

Nebraska
21st Century
Community
Learning
Centers



Annual Report
2018 – 2019

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21st Century Community Learning Centers Grant Program

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

Table of Contents

Overview of 21st Century Community Learning Centers.....	2
Community Partners	5
Technical Assistance and Professional Development	9
21st CCLC Programming.....	12
Evaluation Plan and Activities.....	14
Nebraska Afterschool Quality and Continuous Improvement System	17
Summary of Outcomes.....	20
Who Attended 21stCCLCs?.....	26
Program Quality.....	32
Survey Outcomes	34
Parent Survey Outcomes.....	35
Teacher Survey Outcomes.....	38
Student Survey Outcomes.....	42
Afterschool Staff Survey Outcomes.....	45
Collaboration and Community Partnerships.....	49
Summary of Key Findings	52
Recommendations and Future Plans	53
References.....	54
Appendix.....	55

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 Bayard, Broken Bow, Chadron, Columbus, Cozad, Lexington, Lincoln, Nebraska City, Norfolk, North Platte, Omaha, O'Neill, Oshkosh, Plattsmouth and Schuyler.

Overview of 21st Century Community Learning Centers



The 21st Century Community Learning Centers (21st CCLC) is a federally-funded, competitive grant program designed to support the establishment of community learning centers serving students attending schools with high needs. In 1998, the 21st CCLC initiative was authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA). The No Child Left Behind (NCLB) Act of 2001 amended the initiative and transferred the administration to state departments of education. The Nebraska Department of Education (NDE) administers these grants to offer students a broad array of services, programs, and activities aligned to the school day that occur during non-school hours or periods when school is not in session such as afterschool, out-of-school days (full days during the school year when school is not in session), or summer.

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

Nebraska's 21st CCLCs create an afterschool environment focused on three overarching goals: 1) improving overall student academic success; 2)

increasing positive behavior and social interactions; and 3) increasing active and meaningful family and community engagement. 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 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 2018-2019, grant awards totaled \$6.5 million to benefit students in 139 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 that successfully implemented 21st CCLC programming for five years. All data in this report were derived from these grantees.

Grantees began reporting partner/local fiscal support in 2013-14. Reports include the amount expended and/or the value of volunteer time and/or donated/discounted goods or services for the school year and, where applicable, summer program. Funding sources include other federal or state funding, community-based or faith-based organization support, parent fees, as well as other sources of funding. Although Nebraska grantees have many commonalities, it is apparent in the collection of this data from over 100 sites that there also are many differences, which makes it difficult to compare data. For example, resources to operate a small rural elementary site may be quite different from those needed in a large urban middle school site. Some sites offer summer programming, but others do not. Some sites serve over 300 students daily, while others average less than 40. Some sites were provided a wide range of unique partner/community supports, which are difficult to combine for statewide analysis. In addition, many components of a program were difficult to quantify, which resulted in too many variables to yield reliable conclusions. The NDE 21st CCLC management team continues to review national data as well as methodologies used by other states in their quest to determine the average cost per student attending a 21st CCLC program.



Community Partners



COMMUNITY PARTNERS

21st CCLC programs rely on partnerships with statewide and community organizations, local business and industry, and others to implement high-quality, sustainable 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 are the opportunities they provide future teachers to 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 to receive 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.

21ST 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 Spotlights highlight 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 goals bringing unique and engaging learning opportunities to students afterschool and in the summer.

Organizations featured throughout the summer 2018 and the 2018-19 school year include:



NEBRASKA
ENGLISH
LEARNER
PROGRAMS

Nebraska English Learner Programs

June 2018



Nebraska Extension Master Gardener
Volunteer Program

July 2018



Nebraska Council on Economic Education

September 2018



Keep Nebraska Beautiful

January 2019

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

21ST 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 eight rural communities, including programs that serve students across all levels and are located across all regions of the state. The group met two times during this report period discussing topics such as updates to the evaluation and continuous improvement system, professional development needs, 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.

During the fall of 2018, 21st CCLC Project Directors reported their anticipated professional development needs for the 2018-19 school year including local, regional, statewide, and national offerings, both in-person and online. The process of articulating local professional development plans allowed program leaders and staff to determine their own needs, identify needed resources, and guided the state management team's support of programs by providing webinars, in-person training, online resources aligned to those identified needs. For example, behavior management was identified as a need in

many professional development plans, as well as staff surveys. As a result, the state management team worked with an Extension educator who created a series of videos that are now used locally as a staff professional development resource.

The GetConnected 2018 Nebraska Afterschool Conference was held at the Embassy Suites Conference Center in La Vista, Nebraska on September 28, 2018. 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 programs 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/2018-conference-materials/>.



Collaborations with statewide partners resulted in quality professional development workshops for program leaders and staff focused on requested topics including:

- 10 Minutes to Better Behavior: A series of brief videos on behavior and classroom management led by Carrie Gottschalk and Julie Boyle, Nebraska Extension
- Nebraska Game and Parks regional workshops providing training on the implementation of their outdoor education curriculum
- Biomedical Engineering workshops through a partnership with the Department of Biological Systems Engineering at the UNL
- 2018 National 4-H Youth Science Day virtual event, Hack Your Harvest, connecting youth from across the state with Extension experts on October 29, 2018

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

- Intersection between the six tenets of AQuESTT and the Nebraska 21st CCLC Program
- 21st CCLC Quality Framework aligned to the Nebraska State Board of Education Position Statement on Quality Expanded Learning Opportunities, adopted October 8, 2017.

Additional support for program leaders included:

- Monthly Update newsletter which includes upcoming deadlines and professional development resources and opportunities
- required grant management monthly technical assistance Zoom meetings
- required grant management/evaluation summer regional 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
- my21stCCLC, a secure website for program directors
- 21st CCLC public website
- online course, Leading a Quality Program, which contains resources such as available afterschool curriculum and example forms, aligned to the 21st CCLC Quality Framework.

21st CCLC Programming



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

1. improving overall student academic success
2. increasing positive behavior and social interactions
3. increasing active and meaningful family and community engagement.

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 assistance and/or other activities that address the identified academic needs of students. These activities are provided daily and are planned as a result of ongoing communication with classroom teachers.

HEALTHY MEAL OR SNACK

Each 21st CCLC site participates in applicable USDA nutrition programs in order to provide students with a healthy

meal or snack each day. Students are sometimes involved in planning, growing, and preparing these meals/snacks as part of their regular afterschool and summer learning activities.

ENRICHMENT AND CLUBS

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

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

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



Evaluation Plan and Activities



The evaluation plan for 2018-19 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, afterschool 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 2018. 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 2019 and were collected/analyzed for regular attendees only.

Parent surveys were disseminated in the spring of 2019 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. All K-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 2018-2019 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 third 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. This is the final year for the current self-assessment; beginning in 2019-2020 all sites will use the Nebraska Afterschool Quality and Continuous Improvement System (NAQCIS) self-assessment.

All 21st CCLC grantees are required annually to report site-level data to the U.S. Department of Education.



Nebraska Afterschool Quality and Continuous Improvement System (NAQCIS)





NAQCIS (Johnson, et al., 2019) was developed and piloted from the summer of 2018 through the spring of 2019. Feedback on the instruments occurred throughout the development and pilot process with drafts being shared with

program directors, the Rural Advisory Committee and the Evaluation Workgroup.

NAQCIS is purposely aligned with quality framework indicators adopted by the





Nebraska Afterschool Quality & Continuous Improvement System (NAQCIS)

	Self-Assessment (Fall)	Surveys (Spring)	Federal APR (Each Term)	External Observation (Year 2, Year 4)	Monitoring Visit (Year 3)
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					



Nebraska State Board of Education and includes a self-assessment, external observation tool with a corresponding feedback form and the monitoring process. In addition to completing an annual self-assessment, each 21st CCLC site will have two external observations and one monitoring visit within a five-year grant cycle. External observations will be conducted by the external evaluation team from UNMC. Trained evaluators

will observe programs in years two and four of their grant cycle. Each observed program will receive feedback on overall program components in addition to specific feedback on one-two clubs/activities selected by the program. Feedback will be provided to sites within one-two weeks of the observation. The monitoring visit occurs during year three of the grant cycle and is conducted by NDE personnel.

Summary of Outcomes



20

21ST CENTURY COMMUNITY LEARNING CENTERS | 2018-19 EVALUATION REPORT

For this reporting period, key outcome areas are reported with detailed data displayed later in the document. The areas highlighted are quality, student outcomes, parent engagement and community partnerships.

QUALITY

Quality of programming was measured through the self-assessment, student surveys, parent surveys and the afterschool staff survey.

Rationale: Quality matters in afterschool programs for student safety, social emotional development, academic growth and engagement with programming.

Ratings on the self-assessment were in the mostly evident to consistently evident range. The ratings show a high level of quality across all areas of the

self-assessment. The ratings by the site-level management teams were validated by parent survey ratings, student survey ratings and afterschool staff responses.

Parents were highly satisfied with programming with the average survey score on the item **“The afterschool program is of high quality”** being 3.81/4. Analysis of open-ended items found that overall parents viewed the program as being highly useful and of benefit to their families. One parent responded, **“So happy this program is offered to this area. It means more kids are being engaged every day afterschool instead of home alone unsupervised while parents are working”**.

Overall, regular student attendees reported learning new things, positive school attitudes and positive relationships with the afterschool staff.



STUDENT OUTCOMES

Student outcomes are based on afterschool program attendance, school day attendance and survey results from students, teachers and parents.

Rationale: Many student outcomes, including school day attendance, engagement with the school and peers and academic achievement have a positive relationship with attending afterschool programming (Afterschool Alliance, 2017). When parents are engaged in their student's education, increased school success and student outcomes, as well as improved attendance, result (Epstein (2005); Mapp & Bergman (2019); Roche (2017); Weiss, Lopez, Caspe (2018); Wood, Bauman, Rudo & Dimock (2017).

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 during the school day 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.**

Attendance: Regular school day attendance is critical for school achievement. Over the past three years, regular attenders (those who attend afterschool programming 30 days or more) have missed fewer days than a comparable group of students. **In 2018-2019, regular attenders were absent an average of 8.51 days, which is less than the overall average (8.84 days) for all Nebraska students and for students attending schools with 40% or higher participation in free reduced lunch (11.58 days).**

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).

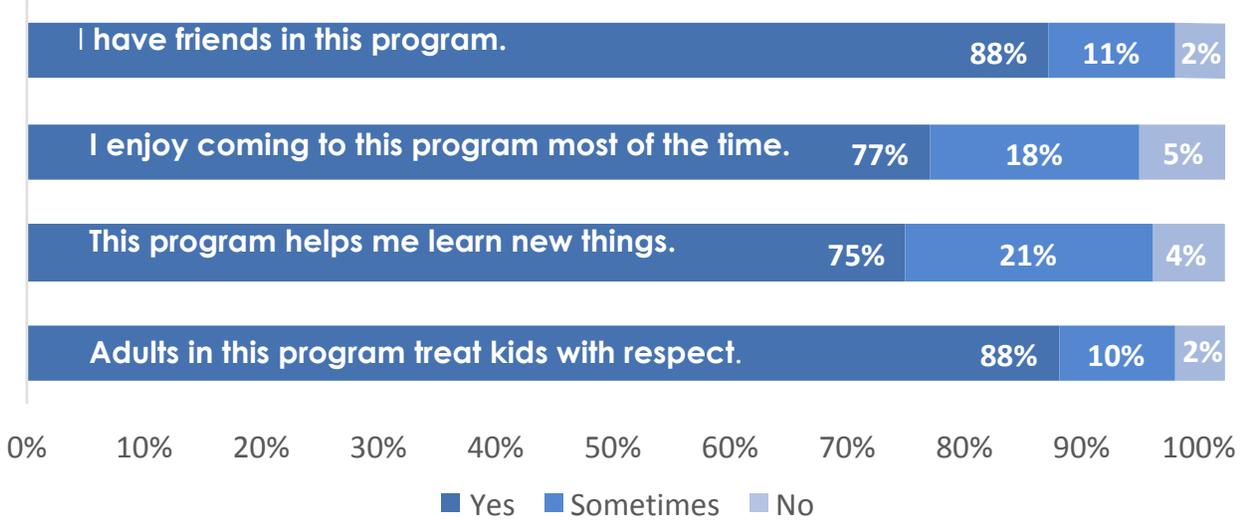
Belonging: Research on student belonging at school indicates increased positive outcomes for health, well-being, mental health and academics when compared to students who feel less a sense of belonging with school (Juvonen, 2006).

Social Emotional Well-being: Social and emotional well-being includes having friends, feeling accepted, persevering through difficult tasks, self-regulation and having appropriate peer and adult interactions.

Students across all age levels K-12 felt a sense of belonging within the program. Most identified having friends in the program and that adults in the program respected them. In addition



K-2 students enjoy attending and have friends in the 21st CCLC programs.



3rd – 5th grade students

Domain 5: Program Belonging and Engagement		3.42
1.	I have friends in this program.	3.62
2.	I enjoy coming to this program most of the time.	3.30
3.	This program helps me learn new things.	3.24
4.	Adults in this program treat kids with respect.	3.53

6th-12th grade students

Domain 5: Belonging and Engagement		3.07
5.	I fit in at this program.	3.06
6.	I feel proud to be part of my program.	3.15
7.	The adults in this program take the time to get to know me.	3.16
8.	What we do in this program will help me succeed in life.	3.01
9.	There are things happening in this program that I feel excited about.	3.11
10.	This program helps me explore new ideas.	3.03
11.	This program helps me build new skills.	3.07
12.	What we do in this program is important to me.	3.01
13.	What we do in this program is challenging in a good way.	3.04

to the student scores, **teachers made multiple comments on their surveys about students developing additional**

friendships, having chances to explore new groups and making noticeable improvements in social emotional skills.

PARENT ENGAGEMENT

Parent engagement outcomes are derived from parent and teacher surveys and program highlights.

Rationale: When parents are engaged in their student’s education, increased school success and student outcomes, as well as improved attendance, result Roche (2017); Weiss, Lopez, Caspe (2018); Wood, Bauman, Rudo & Dimock (2017). 21st CCLC sites make parent engagement a priority component of their programming.

Parent surveys were completed by over 6700 parents which by itself is an encouraging sign for engagement. Many parents recognized that without 21st CCLC sites their children would not have a safe, engaging place to go afterschool. Parent improvement suggestions indicate a desire for increased engagement with the program including more communication about their students and the program through multiple avenues like social media, ideas on how to become more involved with activities and suggestions about how to involve parents as volunteers in the program with more frequency. Comments such as **“I would love to know more about what activities they do every day”** and **“I would like more communication from them and more opportunities to be involved”** were not uncommon and indicate interest in the program. There continues to

be a need for some improvement with communication, as it was the lowest rated item on the parent survey 3.61/4.0.

Teacher survey responses indicated minimal to moderate change (31%) with parent engagement due to the 21st CCLC programming.

COMMUNITY PARTNERSHIPS

Community partnership outcomes are based on community partner surveys, self-assessment data and program highlights.

Rationale: Community partnerships enhance programs in a number of ways: financially, by providing programming, resources, training and/or time. Finding and maintaining community partners is essential to program success and sustainability.



Program Highlight

“This year we were able to partner with CHI and put on a color run. CHI provided color for the run, sunglasses, wristbands and volunteers the day of the event. We had 350 people participate in the color run including students, district teachers, CHI employees, people from the community and the mayor. Partnerships do not happen overnight. It takes patience and commitment from the start. Putting on the color run took 6 meetings, over 100 hours of volunteer time, volunteers for race day, and money from the sponsor and program. Having a partnership with a group who is willing to put in a little time and effort went a long way.”



Partner surveys

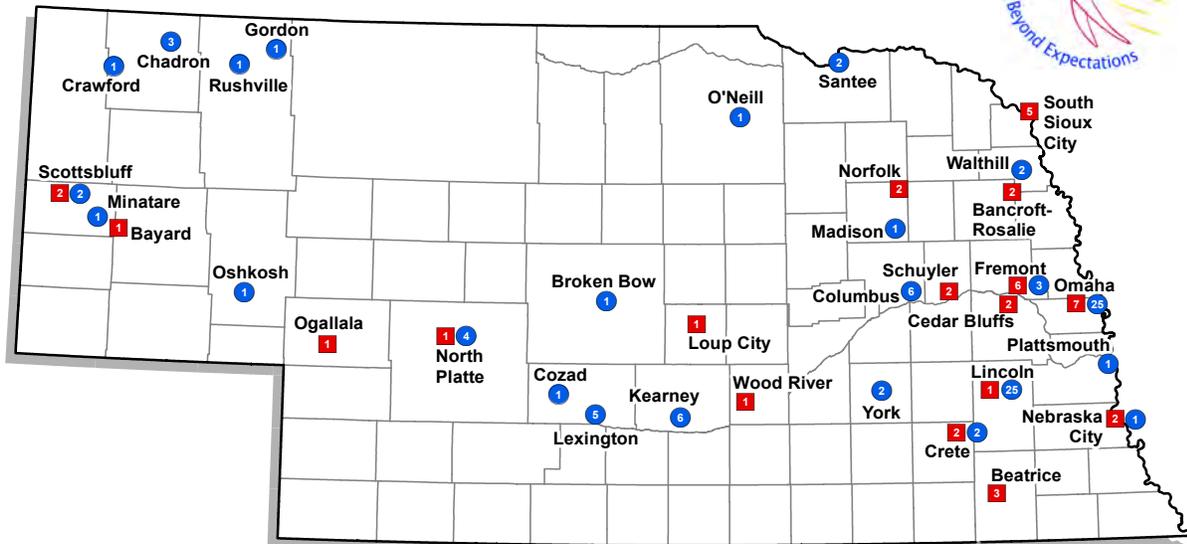
Nearly 400 community partner surveys were completed. The survey responses indicated strong commitment to

programs and a belief that partnering with 21st CLCC programs was mutually beneficial.

Who Attended 21st CCLC?



Nebraska 21st Century Community Learning Centers 2018 - 2019 School Year



- Currently Funded by 21st CCLC First-Time Grant (Years 1-5)
- Currently Funded by 21st CCLC Continuation Grant (Year 6 and beyond)

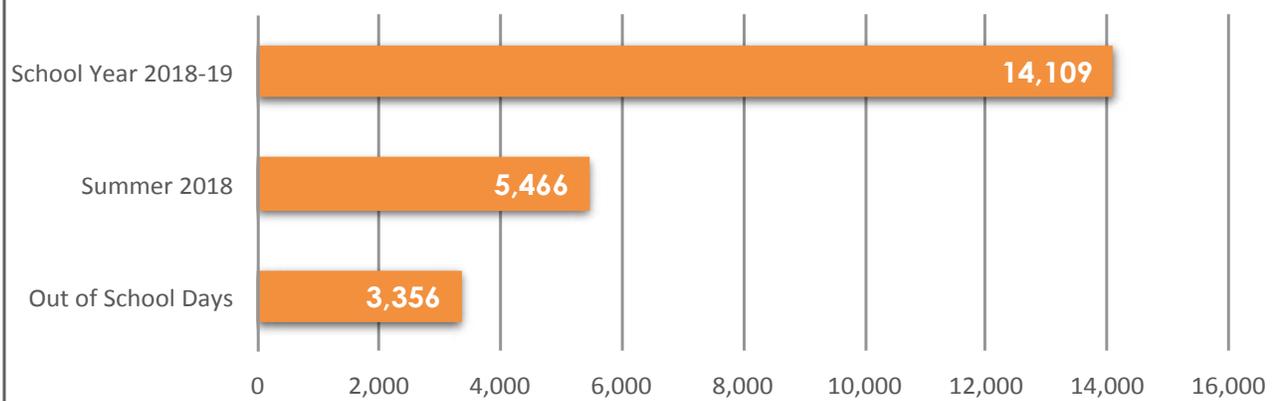
Number in symbol indicates the number of sites

Information Source: Nebraska 21st CCLC Office (Updated 04/18)

Statewide, there were 21st Century Community Learning Center sites located in 139 Nebraska public schools during the 2018-2019 year.

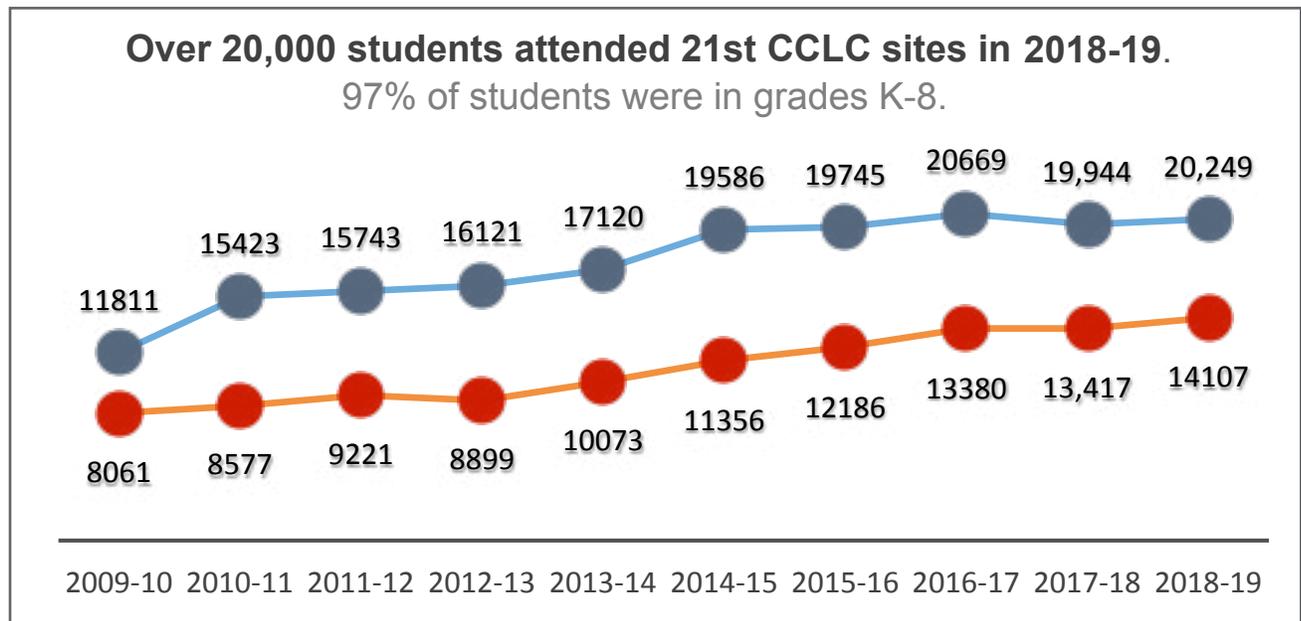
As noted on the map, 41 sites are within their first five years while 98 are on continuation funding. 21st CCLCs served both rural and urban students in 34 communities.

Over 14,000 students attended 30 days of programming or more.
Summer programs continue to serve increased numbers of students.



“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).

In 2018-19, the percentage of regular attenders increased from 67% to 70% of the total attenders. Over the past 2 years, the percent of regular attenders has increased by 5%.



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 20,249 total students attending 21st CCLCs, **70% were regular attenders.** Rural programs had a higher percentage of regular attenders (73%) than urban programs (63%). For programs charging fees, 54% of students were regular attenders whereas **77% of students attending programs with no fees were regular attenders.**

DEMOGRAPHICS OF REGULAR ATTENDERS

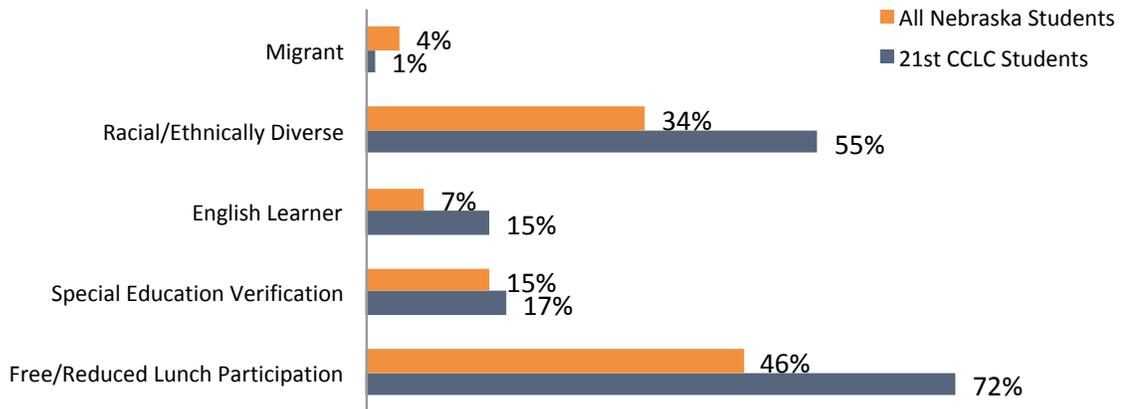
Of the regular attenders, 84% were in grades K-6 while 16% were in grades 7-12. Nationally, 46% of students are elementary, 24% are in middle school and 30% attended high school.

In order to assure 21st CCLC programs serve high-need students who could



Nebraska 21st CCLCs served a higher percentage of students in poverty.

Programs serve many students with obstacles to learning.



benefit the most from the programming provided, the demographics of afterschool students should reflect the school day demographics at each site (within a margin of 5%). Factors include free/reduced lunch participation, ethnicity, English Learner status, special education and migrant percentages. For 2018-2019, all student demographic and statewide assessment data were obtained and imported directly from the Nebraska Department of Education based on district reporting.

As illustrated above, programs in Nebraska served students with high needs at a rate higher than most statewide percentages, particularly students participating in 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.

Programs varied in demographics depending on whether they were urban

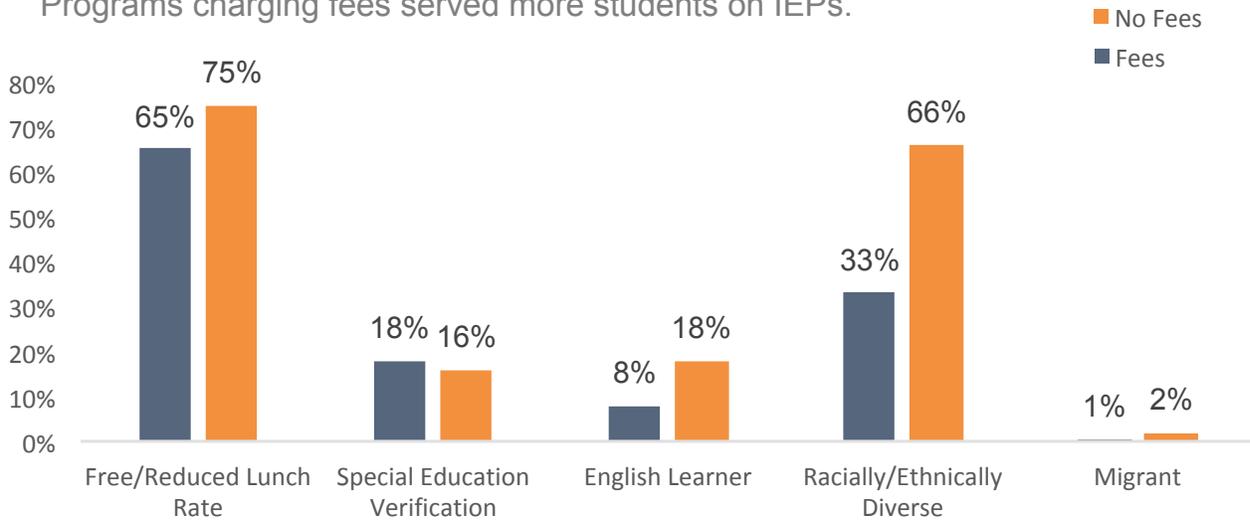
Of the 5,466 summer program regular attenders,

- 73% participated in free/reduced lunch
- 65% racially/ethnically diverse
- 19% verified for special education
- 20% were English Learners
- 3% were migrant students



Programs without fees served a higher percentage of students with more obstacles.

Programs charging fees served more students on IEPs.



or rural. While urban programs had higher percentages of students that were racially/ethnically diverse (65% vs. 42%) and participating in the free/reduced lunch program (76% vs. 66%), rural programs served higher percentages of migrant students, (2% vs. 0%). Urban programs served more students with IEPs and more students designated as English Learners, but the differences were less pronounced; 2% more students with IEPs and 3% more English Learners. The differences between programs were more pronounced for programs charging fees and those not charging fees.

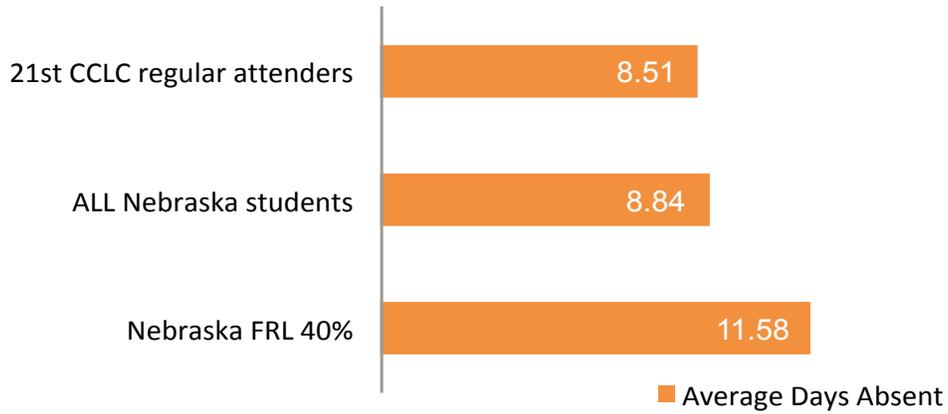
The Nebraska Department of Education has stressed the importance of decreasing the rates of chronic absenteeism. To this extent, the 21st CCLC management team decided to examine attendance rates for 21st CCLC students who were regular attenders.

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.

Students in urban settings were absent an average of 9.14 days during 2018-2019 while students in rural settings missed an average of 7.27 days.



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



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=7.04) than programs without fees (M=9.03).



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 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 2018-19 are consistent with the previous three years with very little change in the overall score: 4.33, 4.3, 4.28 and 4.26 indicating that **21st CCLC programs consistently deliver high levels of quality.**



Survey Outcomes



SURVEY RETURN RATES

Survey	Respondents	Return Rate
Teacher	10,080	72%
Parent	6,724	48%
K-2 Student	4,081	82%
3rd-5th Student	4,316	79%
6th-12th Student	1,959	53%
Community Partner	479	NA

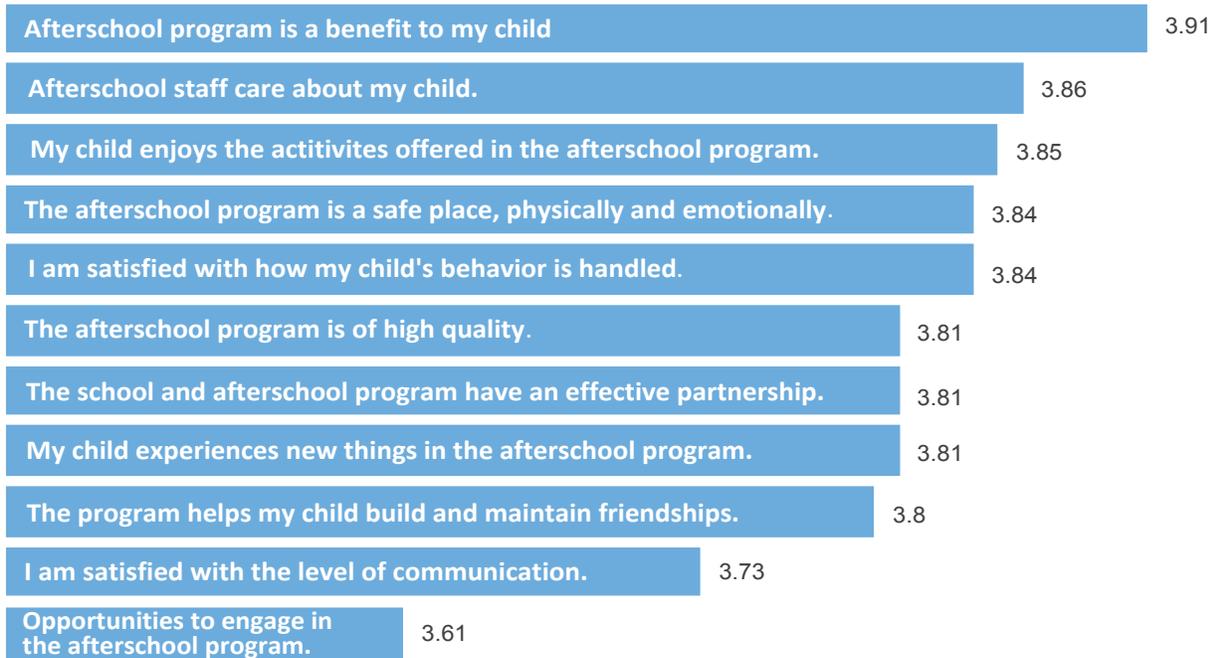
PARENT SURVEY OUTCOMES (N=6,724; 48% RETURN RATE)

The parent survey was provided to parents of all students who were regular attenders during the 2018-2019 school

year. The survey was designed to provide a snapshot of program quality, experiences of the student and reasons

Parents value the 21st CCLC programs for many reasons.

Parents of elementary students value having a safe place for their child to be afterschool.



for enrolling their student in the program. Parents were asked to rate items on a 1 to 4 scale (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

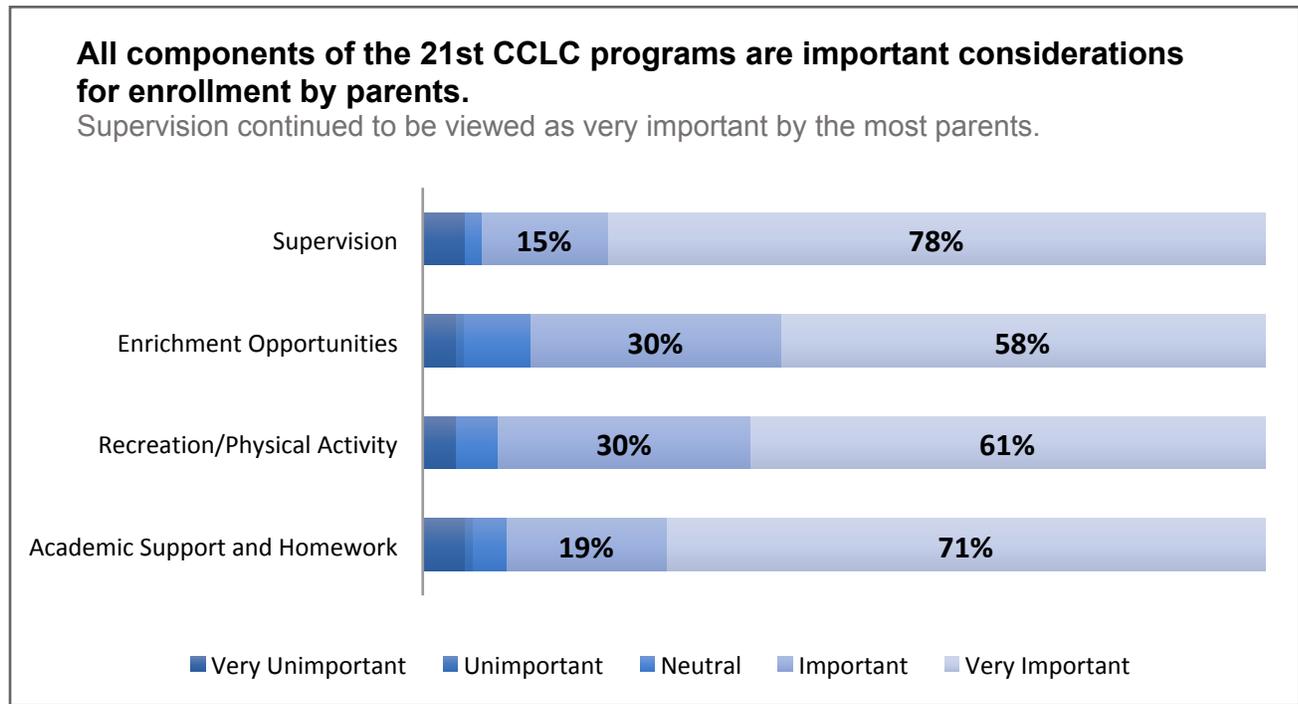
Parents (n=6,724) gave the programs high ratings across all items. In particular, they viewed the program as a benefit to their child, that staff care about their child and that the afterschool program was a safe place.

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. Supervision had the most parents (93%) rate it as important or very important but all of the components were rated as important or very important by at least 88% of the parents.

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 to you as you support your child's learning?" Over 1800 parents responded.

"We love the afterschool program & are very thankful this option is available to us as working parents"

---parents of 21st CCLC student



The majority of comments were either positive or wanted the program to continue as is. Several parents mentioned what a privilege it was for their child(ren) to attend the program. Many parents mentioned the high quality staff and the engaging clubs/activities in their comments. Parents appreciated the safe, trusting relationships their child had with staff members and that they genuinely cared about their students. Others mentioned how important it was for their child to have supervision afterschool, and how valuable that was for the child and the family. Comments were de-identified and shared with programs as part of their continuous improvement process.

Programming was perceived to be highly engaging and enjoyable.

Parents consistently reported how much their students enjoyed the different clubs and activities provided through the afterschool program. Parents made comments such as “My child gets upset when I pick him up early because he didn’t have enough time” and “loves the experiences and different clubs she gets to participate in”. Parents also noted how the afterschool program was able to provide experiences (robotics, coding, cooking, rocket) that were not a part of the school day. For parents suggesting improvements, adding additional hands-on and engaging clubs, particularly for older elementary and middle school students was a consistent theme.

Parents had conflicting views on homework but appreciated the academic supports available.

“The staff goes above and beyond to make sure the kids are healthy and engaged.”

“Students are given opportunities to experience activities different from the school day and make friends with others who are in different grade levels.”

“This program is an asset to our community, school and my family.”

“The programs they offer seem quality and diverse.”

---parents of 21st CCLC students

Parent comments on homework varied from those wanting their students to have all homework completed at the afterschool program to those who wanted them to be able to participate in clubs and other fun activities even if homework was not finished. Parents both appreciated specific academic tutoring and requested additional academic supports for their student. Many parents



commented that the academic support provided was a major benefit of the program.

Student behavior and staff supervision were addressed as a need for programs to consider. Parents had some concerns with student behavior, and how it was handled by program staff. Some felt staff would benefit from more training while others wanted the misbehavior by other students handled differently. Parents stressed the importance of strong supervisory practices for the programs. Additionally, parents felt behavior incidents should be reported and communicated with them.

Communication

Communication continues to be an area for improvement for 21st CCLC sites. Parents appreciated consistent communication and requested more from sites. More information about current programming, sign ups, field trips, transportation and billing were all mentioned as a need for improved communication. Parents would like additional information on how they can get involved with the program whether that is to attend special events, volunteer or to help their child at home. Finally, parents requested communication about how their child was doing in the program, such as a progress report. Like the other areas, several programs were commended for their communication with parents.

Summary. Overall, **even when asking for improvements, there were far more**

positive parent comments than critical comments and parents indicated general satisfaction with their children's experiences in the 21st CCLC program. This matches the quantitative data from the parent surveys with most parents being highly satisfied with programming.

"It is one of the best reasons for my child returning to a public school."

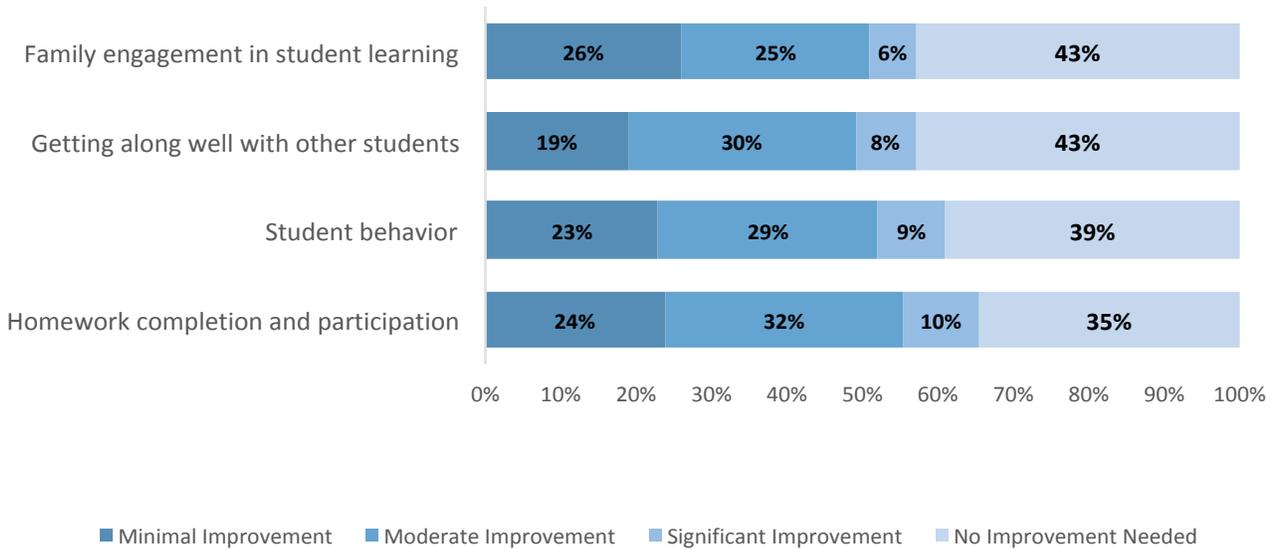
---parents of 21st CCLC student

TEACHER SURVEY OUTCOMES (N=10,080; 72% RETURN RATE)

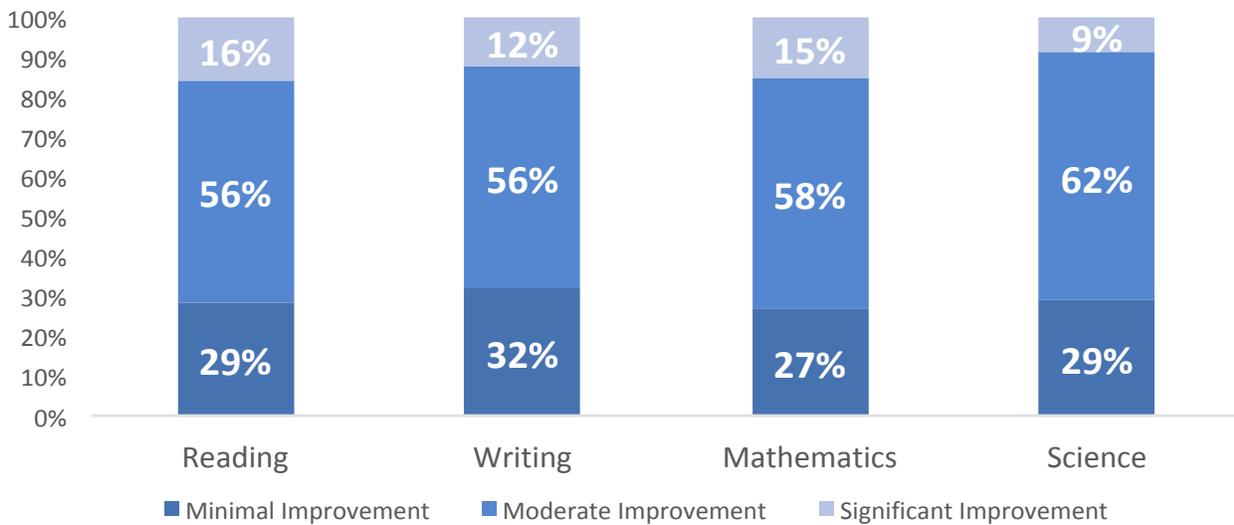
To fulfill one of the federal APR requirements, classroom teachers rated individual students on their performance both academically and behaviorally. Behaviorally the items focused on student motivation, homework completion, participation and relationships with others. To assess student behavior as it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



Homework completion and participation improved the most. Social emotional growth was demonstrated by nearly 40% of the students.



For the second year, students demonstrated the most growth in mathematics with 73% demonstrating moderate to significant improvement from fall to spring.



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

Teachers rated students' performance relative to state standards in reading, writing, mathematics, and science. Teachers rated student performance based on their observation of each 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 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

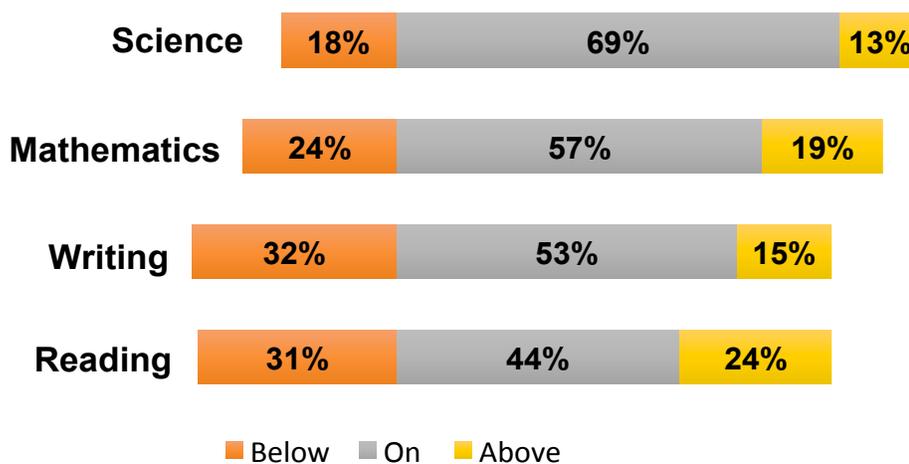
year in a row, **teachers rated student performance the highest for science with only 18% falling below grade level.**

KEY FINDINGS

All teachers responding to the surveys had the opportunity to comment on the impact of the 21st CCLC program on their students. Among comments that specifically referenced the program's impact on student performance, the following themes emerged:

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

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



“The program has allowed for the opportunity to interact with students outside of her classmates. Her social skills have improved, and her proficiency in completing homework has also improved”

---Classroom Teacher

participation. 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.

Students in the afterschool programs often have obstacles to learning. Multiple teachers commented on students having disabilities, struggling with emotional and behavioral regulation, a lack of supervision and other home stressors as impacting student achievement and performance at school. For students with IEPs, students learning English and those who may struggle socially, the afterschool program provided additional opportunities to develop and practice academic, language and social skills.

Stability and consistency of programming provided support to students with other stressors. Students lacking consistent home structure, difficult home situations and inconsistent living arrangements benefitted from the stability and structure of afterschool programming. 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. Multiple comments from teachers stressed the importance of daily stability for students. “I think this program was needed in his life. He has a lot of things going on at home and this program provides a safe environment where he can have some support and new experiences”.

Social interactions at the afterschool program provided opportunities for students to develop friendships and practice skills. Activities and clubs in the programs provided opportunities to interact with other students they might not otherwise during the school day. Multiple teachers noted how important this aspect was for new students, students without many friends and students who were English Learners. Teachers rated 38% of regular attendees as demonstrating moderate to significant improvements in getting along with others.

Safety and supervision of students afterschool was a major benefit of the programs. Having a safe, supervised location for students to attend afterschool was deemed necessary



by multiple teachers. If not for the afterschool programs, parents would struggle to find suitable supervision for their child(ren) after school was over. For students with instability in their home lives, having a consistent, safe place to go afterschool is seen as a major reason to support the program.

Social emotional growth and a decrease in challenging behaviors was noticed across multiple sites. Growth in students' social emotional skills was evident in both the survey ratings and in the open-ended comments from teachers. Multiple comments were made by teachers about how student improvement in their social emotional skills was followed by improvements in academic skills and homework habits.

Areas for improvement: Better communication between teachers and afterschool staff. Comments made by some staff made it clear there is a lack of alignment and communication between the school day and afterschool programs. While the majority of teacher comments were positive on the academic and homework supports provided, there were also concerns about the lack of homework help provided in some afterschool sites.

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

"The afterschool program is beneficial to all students. It is engaging and the students are all well-taken care of. They are getting their homework done and having fun."

---Classroom Teacher

going!" Other teachers indicated the program was "very important" for students and urged the 21st CCLC program to continue their work with the children.

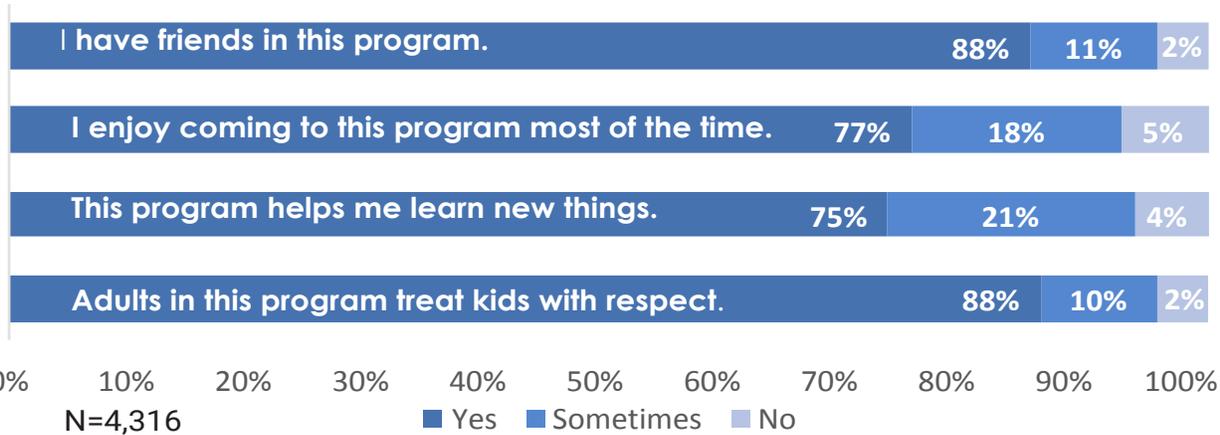
STUDENT SURVEY OUTCOMES

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 10,356 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 enjoyed attending.



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



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 regard 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.

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.



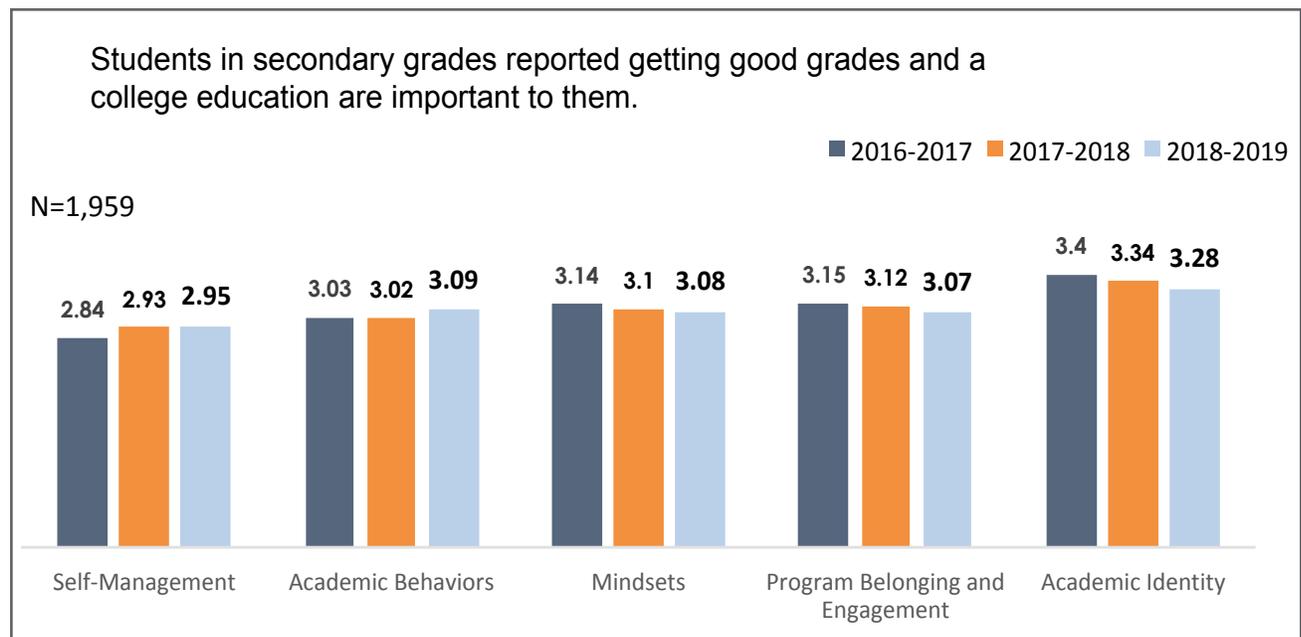
For 3rd-5th grade students (N=4,162) the highest ratings were for the Program Belonging and Engagement (M=3.42). Items under this domain ask about having friends (M=3.62), enjoying the program and adults respect towards students. Students also reported a capacity to keep trying even if they failed and to work hard toward completing school work (M=3.41). Academic Self-Efficacy was the lowest rated domain with students having less confidence in their ability to do “even the hardest homework” (M=2.67). Ratings in the Self-Control domain increased the most over last year, which is likely a reflection of the many efforts programs have made to provide intentional social emotional programming.

For 6th-12th grade students (N=2,274), the academic identity domain had the highest average three 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=3.45). Of note one of the highest rated items was **“This program has helped me to become interested in what I am learning at school” (M=3.28)**. The lowest rated items were in the 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. Older students viewed achievement in school as important to future success and that getting a college education was important.

AFTERSCHOOL STAFF SURVEY OUTCOMES

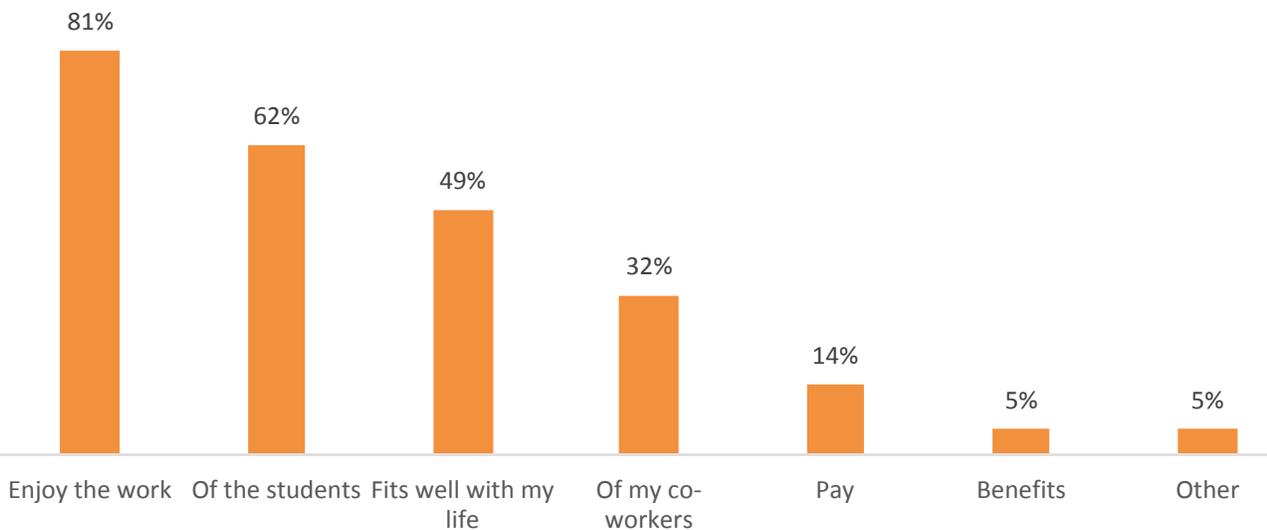
In 2018-2019, afterschool staff had the opportunity to complete an afterschool staff survey developed by the evaluation team. A total of 455 staff members, including staff, site supervisors and program directors completed the survey.

Statewide, afterschool programming is implemented and delivered primarily by those identifying as female (81%). Demographics reported indicate a diverse workforce for afterschool programs with 68% White, 17% Hispanic/Latino, 9% Black/African American, 3% Native American / American Indian, 2% Asian and >1% Native Hawaiian or Pacific Islander.

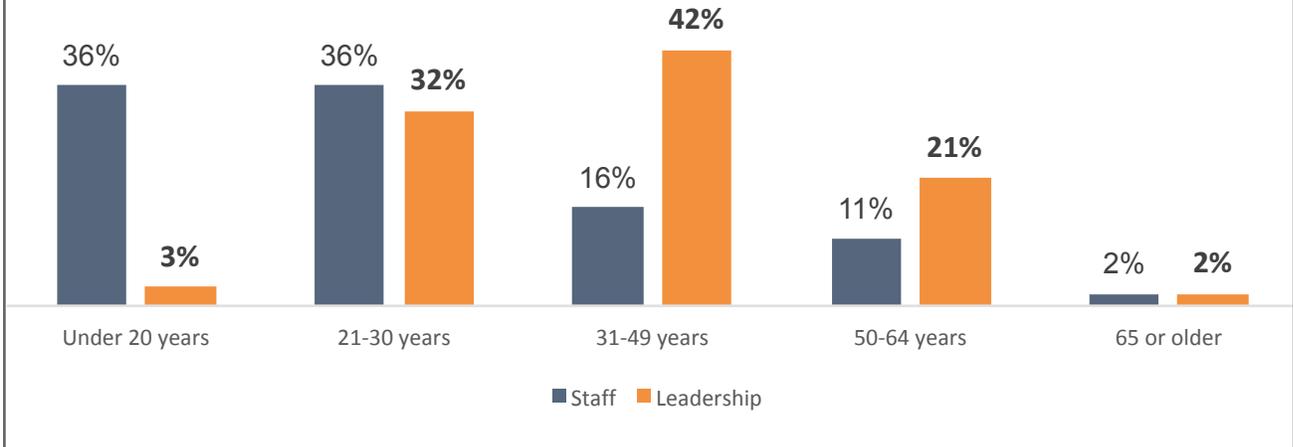
For some 21st CCLC programs, the majority of afterschool staff are college students, so turnover is expected as they graduate. For education majors, 21st CCLCs provide a training ground for working with students of diverse ages, backgrounds and abilities. Partnerships between 21st CCLC programs and postsecondary institutions across the state are mutually beneficial for both K-12

Afterschool staff work in the program because they enjoy the work and interactions with students.

College students wishing to become teachers find the experience invaluable.



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

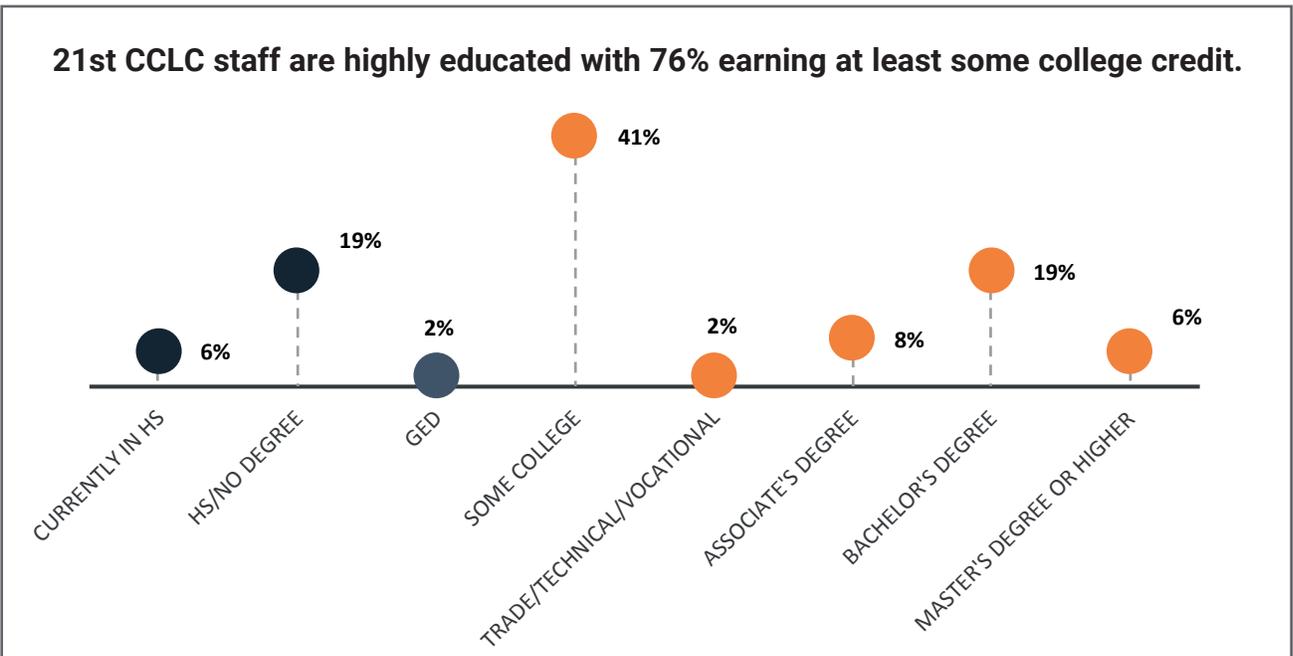


students and students participating in college coursework.

For program staff, 76% reported having at least some college credit with 35% attaining a degree or certificate post high school. Of the staff working in the

programs, 19% hold bachelor's degrees, and 6% have a Master's degree. A high percentage of those with some college credit are students currently enrolled in Nebraska colleges and universities and working in the program.

21st CCLC staff are highly educated with 76% earning at least some college credit.



“I am in college studying how to become an elementary teacher. This job gives me such a great opportunity for experience learning new things that I can apply in my later years.”

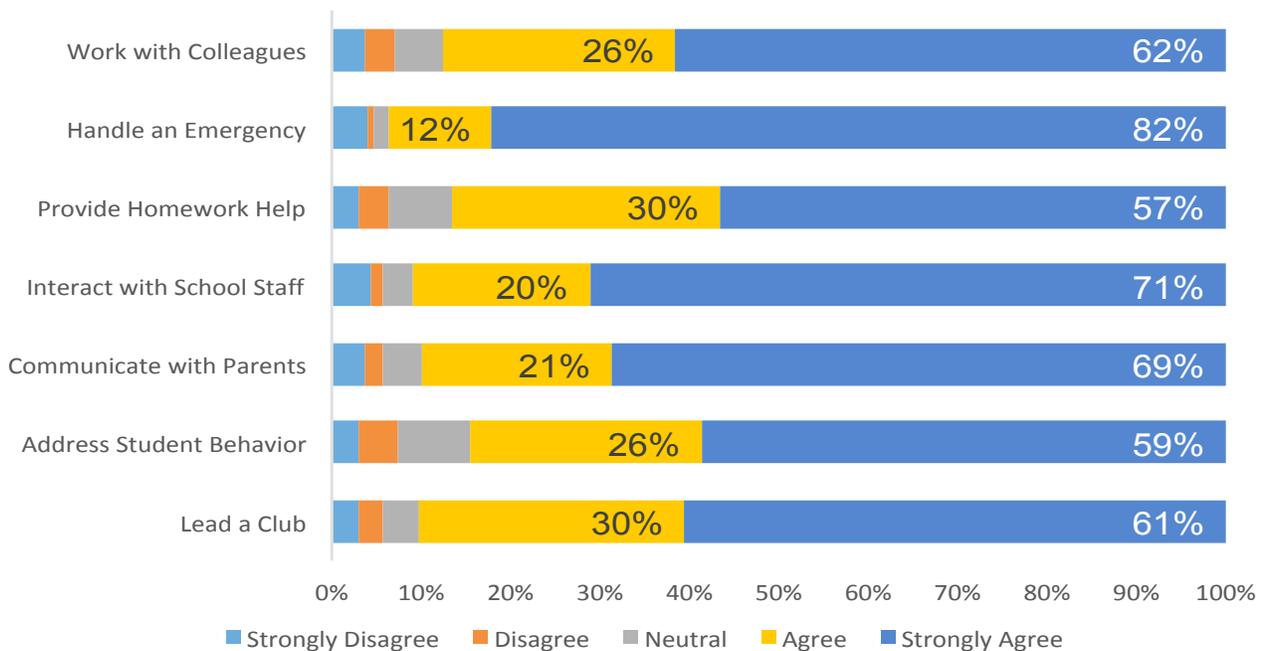
plans to leave the afterschool program within 2 years, with graduation being the number one reason for leaving (27%), followed by having a better opportunity elsewhere (17%).

STAFF PREPARATION AND CONFIDENCE

Longevity of working in the afterschool program varied. **Seventy-six percent have worked in the afterschool program three years or fewer.** Another 12% have worked in the program for 4-6 years and 12% have been in the program for 7 years or longer. Of concern is that 60% indicated

Respondents were asked to rate their levels of preparation in performing many of the tasks involved in an afterschool program from delivering lessons to managing student behavior to handling an emergency.

Afterschool staff were confident in their abilities to complete the tasks necessary for programming.



Collaboration & Community Partnerships



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. The multi-item, online survey asked questions about communication, collaboration, relationships, capacity for giving and training needs. A total of 479 partners completed the survey for the 2018-2019 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 60% of the partners reporting that they provided 21 or more hours in a year, 14% reporting they provided 11-20 hours, 14% provided 6-10 hours, 6% 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

92% of community partners believe the work of their organization is aligned with the goals of the schools serving their students.

were less with 8% reporting 1-5 hours, 12% reporting 6-10 hours, 9% reporting 21 or more, and 19% reporting 11-20 hours.

COMMUNICATION

When asked about communication, **93% responded that communication with the site was timely and responsive at least most of the time** with 65% reporting that the communication was always timely and responsive. Seventy-five percent of the partners responded that they “definitely” understood the vision, mission and goals of the 21st CCLC program. Finally, 80 % responded that they received adequate information on individual student needs and/or the needs of groups of students at least most of the time.



ALIGNMENT OF COMMUNITY ORGANIZATION AND 21ST CCLC SITE

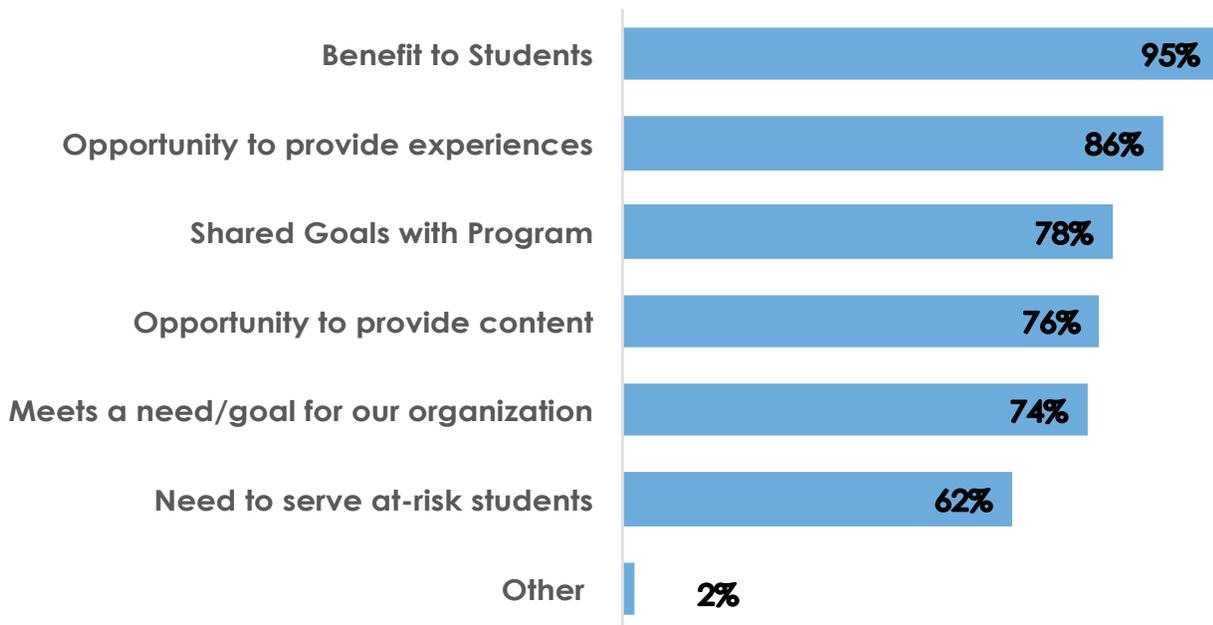
For the second year, over 90% of the partners believed their organization's work was aligned to the school's goals for their students. On a scale of 0-100, partners (n=467) rated the strength of their relationship with the afterschool program with the mean score being in

the mid-high to high range (M=85.31, sd=15.52). The following chart outlines the reasons why partners choose to collaborate and provide services within the 21st CCLC sites.

Community partners collaborate with 21st CCLC sites for several reasons. Most of the sites see it as a benefit to students (95%) and a way to provide experiences for students (86%). Program leaders report the necessity of having community partners for the success of programs, as without them the variety and depth of programming would be difficult to achieve.

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

For 74% 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. Programs deliver high quality programming as reported by teachers, parents and community partners.
3. Teachers recognize the value of students participating in 21st CCLC programs, particularly in the areas of social emotional development and homework completion.
4. Parents report the program as being essential to helping them maintain work and see it as a benefit to their student.
5. Regular attenders missed fewer school days than the average for all Nebraska students and the average for schools with 40% FRL. This pattern has been true for the last three years.
6. Students across all age levels felt a sense of belonging and most reported having friends in the program.
7. Afterschool staff enjoy working in the program and feel adequately prepared to handle most tasks in the program.
8. Staff requested more training in the areas of activity/curriculum ideas and social emotional learning.
9. Programs continue to serve students most in need of the afterschool programs.
10. Programs should develop additional strategies for increased communication with parents and for managing student behavior.



Recommendations and Future Plans

1. Provide additional opportunities for training and professional development, particularly to engage older students.
2. Full implementation of the NAQCIS systems in the 2019-2020 school year with additional and/or differentiated materials for high school programs.
3. Continue to provide professional development in the area of social emotional learning and behavior management. This training should be ongoing.
4. Continue building community partnerships and share resources with newer programs to encourage a wider network of supports.
5. Consider how to engage parents on an increased basis as many parents are looking for opportunities to be involved.
6. Consider completing some observations/evaluation pieces with summer programming.



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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 2018-2019 Annual Report is posted at <http://www.education.ne.gov/21stcclc/ProgramEvaluation/EvaluationReport2018-19.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

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.**

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

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

3rd-5th Grade Student Survey Items	Statewide 21 st CCLC
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
Domain 5: Program Belonging and Engagement	3.46
15. I have friends in this program.	3.63
16. I enjoy coming to this program most of the time.	3.34
17. This program helps me learn new things.	3.30
18. Adults in this program treat kids with respect.	3.57

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

Author: Youth Development Executives of King County

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

Use: This survey was administered to 3rd-5th grade students who were regular attenders during the year

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

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

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

Author: Youth Development Executives of King County

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

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

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.

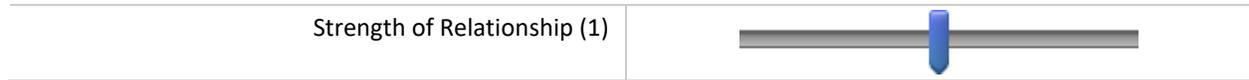
- A great deal (1)
- A lot (2)
- A moderate amount (3)
- A little (4)
- None at all (5)

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.

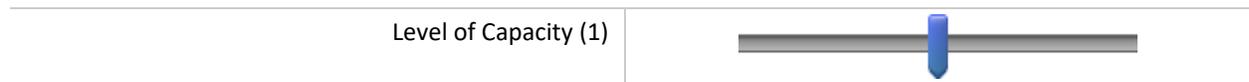
Please indicate your capacity to provide additional services.

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. 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

