

# ANNUAL REPORT

## 2019-2020

### Nebraska 21st Century Community Learning Centers



Jolene Johnson, Ed.D.  
Associate Director, Education and Child Development  
Becky Skoglund, M.A.  
Assistant Project Director, Education and Child Development  
Amber Smith  
Database Manager, Education and Child Development  
Munroe-Meyer Institute  
University of Nebraska Medical Center  
985605 Nebraska Medical Center  
Omaha, NE 68198-5605  
jolene.johnson@unmc.edu  
(402) 559-5723



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**21<sup>st</sup> Century Community Learning Centers Grant Program**  
Nebraska Department of Education  
301 Centennial Mall South, Box 94987  
Lincoln, NE 68509-4987  
Phone: (402) 471-0876  
Fax: (402) 742-2371  
Web Site: <http://www.education.ne.gov/21stccclc>



The contents of this Annual Evaluation Report are available online at  
<http://www.education.ne.gov/21stccclc/ProgramEvaluation/EvaluationReport2019-2020.pdf>.

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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, Beatrice Broken Bow, Chadron, Columbus, Cozad, Crete, Fremont, Gordon-Rushville, Lexington, Lyons-Decatur, Lincoln, Madison, Minatare, Nebraska City, Norfolk, North Platte, Omaha, O'Neill, Oshkosh, Plattsmouth, Schuyler, Superior and York.

# Overview of 21st Century Community Learning Centers



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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. The 21st CCLC initiative was authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended. 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 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

In 2019-2020, grant awards totaled **\$7.2 million** to benefit students in 148 sites in 39 Nebraska communities.

to grade and across levels, engagement of families and the community in schools and programs, additional learning time, college and career readiness activities, ongoing data collection and analysis, and ongoing professional development for program leaders and staff.

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



programs. This year, two types of competitive grants were available (first-time grants and continuation grants). First-time grants were 100% grant-funded in years one through three, 80% in year four, and 60% in year five. Continuation grants (calculated at a daily rate that is 50% of the amount of the grantee's first-time grant) were awarded to quality 21st CCLC programs. Continuation grants are level funded for a five-year grant period and available only to school buildings which have successfully implemented 21st CCLC programming for five years. All data in this report were derived from these grantees.

Grantees began reporting partner/local fiscal support in 2013-14. Reports include the amount expended and/or the value of volunteer time and/or donated/discounted goods or services for the school year and, where applicable, summer program. Funding sources include other federal or state funding, 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 nearly 150 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 Nebraska 21st CCLC program.

## ADVISORY GROUPS

Stakeholder groups inform the state-level management team on many levels, as needed within a statewide system serving diverse populations. The following stakeholder groups were created to provide input to the state-level management team.

### **Statewide Evaluation Workgroup**

The Statewide Evaluation Workgroup was formed in 2015 and has been instrumental in decisions on program quality measures and surveys. The Community Partner Survey was developed in collaboration with members of the Workgroup, and they provided quality feedback in finalizing the Nebraska Afterschool Quality and Continuous Improvement System (NAQCIS).

### **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 grade-levels and are located across all regions of the state. The group met one time during this reporting period discussing topics such as updates to the evaluation and continuous improvement system, professional development needs, and program sustainability through partnering. Using 21st CCLC state technical assistance funds, financial support was provided to Rural Advisory Committee members who chose to attend the Rural Afterschool Conference held November 12-15, 2019 in Beaver Creek, Colorado. Sessions allowed conference attendees to network with rural afterschool educators from across the country growing leadership and expertise.

# Community Partners





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21st CCLC programs rely on partnerships with statewide and community organizations, local business and industry, and others to implement high-quality, sustainable 21st CCLC programs. 21st CCLC project directors work with school building principals, community leaders, and representatives of statewide organizations to identify partners whose goals align to those of the program. Mutually beneficial relationships are then established resulting in a wide variety of interesting and unique learning experiences for children and youth. Partners supporting the work of a Nebraska 21st CCLC program might include Nebraska 4-H Extension, Beyond School Bells, local libraries, community organizations committed to the health and well-being of members of the community, arts organizations, the local community college, or groups committed to preserving and ensuring an appreciation of the environment.

Examples of program support provided by partners include:

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

Partnerships between 21st CCLC programs and postsecondary institutions

across the state are mutually beneficial for both K-12 students and students participating in college coursework. Among the many benefits of these partnerships is the experience it provides future teachers who gain valuable teaching experience in afterschool programs while receiving support and college credit. These mutually beneficial partnerships exist across the state, making postsecondary institutions valuable partners in the design and implementation of many quality 21st CCLC programs.

Examples of potential benefits for 21st CCLC attendees include:

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

Examples of potential benefits for college students include:

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

- Leadership experience
- Opportunity to serve as role models for youth in their communities.

## 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 Spotlight is a feature that highlights the work of organizations committed to partnering with afterschool and summer programs across the state of Nebraska. Featured partners have demonstrated a commitment to working with program leaders and staff to identify ways to accomplish identified goals bringing unique and engaging learning opportunities to students afterschool and in the summer.

Nebraska Agriculture in the Classroom/ Nebraska Farm Bureau Foundation was added as a featured Partner Spotlight Organization during this reporting period.



Detailed information about all of the 21st CCLC Partner Spotlight organizations is available at:

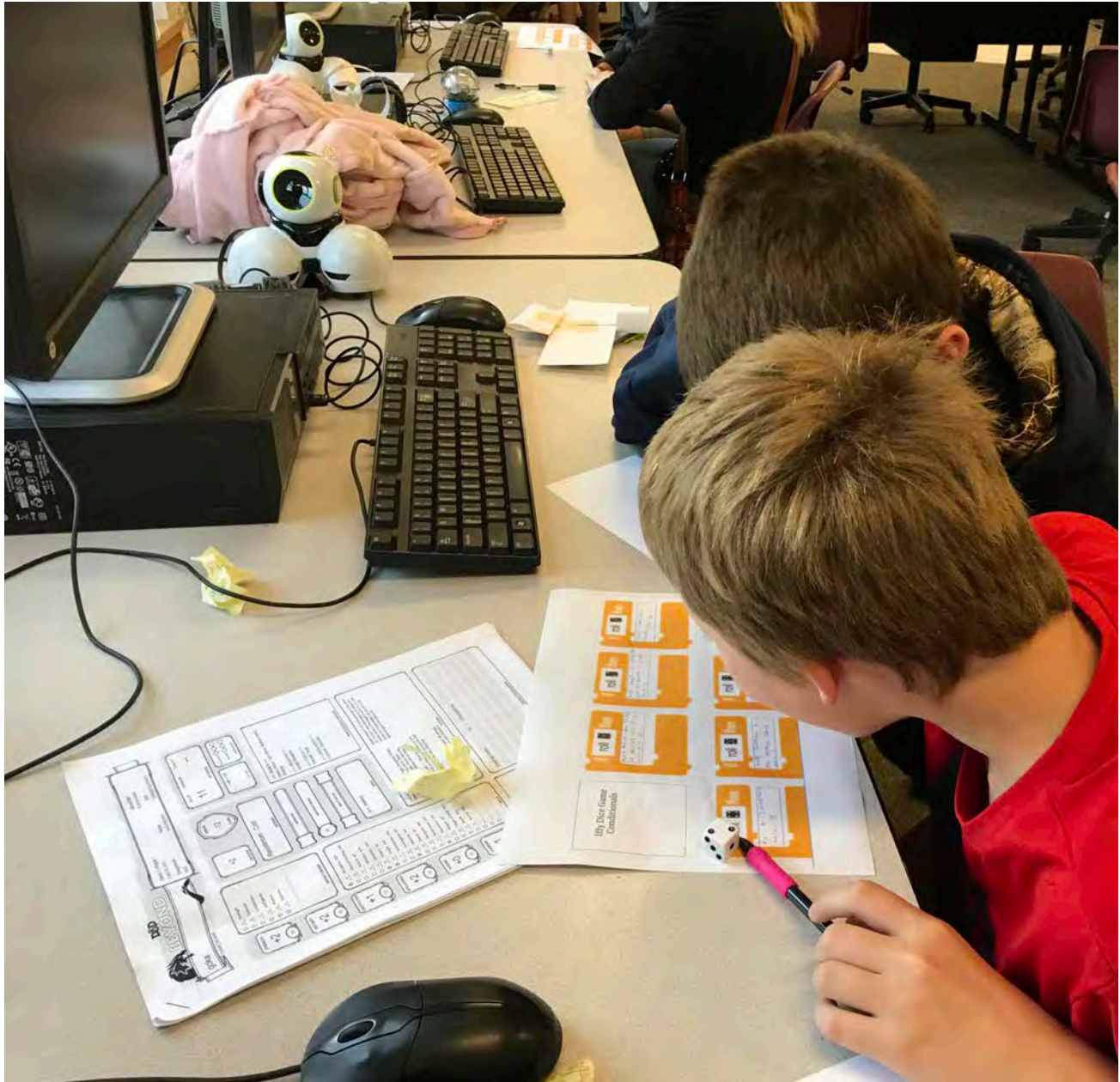
<https://www.education.ne.gov/21stcclc/partner-spotlight/>

## PUBLIC OUTREACH

The 21st CCLC state-level management team presented information to state and national audiences when the opportunity arose on several occasions including:

- NDE's annual Administrators Days Conference in Kearney on July 24, 2019 on the benefits of partnering
- Rural Afterschool Conference, Beaver Creek, CO, November 2019 on addressing the professional development needs of rural afterschool program leaders and staff
- National Afterschool Association Virtual Conference, April 2020 on the Nebraska evaluation Continuous Improvement Process (with Teresa Wanser-Ernst, Assessment/Evaluation Specialist, Educational Service Unit #18 serving Lincoln Public Schools)

# Technical Assistance and Professional Development



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The 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 a SharePoint online learning system (My21stCCLC), monthly newsletters, an annual one-day project director meeting, regional workshops, and an annual statewide afterschool conference. In response to the COVID-19 outbreak in spring 2020, technical assistance and professional development options were modified to reflect the changing needs of program leaders and staff.

In the fall of 2019, 21st CCLC project directors reported their anticipated professional development plans for the 2019-20 school year by designating local, regional, statewide, and national offerings, both in-person and online. This information was reported as part of the annual CIP Meeting Summary Report and allowed program leaders to describe offerings for the program leadership, staff, and training aligned to the program's CIP annual improvement goal. This process of articulating local professional development plans allowed program leaders and staff to determine their own needs, identify needed resources, and allowed the state management team to support programs by providing webinars, in-person training, and online resources aligned to those identified needs. Examples include:

- Support for creating lesson plans—Planning templates were created by experienced 21st CCLC program

leaders, under the leadership of Saundra Frerichs, 4-H Science Education Specialist, UNL, and a series of webinars were recorded to provide support for using the templates for planning both activities and ongoing enrichment clubs.

- Identifying partnerships utilizing local, regional and statewide organizations—To address this need, Jennifer Jones, Beyond School Bells, shared planning templates and recorded a series of three webinars.
- Resources for implementing gardening clubs—Erin Ingram, Science Literacy/Community Engagement Coordinator, UNL, created a new gardening curriculum that was piloted in selected sites during the summer of 2019 to address the need for resources to help staff incorporate gardening into their afterschool and summer programs.

## GETCONNECTED STATEWIDE AFTERSCHOOL CONFERENCE

The annual GetConnected 2019 Afterschool Conference was held October 11, 2019 at the Younes Conference Center in Kearney, Nebraska. There were over 270 program leaders, staff, community partners and educators in attendance, 24 sessions offered, and 19





Walk N Talk tables hosted by 21stCCLC Partner Spotlight Organizations. The Bob Whitehouse ELO Policy Champion Award was presented to Former Lincoln Mayor Chris Beutler and the Business Champion Award was presented to NextEra Wind Energy. Making a Difference Awards were also presented to thirteen program leaders who have led Nebraska

afterschool programs for five years or more. Conference partners included Beyond School Bells, NE 21st CCLC, Nebraska Extension, Click2SciencePD, and the NDE.

## STAYCONNECTED

In an effort to provide ongoing learning opportunities between annual conferences, the StayConnected webinar series began in February 2020. The series originally offered sessions monthly, then shifted to weekly offerings beginning May 4, 2020 in response to increased and changing needs for staff professional development due to the pandemic. Most sessions were led by community partners including Partner Spotlight Organizations and University of Nebraska-Lincoln experts, and targeted resources needed for virtual teaching and learning including adapted afterschool curriculum. Examples of topics covered included NASA curriculum, Economic Education, Agriculture in the Classroom, curriculum developed by students in the UNL Honors Program, and GoNoodle physical activities for afterschool programs.



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# PARTICIPATION IN NATIONAL INITIATIVES

In 2019 the Nebraska 21st CCLC program received \$49,000 in Title IV, Part A ESSA Statewide funds to participate in a statewide pilot research project with the Harvard Graduate School of Education EASEL Lab. These funds supported the professional development, training and materials to implement Harvard Kernels, an evidence-based social emotional curriculum, in participating urban and rural 21st CCLC afterschool and summer programs. Two trainers from Harvard provided regional trainings in Alliance, Kearney, Norfolk, Lincoln and Omaha the week of February 24-28, 2020. Due to school closures beginning in March, 2020 we received a one-year no-cost extension to implement the pilot through August 2021. Additional opportunities to participate in national initiatives include:

- NASA Engineering Design Challenge included a two-day training in Kearney July 25-26, 2019 by two NASA trainers for staff that led the afterschool design challenge clubs. A feature of the challenge included the opportunity for students to connect virtually to a NASA scientist or engineer. A virtual culminating celebration occurred February 20, 2020.
- Support to plan and lead annual Lights On Afterschool celebrations

- National Youth Science Day, virtual event in Grand Island on October 29, 2019

Ongoing support for program leaders led by the state 21st CCLC management team included:

- Monthly Update newsletter which included upcoming deadlines and professional development resources and opportunities
- Grant management monthly technical assistance Zoom meetings
- Required Project Director Annual Meeting held October 10, 2019
- Monthly Zoom meetings for new directors in both new and existing programs
- Targeted support for programs with specific needs
- Required Grant management/evaluation summer regional meetings
- My21stCCLC, a secure website for program directors that included content focused on evaluation, grant management, partnerships and program support
- 21st CCLC public website

Support was also 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.



# 21st CCLC Programming



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

- Improving overall student academic success

- Increasing positive behavior and social interactions
- Increasing active and meaningful family and community engagement.

Program schedules include time for academic support including optional



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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. When the pandemic caused schools to close during the spring of 2020, many 21st CCLC programs shifted to providing online learning opportunities with staff providing packets of learning materials for students to complete at home.

## HEALTHY MEAL OR SNACK

Each 21st CCLC site participated in applicable USDA nutrition programs in order to provide students with a healthy meal or snack each day. Students were sometimes involved in planning, growing, and preparing these meals/snacks as part of their regular afterschool and summer learning activities. Once the pandemic caused schools to close during the spring of 2020, many afterschool program leaders and staff provided

support for meal pick-up to meet the ongoing nutritional needs of families served in the program.

## 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, or through online venues, included:

- 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 2019-2020 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 2019. 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 2018-2019 and developed their action plans for the 2019-2020 school year. Action plans were sent to the NDE Management Team for review.

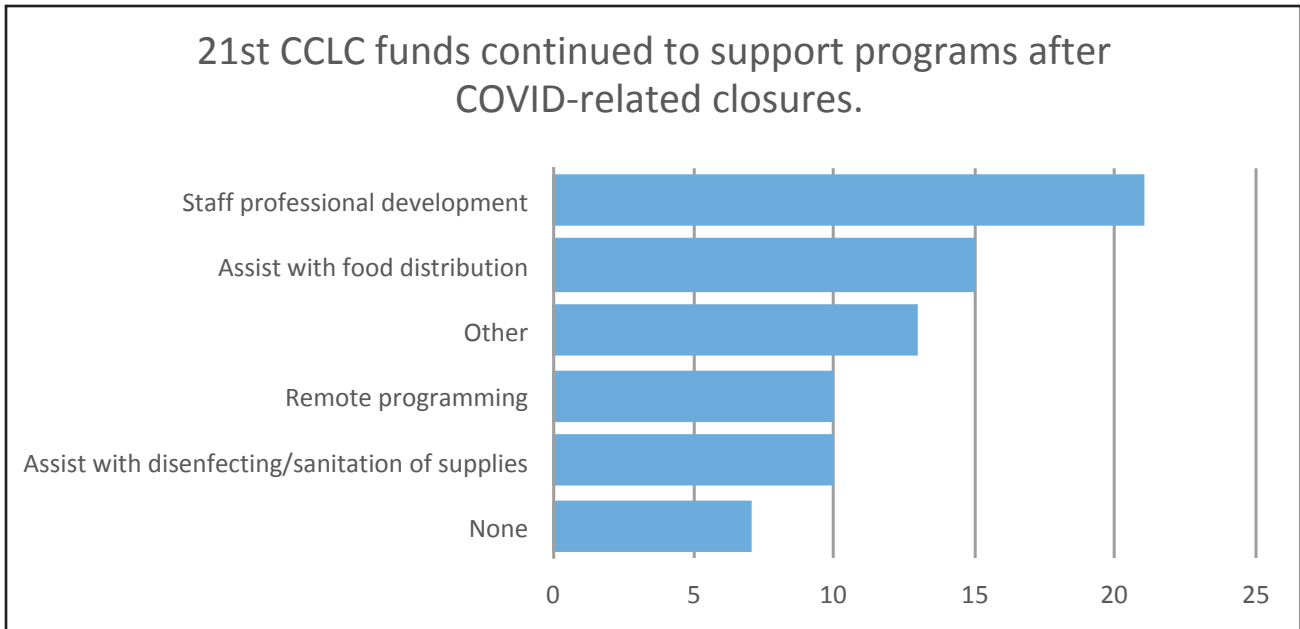
For newly-funded programs, external facilitators were required to help facilitate the continuous improvement process. External facilitators led the teams through the self-assessment process, participated in management team meetings, provided guidance for the evaluation process and facilitated the continuous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

## IMPACT OF COVID-19

As a supplement to their Spring 2020 APR submissions, all 38 grantees (some of whom manage multiple sites) responded to specific questions about how COVID-19 shutdowns impacted their programs. Grantees reported their sites' last day of operations prior to a COVID-related shutdown fell between March 5th and March 18th, with most closing around the midpoint (March 11th).

After closing, 21st CCLC funds were used to support staff professional development, assist with food distribution, support remote programming, assist with disinfecting/sanitation of supplies, and other operations such as organizing, planning, and curriculum development or funding staff salaries. Only seven grantees reported not using 21st CCLC funds during this period (see following graph).





Many grantees reported continuing to pay project directors, site coordinators, and staff during shutdowns. Directors were most likely to continue receiving salary, with 82% receiving full wages and 11% reduced wages. Three quarters (76%) of the site coordinators were paid some or full wages. Lastly, grantees reported 42% of their staff received full wages, 38% had reduced hours/wages, and 19% were not paid.

Collection of evaluation data was impacted by the COVID-19 pandemic in the spring of 2020. The survey window opened on March 1st and within a few weeks most programs had ceased in-person programming and had to pivot to providing supports in other ways to students and families. A decision was made by the management team to allow programs the choice to continue collecting data or to stop due to the pandemic. Therefore, the teacher, parent

and student survey data reported should be viewed as a partial representation of 21st CCLC programming and is not comparable to previous years.

When calculating regular attenders, the state-level management team made the decision to lower the minimum requirement from 30 days to 21 days as most programs operated for roughly 70% of the school year. All regular attendee data is based on the 21-day threshold.

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 2020 and were collected/analyzed for regular attendees only.

Parent surveys were disseminated in the spring of 2020 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. The survey return rates were impacted due to school and program closures beginning in March of 2020.

An afterschool staff survey was developed and administered during the 2019-2020 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 fourth 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.



# Nebraska Afterschool Quality and Continuous Improvement System (NAQCIS)





The Nebraska Afterschool Quality and Continuous Improvement System (NAQCIS) Self-Assessment (Johnson, et al., 2019) was completed by all sites in the fall of 2019. In addition, 21 sites in years 2 and 4 of their grant cycle had

an external observation of their program completed by evaluation team members from UNMC.

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 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. Observations are conducted by the external evaluation team from UNMC. Trained evaluators observe programs in years 2 and 4 of their grant cycle. Each observed program receives feedback on overall program components in addition to specific feedback on 1-2



### 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					



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clubs/activities selected by the program. Feedback is provided to sites within 1-2 weeks of the observation. The monitoring visit occurs during year 3 of the grant cycle and is conducted by NDE personnel.

## EVALUATION OUTCOMES

For this reporting period, outcomes are reported for quality (both external observations and self-assessment), teacher, parent and student feedback, afterschool staff feedback, community partner feedback and demographics of those served by the program.

## QUALITY

**Rationale:** Quality matters in afterschool programs for student safety, social emotional development, academic growth and engagement with programming. Quality practices are aligned with the 21st CCLC goals and the Nebraska State Board of Education quality framework.

## 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)).

**Attendance:** Regular school day attendance is critical for school achievement. 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.





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# 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.

“I am so incredibly grateful for this after school program. I’ve lived in several states including California and Nevada, as well as Nebraska. Throughout my experiences, I’ve noticed most schools do not offer an after-school program, or if they do it comes with a hefty fee. This leaves many working parents in an uncomfortable situation of relying on older children to watch the younger or sometimes nobody at all. Offering free and enriching after school programs is strengthening the bond between schools and students, as well as giving parents the peace of mind they need for the extra hour or two after school that children are dismissed but parents are not. Thank you so much for offering this service!”

--21st CCLC parent

Parent surveys were completed by over 2100 parents, and while not the highest number, is still encouraging given that it was administered at the beginning of the pandemic. Parents recognized the quality of the programs and the support provided by centers for afterschool supervision and support with their student(s) academics. Overall, the sites were rated very positively and seen as a valued resource.

# 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: providing programming, resources, training and/or time, and financially supporting the program. Finding and maintaining community partners is essential to program success and sustainability.

## Partner surveys

Nearly 400 community partner surveys were completed even with the pandemic occurring. The survey responses indicated strong commitment to programs and a belief that partnering with 21st CLCC programs was mutually beneficial.



# Who Attended 21st CCLC?



Statewide, 21st Century Community Learning Center sites served 148 Nebraska public schools during the 2019-2020 year.

As noted on the map, 39 sites were within their first five years while 109 were on continuation funding. 21st CCLCs served both rural and urban students in 39 communities.

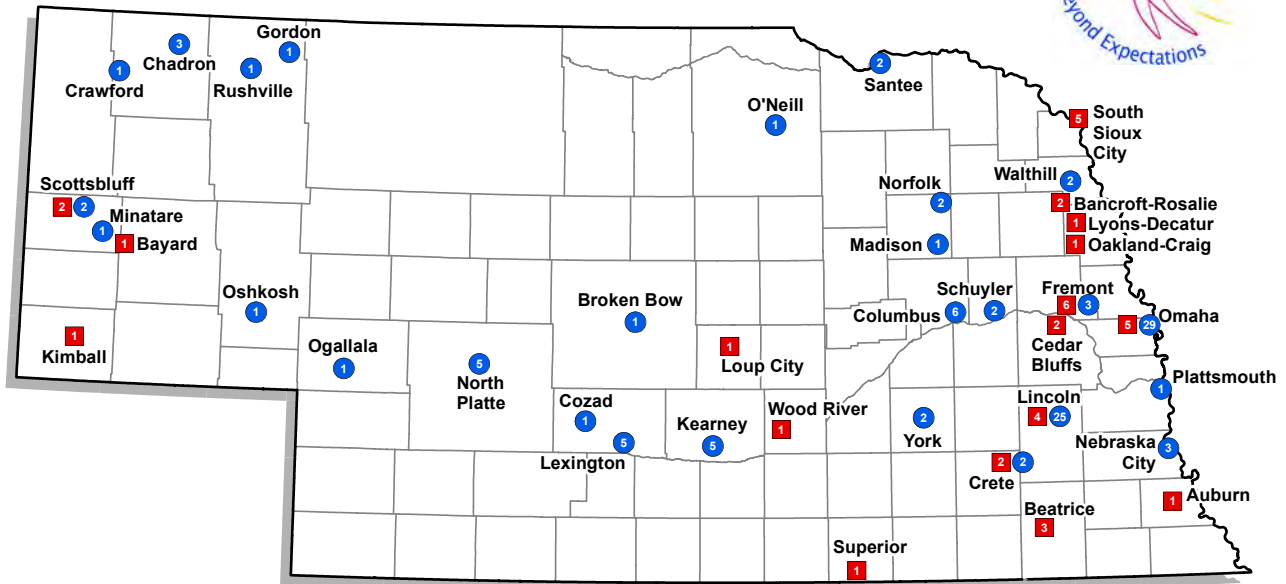
“School Year” is defined as programming offered afterschool for less than 4 hours. “Summer” includes programs funded by 21st CCLC operating 4 or more hours during summer break. “Out of School” refers to programming offered for 4 or

more hours during the school year (early release days, holiday breaks).

A “regular attender” for 2019-2020 is a student who attended 21 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). The criteria for regular attender changed from 30 to 21 days due to the pandemic and that most students only had the chance to attend programming for 70% of the school year. Of the 22,474 total students attending 21st CCLCs, **64% were regular attenders**. Rural programs had a higher percentage of regular



**Nebraska 21st Century Community Learning Centers  
2019–2020 School Year**

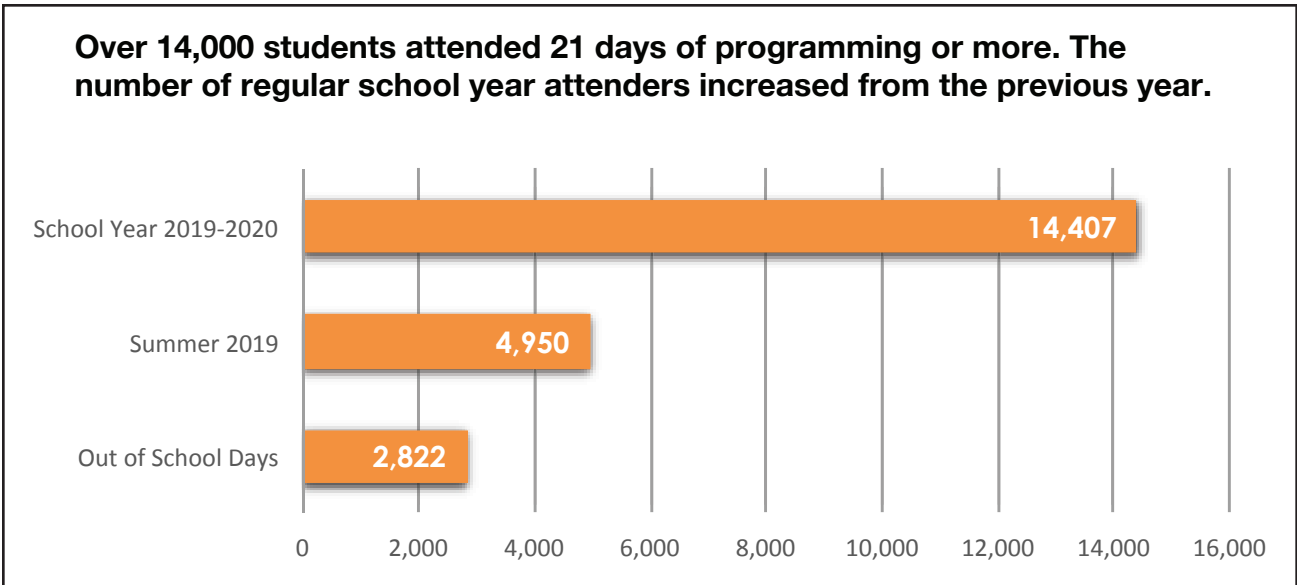


- Currently Funded by 21st CCLC First-Time Grant (Years 1-5)
- Currently Funded by 21st CCLC Continuation Grant (Year 6 and beyond)

Number in symbol indicates the number of sites

Information Source: Nebraska 21st CCLC Office (Updated 04/19)

**Over 14,000 students attended 21 days of programming or more. The number of regular school year attenders increased from the previous year.**

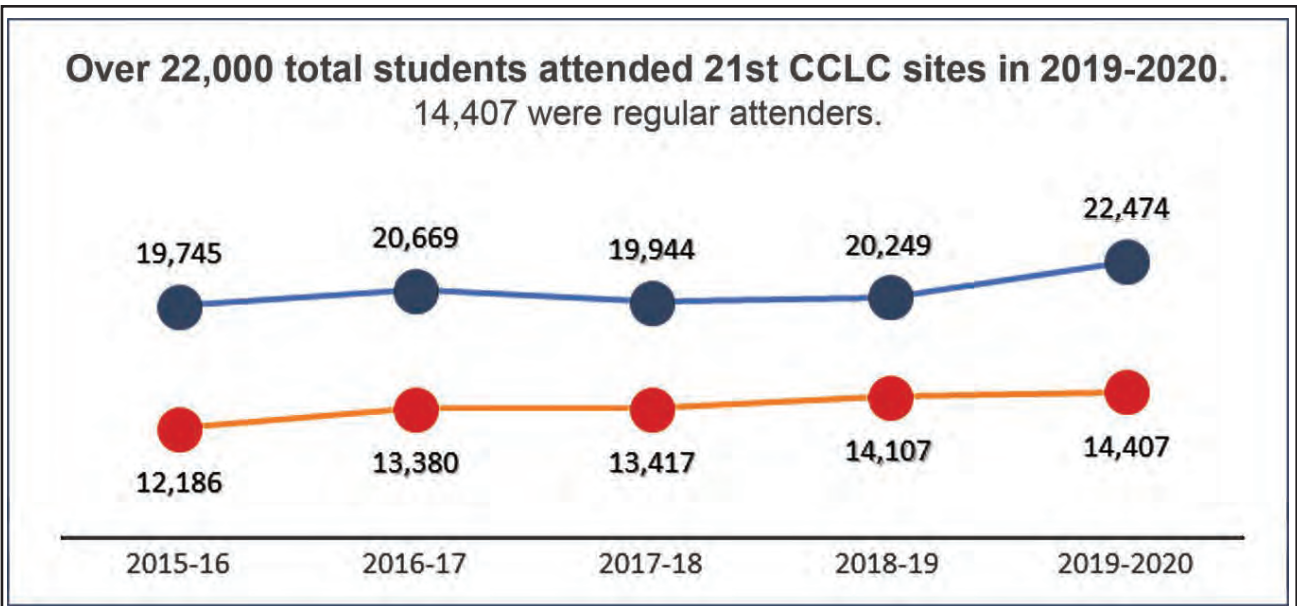


attenders (73%) than urban programs (63%). For programs charging fees, 54% of students were regular attenders whereas **77% of students attending programs with no fees were regular attenders.**

CCLC programming and were regular attenders. While the percentage of regular attenders dropped from 70% to 64% this could be due to the shortened program year particularly for middle and high school students who may primarily attend during only one semester. The pandemic effectively ended programming at the end of the third quarter.

In 2019-2020, the most students in the program's history both attended 21st

**Over 22,000 total students attended 21st CCLC sites in 2019-2020.**  
14,407 were regular attenders.



# DEMOGRAPHICS OF REGULAR ATTENDERS

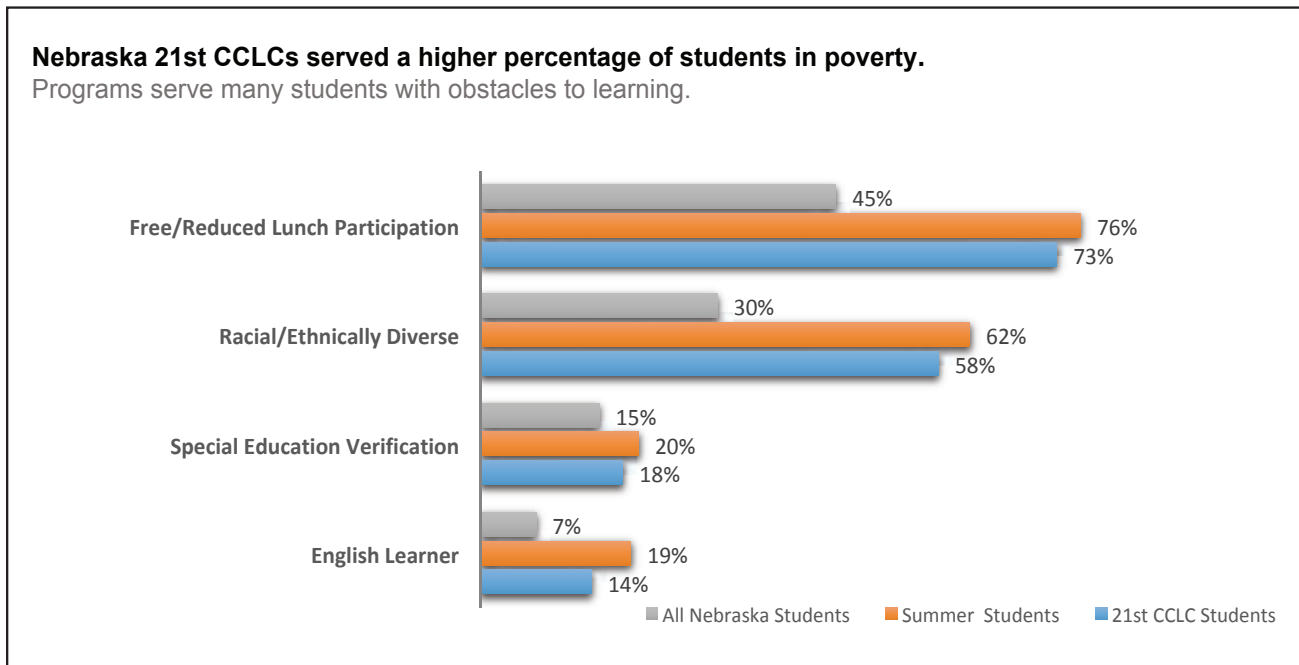
Of the regular attenders, 84% were in grades K-6 while 16% were in grades 7-12. Nationally, 46% of students are elementary, 24% are in middle school and 30% attended high school.

In order to assure 21st CCLC programs serve high-need students who could 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, and special education verification. For 2019-2020,

all student demographic and statewide assessment data were obtained and imported directly from the NDE based on district reporting.

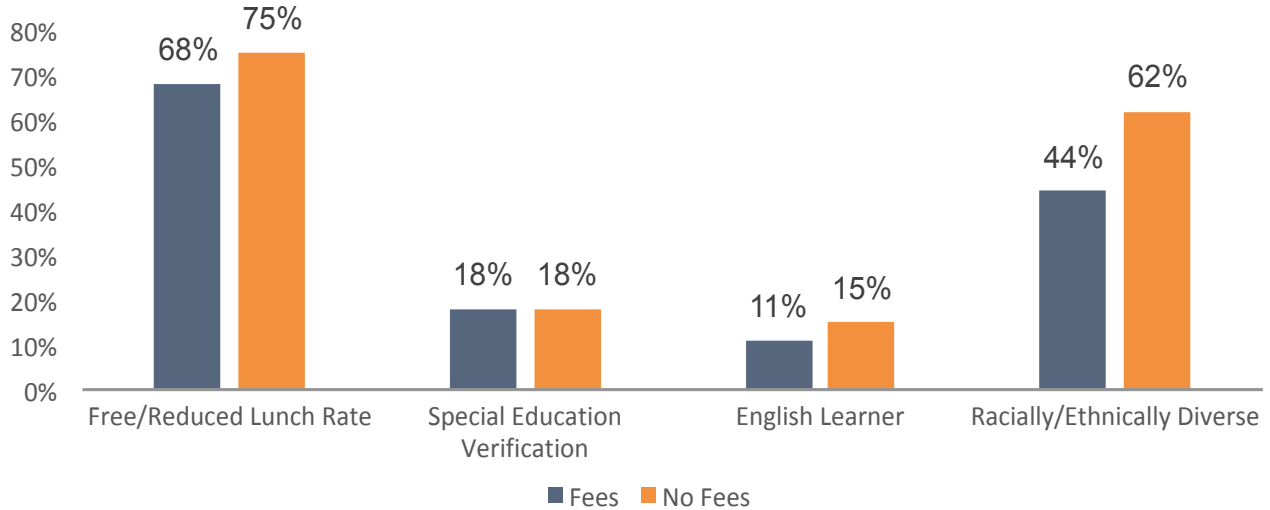
As illustrated below, programs in Nebraska served students with high needs at a rate higher than most statewide percentages, particularly students receiving free/reduced lunch, English Learner students, and students receiving special education services. Summer programs also served higher percentages of students needing additional supports. The Nebraska 21st CCLC student demographics align with the national demographics of students served in 21st CCLC programs.

Programs varied in demographics depending on whether they were urban or rural. While urban programs had higher percentages of students that



Programs without fees served a higher percentage identifying as racially/ethnically diverse.

There were no differences in serving students receiving special education services.



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 charging fees vs. no fees was most pronounced in the racial/ethnic diversity of the student population served.

The NDE has stressed the importance of decreasing the rates of chronic absenteeism. To this extent, the 21st CCLC state-level 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.

There were some differences depending on type of program attended. Students in urban settings (Omaha and Lincoln) were absent more days than students attending rural programs.



# Program Quality



Program quality was assessed through two components of the NAQCIS system, the self-assessment and the external observation. All sites were required to complete the self-assessment in the fall of 2019. Sites in years 2 and 4 of their grant cycles were required to have an on-site, external observation completed by the UNMC evaluation team during the 2019-2020 school year. However, due to COVID-19, not all observations could be completed.

The **NAQCIS Self-Assessment (Johnson, et al, 2019)** is completed by the site management team with team members reaching consensus on the items and agreeing to a rating. Ratings are based on a rubric and help sites to determine if the items should be scored as emerging, emerging plus, maturing, maturing plus or excelling. Teams rated their programs on the following components; 1) administration with sound management and well-developed systems, 2) diverse, prepared staff including certificated teachers, 3) relationships and interactions, 4) professional development, 5) intentional programming aligned with school day and engaged learning, 6) behavior management, 7) family engagement , 8) community-school partnerships and resource sharing, 9) ongoing assessment and improvement, and 10) safety, health and wellness.

The **NAQCIS Site Observation (Johnson, et al, 2019)** is completed by an external evaluation team member(s) and provides feedback on the program overall and two specific clubs/activities selected

by the site. The overall site observation examines the following components: 1) space, 2) academic supports, 3) program climate, 4) routines and transitions, 5) student Interactions and behavior, and 6) staff interaction with students, other staff and caregivers. The same rating system as the self-assessment was used for the observations with items scoring as emerging, emerging plus, maturing, maturing plus or excelling.





# NAQCIS SELF-ASSESSMENT

In 2019-2020, 141 sites completed their initial NAQCIS Self- Assessment.

Nebraska Sites' NAQCIS Self-Assessment Self-Ratings 2019-2020					
<b>Administration</b>					
	<b>Emerging</b>	<b>Emerging +</b>	<b>Maturing</b>	<b>Maturing +</b>	<b>Excelling</b>
<b>% scoring</b>	<b>3%</b>	<b>2%</b>	<b>6.49%</b>	<b>8.81%</b>	<b>79.60%</b>
<b>Diverse, prepared staff</b>					
<b>% scoring</b>	<b>3.45%</b>	<b>8%</b>	<b>17.72%</b>	<b>24.01%</b>	<b>46.81%</b>
<b>Relationships &amp; Interactions</b>					
<b>% scoring</b>	<b>.35%</b>	<b>3.51%</b>	<b>16.28%</b>	<b>36.51%</b>	<b>43.35%</b>
<b>Professional Development</b>					
<b>% scoring</b>	<b>6.29%</b>	<b>10.14%</b>	<b>18.29%</b>	<b>22.86%</b>	<b>42.42%</b>
<b>Intentional Programming aligned with the school day</b>					
<b>% scoring</b>	<b>3.11%</b>	<b>7.40%</b>	<b>18.98%</b>	<b>25.56%</b>	<b>44.95%</b>
<b>Behavior Management</b>					
<b>% scoring</b>	<b>9.69%</b>	<b>9.18%</b>	<b>20.92%</b>	<b>26.63%</b>	<b>33.57%</b>
<b>Family Engagement</b>					
<b>% scoring</b>	<b>17.63%</b>	<b>10.79%</b>	<b>16.55%</b>	<b>19.43%</b>	<b>35.61%</b>
<b>Community School Partnerships</b>					
<b>% scoring</b>	<b>9.57%</b>	<b>8%</b>	<b>16%</b>	<b>19.71%</b>	<b>46.71%</b>
<b>Ongoing Assessment and Improvement</b>					
<b>% scoring</b>	<b>9.43%</b>	<b>6.57%</b>	<b>14.57%</b>	<b>15.57%</b>	<b>53.86%</b>
<b>Safety, Health &amp; Wellness</b>					
<b>% scoring</b>	<b>1.70%</b>	<b>2.84%</b>	<b>12.63%</b>	<b>19.43%</b>	<b>63.41%</b>



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The **NAQCIS Self-Assessment** was designed to be completed by a management team with knowledge and understanding about the goals and daily operations of the program. Members of the team have different roles and may bring different perspectives based on those roles. In order to complete the self-assessment, members of the management team observed the program within two weeks of the meeting, considered evidence to support their ratings and came to consensus on the status of their program across the multiple categories.

As the self-ratings show, site-level management teams viewed most aspects of their programs as demonstrating at least moderate levels of quality while continuing to acknowledge that other aspects could use further development and/or improvement. Programs rated themselves the highest in the areas of administration, safety, health & wellness and relationships & interactions. An example of exemplar programming included:

***Relationships and interactions are deemed a strength in this program. A homeroom structure at the beginning provides a small group of students the opportunity to be familiar and to make friends.***

Two areas that could use strengthening include behavior management and family engagement which is unsurprising as these two areas have been mentioned

regularly the past few years across other surveys, regional director meetings and during site-level visits. Sites continue to request additional resources, training and supports to meet the needs of their staff, students and families.

## NAQCIS EXTERNAL OBSERVATIONS

External observations were completed on 21 programs during the 2019-2020 year. Programs observed were in either year two or year four of their five-year grant cycle. An observation included a pre-observation interview with the site director, collection of artifacts and materials to support the observation including daily schedules, parent communication materials, and/or activity/lesson plans for the clubs/activities being observed. Observations were 90 minutes to two hours in length and ended with a brief feedback session with the director. Each observation session included observing the program as a whole, as well as observing two to three activities/clubs chosen by the program. Within two weeks a feedback call/Zoom session was held with the program to review what was observed, the scores and any recommendations for the program. It was also a time for the program to ask questions or to provide additional information to the evaluation team member.



**Nebraska Sites' NAQCIS External Observations  
Overall Program Ratings (N=21)  
2019-2020**

<b>Academic Supports</b>					
	<b>Emerging</b>	<b>Emerging +</b>	<b>Maturing</b>	<b>Maturing +</b>	<b>Excelling</b>
<b>% scoring</b>	<b>3%</b>	<b>2%</b>	<b>6.49%</b>	<b>8.81%</b>	<b>79.60%</b>
<b>Program Climate</b>					
<b>% scoring</b>	<b>3.45%</b>	<b>8%</b>	<b>17.72%</b>	<b>24.01%</b>	<b>46.81%</b>
<b>Routines &amp; Transitions</b>					
<b>% scoring</b>	<b>.35%</b>	<b>3.51%</b>	<b>16.28%</b>	<b>36.51%</b>	<b>43.35%</b>
<b>Student Interactions &amp; Behavior</b>					
<b>% scoring</b>	<b>6.29%</b>	<b>10.14%</b>	<b>18.29%</b>	<b>22.86%</b>	<b>42.42%</b>
<b>Staff Interactions with Students</b>					
<b>% scoring</b>	<b>3.11%</b>	<b>7.40%</b>	<b>18.98%</b>	<b>25.56%</b>	<b>44.95%</b>
<b>Staff Interactions with Caregivers</b>					
<b>% scoring</b>	<b>9.69%</b>	<b>9.18%</b>	<b>20.92%</b>	<b>26.63%</b>	<b>33.57%</b>

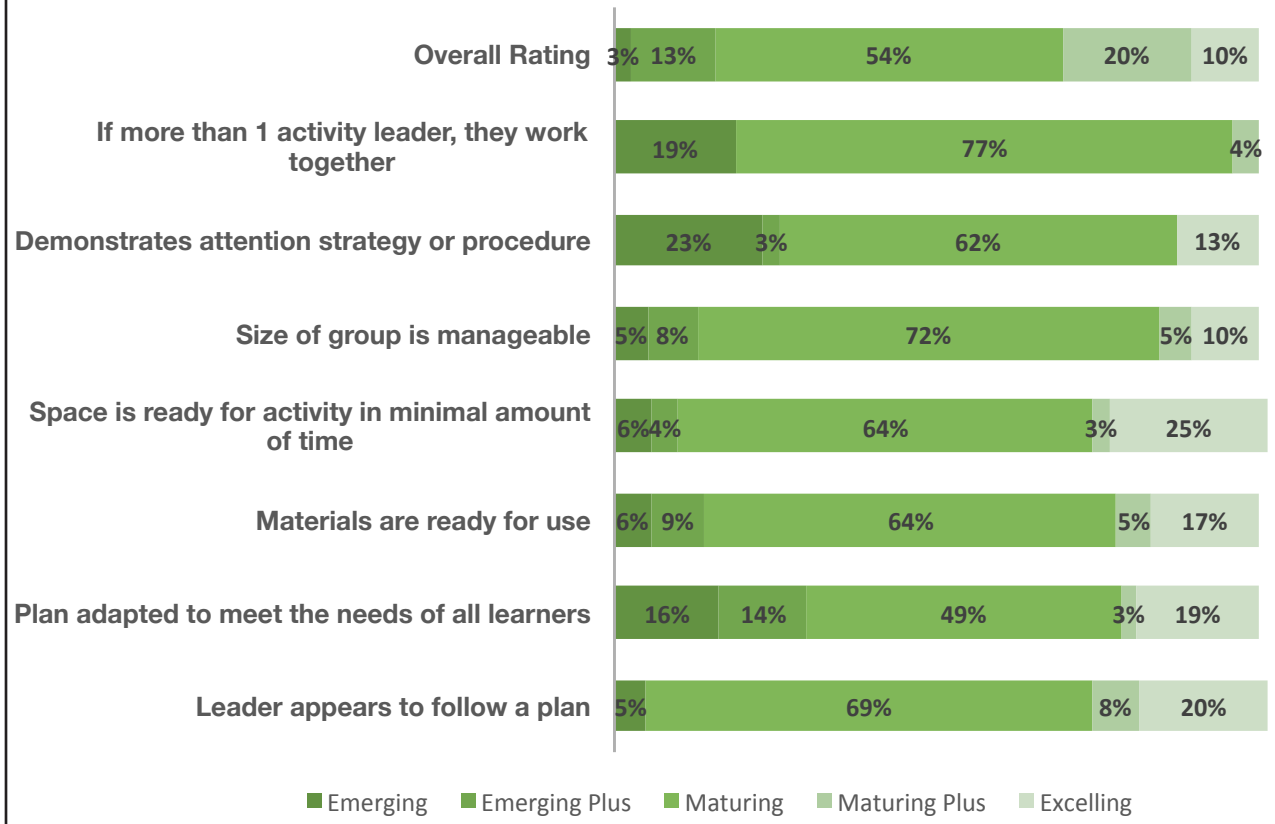
## ACTIVITY AND CLUB OBSERVATIONS (N=39)

Sites selected activities/clubs for the evaluation team members to observe and provide feedback on preparation, student response, and instructional and engagement practices. Each club/activity was observed for a minimum of 20 minutes in order to provide in-depth feedback and recommendations. Activity

lessons/plans were requested prior to the observation. Evaluation team members could interact and ask questions to both the instructors/facilitators and the students. Site directors were given the flexibility to select what they wanted observed to receive feedback. It was not a requirement to select only exemplar clubs, as the purpose of evaluation is two-fold—to provide information on overall quality and to promote data utilization and continuous improvement. As a result, some activities were selected because they were new in development and/or needed suggestions for improvement.



### Activity leaders were adequately prepared for clubs/activities.



Engagement of students in activities continues to be a goal for 21st CCLC programs as the more engaged a student is the more likely they are to continue attending the afterschool program and the less frequent behavior management issues become a factor. Students engaged in an activity will interact with each other, the materials and the instructor.

Data from observations indicated most activities had good planning and preparation prior to students attending,

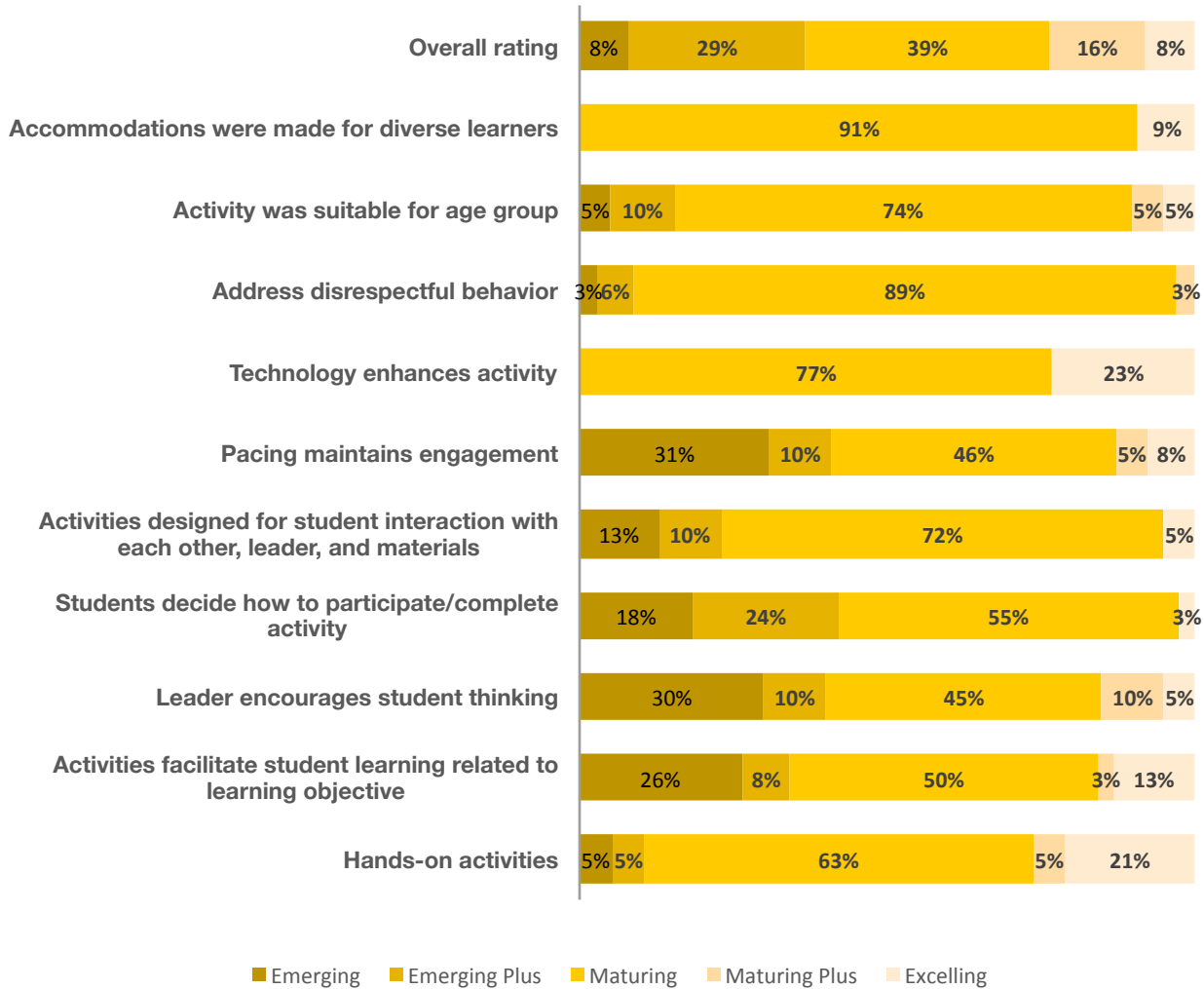
with 84% of the activities attaining an overall rating of maturing or better. One area that needs improvement is for activities being adapted to meet the needs of all learners participating. A second area for programs to consider addressing was having a consistent attention strategy or procedure, as 23% scored in the emerging category.

Clubs/activities observed covered all age ranges and multiple areas of interest and programming. Activities observed included painting/art clubs, Legos, literacy



**Instructional and Engagement Practices indicated that about 2/3 of the club observed demonstrated quality at least in the maturing range.**

Areas to consider improving included pacing, learning objectives and encouraging student thinking.



time, robotics, engineering, math/game club, laser cutting, coding, mindfulness, cooking club and fitness/sports activities. **A definite strength noted in the activities was the inclusion and use of hands-on**

**activities with 90% in the maturing and above range.** Additionally, staff were successful in addressing disrespectful behavior and in making accommodations for diverse learners.

# Survey Outcomes



# SURVEY RETURN RATES

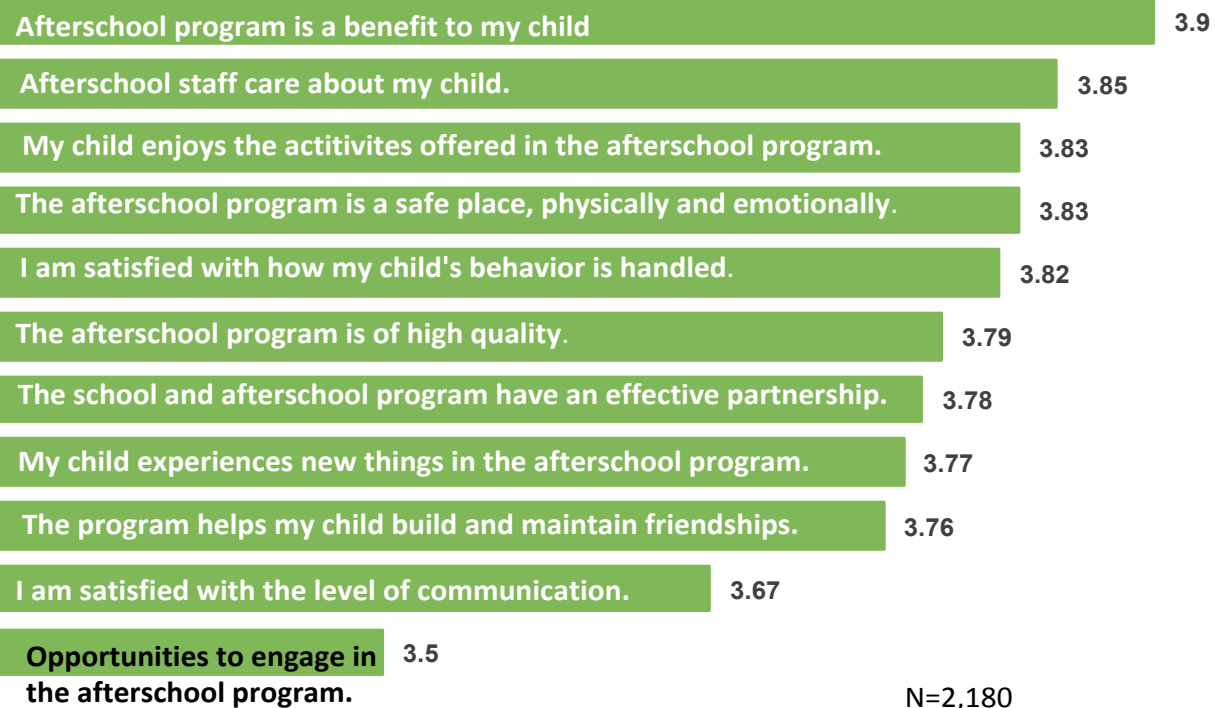
Survey	Respondents	Return Rate
Teacher	5470	44%
Parent	2064	NA
K-2 Student	725	NA
3rd-5th Student	452	NA
6th-12th Student	268	NA
Community Partner	395	36%
Afterschool Staff	844	NA

## PARENT SURVEY OUTCOMES (N=2,180)

The parent survey was provided to parents of all students who were regular attenders during the 2019-2020 school year. The survey was designed to

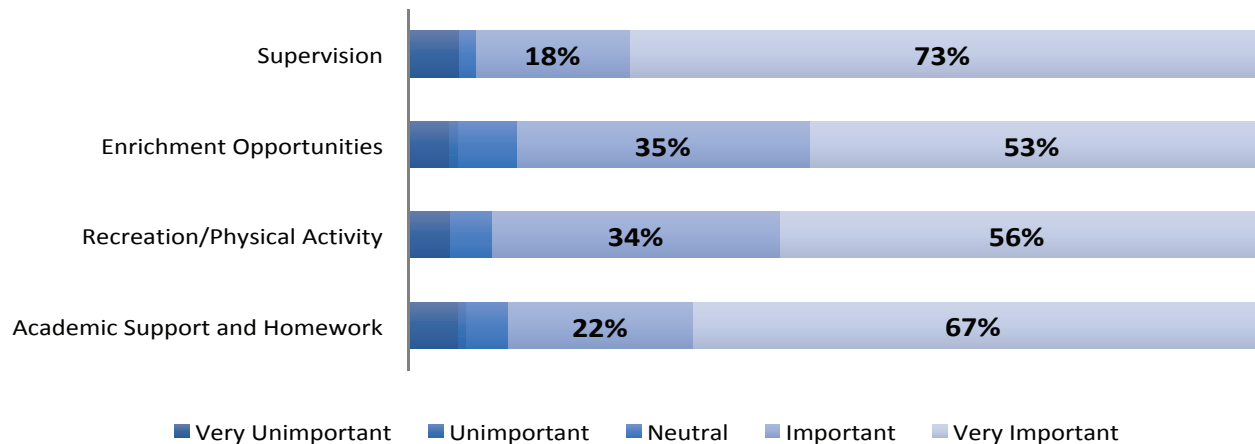
provide a snapshot of program quality, experiences of the student and reasons for enrolling their student in the program. Parents were asked to rate the following

**Parents rated the 21st CCLC program positively across all areas.**  
 Survey results over the past three years have a similar pattern.



### Supervision continues to have parents rate it as most important.

Parents viewed the programs providing important supports across multiple areas.



items on a 1 to 4 scale (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

Parents (N=2,180) 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 their child enjoys the activities of the program. Parents also viewed the programs as safe places for their child to be and that their child was able to have friends within the program.

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

**---parents of 21st CCLC student**

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 (92%) rate it as important or very important, but all of the components were rated as important or very important by at least 87% 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?”**

Comments were de-identified and shared with programs as part of their continuous improvement process.

Below are a sample of parent responses.





"The CLC is amazing. I am so happy that [my child] has a place like that to go after school until I get off work. It is such a relief as a parent to be able to leave your child with competent, caring, engaged individuals. It is such a wonderful program. Thanks for this program."

"When I was struggling financially, I was able to receive a scholarship because we had no way to get [my child] home after school while I was at work. She has been able to do things such as ballet that I couldn't afford to put her in. I am extremely grateful for everything you all do. Keep up the good work!"

"CLC is amazing. I have enjoyed having my child go there for 6 years!"

"They do a great job with supporting my son's education. If he needs support with something, I just ask, and they are always willing to support him."

"My child and myself really enjoy the afterschool program. She's always excited when I pick her up and showing and telling me all the new things they did that day. The teachers who run it are very friendly and professional."

As a visiting student, [the child] had a really fun time with you. All the activities you designed and organized played an important role enriching her cultural experience in the US. I still can remember the fun FAMILY NIGHT spending with you guys, all that would be our sweetest memories in our life. Thank you so much for what you did."

"My daughter and I are blessed to be a part of this amazing after school program. They care and love my child and her growth. They are such a safe and inviting group of staff. I am also so proud to be able to attend any field trip or event after school. As a teacher at the school, [I can also say] the students all enjoy this program."

"The afterschool program is helpful in a lot of ways. My daughter learns more, and I am not stressed with having to leave work early or try to find care for her. She loves coming home and talking about her experiments she did or activities."

"I don't know what I would do without the CLC program. It's truly helped me as I was a single parent doing my best to raise my son."

"I love the afterschool program and highly appreciate the support that has given to my two children with homework and reading books. I'm a mother of four small children and knowing that the afterschool program gives my children the opportunity to learn new things and help them with their homework is very helpful. My children enjoy to be part of the program because of all the learning opportunities!"



While the majority of comments were positive, several parents provided input on potential improvements to the program. Areas for improvement were similar to previous years and included: 1) more communication such as wanting more information about the programming/ opportunities and specifics about the child, an ability to talk to the program staff/teachers, and some suggesting specific apps and resources they'd like to have; 2) wanting a change in the programming available with some wanting more homework time, while others argued kids needed downtime and wanted more socializing or play; and 3) better supervision for some students and addressing behavioral concerns/issues differently.

**Summary.** Overall, parent comments were positive about the 21st CCLC programs and the benefits provided to their students and families. This matches



the quantitative data from the parent surveys with most parents being highly satisfied with programming.

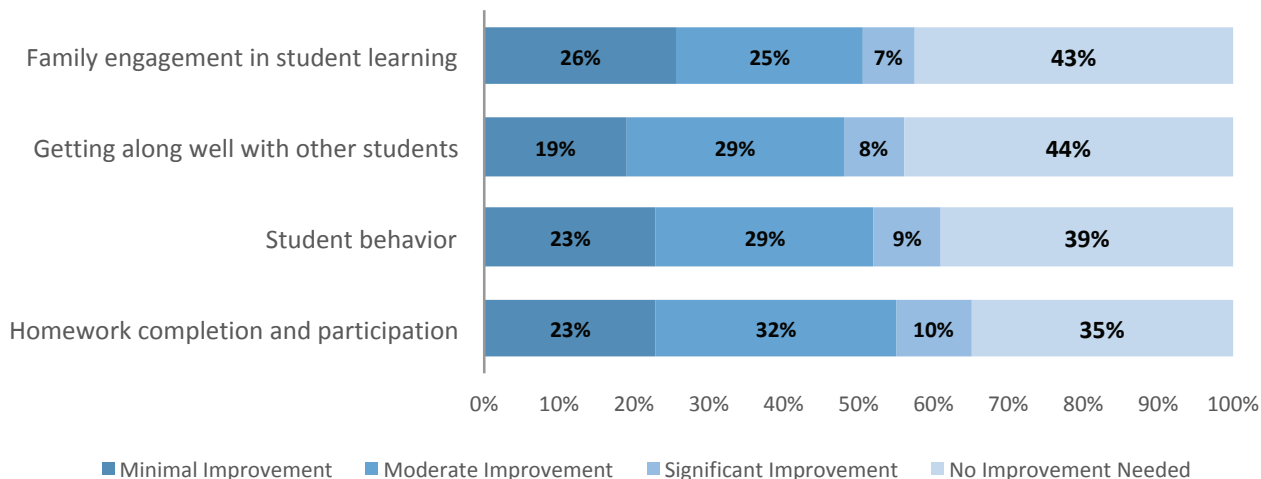
## TEACHER SURVEY OUTCOMES (N=5,470; 44% RETURN RATE)

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

Teachers 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, classroom and/or district assessment data, and professional judgment to identify whether students showed minimal, moderate or significant improvement for each academic area.



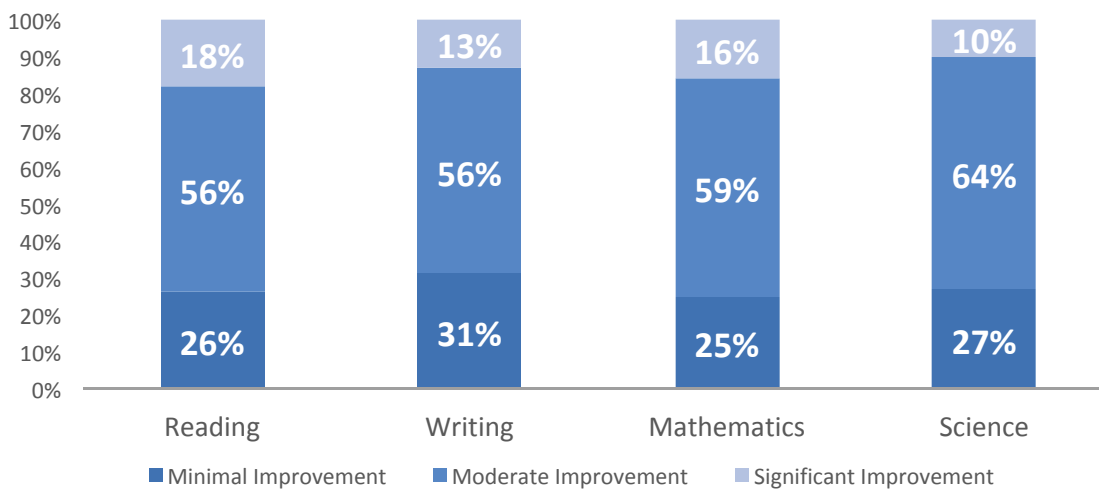
Homework completion and participation improved the most across the year with 42% demonstrating moderate to significant improvement.



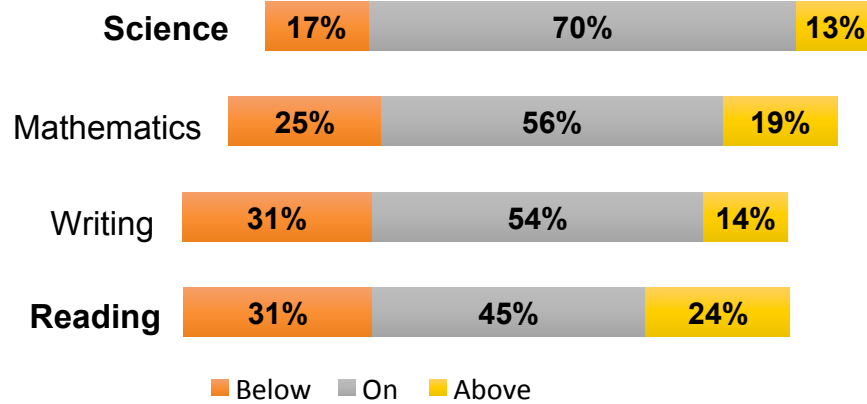
Teachers rated students' current academic performance as being below, on or above grade level. Teacher ratings were collected in lieu of grades and/or standardized assessment scores/state assessment scores. For the third year in a

row, **teachers rated student performance the highest for science with only 17% falling below grade level.** However, for both reading and writing, 31% of students were rated as performing below grade level. One recommendation could be for

**For the third year, students demonstrated the most growth in mathematics with 75% demonstrating moderate to significant improvement from fall to spring.**



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



programs to work on literacy aspects more throughout the afterschool program particularly for students who struggle in the classroom.

Additionally, students reported that they learn new things and enjoy coming to the program, both key components for student engagement.

## STUDENT SURVEY OUTCOMES

All K-12 students who were regular attenders were given the opportunity to provide feedback and complete age-appropriate surveys. Survey return rates were not calculated due to the pandemic. For the report, 1,445 students completed 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.

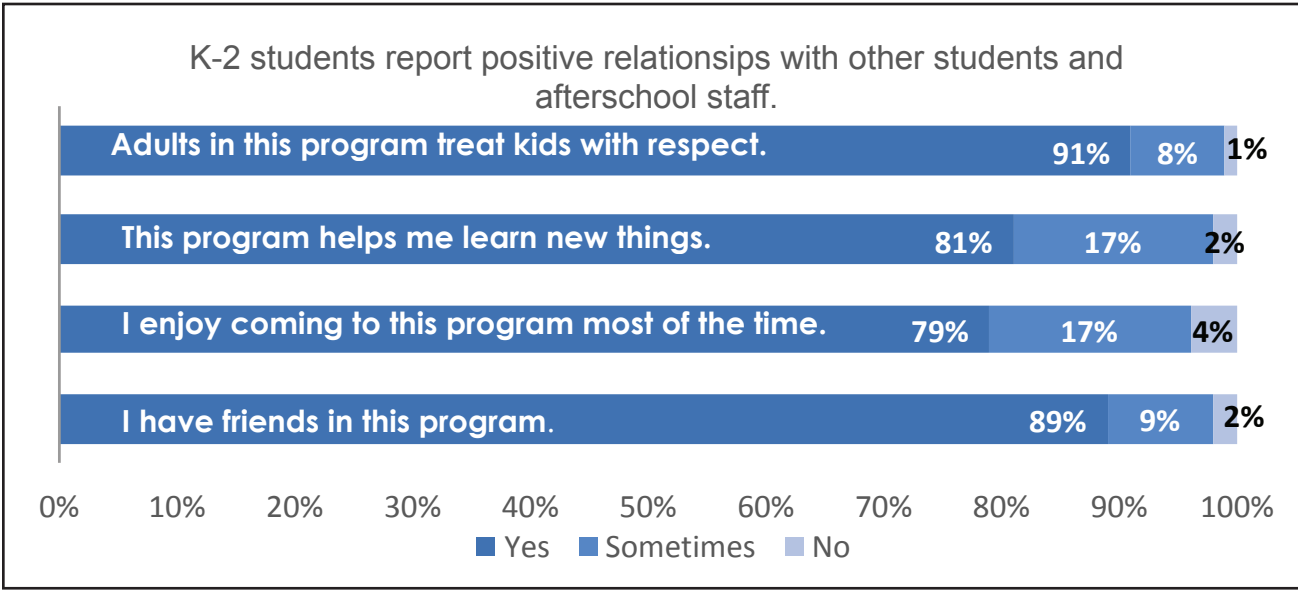
K-2 student responses indicate positive relationships with peers and staff.

## 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.

For 3rd-5th grade students (N=452) the highest ratings were for the **Program**

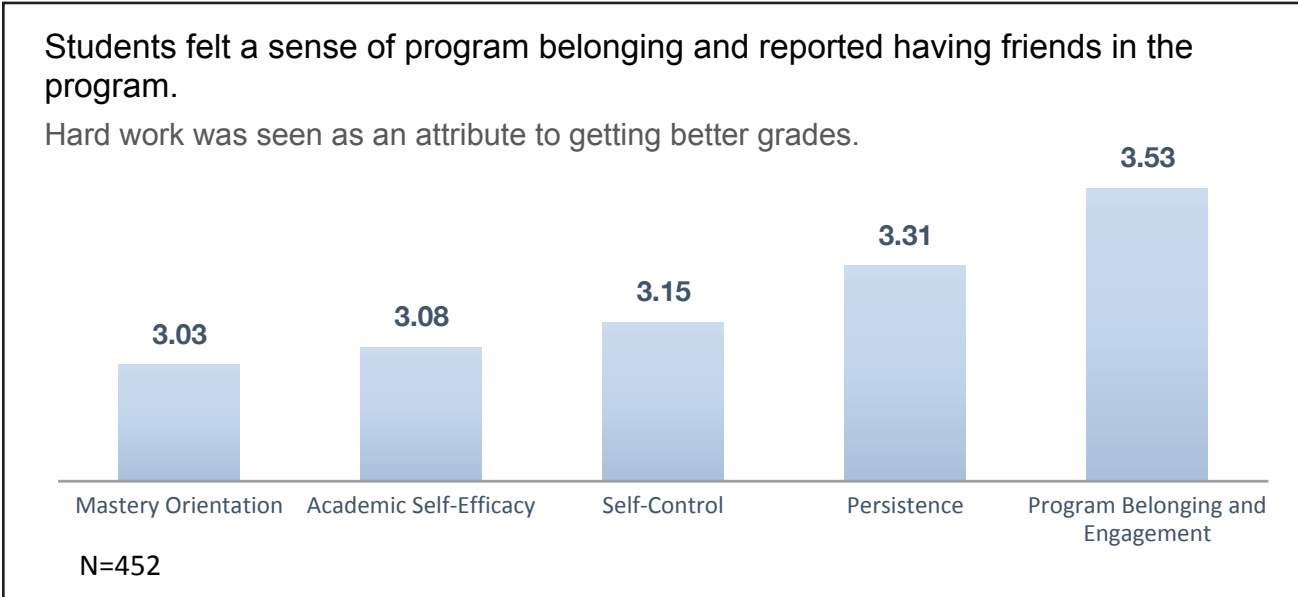


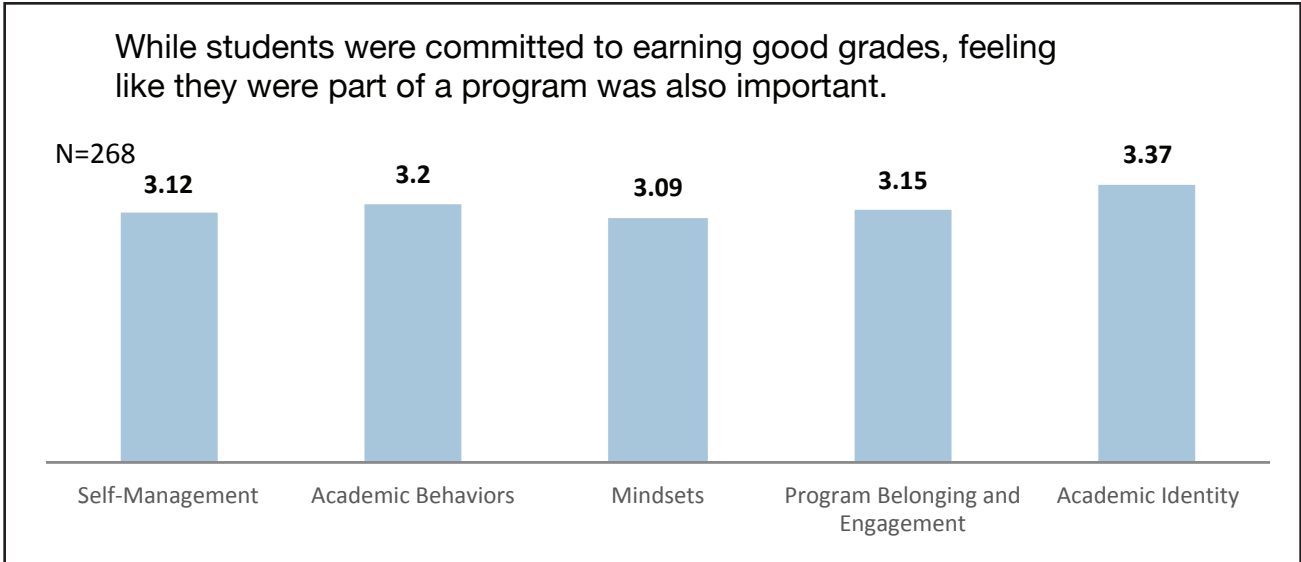


**Belonging and Engagement** (M=3.53). Items under this domain ask about having friends (M=3.66), enjoying the program and adults respect towards students (M=3.73). Students also reported a capacity to keep trying even if they failed, and to work hard toward completing schoolwork (M=3.31). **Mastery Orientation** was the lowest rated domain

with students having less confidence in their ability to “do my schoolwork because I enjoy it” (M=2.82).

For 6th-12th grade students (N=268), the Academic Identity domain had the highest average for the fourth year. Students felt that getting good grades and doing well in school was important. They also felt that





getting a college education is important (M=3.55). Of note one of the highest rated items was **“Getting good grades is one of my main goals”** (M=3.51). The

lowest rated items were in the domain of Mindsets. The lowest rated item was “I stay positive when things don’t go the way I want” (M=2.82).



# SUMMARY OF STUDENT SURVEY DATA

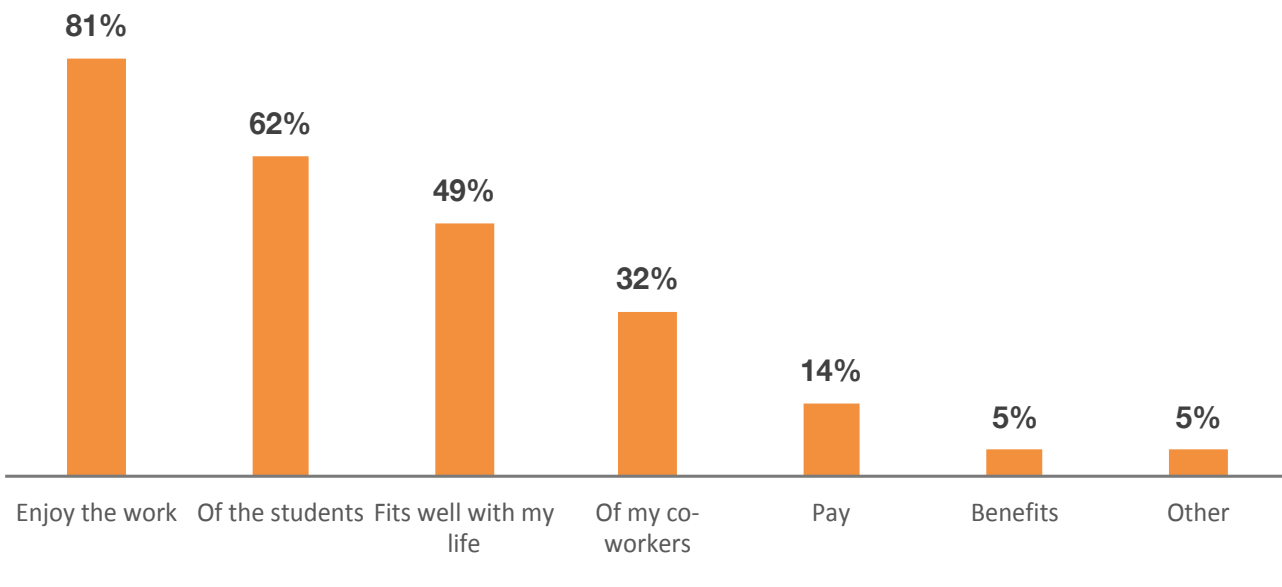
Across all age groups, program belonging and engagement was rated very positively. Students enjoy coming to the program most of the time, have friends in the program, learn new things and feel respected by the adults working in the programs. Older students viewed achievement in school as important to future success and that getting a college education was important.

# AFTERSCHOOL STAFF SURVEY OUTCOMES

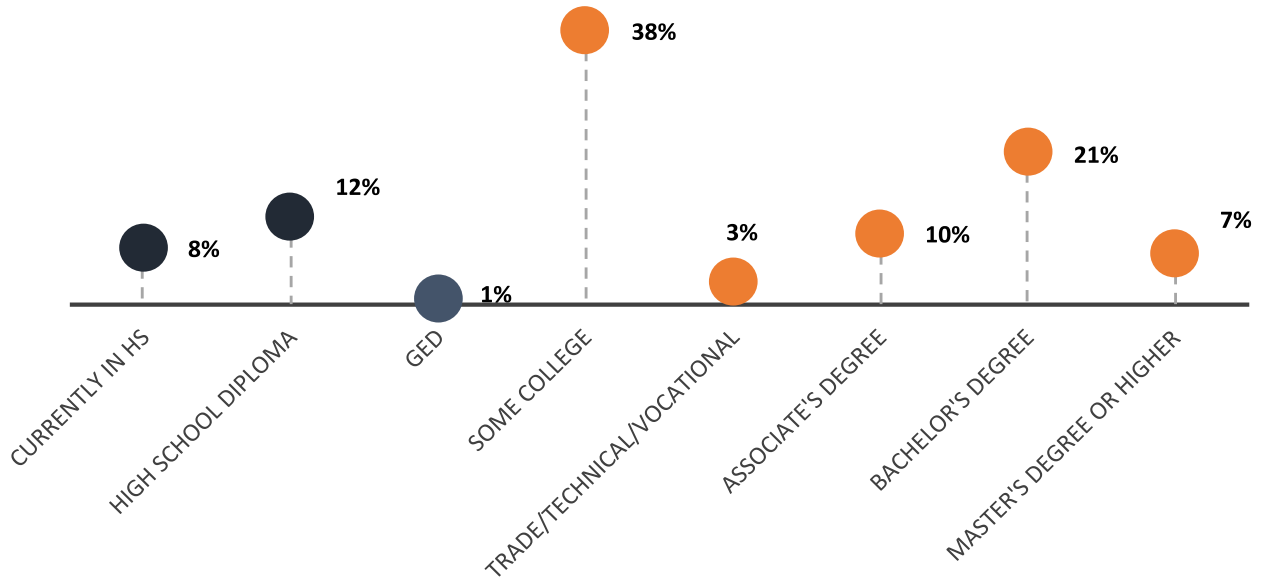
In 2019-2020, afterschool staff had the opportunity to complete an afterschool staff survey developed by the evaluation team. A total of 844 staff members, including staff, site supervisors and program directors completed the survey.

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,

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



While the majority of staff are under the age of 30, most staff have some post-secondary education (79%).



9% Black/African American, 3% Native American / American Indian, 2% Asian and >1% Native Hawaiian or Pacific Islander. Ages of staff tended to be younger with 62% of staff being age 30 or younger, 22% were between the ages of 31-49, 12% were between the ages of 50-64 and 2% were 65 or older.

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

For program staff, 79% reported attending postsecondary education with 41% attaining a degree or certificate post high school. Of the staff working in the programs, 21% hold bachelor's degrees, and 7% 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. **Turnover in afterschool programs is an issue as seventy-nine percent of staff have worked in the afterschool program three years or fewer.** Another 13% have worked in the program for 4-6 years and 9% have been in the program for 7 years or longer. Top reasons for leaving were graduation, relocation and retirement, all personal reasons unrelated to the afterschool programming.



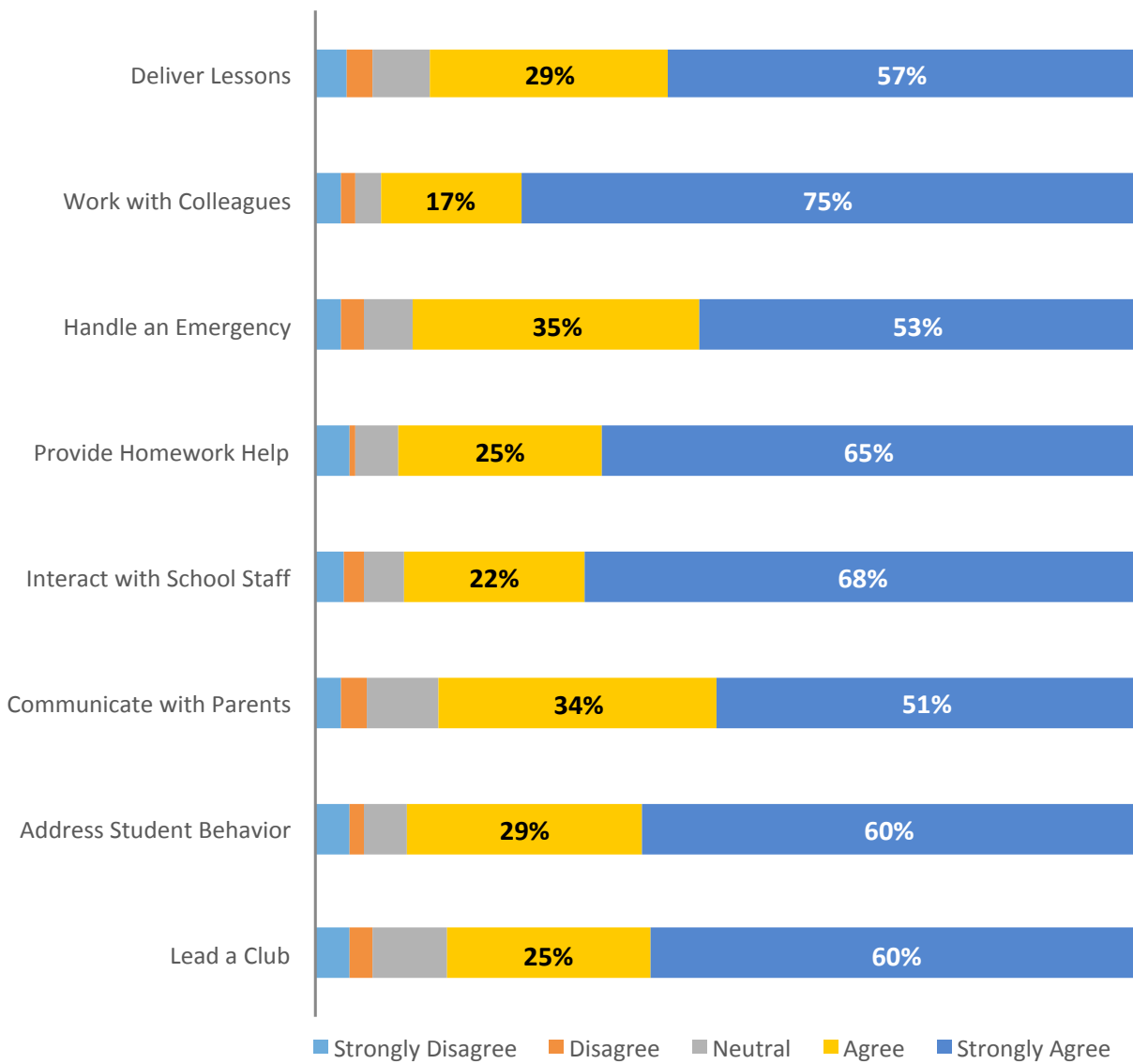


# AFTERSCHOOL STAFF PREPARATION AND CONFIDENCE

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 felt prepared to implement the practices and procedures necessary to run a quality program.**

Growth was seen in the area of behavior management from 2018-2019.





Overall, afterschool staff felt prepared to implement and deliver required programming. Staff felt prepared to handle an emergency (88%), lead a club (95%), interact with school staff (90%), help with homework (90%), address student behavior (89%) and communicate with parents (85%). **One of the biggest areas of improvement is the growth in addressing student behavior which could be attributed to the focus on providing professional development, training and resources in this area.**

## PROFESSIONAL DEVELOPMENT AND TRAINING

When asked about future professional development, most respondents preferred

in-person training (42%) versus online (10%), combination of in-person and online (32%) and 16% had no preference. The most frequent obstacles to receiving and/or completing professional development continued to be schedules and time. Other obstacles mentioned included no trainers, being in a rural location, working other jobs and the training being offered only in English.

Afterschool staff and leadership provided input as to which topics would be of most interest and most useful for future training and/or professional development. Interestingly, when asked about future training the following themes emerged: behavior management/social emotional development, safety, leadership, working with parents, how to assist students with special education needs and programming ideas.



# 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 395 partners completed the survey for the 2019-2020 school year.

Partners included community-based organizations, faith-based organizations, local school districts, nonprofit



**97% of community partners believe the work of their organization is aligned with the goals of the schools serving their students.**

organizations, state agencies, local businesses, universities and colleges, museums, zoos and public libraries.

The number of contact hours varied with over half (53%) of the partners reporting that they provided 21 or more hours in a year, 16% reporting they provided 11-20 hours, 19% provided 6-10 hours, 9% 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 (47%) and the contact hours were less, with 14% reporting 1-5 hours, 12% reporting 6-10 hours, 9% reporting 11-20 hours, and 12% reporting 21 or more.

## COMMUNICATION

When asked about communication, **92% responded that communication with the site was timely and responsive at least most of the time** with 68% reporting that the communication was always timely and responsive. Eighty-three percent 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

**As in previous years, nearly all (97%) 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=382) rated the strength of their relationship with the afterschool program with the mean score being in the mid-high to high range (M=86.03, sd=14.94). A majority of the partners (65%) indicated they have had a lot or a great deal of opportunity to develop relationships with students/families. Additionally, 90% percent reported knowing some or all of the other partners involved in the afterschool program.

Community partners collaborate with 21st CCLC sites for several reasons. Most of the sites see it as a benefit to students (95%), a way to provide

experiences for students (81%), and a way to provide content (72%). Seventy one percent reported the partnership meets a need/goal for their organization. In their open-ended comments, partners reported that their afterschool programs were well staffed with caring and competent providers, offered important education and enrichment opportunities for students, and were easy to partner with. Seventy-seven percent of the partners responded that they "definitely" understood the vision, mission and goals of the 21st CCLC program and 97% said they have a clear understanding of and have fulfilled their agreement with the 21st CCLC afterschool program.

As one community partner reported, **"I truly feel like this is a model program. There is an extremely strong relationship between program staff, students, and providers; mindfulness moments to prepare students before going to providers; opportunities for student leadership and learning; a variety of providers available daily; and timely communication between the program director and providers."**



# Summary of Key Findings

1. Programs had to pivot to support families differently during COVID-19. Sites delivered programming virtually, with take away kits, helping with meal distribution and being a resource for virtual learning.
2. Programs delivered high quality programming as evidenced by both the external observations and self-assessment.
3. Parents report the program as an important resource in providing both supervision and enrichment afterschool for their student(s).
4. Students across all age levels felt a sense of belonging and most reported having friends in the program.
5. Afterschool staff reported strong relationships with students and other staff.
6. While they felt prepared across most areas, afterschool staff requested more training in the areas of social emotional learning, engaging programming and how to include students on IEPs more effectively in the program.
7. Programs continue to serve students most in need of the afterschool programs.



# Recommendations and Future Plans

1. Determine how to provide programming in a hybrid school year.
2. Consider how to provide effective professional development using different modalities and incorporating feedback.
3. Evaluate the effects of the pandemic on programming, staffing and student outcomes.
4. Begin the transition to the new Government Performance and Results Act (GPRAs) by involving multiple stakeholder groups including both the Evaluation Workgroup and the Rural Advisory Committee.
5. Continue to align with other state entities in order to provide cohesive and comprehensive programming using current infrastructures.



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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 2019-2020 Annual Report

is posted at <http://www.education.ne.gov/21stcclc/ProgramEvaluation/EvaluationReport2019-20.pdf> and includes the following survey instruments referenced in this report:

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





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

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

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

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

Quality expanded learning principles include the following:

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

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

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



## STUDENT SUCCESS AND ACCESS



### Positive Partnerships, Relationships and Student Success

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

21st CCLC program indicators:

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



### Transitions

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

21st CCLC program indicators:

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



### Educational Opportunities and Access

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

21st CCLC program indicators:

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

# TEACHING AND LEARNING



## College and Career Ready

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

21st CCLC program indicators:

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



## Assessment

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

21st CCLC program indicators:

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



## Educator Effectiveness

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

21st CCLC program indicators:

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



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

## Teacher Survey

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

	Minimal Improvement	Moderate Improvement	Significant Improvement
Reading			
Mathematics			
Writing			
Science			

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

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

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

## Parent Survey

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

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

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

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

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

## Student Surveys

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

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



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

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

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

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

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

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

<b>6<sup>th</sup>-12<sup>th</sup> Grade Student Survey Items</b>	<b>Statewide 21<sup>st</sup> CCLC</b>
14. This program has helped me to become more interested in what I am learning at school.	2.96
15. This program has helped me to connect my schoolwork to my future goals.	3.02
16. This program has helped me to do better in school.	3.02
17. This program has helped me to complete my schoolwork on time.	3.11
18. This program has helped me do a better job on my schoolwork.	3.04
<b>Domain 4: Self-Management</b>	<b>2.84</b>
19. This program has helped me to handle stress.	2.65
20. This program has helped me get better at controlling my temper.	2.71
21. This program has helped me learn that my feelings affect how I do in school.	2.89
22. This program has helped me to be more patient with others.	2.91
23. This program has helped me learn how to calm myself down when I'm excited or upset.	2.79
24. This program has helped me get better at staying focused on my work.	2.92
25. This program has helped me stop doing something when I know I shouldn't do it.	3.00
<b>Domain 5: Belonging and Engagement</b>	<b>3.14</b>
26. I fit in at this program.	3.24
27. I feel proud to be part of my program.	3.19
28. The adults in this program take the time to get to know me.	3.19
29. What we do in this program will help me succeed in life.	3.11
30. There are things happening in this program that I feel excited about.	3.16
31. This program helps me explore new ideas.	3.11
32. This program helps me build new skills.	3.15
33. What we do in this program is important to me.	3.06
34. What we do in this program is challenging in a good way.	3.04

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

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

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

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

## Partner Survey

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

Select the category that best describes your organization.

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

Partnership Type  
Select all that apply.

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

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

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

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

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

#### Communication

The following questions will address communication with the afterschool program.

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

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

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

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

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

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

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

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

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

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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.

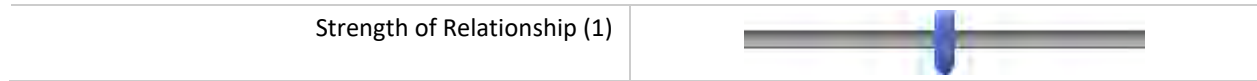
- A great deal (1)
- A lot (2)
- A moderate amount (3)
- A little (4)
- None at all (5)

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?

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Considering only relationships, what improvements could be made?

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

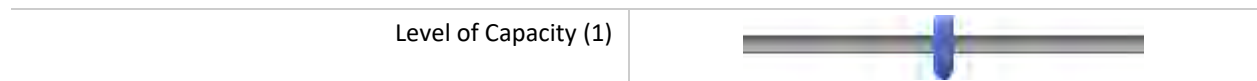
Please indicate your capacity to provide additional services.

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.

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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?

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## Staff Survey

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

Select your program and the primary site where you work.

Indicate your gender:

Male

Female

Prefer not to answer

Indicate your age:

20 years or younger

21 to 30 years

31 to 49 years

50 to 64 years

65 or older

Prefer not to answer

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

American Indian/Native American

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Pacific Islander

White

Prefer not to answer

What is your role in the afterschool program?

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

Site Supervisor

Program Director

What is your highest level of education?

Currently enrolled in High School

High School Diploma

GED

Some College Credit, No Degree

Trade/Technical/Vocational Certificate

Associate's Degree

Bachelor's Degree

Master's Degree

Doctorate Degree

How long have you worked at this afterschool program?

Less than 1 year

1-3 years

4-6 years

7-9 years

10 or more years

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

I enjoy the work

It fits well with the other areas of my life

Of the benefits

Of the pay

Of the students

Of my co-workers

Other

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

0 to 2 years

3 to 6 years

7 to 10 years

11 years or more

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

Not high enough wage/salary

No opportunity for career advancement/growth

Better opportunity elsewhere

Not my primary career path

Graduation

Retirement

Lack of training

Lack of program leadership

Other

I feel adequately prepared to...

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

Deliver lessons

Lead a club

Address and manage student behavior

Communicate with parents

Interact with classroom teachers and other school staff

Provide homework assistance

Handle an emergency situation

Work with colleagues

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

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

Safety

Programming

Leadership

Behavior Management

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

How do you like to receive professional development/training?

Face to face

Online

Combination of online and face to ace

No preference

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

Time

Schedule

Lack of trainers

Other

# Nebraska

21st Century  
Community  
Learning Centers

