
to provide a snapshot of program quality, experiences of the student and reasons for enrolling their student in the program. Parents were asked to rate the following items on a 1 to 4 scale (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

Parents (n=6,317) gave the programs high ratings across all items. The **overall satisfaction rating for the program was 3.78/4.0** which is consistent with last year's overall rating (3.82/4.0).



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

N=6,317



Parents were asked why they enrolled their students in 21st CCLC programming. They rated each component as being very unimportant, unimportant, neutral, important or very important.

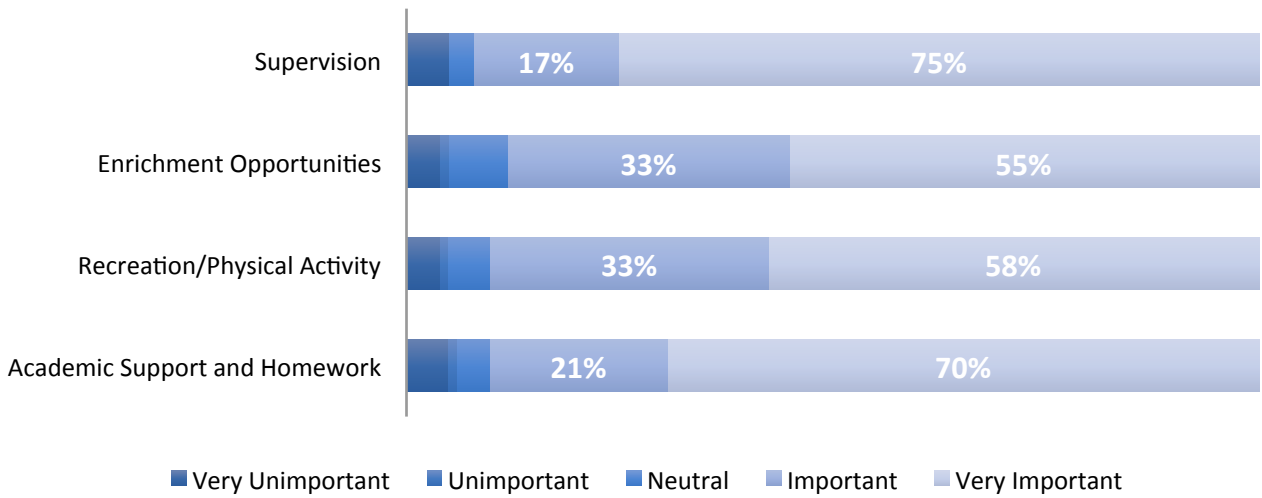
All parents who completed the satisfaction survey had the opportunity to answer the open-ended question, "Thinking about your experience with the afterschool program, what are some ways we could best provide support/resources





**Most parents viewed all components of the program as important.**

Supervision and academic support were highly valued by parents.



to you as you support your child's learning?" Over 2,000 parents responded. Although the prompt specifically requested suggestions for improvements, **roughly a third of the parents provided only praise for the program.** A much smaller group, less than one-half of one percent, of the comments detailed only negative experiences with no suggestions for improvement. From the remaining responses, four key themes emerged. These themes are summarized below. Please note that for every topic parents identified as an area for improvement, there were also parents who spontaneously noted their satisfaction with their program's performance in that area.

**"The program has been a blessing, without it, I would not be able to keep my job. My son loved the program, friends and staff."**

**—parent of 21st CCLC student**



---

**Parents requested improved communication.**

Communication was the most common area of improvement noted. Many parents commented that they have little idea what happens during the 21st CCLC program hours because their children do not talk to them about it and either do not bring home or were never given any written communication from the program. Many parents noted information was not easily accessible even when specifically sought out. Requested modes of communication included email, regular newsletters, postings on a local website, phone/text messages for student-specific communications, a parent portal, greater access to staff via phone or email, and regular open houses and information sessions. Some parents also indicated that communication needs to be accessible to them, so providing access to information in the family's home language (e.g., Spanish) is preferred.

Several parents wanted summaries of what and how their child had done during the program time. Specifically, they wanted to know about the activities in which the children participated, progress or barriers their children faced, reports on behavioral concerns/discipline needs, or accomplishments and positive experiences their children had with the program. Parents varied on their preferences for the frequency of this communication, with some expecting daily reports, some asking for weekly or monthly summaries, and some indicating they only wanted updates at the end of a unit or activity.

Another communication concern included parental awareness of programming options and special events like field trips, deadlines, and administrative issues like closures or cancellations. Parents wanted to know what programs were available for their children to participate in and what certain activities entailed. Parents indicated both they and their students would appreciate seeing a course catalogue-style description of all available activities before students have to commit to the activity for the term. Several parents also suggested a calendar with important dates and deadlines would be helpful.

Parents indicated that one-on-one communication with program staff was





often unavailable. Many expressed concern that there was no way to contact program staff in real time, as the direct phone line was often not answered during program hours. Several indicated they also had difficulty getting staff to return calls if they left messages. For some, even in-person communication at pick up was absent, with staff members failing to greet parents or answer questions.

**Parents had ideas for additional programming.** Many parents discussed academic programming in particular, requesting that programs dedicate more time and staff to homework help and tutoring sessions. Parents commonly noted their frustration with the lack of structure around homework time, feeling that their children were not required to complete homework before participating in other activities or that homework completed during this time was unsatisfactory. Other parents, however, indicated that rigid program structures that forced children to participate in study/homework times were inappropriate for the needs of their children. Parents also requested more and more varied activities in general. Some commonly suggested activities or events included life skills courses (teaching things such as interpersonal communication, time management, and critical thinking skills), more time outdoors (including structured learning and unstructured play opportunities), specialty skills (e.g., knitting, crafts), sports and athletic opportunities, and additional academic options (e.g., STEM classes, languages, and reading clubs). Many parents also

**“I’m 100% comfortable with the support/resources here with my child’s learning”**

**“Many days when I pick him up early he is disappointed he can’t spend more time finishing the activity or playing with his friends. This program is invaluable to us as parents”**

**“My son has come out of his shell and is open to new experiences since starting the afterschool program two years ago”**

**—21st CCLC parents on the benefits of the afterschool programs**







requested special events (e.g., field trips, community fairs, “Math Night”), especially those which would foster family engagement.

Lastly, parents wanted more options for differently-abled students, such as more challenging options for the high-achieving students and appropriate accommodations for those with special needs (e.g., a common request was to have a special space for students with sensory processing struggles). Parents of both older and younger students specifically noted a need for more age-appropriate options catering to their children.

**Parents said they would appreciate expanded scheduling and programming opportunities.**

Several parents reported a need for extended program hours, both later into the evening and on more days a week. Given that many parents rely on the program for a safe, supervised space for their children, programs that close before 5pm or during the workweek are impractical for families with working parents. Many also wanted to see longer summer sessions offered. Programs also need to raise overall caps on program enrollment, parents argued.

**Increased training and behavior management experience for staff members would be beneficial.**

In general, parents requested that all staff receive more training in how to manage student misbehavior. Parents expected that program staff would be





able to manage disruptive students with techniques other than expelling students from the program. Training on how to work with students with special needs or learning disabilities was also noted as an area for improvement. Many parent responses included the observation that younger staff, such as high school and college-aged students, are the ones in charge of general supervision and tended to be less well trained than the older staff members.

**Summary.** Overall, **there were more positive parent comments than critical comments and parents indicated general satisfaction with their children's experiences** in the 21st CCLC Program.

Several themes regarding areas for improvement emerged in the open-ended

**"The afterschool program helps my child socialize and learn. I feel she is always safe. I fear losing the afterschool program because it has been a success for our household."**

**– parent of 21st CCLC student**

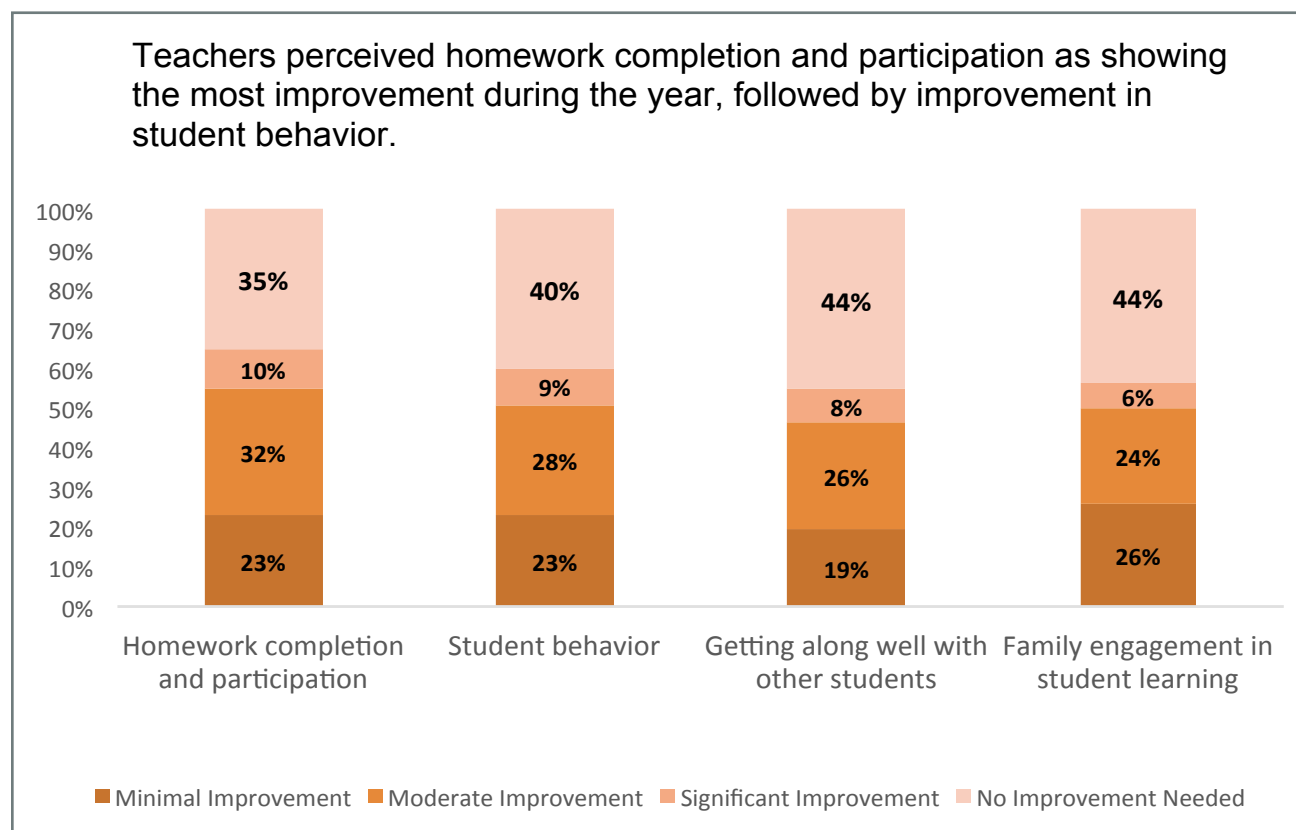


responses provided by parents. These included needs for increased and more effective communication, diversified and expanded programming options, extended availability of activities and the program, and increased staff training.

## TEACHER SURVEY OUTCOMES (N=10,657; 82% RETURN RATE)

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 focus on motivation, completion of assignments and positive relationships in and out of school, which are associated with positive academic outcomes.

Teachers also rated students in terms of their performance relative to state standards in reading, writing,





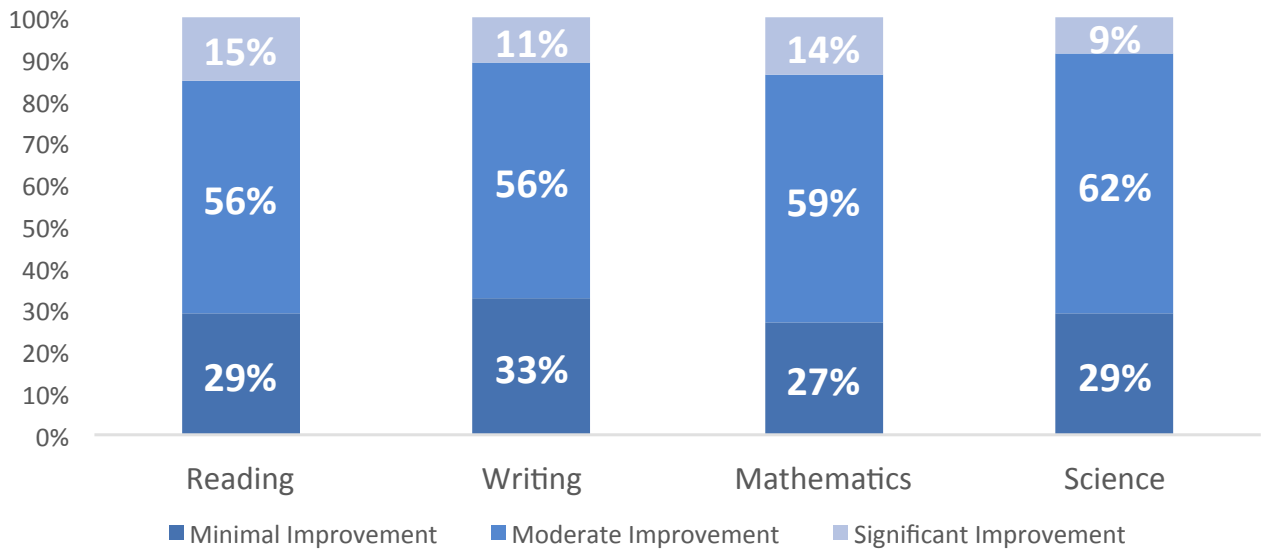
mathematics, and science. Teachers rated student performance based on their observation of the student's performance in their classroom, consider classroom and/or district assessment data, and professional judgment to identify whether students showed minimal, moderate or significant improvement for each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

Teachers also rated students' current academic performance as to being below, on or above grade level. Teacher ratings were collected in lieu of grades and/or standardized assessment scores/state assessment scores. For the second year in a row, **teachers rated student performance the highest for science with only 18% falling below grade level.**

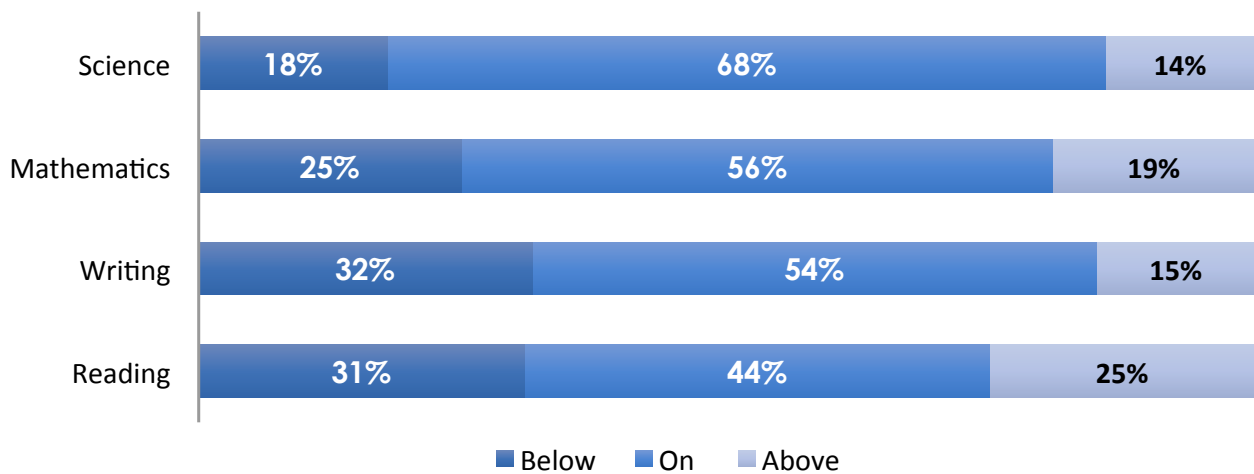




**Students demonstrated the most growth in mathematics with 73% demonstrating moderate to significant improvement.**



**For the second year, student performance was the highest in science.**  
Reading had the most students perform above grade level.



# KEY FINDINGS

**The perception of teachers overall was that 21st CCLCs positively impacted students academically, behaviorally and with social/emotional skills.**

Most growth was seen in the areas typically targeted by programs including academics (with math showing the most growth), homework completion, and classroom participation.

All teachers responding to the surveys had the opportunity to comment on the impact of the 21st CCLC program on their students. A large number of the over 4,000 respondents to the open-ended question commented on student performance in general without

discussing the role the program played in the students' successes or barriers. Among comments that specifically referenced the program's impact on student performance, four key themes emerged: students enjoyed attending the program, the program benefitted students academically, students experienced social benefits from participation, and the program provided additional supports the students needed.

**Students reported to their teachers that they enjoy going to the 21st CCLC program.** Many educators noted that individual students expressed excitement about the program, looked forward to attending the program activities, or reported they enjoyed attending the program. For some students, these



---

positive experiences with the program were particularly powerful, as they struggled with their school day time and/or reported not liking school. **Some teachers also hypothesized that the program was a motivator for their students and thereby decreased school-day absenteeism.**

**The students demonstrated academic gains because of the 21st CCLC program.** Many teacher comments indicated students made general gains in academics across multiple disciplines and some educators noted progress on specific projects and schoolwork. Homework completion and quality was another commonly mentioned benefit of the program, as students were reportedly more likely to complete homework and/or do better on their homework because of their time in the program. High-achieving students reportedly benefitted from the challenges of the enrichment programs and teachers of English Language Learners saw gains in their English language skills. **Teachers also reported student gains in other skills that benefitted their academics, such as increased work ethic, responsibility, independence, and interest in learning.**

**The 21st CCLC Program benefited students socially and emotionally.** Many teachers indicated their students benefitted from the peer interactions and social skills learned in their programs. Educators said the program provided students opportunities to make and deepen friendships, socialize, and learn important interpersonal skills. Shy and

socially awkward students reportedly became more social and appropriate with their peers. Boosts to self-esteem and confidence were also commonly attributed to the students' time in the program.

**The 21st CCLC program provided structure and supports students did not otherwise receive.** Teachers reported that some students benefitted from the structure, safety, and support they received in the program. Teachers explained that some of their students had difficult family situations and the positive role models, caring adults, and safe and structured environment the program provided were important contributors to the students' development.

**Teachers did not report changes in problematic behaviors, family engagement, or any negative outcomes of participation.** The close-ended portions of the survey assessed student development across academics, homework completion, student behavior, social skills, and family engagement in the students' education. Although the open-ended comments addressed several of these same areas, very few comments were noted about the impact of the program on others. Almost no teachers commented on a change in a student's behaviors because of their participation in the program, nor about the program influencing a family's engagement. There were also almost no comments indicating the program had any negative impacts on the children, although some educators noted some students' failure to take







advantage of the program as a resource to address their academic, social, or behavioral barriers.

**Conclusion.** Most teachers who commented on how the program affected their students indicated positive outcomes. Overall, teachers reported, “This program makes a difference for my students” and said, “I think the program has been good for her and she enjoys going!” Other teachers indicated the program was “very important” for students and urged the 21st CCLC program to continue their work with the children.

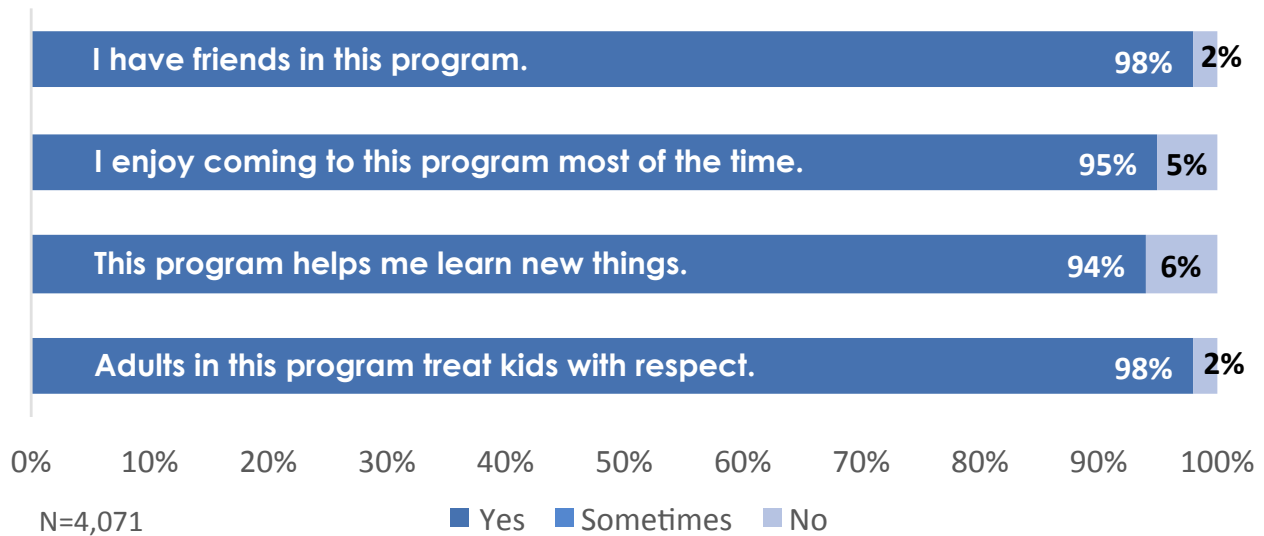
**“There is a noticeable difference among the students that attend the afterschool program and those that do not.”**

**– classroom teacher**





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



## 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; 88% (K-2), 83% (3rd-5th) and 68% (6th-12th) and ended with 10,507 students completing a survey. All student surveys were online and linked to both program and student ID numbers.

K-2 students completed a four-item survey on their experiences in 21st CLCC sites.

Overall most students reported positive experiences with the afterschool program. They have friends in the program, feel respected and enjoy attending. The numbers are consistent with the 2016-2017 results.

## YOUTH ENGAGEMENT SURVEY

Students in grades 3rd-12th completed versions of the **student survey** (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



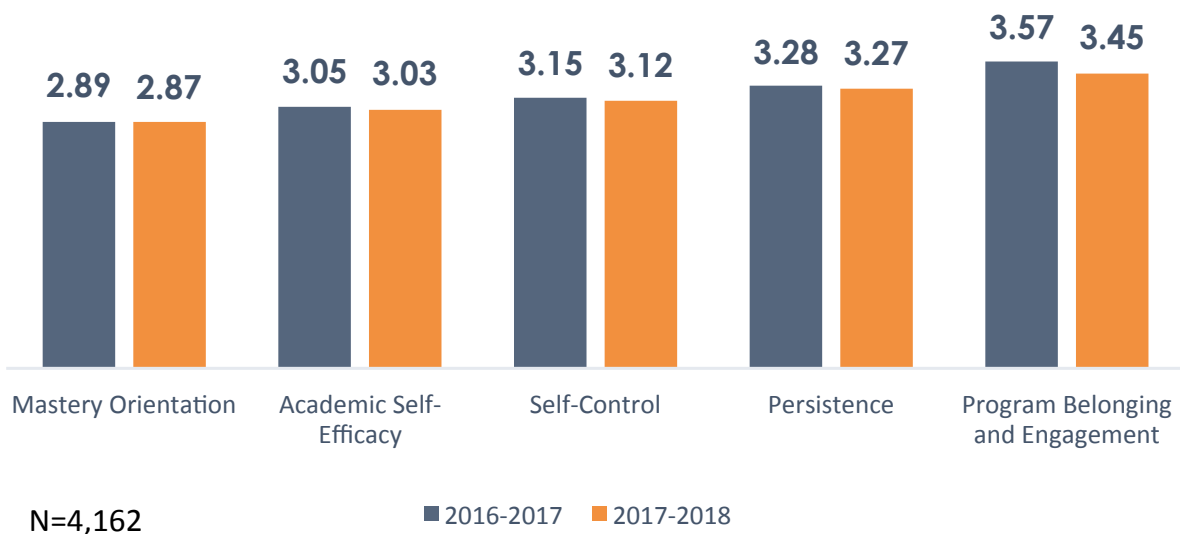


impact of the program they had attended. Students were asked to rate each item on a four-point scale (1=Strongly Disagree, 2=Disagree, 3=Agree and 4=Strongly Agree). Domain means were calculated at the statewide level.

For 3rd-5th grade students (N=4,162) the highest ratings were for the program Belonging and Engagement (M=3.45). Items under this domain ask about having friends (M=3.62/4), enjoying the program and adults respect towards students. Students also reported a capacity to keep trying even if they failed and to work hard toward completing school work (M=3.41). For the second year, Mastery Orientation was the lowest rated domain. Questions for this domain addressed schoolwork and having the interest/intrinsic motivation to do it.

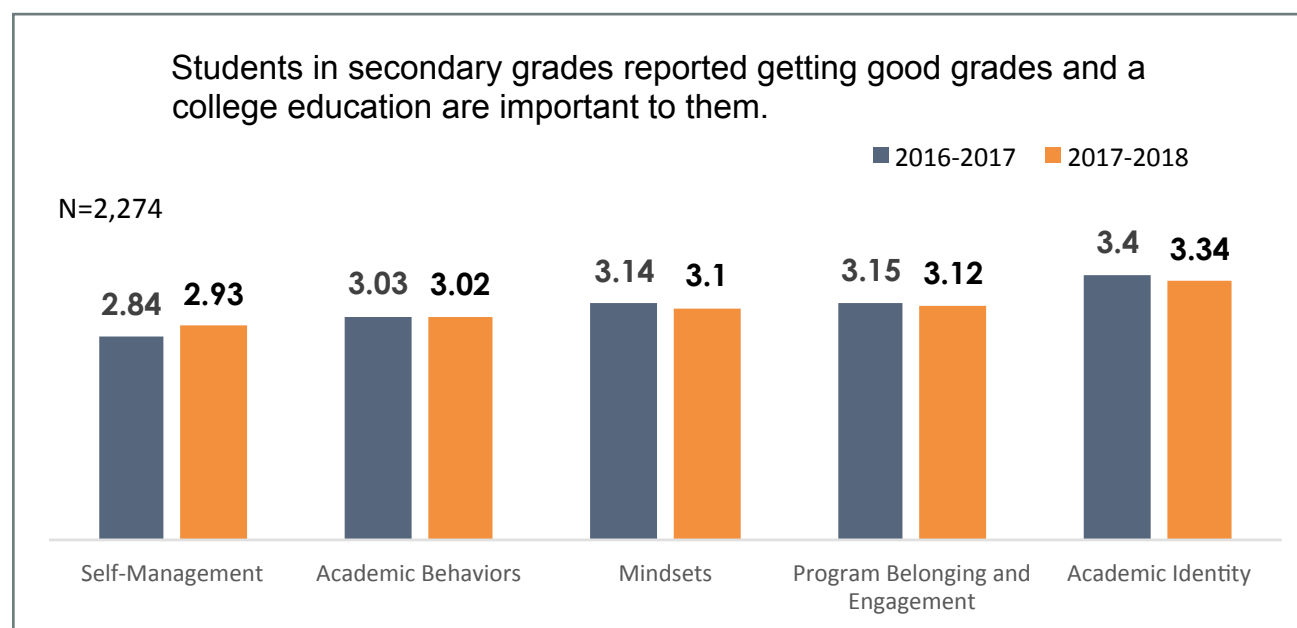
**Students felt a sense of program belonging and reported having friends in the program.**

Hard work was seen as an attribute to getting better grades.



For 6th-12th grade students (N=2,274), the academic identity domain had the highest average two years in a row. Students felt that getting good grades and doing well in school was important. They also felt that getting a college education is important (m=3.49). The lowest rated items were in domain of self-management but the average score for that domain showed improvement over last year. Those items address stress management and social emotional health and how the program has helped the student improve their skills.

**Summary of Student Survey Data**  
**Across all age groups, program belonging and engagement was rated very positively.** Students enjoy coming to the program, have friends, learn new things and feel safe with the adults working in the programs.



# AFTERSCHOOL STAFF SURVEY OUTCOMES

In 2017-2018, all staff received an opportunity to complete an afterschool staff survey developed by the evaluation team. A total of 683 staff members, including staff, site supervisors and program directors completed the survey.

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

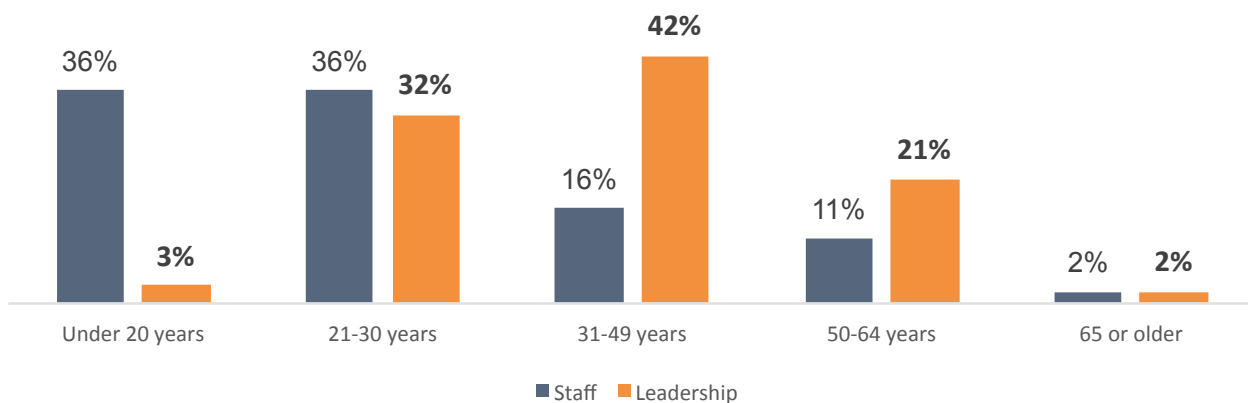
**... It lets me gain experience firsthand teaching before I get my license and degree....helping the kids in my clubs reinforces that I have found my life's calling.**

**– afterschool staff member**

students and students participating in college coursework.

The afterschool staff (N=557) were racially diverse with 65% identifying as White, 10% as Black or African American,

**The afterschool staff members tended to be younger than those in leadership positions, 36% were under the age of 20.**





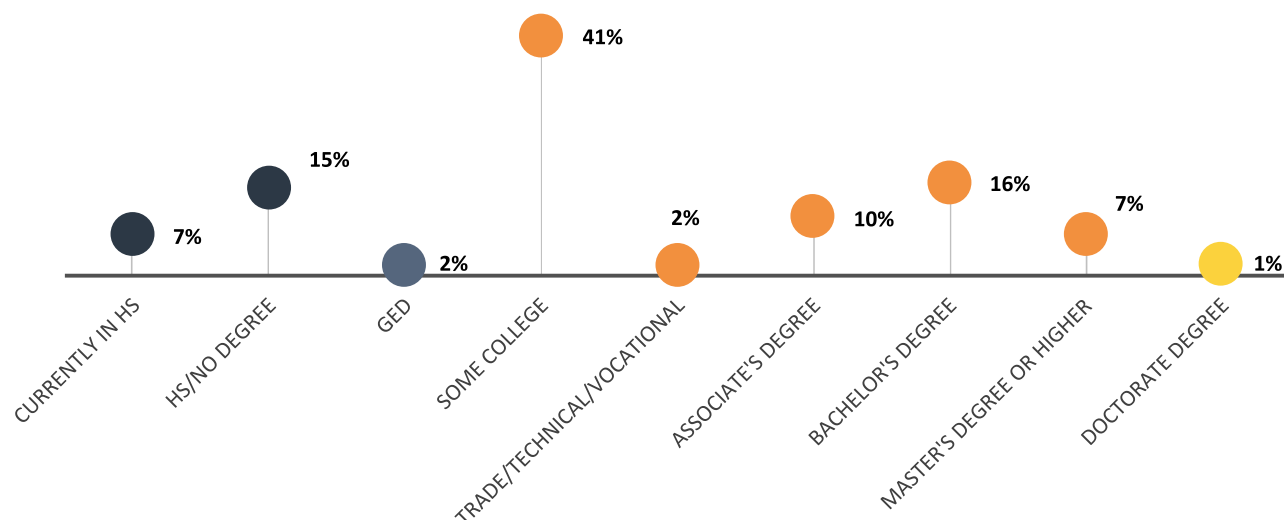
20% as Hispanic/Latino, 1% as Asian, 1% Native American and >1% Asian/Pacific Islander. In contrast, program leaders (N=118) were not as diverse with 77% identifying as White, 11% as Black or African American, 7% Hispanic/Latino, 3% Native American and 1% Asian.

For program staff, 80% reported having at least some college credit with 37% attaining a degree or certificate post high school. Of the staff working in the programs, 16% hold bachelor's degrees, 7% have a Master's degree and less than 1% hold a doctorate. A high percentage of those with some college credit are students currently enrolled in Nebraska colleges and universities and working in the program.



### 21<sup>st</sup> CCLC staff are highly educated with 80% earning at least some college credit.

Thirty-four percent have an Associate's Degree or higher.



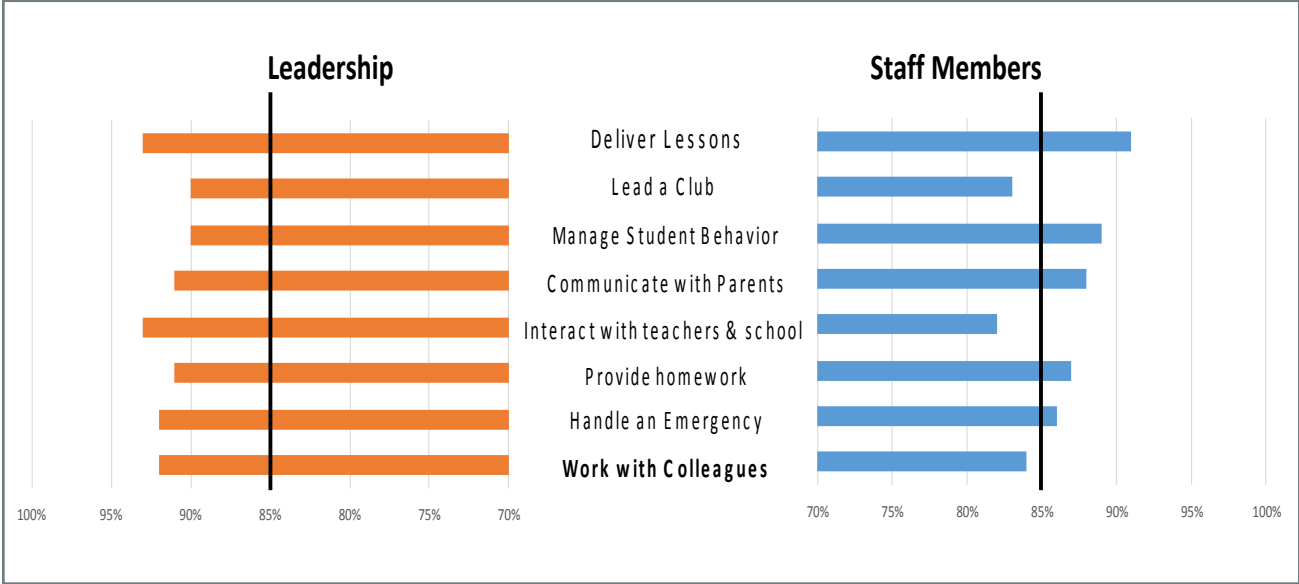
Longevity of working in the afterschool program varied but **over 80% have worked in the afterschool program three years or fewer**. Another 10% have worked in the program for 4-6 years and 9% have been in the program for 7 years or longer. Of concern is that 59% indicate plans to leave the afterschool program within 2 years with graduation being the number one reason for leaving (26.55%), followed by other (20.94%) and a better opportunity elsewhere (18.14%).

When asked about reasons for working in an afterschool program, the most frequently selected responses were: "I enjoy the work" (33%); Because of the students (24%); and Because it fits well with other areas of my life (21%). Some of open-ended responses included "Because of the contribution to the community," "I enjoy working with students," "Students are safer after school," and "Opportunity for hands-on learning." Multiple other

respondents appreciated the flexibility, positive climate and their supervisors at each respective site.

# STAFF PREPARATION AND CONFIDENCE

Respondents were asked to rate their levels of preparation in performing many of the tasks involved in an after school program from delivering lessons to managing student behavior to handling an emergency. Below are the percentages of both leadership and staff members who either "strongly" or "somewhat" agreed that they felt adequately prepared to handle the tasks required.



---

There was a marked difference in the levels of confidence between the leadership (program directors and site coordinators) and the after school staff members. **Over 90% of those in leadership reported feeling prepared across all tasks required** in a program whereas there was only one task (deliver lessons) that at least 90% of staff members felt adequately prepared to do. However, there were several tasks where 85% reported feeling adequately prepared to carry out the task.

## PROFESSIONAL DEVELOPMENT AND TRAINING

When asked about future professional development most respondents preferred in-person training (50%) over online (9%), combination of in-person and online (28%) and 13% had no preference. The most frequent obstacles to receiving and/or completing professional development were schedule and time.

When asked about professional development and/or training received in the past year, 87% had received training on safety, 85% on behavior management, 78% on leadership and 78% on programming. Programming and behavior management training occurred most frequently with 16% of staff reporting 4-5 training sessions on

behavior management and 15% reporting the same for programming.

Afterschool staff and leadership were asked to provide input as to which topics would be of most interest and most useful for future training and/or professional development. Interestingly, when asked about future training the following themes emerged: behavior management, specifically for student with mental health and behavioral issue, and programming ideas remained the most frequently requested.

**“It’d be a good idea to have a class on preparing lesson plans so group leaders can be equipped with the right tools and resources to write their own lesson plans”**

**– 21st CCLC staff member**



---

# Collaboration & Community Partnerships

Stakeholder groups inform the 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 management team: the evaluation workgroup and the rural advisory group. 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 in the workgroup. The Rural Advisory group formed in 2017 and provided input on potential rural partners, professional development, the value of external observations and barriers of sustaining a program in a rural community.

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.

To better understand the collaboration with community partners, a partnership survey was developed in 2016-2017 and was disseminated to community partners designated by each site for the second year. The multi-item, online survey asked questions about communication, collaboration, relationships, capacity for giving and training needs. A total of 418







partners completed the survey for the 2017-2018 school year.

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.

The number of contact hours varied with 50% of the partners reporting that they provided 21 or more hours in a year, 21% reporting they provided 11-20 hours, 19% provided 6-10 hours, 7% 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 (52%) and the contact hours were less with 15% reporting 1-5 hours, 15% reporting 6-10 hours, 9% reporting 21 or more, and 8% reporting 11-20 hours.

**91% of community partners believe the work of their organization is aligned with the goals of the schools serving their students.**



50

21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS | 2017-18 EVALUATION REPORT



## COMMUNICATION

When asked about communication, **93% responded that communication with the site was timely and responsive at least most of the time** with 62% reporting that the communication was

always timely and responsive. Seventy-one percent of the partners responded that they “definitely” understood the vision, mission and goals of the 21st CCLC program. Finally, 78% responded that they received adequate information on individual student needs and/or the needs of groups of students.



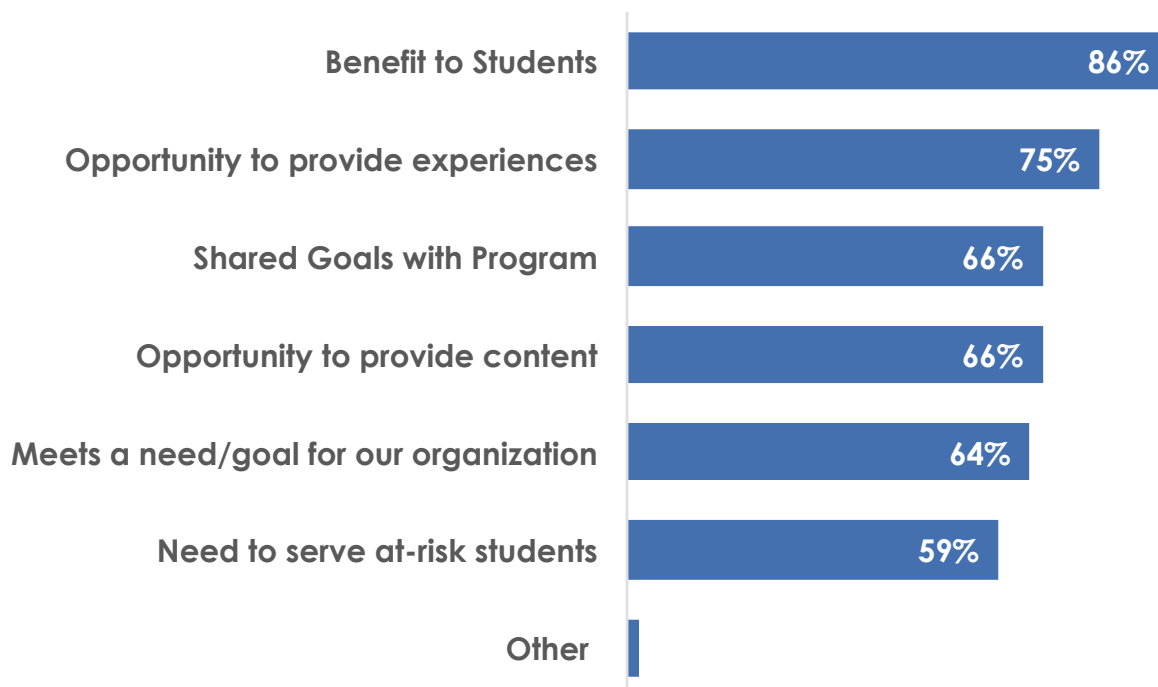
# ALIGNMENT OF COMMUNITY ORGANIZATION AND 21ST CCLC SITE

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=395) rated the strength of their relationship with the afterschool program with the mean score being in the mid-high to high range (M=82.23, sd=16.64). Additionally, **83% 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.

**Most organizations partner with 21st CCLC programs because they see it as a benefit to students.**

**For 64% of the partners, partnering meets a goal for their organization.**



---

# Summary of Key Findings

1. Programs have strong relationships with parents, students and community partners.
2. Teachers recognize the value of students participating in 21st CCLC programs.
3. Regular attenders missed fewer school days than the average for all Nebraska students.
4. Students across all age levels felt a sense of belonging and most reported having friends in the program.
5. Afterschool staff enjoy working in the program and feel adequately prepared to handle most tasks in the program.
6. Staff requested more training specifically in the area of student behavior including information on mental health, trauma and working with challenging behaviors.
7. Programs continue to serve students deemed at-risk at higher rates than what is served by Nebraska schools.





---

# Recommendations and Future Plans

1. Pilot and finalize a quality continuous improvement system to align CIP processes.
2. Research new ways of providing professional development and/or resources for afterschool staff.
3. Incorporate the professional development plan into the CIP meeting and action plan development.
4. Continue to encourage family engagement by considering the parent survey results and suggestions and share out ideas on what works best to build family engagement with programs.
5. Consider AQuESTT school ratings as a state management team. Promote afterschool 21stCCLC programming as a possible resource and support for schools.
6. Consider evaluation of the afterschool program alignment with the school day.



---

# References

Johnson, J. (2018). Afterschool staff survey. Nebraska Department of Education.

Johnson, J. (2017). Parent surveys. Nebraska Department of Education.

Johnson, J. (2017). Community partner survey. Nebraska Department of Education.

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>.

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.



---

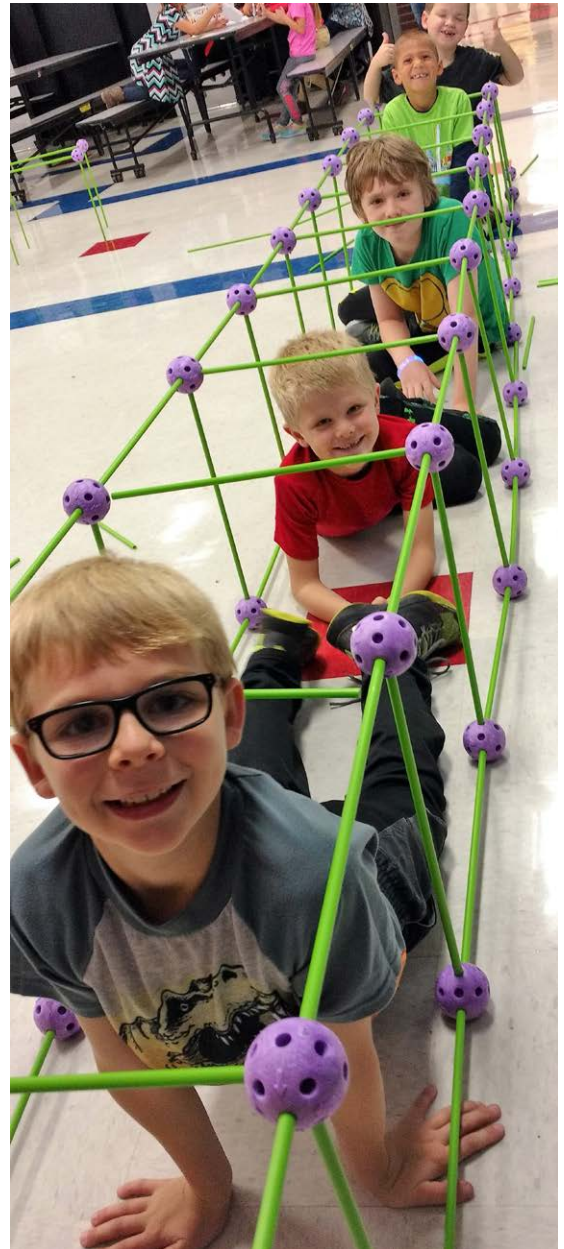
# Appendix

21st CCLC Quality Framework aligned to the Nebraska State Board of Education Position Statement on Quality Expanded Learning Opportunities, Adopted October 8, 2017.

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

The on-line version of the Nebraska 21st CCLC 2017-2018 Annual Report is posted at <http://www.education.ne.go/21stcclc/ProgramEvaluation/EvaluationReport2017-18.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





For more information, please visit: [www.education.ne.gov/21stCCLC](http://www.education.ne.gov/21stCCLC)



---

**Nebraska State Board Position Statement  
Expanded Learning Opportunities  
Adopted October 6, 2017**

The Nebraska State Board of Education believes that in order to help prepare future generations of Nebraska youth for success in life, Nebraska's schools, families and communities must work together to provide multiple opportunities for healthy growth, development and academic success.

The Nebraska State Board of Education recognizes that the traditional school calendar does not fit all students' needs. The typical school day may not provide adequate time for students needing additional educational and enrichment opportunities in order to experience academic success; particularly students who are limited English proficient, live in poverty, or those who may start the school year learning below their grade level. Quality Expanded Learning Opportunities (ELO) programs build on, support, and enhance learning during times when students are not in school (before and after school, weekends, and summer) and are, therefore, a critical component of Nebraska's educational landscape and one that should be intentionally supported and developed in communities across our state.

Quality expanded learning principles include the following:

- Administration with sound management and well-developed systems
- College/career awareness and readiness
- Community-school partnerships and resource sharing
- Diverse, prepared staff including certificated educators
- Engaged learning
- Family engagement
- Intentional programming aligned with the school day program
- Ongoing assessment and improvement
- Participation, access and support during transitions
- Safety, health and wellness

The Board, therefore, encourages Nebraska school district partnerships with community stakeholders to adopt a vision for quality expanded learning opportunities.



# 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

## 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

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 <sup>st</sup> 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 <sup>rd</sup> -5 <sup>th</sup> Grade Student Survey Items	Statewide 21 <sup>st</sup> CCLC
Return Rate (N=3,812)	80%
<b>Domain 1: Academic Self-Efficacy</b>	<b>3.05</b>
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
<b>Domain 2: Persistence</b>	<b>3.28</b>
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
<b>Domain 3: Mastery Orientation</b>	<b>2.89</b>
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
<b>Domain 4: Self-Control</b>	<b>3.15</b>
11. I can easily calm down when excited.	2.99

<b>3<sup>rd</sup>-5<sup>th</sup> Grade Student Survey Items</b>	<b>Statewide 21<sup>st</sup> CCLC</b>
12. I can wait in line patiently.	3.25
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
<b>Domain 5: Program Belonging and Engagement</b>	<b>3.46</b>
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 3<sup>rd</sup>-5<sup>th</sup> grade students who were regular attenders during the year

<b>6<sup>th</sup>-12<sup>th</sup> Grade Student Survey Items</b>	<b>Statewide 21<sup>st</sup> CCLC</b>
Return Rate (N=2,111)	63%
<b>Domain 1: Academic Identity</b>	<b>3.40</b>
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
<b>Domain 2: Mindsets</b>	<b>3.14</b>
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
<b>Domain 3: Academic Behaviors</b>	<b>3.03</b>

<b>6<sup>th</sup>-12<sup>th</sup> Grade Student Survey Items</b>	<b>Statewide 21<sup>st</sup> CCLC</b>
14. This program has helped me to become more interested in what I am learning at school.	2.96
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
<b>Domain 4: Self-Management</b>	<b>2.84</b>
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
<b>Domain 5: Belonging and Engagement</b>	<b>3.14</b>
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 6<sup>th</sup>-12<sup>th</sup> grade students who were regular attenders during the year.



## Partner Survey

Please complete this survey on behalf of your organization for each site.

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  
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)

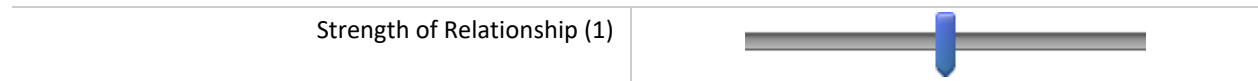


Please indicate the strength of your overall relationship with this afterschool program.

Very Weak

Very Strong

0 10 20 30 40 50 60 70 80 90 100



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.

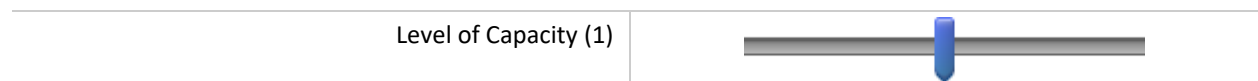
Please indicate your capacity to provide additional services.

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?

---

---

## Staff Survey

Please complete the following survey for the afterschool program where you are employed. Results from this survey will help inform practices both at the program level and statewide. This survey is distributed by the UNMC evaluation team as part of the statewide evaluation for 21st Century Community Learning Centers. Your responses will only be reported in the aggregate. If you have any questions please email Dr. Jolene Johnson at [jolene.johnson@unmc.edu](mailto:jolene.johnson@unmc.edu). Thank you for your participation and feedback!

Select your program and the primary site where you work.

Indicate your gender:

Male

Female

Prefer not to answer

Indicate your age:

20 years or younger

21 to 30 years

31 to 49 years

50 to 64 years

65 or older

Prefer not to answer

What is your race/ethnicity? (Select all that apply)

American Indian/Native American

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Pacific Islander

White

Prefer not to answer

What is your role in the afterschool program?

Staff Member (refers to anyone working in and paid by the program)

Site Supervisor

Program Director

What is your highest level of education?

Currently enrolled in High School

High School Diploma

GED

Some College Credit, No Degree

Trade/Technical/Vocational Certificate

Associate's Degree

Bachelor's Degree

Master's Degree

Doctorate Degree

How long have you worked at this afterschool program?

Less than 1 year

1-3 years

4-6 years

7-9 years

10 or more years

I work with this afterschool program because... (Please select all that apply).

I enjoy the work

It fits well with the other areas of my life

Of the benefits

Of the pay

Of the students

Of my co-workers

Other

How many more years do you see yourself being a part of this afterschool program?

0 to 2 years

3 to 6 years

7 to 10 years

11 years or more

What would be the primary reason you would leave the afterschool program?

Not high enough wage/salary

No opportunity for career advancement/growth

Better opportunity elsewhere

Not my primary career path

Graduation

Retirement

Lack of training

Lack of program leadership

Other

I feel adequately prepared to...

(Strongly disagree, Somewhat disagree, Neither agree nor disagree, Somewhat agree, Strongly agree)

Deliver lessons

Lead a club

Address and manage student behavior

Communicate with parents

Interact with classroom teachers and other school staff

Provide homework assistance

Handle an emergency situation

Work with colleagues



Since August 2016, how often have you received training or professional development on the following topics:

(Never, Once, 2-3 times, 4-5 times, More than 5 times, Not applicable)

Safety

Programming

Leadership

Behavior Management

What topic(s) would you like to receive training or professional development on?

How do you like to receive professional development/training?

Face to face

Online

Combination of online and face to ace

No preference

Please select any of the following as obstacles to receiving or completing professional development/training.

Time

Schedule

Lack of trainers

Other



Nebraska  
21st Century  
Community  
Learning Centers

Soaring Beyond Expectations