Nebraska
21ST CENTURY COMMUNITY LEARNING CENTERS

Continuous Improvement Process
Data Snapshot
2024-25

Statewide, there were **136** 21st Century Community Learning Centers (21st CCLC) in Nebraska public schools during this school year. For additional information on Nebraska's 21st CCLC grant program go to http://www.education.ne.gov/21stcclc/.

How to use this report

Continuous Improvement Process Data Snapshot The purpose of the 21st CCLC Continuous Improvement Process (CIP) Data Snapshot is to provide programs and their individual school sites with the performance, process, and outcome data necessary to craft meaningful continuous improvement plans with key stakeholders, as required by the Nebraska Department of Education (NDE) 21st (CCLC) grant program. Additional resources for using the CIP Meeting to review this CIP Data Snapshot can be found in the *Evaluation* folder on My 21st CCLC.

How to read this report

Reporting Statewide Data
Statewide snapshot data are reported in sums (statewide total) or means (statewide average) across grantees and students served.

Reporting Site Level Data
Data are reported at the individual site or school level.

Attendance
The US Dept. of Education requires reporting across six attendance levels: Less than 15 hours, 15-44 hours, 45-89 hours, 90-179 hours, 180-269 hours, and 270 or more hours.

1. NUMBER OF ATTENDERS[1] SERVED BY TIMEFRAME and BY GRADE LEVEL

1a. Statewide and District Grade Levels	Summer 2024 Attenders	SY 2024-25 Attenders
Kindergarten	193	1,534
1	876	1,867
2	932	2,004
3	973	2,078
4	892	2,030
5	869	2,174
6	641	1,431
7	465	1,253
8	419	1,059
9	79	654
10	59	638
11	33	492
12	33	304
Totals	**6,464**	**17,518**

1b. Timeframe and Attendance Level	Summer 2024		School Year (SY) 2024-25		Out of School (OOS) Days During School Year 2024-25 (>4 hours)	
	Number	Percent	Number	Percent	Number	Percent
Total	**6,464**	**100%**	**17,518**	**100%**	**3,149**	**100%**
- < 15 hours	632	10%	3,706	21%	1,698	54%
- 15-44 hours	1,550	24%	3,194	18%	933	30%
- 45-89 hours	1,701	26%	2,025	12%	419	13%
- 90-179 hours	1,797	28%	3,465	20%	99	3%
- 180-269 hours	508	8%	3,331	19%	0	0%
- 270 + hours	276	4%	1,797	10%	0	0%

Note: The goal for attendance is to serve at least the number of students for which the program was funded. Not all programs are funded for or provide OOS and/or summer programming.

1c. Proportion of Attenders by Attendance Band Compared to Total Attenders	Statewide	
	Number	Percent
Total Attenders	**17,518**	100%
- < 15 hours	3,706	21%
- 15-44 hours	3,194	18%
- 45-89 hours	2,025	12%
- 90-179 hours	3,465	20%
- 180-269 hours	3,331	19%
- 270 + hours	1,797	10%

1d. Attendance Statistics	Summer 2024	School Year (SY) 2024-25	Out of School (OOS) Days During School Year 2024-25 (>4 hours)
Total number of hours attended by all students	586,906	2,068,916	70,097
Average number of hours one student attended	90.57	118.10	22.26

1e. 2024-25 School Day Attendance	Number of Days		
	Attended	**Absent**	**Total**
All Nebraska Students[1]	TBA	TBA	TBA
Statewide 21st CCLC	TBA	TBA	TBA

[1] Latest year for which data were provided by the Nebraska Department of Education (2023-24)

2. DEMOGRAPHICS OF STUDENTS SERVED (2024-25): The target population of 21st CCLC are those students who can most benefit from additional support outside of the school day. These data compare students enrolled in 21st CCLC programs to all students in Nebraska schools, demonstrating that Nebraska 21st CCLC grantees are successfully targeting and engaging youth who can most benefit from participation.

Note: Many of Nebraska's 21st CCLC grantees are also Community Eligibility Provision (CEP) sites. The CEP designation allows schools to offer free meals to all students without requiring individual applications, resulting in these sites reporting 100% of their students as qualifying for Free and Reduced Lunch (FRL). These artificially inflated numbers would skew statewide averages, and we therefore no longer report the statewide percentages of students receiving FRL. We will publish FRL statistics in Site-Level Snapshots for sites who do not have a CEP designation.

2. Student demographic descriptors	Multilingual Learner	Racially & Ethnically Diverse	Verified for Special Education
All Nebraska Schools[1]	9%	40%	17%
Statewide Total 21st CCLC School Year Attenders	14%	60%	20%
Statewide Total 21st CCLC Summer Attenders	23%	62%	25%

[1] Latest year for which data were provided by the Nebraska Department of Education (2023-24)

Note: The goal for demographic data is to serve an equal or greater percentage of students in the identified risk categories compared to the school building in which the program operates (within a margin of 5%).

3. SUMMER SURVEY OUTCOMES:

Parents of students who attended summer programs completed surveys to gather data regarding their experiences with the summer program. Parents rated the summer program in the fall following summer programming. Students completed the summer survey during the last few days of their summer program.

3a. Summer Parent Survey Items (N = 1,527 of 6,028 receiving the survey, 25% Return Rate)

Parents rated the 21st CCLC summer programs on a variety of programmatic effects including engagement, friendship, communication between staff and parents, and quality of program staff.

	Statewide 21st CCLC
My child was highly engaged in the summer program and enjoyed attending.	4.55
My child had increased opportunities to interact socially with others.	4.60
I feel my child is more prepared for the upcoming school year.	4.32
I had opportunities to get involved in the summer program.	3.82
I was satisfied with the level of communication from the program.	4.41
Summer program staff were good leaders (positive, prepared, responsive, and energetic).	4.53
I would recommend this program to other parents.	4.62

Measure: Parent Summer Surveys
Author: NDE and MMI Management Team
Scale: 5 = Strongly Agree 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree
Use: This survey is administered in the fall following summer programming to parents of students enrolled in 21st CCLC summer programs who have attended at least one hour of programming. Parents rate their perceptions of each statement.

3b. Reasons parents reported their students participate in the summer program	**Statewide 21st CCLC**
Supervision	46%
Low/no cost activities	43%
Academic support and enrichment	62%
Child's interest in activities offered	67%
Other	8%

Measure: Parent Summer Surveys
Author: NDE and MMI Management Team
Scale: Percent of parents who selected each item.
Use: This survey is administered in the fall following summer programming to parents of students enrolled in 21st CCLC summer programs who have attended at least one hour of programming. Parents select all reasons that apply to their family. Percentages reflect the number of parents who selected each reason.

3c. K-12 Summer Student Survey. (N = 2,811 of 6,028 receiving the survey, 47% Return Rate)
Summer student surveys were designed to gather data regarding student experience with the summer program. All students completed the same 5-question survey.

Summer Student Survey Items (all grades)	Statewide 21st CCLC
I learned something new during this summer program.	4.15
This summer program was fun.	4.40
I had friends and/or made new friends during the summer program.	4.35
Summer program staff were good leaders (friendly, prepared, and energetic).	4.35
I would recommend the summer program to other students.	4.27

Measure: Student Summer Surveys
Author: NDE and MMI Management Team
Scale: 5 = Strongly Agree 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree
Use: This survey is administered at the end of the summer programming to students enrolled in 21st CCLC summer programs who have attended at least one hour of programming. Students rate their perceptions of each statement.

4. SCHOOL YEAR TEACHER SURVEY OUTCOMES: To assess student growth, school day classroom teachers reported perceived change (if any) from fall to spring on student engagement and social and emotional skills and rated the current levels of student social and emotional skills. These two domains, student engagement and social and emotional skills, are associated with positive academic outcomes.

Teacher Survey Ratings by Item (N = 10,002 of 11,299 receiving the survey, 89% Return Rate)

4a. Teacher Ratings of Student Engagement in Learning, Fall to Spring Improvement	**Level of Improvement**			
Statewide	**Minimal**	**Moderate**	**Significant**	**None Needed**
Participation in class activities	18%	30%	16%	36%
Completion of daily assignments	17%	28%	15%	40%
Work collaboratively with others	17%	30%	16%	37%
Independent learner	20%	27%	15%	38%
Demonstrates executive function skills (focus, attention, regulation)	22%	29%	14%	35%
Demonstrates increased understanding of grade level concepts	16%	30%	18%	35%
Demonstrates enjoyment of learning in at least one subject area	14%	28%	19%	39%
Overall improvement in engagement in learning	**17%**	**30%**	**19%**	**35%**

4b. Teacher Survey Ratings of Social and Emotional Skills, in Regard to Grade Expectations			
Statewide	**Below Expectations**	**Met Expectations**	**Above Expectations**
Developed and maintained friendships	9%	69%	22%
Gets along well with others	11%	66%	23%
Handles challenging situations	20%	61%	19%
Able to regulate emotions	17%	63%	20%
Ability to consider perspectives of others	16%	65%	20%
Seems to "bounce back" from setbacks or failures	15%	65%	19%
Perseveres with difficult or challenging tasks	20%	60%	20%
Is adaptable/flexible when changes occur	11%	67%	22%

4c. Teacher Ratings of Social and Emotional Skills, Fall to Spring Improvement	Level of Improvement		
Statewide	**Not Improved**	**Improved**	**None Needed**
Developed and maintained friendships	9%	44%	47%
Gets along well with others	10%	43%	47%
Handles challenging situations	16%	44%	40%
Able to regulate emotions	13%	42%	44%
Ability to consider perspectives of others	13%	41%	45%
Seems to "bounce back" from setbacks or failures	12%	45%	43%
Perseveres with difficult or challenging tasks	15%	44%	41%
Is adaptable/flexible when changes occur	10%	44%	46%

Measure: Teacher Survey
Author: NDE and MMI Management Team
Use: Classroom teachers of students enrolled in 21st Century Community Learning Center programs who attended 10 or more hours of programming rate student's behaviors from fall to spring of a given program year to assess change. Ratings occur one time per year.

4 (CONTINUED). HIGH SCHOOL PORTION OF THE TEACHER SURVEY

To assess student behavior as it relates to academic achievement, high school classroom teachers reported perceived change (if any) in the time they have known the student. 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, by considering classroom and/or district assessment data, and based on their professional judgment to identify whether students showed minimal, moderate, or significant improvement for each academic area.

High School Teacher Survey Ratings by Item (N = 479 of 714 receiving the survey, 67% Return Rate)

4d. Teacher Ratings of Student Performance, Improvement	**Level of Improvement**			
Statewide	**Minimal**	**Moderate**	**Significant**	**N/A**
Reading	13%	35%	10%	43%
Writing	13%	35%	10%	43%
Mathematics	12%	30%	10%	49%
Science	10%	26%	7%	58%

4e. Teacher Ratings of Student Performance, in Regard to Grade Level			
Statewide	**Unlikely to Earn Credit**	**Likely to Earn Credit**	**N/A**
Reading	5%	61%	34%
Writing	5%	61%	34%
Mathematics	6%	56%	38%
Science	5%	53%	42%

4f. Teacher Ratings, Improvement in Time Known	**Level of Improvement**			
Statewide	**Minimal**	**Moderate**	**Significant**	**None Needed**
Homework completion and class participation	22%	38%	16%	23%
Student Behavior	15%	33%	13%	39%
Getting along well with other students	13%	29%	15%	43%
Extent of family engagement in student's learning	30%	24%	8%	38%

4g. Teacher Survey Ratings by Item, in Regard to Grade Level			
Statewide	**Below Expectations**	**Meets Expectations**	**Exceeds Expectations**
Homework completion and class participation	23%	53%	24%
Student Behavior	12%	57%	32%
Getting along well with other students	8%	58%	34%

4h. Family Engagement in Student's Learning	Level of Family Engagement		
	Minimal	**Moderate**	**High**
Statewide	44%	38%	18%

Measure: Teacher Survey – High School Version
Author: NDE and MMI Management Team
Use: Classroom teachers of students enrolled in 21st Century Community Learning Center programs who attended 10 or more hours of programming rate student's behaviors from fall to spring of a given program year to assess change. Ratings occur one time per year.

5. SCHOOL YEAR PARENT SURVEY OUTCOMES: PARENTS rated the 21st CCLC programs on a variety of programmatic effects including safety, learning, friendship and communication between staff and parents.

5a. Parent Survey Items (N = 7,856 of 12,013 receiving the survey, 65% Return Rate)

	Statewide 21st CCLC
1. The afterschool program is a benefit to my child/youth.	3.90
2. The afterschool staff care about my child.	3.88
3. My child enjoys the activities offered in the afterschool program.	3.84
4. My child experiences new things in the afterschool program.	3.81
5. The afterschool program helps my child build and maintain friendships.	3.83
6. I am satisfied with how my child's behavior is handled in the afterschool program.	3.87
7. I am satisfied with the level of communication from the program.	3.80
8. The afterschool program is a safe place, physically and emotionally.	3.86
9. I have opportunities to engage in the afterschool program (e.g. parent night, field trips, activities).	3.69
10. The school and afterschool program have an effective partnership.	3.86
11. The afterschool program is of high quality.	3.86

Measure: Parent Surveys
Author: NDE and MMI Management Team
Scale: 4 = Agree, 3 = Slightly Agree, 2 = Slightly Disagree, 1 = Disagree
Use: This survey is administered annually to parents of students enrolled in 21st CCLC programs who have attended who attended 10 or more hours of programming. Parents rate their perceptions of each statement.

5b. Factors Important to Parents of Students Participating in the Afterschool Program

Statewide	Very Unimportant	Unimportant	Neutral	Important	Very Important
Academic Support and Homework	4%	1%	8%	23%	64%
Recreation/physical activity	3%	1%	6%	29%	61%
Enrichment Opportunities (Clubs)	3%	0%	7%	28%	61%
Supervision	4%	0%	4%	17%	75%

Measure: Parent Surveys
Author: NDE and MMI Management Team
Use: This survey is administered annually to parents of students enrolled in 21st CCLC programs who attended 10 or more hours of programming. Percentages reflect the number of parents who selected each reason.

6. SCHOOL YEAR STUDENT SURVEY OUTCOMES

6a. K-2 Student Survey (N = 3,660 of 4,085 receiving the survey, 90% Return Rate)

For students in grades K-2nd, a short four-question survey was administered. The items relate to program belongingness and engagement.

K-2nd Grade Student Survey Items	Response		
Statewide	**Yes**	**Sometimes**	**No**
I have friends in this program	88%	10%	2%
I enjoy coming to this program most of the time	73%	22%	4%
This program helps me learn new things	74%	20%	6%
Adults in this program treat kids with respect	87%	12%	2%

Measure: Kindergarten to 2nd Grade Student Surveys
Author: NDE and MMI Management Team
Use: This survey is administered annually to kindergarten through second grade students enrolled in 21st CCLC programs who attended 10 or more hours of programming. Percentages reflect the number of students who selected each response.

6b. 3rd-5th Grade Student Survey (N = 4,136 of 4,638 receiving the survey, 89% Return Rate)

Student surveys were designed to gather data describing student skills, beliefs, and attitudes toward learning. The student surveys were collected from students in 3rd-5th grades.

3rd-5th Grade Student Survey Items	Statewide 21st CCLC
Domain 1. Academic Self-Efficacy	**2.99**
1. I can do even the hardest homework.	2.69
2. I can figure out difficult homework.	2.86
3. I can learn the things taught at school.	3.43
Domain 2: Persistence	**3.16**
4. If I solve a problem wrong the first time, I just keep trying until I get it right.	3.24
5. I always work hard to complete my schoolwork.	3.31
6. I calm down quickly when I get upset.	2.78
7. When I do badly on a test, I work harder the next time.	3.32
Domain 3: Mastery Orientation	**2.78**
8. I do my schoolwork because I like to learn new things.	3.15
9. I do my schoolwork because I am interested in it.	2.67
10. I do my schoolwork because I enjoy it.	2.54

3rd-5th Grade Student Survey Items	Statewide 21st CCLC
Domain 4: Self-Control	**3.09**
11. I can easily calm down when excited.	2.97
12. I can wait in line patiently.	3.17
13. I can wait for my turn to talk in a group.	3.18
14. I sit still when I'm supposed to.	3.04
Domain 5: Program Belonging and Engagement	**3.32**
15. I have friends in this program.	3.59
16. I enjoy coming to this program most of the time.	3.25
17. This program helps me learn new things.	2.94
18. Adults in this program treat kids with respect.	3.52

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 attended 10 or more hours of programming. Scores reflect the mean response to each question.

3rd-5th Grade Student Survey Domains by Attendance Levels					
	Domain 1: Academic Self-Efficacy	**Domain 2: Persistence**	**Domain 3: Mastery Orientation**	**Domain 4: Self-Control**	**Domain 5: Program Belonging and Engagement**
< 15 hours	3.00	3.18	2.68	3.24	3.32
15-44 hours	3.10	3.26	2.91	3.19	3.37
45-89 hours	3.04	3.21	2.79	3.18	3.33
90-179 hours	2.96	3.13	2.70	3.01	3.26
180-269 hours	2.94	3.12	2.76	3.04	3.32
270 + hours	3.02	3.16	2.86	3.12	3.38

6c. 6th-12th Grade Student Survey. (N = 2,627 of 3,290 receiving the survey, 80% Return Rate)
Student surveys were designed to gather data describing student skills, beliefs, and attitudes toward learning. The student surveys were collected from students in 6th grade through 12th grade.

6th-12th Grade Student Survey Items	Statewide 21st CCLC
Domain 1: Academic Identity	**3.14**
1. Doing well in school is an important part of who I am.	3.13
2. Getting good grades is one of my main goals.	3.23
3. I take pride in doing my best in school.	3.09
4. Getting a college education is important to me.	3.19
5. I am a hard worker when it comes to my schoolwork.	3.03
6. It is important to me to learn as much as I can.	3.13
Domain 2: Mindsets	**3.00**
7. I finish whatever I begin.	2.90
8. I stay positive when things don't go the way I want.	2.88
9. I don't give up easily.	3.01
10. I try things even if I might fail.	3.07
11. I can solve difficult problems if I try hard enough.	3.05
12. I can do a good job if I try hard enough.	3.25
13. I stay focused on my work even when it's boring.	2.82
Domain 3: Academic Behaviors	**3.10**
14. This program has helped me to become more interested in what I am learning at school.	3.11
15. This program has helped me to connect my schoolwork to my future goals.	3.07
16. This program has helped me to do better in school.	3.10
17. This program has helped me to complete my schoolwork on time.	3.09
18. This program has helped me do a better job on my schoolwork.	3.13
Domain 4: Self-Management	**3.13**
19. This program has helped me to handle stress.	3.09
20. This program has helped me get better at controlling my temper.	3.10
21. This program has helped me learn that my feelings affect how I do in school.	3.13
22. This program has helped me to be more patient with others.	3.14

6th-12th Grade Student Survey Items	Statewide 21st CCLC
23. This program has helped me learn how to calm myself down when I'm excited or upset.	3.12
24. This program has helped me get better at staying focused on my work.	3.09
25. This program has helped me stop doing something when I know I shouldn't do it.	3.26
Domain 5: Belonging and Engagement	**3.06**
26. I fit in at this program.	3.21
27. I feel proud to be part of my program.	3.12
28. The adults in this program take the time to get to know me.	3.15
29. What we do in this program will help me succeed in life.	2.92
30. There are things happening in this program that I feel excited about.	3.07
31. This program helps me explore new ideas.	3.07
32. This program helps me build new skills.	3.03
33. What we do in this program is important to me.	2.97
34. What we do in this program is challenging in a good way.	2.98

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 attended 10 or more hours of programming.

6th-12th Grade Student Survey Domains by Attendance Levels					
	Domain 1: Academic Identity	**Domain 2: Mindsets**	**Domain 3: Academic Behaviors**	**Domain 4: Self-Management**	**Domain 5: Belonging and Engagement**
< 15 hours	2.92	2.75	3.15	3.23	2.89
15-44 hours	2.98	2.87	3.00	3.03	2.88
45-89 hours	3.03	2.95	2.98	3.02	2.93
90-179 hours	3.17	2.99	3.11	3.12	3.07
180-269 hours	3.23	3.08	3.15	3.18	3.15
270 + hours	3.18	3.06	3.18	3.22	3.17

7. Self-Assessment

The Nebraska Afterschool Quality and Continuous Improvement System Self-Assessment is an annual tool designed to assess the program's own evaluation of their performance on domains deemed necessary for a high-quality afterschool program. Individual items in each domain were rated by the program staff as E*merging (1), Emerging plus (2), Maturing (3), Maturing Plus (4), or Excelling (5).*

	Statewide				
Domain	**Emerging**	**Emerging Plus**	**Maturing**	**Maturing Plus**	**Excelling**
Administration with sound management and well-developed systems	0%	1%	7%	10%	82%
Diverse, prepared staff including certificated educators	1%	2%	9%	43%	45%
Relationships and Interactions	0%	1%	7%	51%	41%
Professional Development	1%	4%	27%	36%	31%
Intentional Programming aligned with School Day & Engaged Learning	1%	4%	16%	51%	27%
Behavior Management	0%	3%	33%	46%	18%
Family Engagement	2%	13%	29%	39%	18%
Community-School Partnerships and Resource Sharing	1%	7%	19%	35%	39%
Ongoing Assessment and Improvement	2%	3%	13%	25%	57%
Safety, Health and Wellness	0%	1%	5%	29%	64%

Measure: Nebraska Afterschool Quality and Continuous Improvement System (NAQCIS)
Author: Johnson, Wanser-Ernst, Encinger, Handa, & Larson, 2019
Scale: Emerging, Emerging Plus, Maturing, Maturing Plus, and Excelling
Use: This self-assessment is a collaboratively scored by the afterschool program leadership team.

8. Partner Survey (N=460, 59% Return Rate)

Every site received a Site-level Partner Survey Report in My21stCCLC.

Measure: Community Partner Survey
Author: Johnson, 2017
Use: This survey was used to measure multiple aspects of the relationship between the program and community partners. Relationship aspects included services provided, communication, understanding of mission and training needs. The survey was administered online to community partners identified by the 21st CCLC sites.

9. 21st CCLC Staff Survey returned (N= 846)

Every site received a Site-level 21st CCLC Staff Survey Report in My21stCCLC.

***SURVEY RETURN RATE CALCULATIONS**

The Teacher, Parent, and Student Survey Return Rates are calculated by dividing the number of completed surveys by the total number of students who attended 10 or more hours, who were not opted out of the survey process, and whose information was entered into the database by the deadline.

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