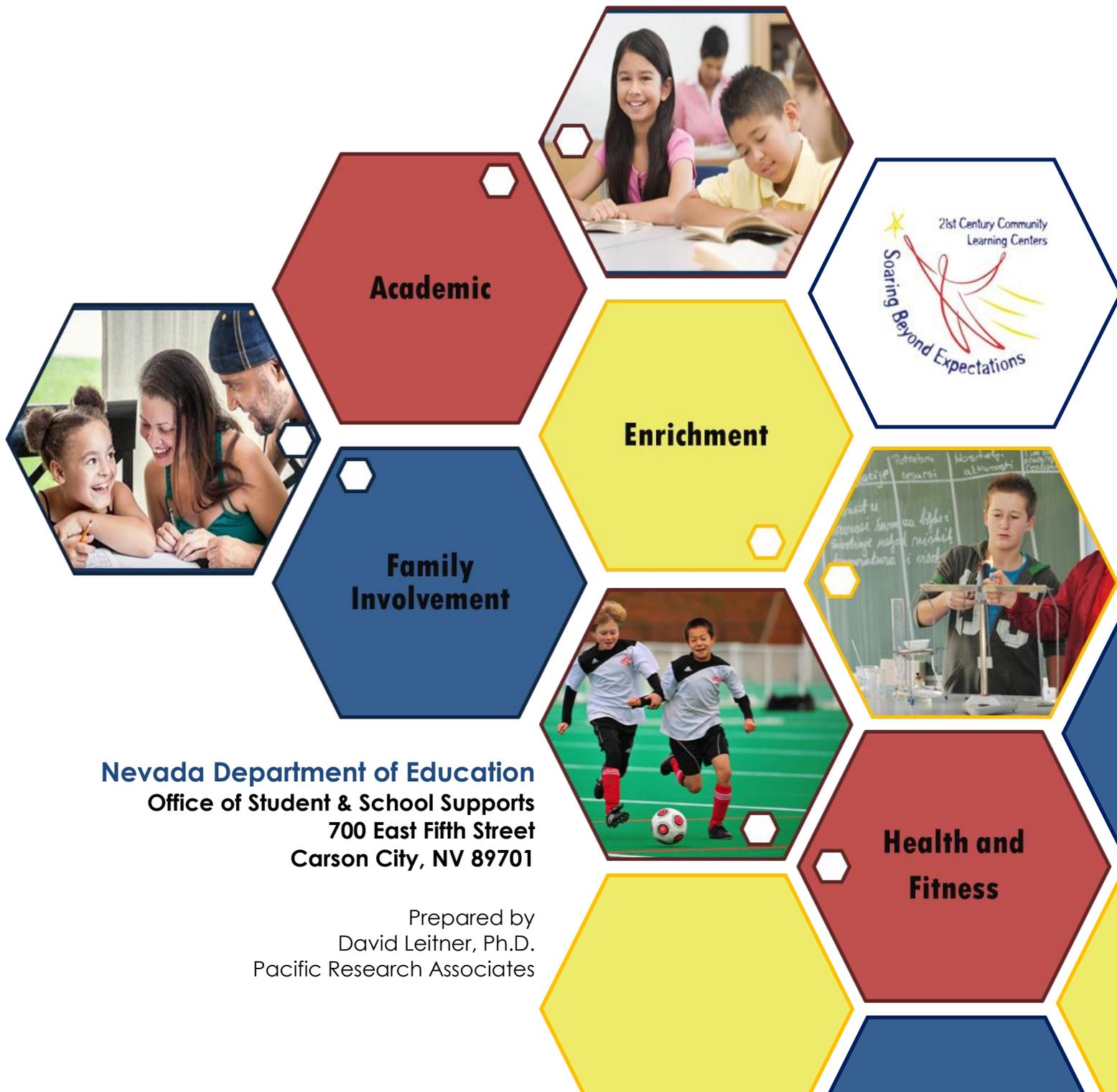


21st Century Community Learning Centers

2014-15 Evaluation Report



Nevada Department of Education
Office of Student & School Supports
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Executive Summary

The purpose of the 21st Century Community Learning Centers (CCLC) program is to establish or expand community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program offers students a broad array of enrichment activities that can complement their regular academic programs and offers literacy and other educational services to the families of participating children.

Community learning centers, typically located in elementary or secondary schools, provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports, and cultural activities.

The 21st CCLC program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. State educational agencies, such as the Nevada Department of Education, apply for 21st Century grants to the U.S. Department of Education. In turn, local education agencies (LEAs) and nonprofit organizations may apply to states for subgrants. Eligible organizations include school districts, community-based organizations, other public or private entities, or a consortium of two or more of such agencies, organizations, or entities. In Nevada, the Nevada Department of Education awarded eight subgrants that provided services in 52 project sites during the 2014–15 school year. The eight subgrantees include six school districts and two community-based organizations.

The Nevada 21st CCLC program is guided by one goal and four objectives, listed below. Each objective contains at least one performance indicator, and there are 13 performance indicators overall.

Goal—

1. Students regularly participating in 21st Century Community Learning Center activities will demonstrate improvement in math and/or reading.

Objectives—

1. Participants in the 21st CCLC programs will demonstrate improvement in academic performance and exhibit positive behavioral changes.
2. 21st CCLC programs will provide a broad array of enrichment opportunities designed to reinforce and complement the regular academic program (counseling programs, art, music, recreational programs, technology educational programs, and character education programs.)
3. 21st CCLC programs will provide activities that facilitate community engagement and family literacy.
4. 21st CCLC programs will provide activities that promote student health and fitness.

The purpose of this report is to describe the Nevada 21st CCLC program in 2014–15 and the students and parents it serves, and to report the results of data collected on the program goal and four objectives. The following pages in the executive summary provide a list of the key findings, followed by the overall conclusions and recommendations.

Summary of Key Findings

Characteristics of Nevada 21st CCLC Students

1. The Nevada 21st CCLC program served 11,960 students and 3,533 adults during the 2014–15 school year and summer program from 52 sites/schools in eight school districts/organizations: 6,746 of the students (57 percent) attended regularly, at least 30 days during the school year.
2. The Nevada 21st CCLC program is comprised primarily of minority students at 79 percent, and the largest subgroup is Hispanic students at 61 percent.
3. Nevada 21st CCLC student population included 51 percent male and 49 percent female students; 40 percent are Limited English Proficient, compared to 16 percent of students statewide; 8.3 percent have an Individualized Educational Plan (IEP), compared to 11.8 percent of students statewide; and 88 percent participated in the Free and Reduced Lunch (FRL) program, compared to 53 percent of students statewide.
4. The Nevada 21st CCLC program is comprised primarily of elementary (73 percent) and middle school students (26 percent).

21st CCLC Activities

5. The primary focus of 63 percent of Nevada 21st CCLC activities is academics, falling under the State objectives of Academic Success and Enrichment Activities. Over one-fourth of all activities (27 percent) are related to the State objective of Student Health and Fitness. In terms of service hours, participants spent the most

time in the State objective of Academic Success (37 percent), followed by Student Health and Fitness (36 percent) and Enrichment Activities (24 percent).

6. When activities are summarized by the Annual Performance Report (APR) categories, the results show that the 52 project sites conducted many more student than parent activities. There are 1,566 student activities (91 percent) as compared to 162 parent activities (9 percent). In addition, there are many more participants at the student activities than parent activities (103,448 vs. 9,750) and many more service hours (1,515,734 vs. 27,087).

Federal Teacher Survey Results (Based on 6,237 teacher surveys, or about 92 percent of the 6,746 regular student attendees.)

7. Overall, teachers believe that many regular program attendees have made improvements during the school year. Specifically, teachers believe that—
 - 76.6 percent of students improved their overall academic performance
 - 74.1 percent of students participate more in class
 - 68.6 percent of students improved in their ability to complete their homework on time and 71.1 percent more students completed it to the teacher’s satisfaction
 - 68.1 percent of students are more attentive
 - 67.9 percent of students come to school more motivated to learn
 - 62.1 percent of students get along better with other students
 - 61.1 percent of students behave better in class
 - 59.9 percent of students volunteer more for work and responsibility
 - 49.6 percent of students attend class more regularly.

Parent and Student Survey Results (Based on 3,908 student surveys, or 58 percent of the 6,746 regular student attendees. Based on 3,331 parent surveys, or 49 percent of the 6,746 regular student attendees.)

8. Overall, students are satisfied with Nevada 21st CCLC activities. Specifically—
 - 96.5 percent of students feel “Safe” to “Very Safe” at 21st CCLC activities
 - 86.8 percent of students believe that the program has had a positive impact on their life
 - 83.8 percent of students think the 21st CCLC activities are “Good” to “Excellent”
 - 72.9 percent of students look forward to coming to program activities “Most days” to “Everyday”
 - 66.9 percent would attend the program next year if they had a choice
 - 62.8 percent of students think they are doing better in school since starting the program.

9. Overall, parents are satisfied with Nevada 21st CCLC activities. Specifically—
 - 99.3 percent of parents think their child feels “Safe” to “Very safe” at 21st CCLC activities
 - 99.0 percent of parents believe that the program has had a positive impact on their life or their child’s life
 - 94.2 percent of parents believe that their child thinks the activities their child attended were “Good” to “Excellent”
 - 92.8 percent of parents think the activities they attended were “Good” to “Excellent”
 - 90.7 percent would have their child attend the program next year if they had a choice
 - 88.1 percent of parents thought their child was excited to go to the activities in the program “Everyday” or “Most days”
 - 68.9 percent of parents think their child is doing better in school since starting the program
 - 54.6 percent of parents attended a parent class, family event, or both.

Nevada 21st CCLC Performance Indicators

1. ***Improved Math Grades.*** The results show that 35.1 percent of the students improved their grades in math in 2014–15, below the target of 55 percent.
2. ***Improved State Math Test Scores.*** The data used to measure student performance on this indicator are test scores on state assessments from the previous school year to the current school year. However, because Nevada adopted new state assessments (Smarter Balanced Assessments) in the 2014–15 school year, the evaluation for this indicator cannot compare student performance over the two years since student would have test scores from different assessments. As a result, this indicator was not assessed in 2014–15.
3. ***Improved Reading Grades.*** The results show that 31.0 percent of the students improved their grades in reading in 2014–15, below the target of 55 percent.
4. ***Improved State Reading Test Scores.*** The data used to measure student performance on this indicator are test scores on state assessments from the previous school year to the current school year. However, because Nevada adopted new state assessments (Smarter Balanced Assessments) in the 2014–15 school year, the evaluation for this indicator cannot compare student performance over the two years since student would have test scores from different assessments. As a result, this indicator was not assessed in 2014–15.
5. ***Improved Classroom Behavior.*** The results show that 61.0 percent of students improved their classroom behavior, with improvement ranging from slight to significant, which is above the target of 55 percent.

6. **Improved Homework Completion.** The results show that 71.1 percent of students improved in completing their homework to the teacher's satisfaction, with improvement ranging from slight to significant, which is above the target of 55 percent.
7. **Improved Classroom Participation.** The results show that 74.1 percent of students improved their classroom participation, with improvement ranging from slight to significant, which is above the target of 55 percent.
8. **Offer Enrichment and Support Activities.** The results show that about six percent of the projects (or 3 of the 52 projects) met the overall indicator to spend at least 40 percent of program time in enrichment activities and conduct a minimum of four different enrichment activities during the school year. While all projects conducted at least four activities, only three projects spent 40 percent of participant service hours in enrichment activities.
9. **Spend Time in Science, Technology, Engineering, and Math (STEM) activities.** The results show that projects spent 5.9 percent of Participant Service Hours in STEM Activities. While no projects met the target of 30 percent for this indicator, the target is no longer appropriate because of changes in how this indicator is collected and calculated.
10. **Offer Enrichment Activities in Civics Education.** The results show that 58 percent of the projects (30 of the 52 projects) met the indicator in 2014–15 to spend at least two percent of program time in Civics Education activities. In 2013-14, 33 percent of the projects met the indicator.
11. **Facilitate community engagement and family literacy.** The results show that 40 percent of the projects (21 of the 52 projects) met the indicator in 2014–15 to spend at least two percent of program time in community engagement and family literacy.
12. **Participate in Physical Fitness Activities.** The results show an increase in the percent of regular attendees who participated in at least 12 hours of Physical Fitness activities over five years, from 62.8 percent in 2010-11 to 91.2 percent in 2014-15. Projects have now met the target set for this performance indicator for the last five years.
13. **Offer Drug and Alcohol Prevention activities.** The results show that 21 percent of the projects (11 of the 52 projects) met the indicator in 2014-15 to spend at least two percent of program time in Drug and Alcohol Prevention activities, which is a large improvement over the seven percent of projects that met the indicator in 2013-14.

Conclusions

1. It appears that the Nevada 21st CCLC programs serve students who can benefit from additional educational and enrichment activities, coming primarily from

- minority, low-income backgrounds, and with a sizeable percent learning English as a second language.
2. Based on the number of activities offered and the time that students spend in activities, the primary purpose of the Nevada 21st CCLC program activities is to improve student academic success. Some projects, however, do not provide enough activities in other areas, including enrichment, community and family engagement, civics education, and drug and alcohol prevention activities to achieve the performance measures for those State objectives.
 3. Over half the students attend 21st CCLC program activities frequently enough to meet the national definition of a regular attendee (i.e., attends 21st CCLC program activities at least 30 days during the school year). However, it is not known if a regular attendee who attends 30 days in the program results in enough hours of service to make a difference in student outcomes, such as student achievement in reading and math. Parents attend few, if any, program activities.
 4. Although the evaluation design and the amount of data collected on some performance indicators do not allow the evaluation to make strong conclusive statements about the success of the program on student achievement, the available evidence suggests that many 21st CCLC programs are making a difference in terms of improved grades, homework completion, classroom participation, and student behavior.
 5. While the evaluation design collects data on a variety of outcomes that provide some measure of program success, the evaluation design does not collect data on the quality of the specific services provided to students and families. Measures on the quality of services would allow the evaluation to better interpret the data collected on state performance indicators.
 6. The Success Stories provide some anecdotal evidence that the program has helped student achievement and student behavior.
 7. Data collection procedures continue to improve and the amount of data collected for several indicators continue to increase. In addition, some of the performance indicators are more clearly defined; giving projects more guidance about how to achieve them. Finally, data collection for the indicators is more aligned with the Cayen database.

Recommendations

1. Design and implement program activities that address individual student academic needs and are aligned with and support student success in regular classroom activities. Ensure that the frequency and duration of academic activities are of sufficient intensity to make a difference in student achievement.

2. Continue to review program objectives and performance indicators to ensure that they provide state and local 21st CCLC program administrators with the most important data to meaningfully measure the impact of the program activities on the program goals and objectives. Specifically, establish benchmarks for performance indicators 1.2 and 1.4 based on the Nevada Growth Model, and review existing benchmarks to see if any need to be changed to set reasonable expectations based on current student performance.
3. Continue to clearly communicate program goals, objectives, and performance indicators to projects. Help programs use the State Performance Indicator Report appropriately for program planning and improvement of services to students and their families. Have projects create program improvement plans for indicators that the project did not meet.
4. Implement a pilot project to collect data on the quality of the services and the quality of the environments provided in after-school programs. For example, request a small group of volunteer projects to participate in a pilot program to administer a validated self-assessment tool, such as the Youth Program Quality Assessment tool. Have the project coordinators and staff trained on the assessment tool. The goal of the pilot project would be to develop procedures and practices so that the pilot project could be implemented at all 21st CCLC project sites.
5. Determine a reasonable number of hours of participation in 21st CCLC activities, in addition to the number of days that students must meet to be designated as a regular attendee, that provides a realistic chance that students who participate in 21st CCLC activities at that level might make a difference in student learning.

I. Introduction

The 21st Century Community Learning Centers (CCLC) program was enacted originally in the reauthorization of the Elementary and Secondary Education Act of 1994, to provide grants to schools to expand education services beyond the regular school hours.

Since that time, the 21st CCLC program has grown substantially, with a 2012 appropriation of \$1.13 billion, serving over 10,000 centers nationwide.

The No Child Left Behind Act of 2001 (NCLB) amended the Elementary and Secondary Education Act (ESEA) and reauthorized the 21st CCLC program under Title IV Part B. Although the basic philosophy of the program remained the same, the reauthorization resulted in some significant changes in the 21st CCLC program. These changes included providing a stronger academic focus and expanding eligibility to community-based organizations. In addition, the NCLB reauthorized administration of the 21st CCLC program. Whereas the U.S. Department of Education previously made competitive awards directly to local education agencies, the reauthorization made funds flow to States based on their share of Title I, Part A funds, with the State Educational Agency (SEA) responsible for management and administration of the program.

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Success Story #1; Indicator 1.3 Improved Reading

One of my 3rd grade TEAM UP students has been working really hard on improving her reading levels. She attends the program on a regular basis, and actively participates during class and activities. She has attended the program since last year, and this year, her teacher saw an improvement in her Reading by 4 levels! When asked how she accomplished such a big goal, she said "It's because I get to spend more time with my teacher for TEAM UP. She helps me." I am very proud of my TEAM UP students, and their hard working teachers.

Corbett Elementary School,
Washoe County

Community learning centers, which can be located in elementary or secondary schools or other similarly accessible facilities, provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities, as well as music, arts, sports, and cultural activities. At the same time, centers help working parents by providing a safe environment for students during non-school hours or periods when school is not in session.

State educational agencies are eligible to apply for 21st Century grants to the U.S. Department of Education. In turn, local education agencies (LEAs) and nonprofit organizations may apply to states for subgrants. Eligible organizations include local educational agencies, community-based organizations, other public or private entities, or a consortium of two or more of such agencies, organizations, or entities. States must give priority to applications that are jointly submitted by a local educational agency and a community-based organization or other public or private entity. Consistent with this definition of eligible entities, faith-based organizations are eligible to participate in the 21st Century Community Learning Centers program.

Each eligible entity that receives an award from the state may use the funds to carry out a broad array of before-and after-school activities (including those held during summer recess periods) to advance student achievement. Some of the activities may be:

- Remedial education activities and academic enrichment learning programs, including those which provide additional assistance to students to allow the students to improve their academic achievement,
- Mathematics and science education activities,
- Arts and music education activities,
- Entrepreneurial education programs,
- Tutoring services, including those provided by senior citizen volunteers, and mentoring programs,
- Programs that provide after-school activities for Limited English Proficient (LEP) students and that emphasize language skills and academic achievement,
- Recreational activities,
- Telecommunications and technology education programs,
- Expanded library service hours,

- Programs that promote parental involvement and family literacy,
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow them to improve their academic achievement,
- Drug and violence prevention programs,
- Counseling programs, and
- Character education programs.

Nevada received its first Community Learning Centers grant in 1998 when Duckwater Shoshone Elementary School received a 20th Century Community Learning Centers’ grant of about \$110,000. Since then, the federal allocation to the state program has grown tremendously. In 2014–15, Nevada awarded \$6,422,452 to six school districts and three organizations to implement 21st CCLC at 52 sites. Table 1 shows a list of the nine 21st CCLC subgrants, the 2014–15 award amounts, and the number of project sites per subgrant. See Appendix A for a complete list of the 52 project sites.

Table 1: Nevada 21st CCLC Allocations for 2014-15

| District/Organization | Allocation | Number of Project Sites |
|-------------------------------------|--------------------|-------------------------|
| Bailey Charter Foundation | 77,969 | 1 |
| Carson City School District | 328,111 | 3 |
| Clark County School District | 2,248,209 | 16 |
| Elko County School District | 305,913 | 3 |
| Las Vegas/Clark County Urban League | 70,000 | 1 |
| Lyon County School District | 117,691 | 1 |
| Nye County School District | 100,000 | 1 |
| Pinecrest Academy of Nevada | 50,000 | 1 |
| Washoe County School District | 3,124,559 | 25 |
| Total | \$6,422,452 | 52 |

II. 21st CCLC Evaluation Plan

The initial evaluation plan for Nevada’s 21st CCLC program was created during the 2008–09 school year by an evaluation team that consisted of Nevada Department of Education staff, project site coordinators, and evaluation specialists. The plan has been reviewed and revised annually since the 2010–11 school year. Each revision primarily focused on changes in the state performance indicators and benchmarks, in order to better assess program activities related to program objectives, as well as to address any new or revised objectives and accompanying performance indicators.

The evaluation plan includes data collection on program implementation (*formative component*)¹ to describe program activities, and data collection on program outcomes (*summative component*), guided by the program goal and objectives, described below.

Evaluation Goal, Objectives, and Performance Indicators

As mentioned previously, the evaluation plan includes one goal and four objectives.

Goal—

1. Students regularly participating in 21st Century Community Learning Center activities will demonstrate improvement in math and/or reading.

Objectives—

1. Improve student academic success and student behavior.
2. Provide enrichment opportunities.
3. Facilitate community engagement and family literacy.
4. Promote student health and fitness.

The four objectives are measured by 13 state performance indicators and benchmarks. Many of the state performance indicators are the same or similar to national 21st CCLC Performance Indicators. Table 2 presents the state performance indicators for each objective and marks those state performance indicator that are the same as, or similar to, a national performance indicator with an “*.” See Appendix B for a complete list of the objectives, performance indicators, and benchmarks.

¹ The formative evaluation relies on the description of activities in service categories, rather than investigating the quality of the services or an assessment of best practices.

Table 2: Nevada 21st CCLC Objectives and Performance Indicators, 2014-15

| Objective | Performance Indicator |
|---|---|
| 1. Improve student academic success and student behavior. | 1.1 Regular attendees who need to improve will demonstrate improvement in math grades.* |
| | 1.2 Regular attendees who need to improve will demonstrate improvement in math on state assessments.* |
| | 1.3 Regular attendees who need to improve will demonstrate improvement in reading grades.* |
| | 1.4 Regular attendees who need to improve will demonstrate improvement in reading on state assessments.* |
| | 1.5 Regular attendees who need to improve will demonstrate improvement in behavior.* |
| | 1.6 Regular attendees who need to improve will demonstrate improvement in completion of homework.* |
| | 1.7 Regular attendees who need to improve will demonstrate improvement in class participation.* |
| 2. Provide enrichment opportunities. | 2.1 Programs will offer enrichment and support activities.* |
| | 2.2 Programs will offer enrichment and support activities in Science, Technology, Engineering, and Math (STEM). |
| | 2.3 Programs will offer enrichment activities in Civics Education. |
| 3. Facilitate community engagement and family literacy. | 3.1 Programs will provide support for community and related educational services to families of program youth. |
| 4. Promote student health and fitness. | 4.1 Regular attendees will participate in Physical Fitness activities. |
| | 4.2 Programs will offer Drug and Alcohol Prevention activities. |

Data Sources

The evaluation used the Cayen AfterSchool Data System to collect information on program activities as well as on program objectives and performance indicators.² Nevada 21st CCLC project sites enter a variety of data into the Cayen AfterSchool Data System, including information on students and parents, program activities, staff, attendance, survey responses, test scores, Success Stories, etc. The Cayen AfterSchool Data System includes a variety of reports that summarizes or presents the data entered, which is then used and analyzed for the evaluation report. In addition, the state program evaluator requested a file from Cayen for the evaluation that contained a variety of student level data fields, such as demographic characteristics, student survey responses, and days and hours of services.

Success Story #2; Indicator 1.6 Homework Completion

"The main success I have had so far is with academic learning. I used to have problems learning what the class was learning. Many subjects such as math, reading, and science were classes that I was failing in. But thanks to the SAFE program I am now acing every class! Thanks to the various benefits of this program I am happier at school."

Student at Rosemary Clarke Middle School, Nye County

Data Collection Instruments

The evaluation plan used three survey instruments to collect information from teachers, students, and parents on Nevada 21st CCLC program activities and performance indicators. Each is described briefly below.

- ♦ *Teacher Survey.* The Teacher Survey was created by the U.S. Department of Education to collect data from classroom teachers about the students who participate in after-school 21st CCLC regularly, (i.e., more than 30 days a year). The Teacher Survey items address three of the Government Performance and Results Act (GPRA) performance indicators, developed for 21st CCLC program, used to determine the success and progress of the 21st CCLC program.
- ♦ *Student Survey.* The Student Survey was originally developed by Clark County School District to obtain feedback from students about their participation in 21st

² Prior to the 2014-15 school year, the evaluation also used data from the Profile and Performance Information Collection System (PPICS) for the evaluation. The PPICS database was used by the U.S. Department of Education to collect and summarize basic information about 21st CCLC programs across the nation. The data entered into this database was uploaded electronically from the Cayen AfterSchool Data System. School year 2013-14 was the last year for the PPICS database; it has been replaced by a different database developed recently. The data for 2014-15 will be entered into that new database by March 2016.

- CCLC activities. The survey was revised in 2010–11 and is meant to be administered to regular program students.
- ♦ *Parent Survey.* The Parent Survey was originally developed by Clark County School District to obtain feedback from parents about their participation in 21st CCLC activities. The survey was revised in 2010–11 and is meant to be administered to the parents of regular program students.

Limitations of the Study

Almost any study of an educational program contains limitations in the study design that restrict the study’s ability to accurately measure the impact of the program on participant outcomes. This study, like many studies in education, is not able to randomly assign students to experimental and control groups as part of an experimental design, or to implement a quasi-experimental design, such as comparing the experimental group with a matched comparison group. Instead, the study relies on a set of performance indicators to measure program success, where student performance, for example, is assessed against a target or benchmark. While the use of performance indicators is consistent with the national data collection on the program, it does not provide a good assessment of the gains that students make as a result of their participation in the after-school program. One reason is that the study design cannot separate the effects of the regular classroom program from the effects of the after-school program. As a result, it is hard to determine how much of student performance on the performance indicators is due to the regular classroom program or to the value added by the 21st CCLC program.

Thus, the results should not be viewed as “proof” of the efficacy of 21st CCLC programs, but rather as a piece of evidence that must be interpreted holistically, over time, and in conjunction with the formative data on implementation. Only a more controlled research study that tracks the progress of students in the 21st CCLC program and students not in the 21st CCLC program can provide “proof” of program efficacy.

III. 21st CCLC Student Characteristics

This section presents data on the characteristics of students, including gender, race/ethnicity, grade level, Limited English Proficiency (LEP) status, Individual Educational Plans (IEP), and Free and Reduced Lunch Program (FRL). The characteristics of participants are based on data from eight programs that operate 52 project sites. The data was obtained from a file produced by Cayen Data Systems for the evaluation.

The Nevada 21st CCLC program served 11,960 students and 3,533 adults during the 2014–15 school year and summer program from 52 sites schools in eight school districts/organizations: 6,746 of the students (57 percent) attended regularly, at least 30 days during the school year.

Table 3 presents the number of students and adults who enrolled in and attended the 21st CCLC program. Student attendance is divided into the number of students who were regular attendees, having attended 21st CCLC activities for at least 30 days during the full school year, and those who did not. A total of 11,960³ students participated in the program; 11,745 students in the regular school year, 780 students in the summer program, and 565 students in both programs. A total of 3,617 adults participated in the program; 3,533 parents during the full school year and 125 parents during the summer program. Of the 11,745 students who participated in the full year program, 6,746 (57 percent) were regular attendees. No students attended the summer program for more than 24 days.

Table 3: Number of 21st CCLC Participants and Participant Attendance

| Program | Students | | | Adults ⁴ |
|--------------|---------------------------------|---------------|---------------|---------------------|
| | Regular Attendees (30+ days) | Under 30 days | Total | |
| Full Year | 6,746 | 4,999 | 11,745 | 3,533 |
| Summer | 0 | 780 | 780 | 125 |
| Total | 6,746 | 5,214 | 11,960 | 3,617 |

³ There are 59 pairs of duplicate students who attended the program at two different schools and there are two students who attended the program at three different schools.

⁴ While data for adults are not typically divided by days attended, 64 adults attended 30 or more days of service in the full-year program.

Characteristics of Students

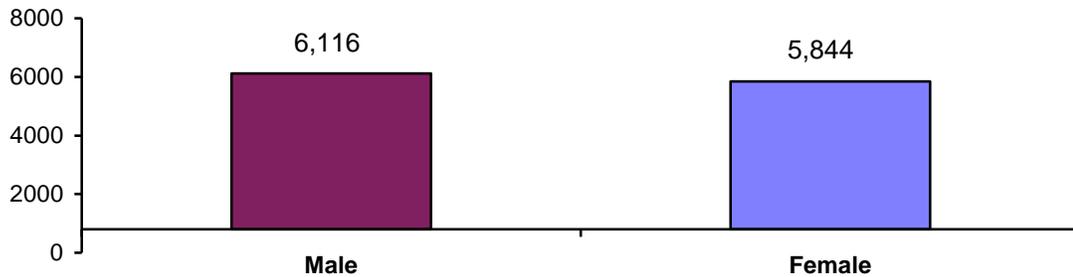
The characteristics of students are provided for 11,960 students who attended either the full year or the summer program provided by the 52 project sites.

The Nevada 21st CCLC program is comprised primarily of minority students at 79 percent, and the largest subgroup is Hispanic students at 61 percent.

Gender

Nevada 21st CCLC served slightly more male than female students. Of the 11,960 students, 6,116 (51 percent) were male and 5,844 (49 percent) were female.

Figure 1. Gender of Nevada 21st CCLC Students



Race/Ethnicity

The Nevada 21st CCLC program is comprised primarily of minority students. Table 4 shows that 79 percent of the students (9,398 students) are minority students, greater than the percent of minority students statewide (65 percent).

Table 4: Race/Ethnicity of 21st CCLC Participants and Students Statewide

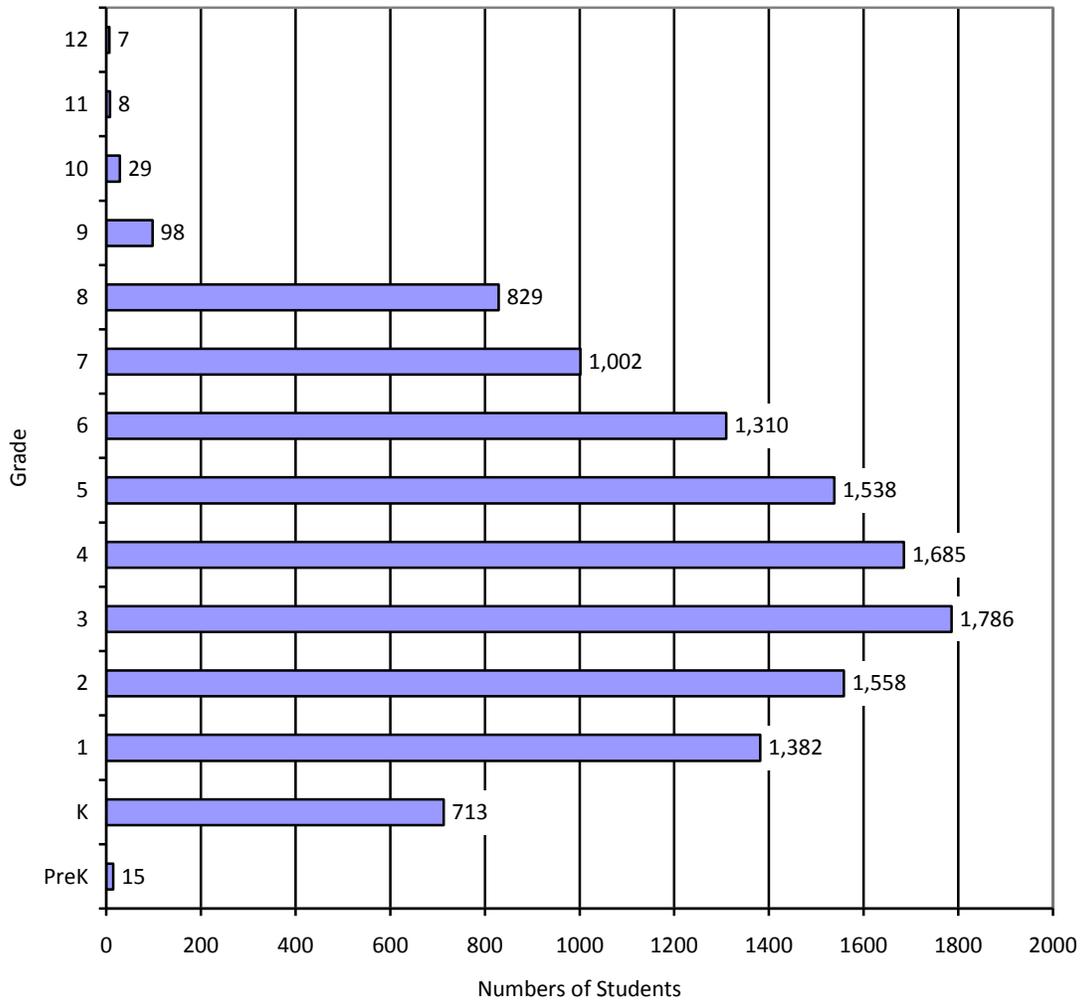
| Race/Ethnicity | Nevada 21 st CCLC | Nevada Students |
|--------------------------------|------------------------------|-----------------|
| American Indian/Alaskan Native | 357 (3.0%) | 1.0% |
| Asian/Pacific Islander | 453 (3.8%) | 6.9% |
| Black or African American | 994 (8.3%) | 10.2% |
| Hispanic or Latino | 7,346 (61.4%) | 41.1% |
| White | 2,562 (21.4%) | 35.1% |
| Two or More Races | 248 (2.1%) | 5.8% |
| Total | 13,917 | 459,095 |

Grade Level of Students

The results show that most students are in elementary and middle school, with a small number of high school students. That is, 8,677 students (72.6 percent) are in elementary school (PreK-grade 5) and 3,141 students (26.3 percent) are in middle school (grade 6-8). There are 142 high school students (1.2 percent).

The Nevada 21st CCLC program is comprised primarily of elementary (73 percent) and middle school students (26 percent).

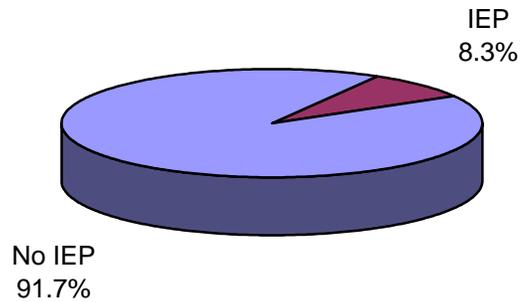
Figure 2. Grade Level of Nevada 21st CCLC Students



Students with Individualized Educational Plans

The data show that 998 students (8.3 percent) have an Individualized Educational Plan (IEP), slightly less than the 11.8 percent of students statewide with an IEP.

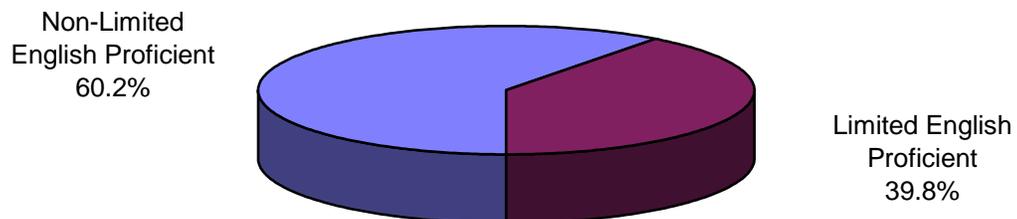
Figure 3. Nevada 21st CCLC Students with Individualized Educational Plans



English Language Proficiency

Almost 40 percent of students in the Nevada 21st CCLC program are Limited English Proficient (LEP). Schools reported that 4,755 students (or 39.8 percent) for whom data are available are LEP. For comparison, 16 percent of students statewide are LEP. Data are not available for 13 students.

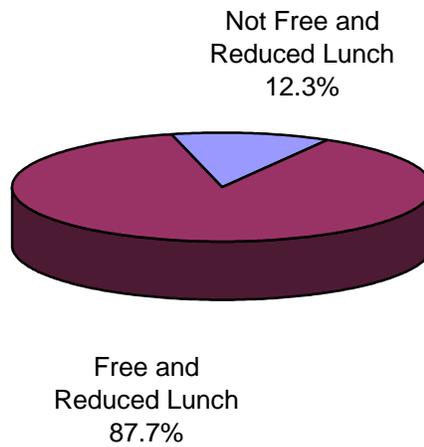
Figure 4. English Language Proficiency of Nevada 21st CCLC Students



Students in Free and Reduced Lunch Program

The evaluation collected data on students in the Free and Reduced Lunch (FRL) Program as an indicator of family income. The results show that 10,039 students (or 88 percent) for whom data were available participated in the FRL program. In comparison, 53 percent of students are in the FRL program statewide, indicating that a substantially larger percent of 21st CLCC students are from low-income families than students statewide. Data are not available for 519 students.

Figure 5. Free and Reduced Lunch Students



IV. 21st CCLC Services and Participation

Students and parents participated in a variety of activities, consistent with the overall program goal and objectives. To obtain a picture of the types of activities that sites offered, the data on activities are presented by State objective and Annual Performance Report (APR) category. As mentioned previously, there are four State objectives: Academic Success, Enrichment Activities, Community Engagement and Family Literacy, and Student Health and Fitness. The 16 APR categories are determined by the U.S. Department of Education. Nevada 21st CCLC program grantees are required to link program activities to State objectives and APR categories for reporting purposes and for the evaluation.

State Objectives

Table 5 shows the number of activities, the number of participants who attended the activities within each State Objective, and the service hours of participation as reported in the District Activity Breakdown Report produced by Cayen Data Systems. The *Number of Participants* is a duplicated count, meaning that participants are counted for each activity attended, so a participant may be counted more than once within a State Objective. For example, if a student attends both a basketball and a separate soccer activity, the student is counted twice under Student Health and Fitness to produce a “duplicated count.” Service Hours refers to the number of hours that participants attended in any of the activities’ sessions, and is simply the sum of hours attended by all participants.

The primary focus of 63 percent of Nevada 21st CCLC activities is academics, falling under the State objectives of Academic Success and Enrichment Activities. Over one-fourth of all activities (27 percent) are related to the State objective of Student Health and Fitness. In terms of service hours, participants spent the most time in the State objective of Academic Success (37 percent), followed by Student Health and Fitness (36 percent) and Enrichment Activities (24 percent).

The results show that the 52 projects implemented 1,728 activities in 2014-15, with most activities listed under Enrichment Activities (722 activities or 42 percent), followed by 457 activities (26 percent) under Student Health and Fitness, and 368 activities (21 percent) under Academic Success. Thus, the primary focus of 63 percent of activities

(Enrichment Activities and Academic Success) is related to academics. Projects conducted 181 activities (11 percent) with a focus on Community Engagement and Family Literacy.

Table 5: The Number of Activities, Participants, and Service Hours by State Objective

| State Objective | Number of Activities (Percent) | Number of Participants (Duplicated) | Service Hours (Percent) |
|--|--------------------------------|-------------------------------------|-------------------------|
| Academic Success | 368 (21.3%) | 22,863 | 569,411.01 (36.9%) |
| Enrichment Activities | 722 (41.8%) | 40,259 | 372,878.17 (24.2%) |
| Community Engagement and Family Literacy | 181 (10.5%) | 10,797 | 39,221.53 (2.5%) |
| Student Health & Fitness | 457 (26.4) | 39,279 | 561,310.49 (36.4%) |
| Total | 1,728 | 113,198 | 1,542,821.2 |

In terms of service hours, participants spent the largest amount of time in Academic Success activities (569,411 hours or 37 percent of the total service hours). Participants spent the next largest amount of time in Student Health and Fitness (561,310 hours or 36 percent) followed by Enrichment Activities (372,878 hours or 24 percent). In other words, participants spent a total of 61 percent of their time in academic-related activities (Enrichment Activities and Academic Success).

APR Category

Table 6 presents the data on activities that projects conducted, divided into the 16 categories that projects must report on the federal Annual Performance Report (APR), providing a more detailed analysis of activities and service hours. These data are also found in the District Activity Breakdown Report, produced by Cayen Data Systems.

These 16 categories include 12 student activities and four parent activities. Table 6 shows the number of

When activities are summarized by APR category, the results show that the 52 project sites conducted many more student than parent activities. There are 1,566 student activities (91 percent) as compared to 162 parent activities (9 percent). In addition, there are many more participants at the student activities than parent activities (103,448 vs. 9,750) and many more service hours (1,515,734 vs. 27,087).

activities, the duplicated number of students and parents who attended the activities within each APR category, and the service hours of participation.

The results show that the 52 project sites conducted many more student than parent activities, as expected. There are 1,566 student activities (91 percent) as compared to 162 parent activities (9 percent). In addition, there are many more participants at the student activities than parent activities (103,448 vs. 9,750 participants, which are duplicated counts) and many more student than parent service hours (1,515,734 vs. 27,087).

Table 6: The Number of Activities, Participants, and Service Hours by Annual Performance Report (APR) Category

| | APR Activity Category | Number of Activities | Participants (Duplicated) | Service Hours |
|---------------------------|---|-----------------------------|----------------------------------|----------------------|
| Student Activities | Academic Enrichment Learning Program | 622 | 35,603 | 452,449.83 |
| | Activity to Promote Youth Leadership | 59 | 2,966 | 18,537.29 |
| | Tutoring | 117 | 6,709 | 236,446.13 |
| | Career/Job Training for Youth | 34 | 1,515 | 15,143.75 |
| | Community Service & Service Learning | 32 | 1,615 | 6,317.59 |
| | Drug/Violence Prevention, Counseling, Character Education | 97 | 6,497 | 32,014.67 |
| | Expanded Library Service Hours | 9 | 491 | 4,171.84 |
| | Homework Help | 56 | 5,465 | 104,373.76 |
| | Mentoring | 5 | 203 | 7,405.25 |
| | Other Youth Activity | 0 | 0 | 0 |
| | Supplemental Education Services | 0 | 0 | 0 |
| | Recreational Activity | 535 | 42,384 | 638,874.17 |
| | Subtotal | 1,566 | 103,448 | 1,515,734.28 |
| Parent Activities | Promotion of Parent Involvement | 117 | 7,968 | 23,438.92 |
| | Promotion of Family Literacy | 45 | 1,782 | 3,648 |
| | Career/Job Training for Adults | 0 | 0 | 0 |
| | Other Adult Activity | 0 | 0 | 0 |
| | Subtotal | 162 | 9,750 | 27,087 |
| | TOTAL | 1,728 | 113,189 | 1,542,821.2 |

In terms of the APR categories, the largest number of activities was listed under Academic Enrichment Learning Program (622 activities or 36 percent of the total number of activities). The next most frequently conducted activities were listed under Recreational Activity (535 activities or 31 percent). Combined, these two categories represent 67 percent of the 16 APR activities conducted.

In terms of service hours, participants spent the largest amount of time in Recreational Activity (638,874 hours, or 41 percent of the total hours). Participants spent the next greatest amount of time in Academic Enrichment Learning Program (452,449 hours or 29 percent of the total hours). In other words, these two categories represent almost 70 percent of the time participants spent in all 16 APR activities.

V. 21st CLCC Teacher Survey Results

This section presents the results from the Federal Teacher Survey that all project sites were required to administer in 2014-15. A copy of the Federal Teacher Survey is in Appendix C. The Federal Teacher Survey was developed by the U.S. Department of Education to measure three of the national 21st CCLC performance indicators, which are the same as three Nevada 21st CCLC performance indicators.

The Federal Teacher Survey is supposed to be completed on all regular attendees.

According to the Teacher Survey

Administration guidelines, the Teacher Survey should be administered to one of a student's regular school day teachers. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, the teacher should be a student's math or English teacher.

Overall, the 52 projects collected a total of 6,237 teacher surveys about regular student attendees. The 6,237 surveys represent 52 percent of all 11,960 students and about 92 percent of the 6,746 regular student attendees.

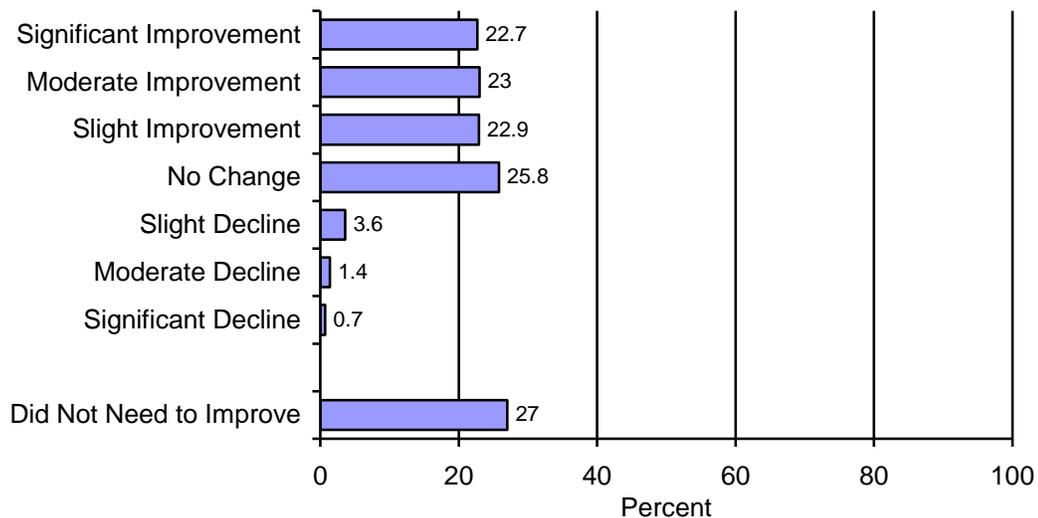
Overall, teachers believe that many regular program attendees have made improvements during the school year. Specifically, teachers believe that—

- 76.6 percent of students improved their overall academic performance.
- 74.1 percent of students participate more in class.
- 68.6 percent of students improved in completing their homework on time and 71.1 percent completed it to the teacher's satisfaction.
- 68.1 percent of students are more attentive.
- 67.9 percent of students come to school more motivated to learn.
- 62.1 percent of students get along better with other students.
- 61.1 percent of students behave better in class.
- 59.9 percent of students volunteer more for work and responsibility.
- 49.6 percent of students attend class more regularly.

The items in the Federal Teacher Survey ask teachers to indicate to what extent the student has changed their behavior in several areas, such as completing their homework. The survey response options for each item are divided into two primary groups: (1) *Did Not Need to Improve*, which suggests the student had already obtained an acceptable level of functioning and no improvement was needed during the school year; and (2) *Acceptable Level of Functioning Not Demonstrated Early in the School Year*—

Improvement Warranted, which suggests that the student was not functioning at a desirable level of performance on the behavior described. In this case, the teacher would describe the extent to which the student changed their behavior on a seven-point scale, from Significant Improvement to Significant Decline. To calculate the percent of students who made an improvement, we excluded those students who *Did Not Need to Improve* from the analysis since they were already functioning at a high level and did not need to improve. The numbers of teachers who completed each item vary since not all teachers completed every item. The sample size of teachers who responded to each item is presented with the results after each survey item.

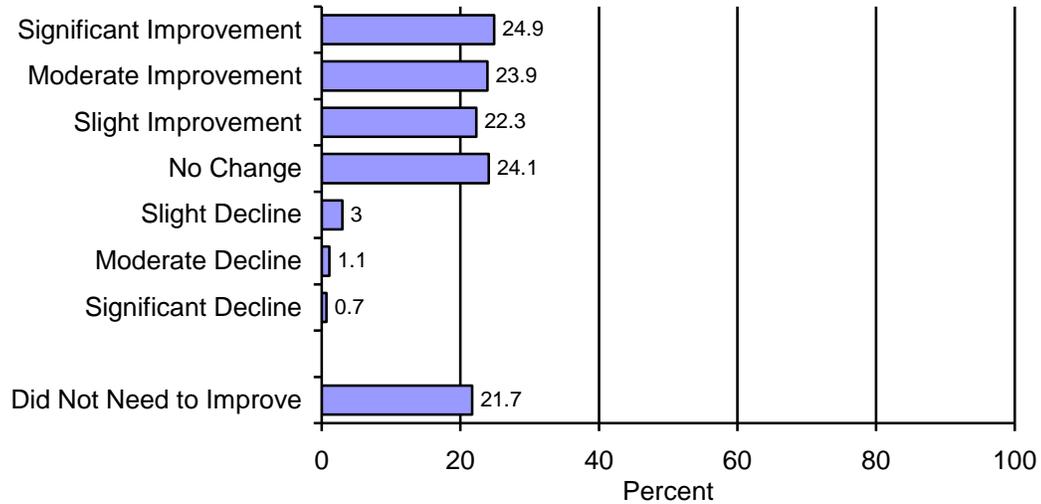
1. To what extent has your student changed their behavior in terms of turning in homework on time? (Total n=6,237; Needs to Improve n=4,550)⁵



The results show that over two-thirds of students (68.6 percent) improved their behavior in terms of turning their homework in on time, making a slight, moderate, or significant improvement. Only a small percent of students, 5.6 percent, showed a decline, and 25.8 percent of students remained the same. Over one-fourth of the teachers (27.0 percent) reported that students were already functioning at an acceptable performance level and did not need to improve.

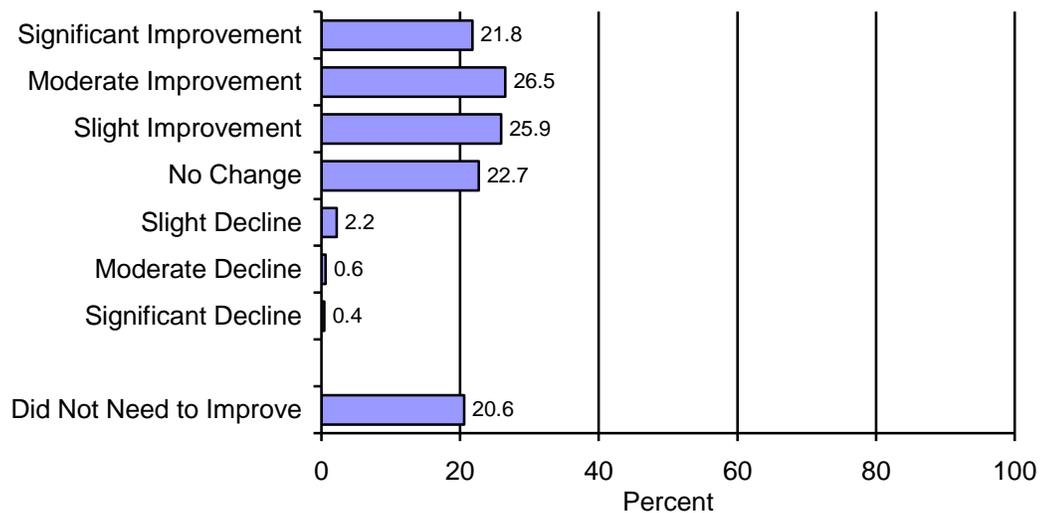
⁵ Two sample sizes are reported for each item: one for all the teachers who answered the item and a second for teachers who did not mark “Did Not Need to Improve.” The percentages in the figures are based on two samples sizes. The percentage of students who “Did Not Need to Improve” is based on the total number of teachers who answered the item, and the percentages reported for the extent to which students improved are based on only the students who needed to improve, excluding students who “Did Not Need to Improve.”

2. To what extent has your student changed their behavior in terms of completing homework to your satisfaction? (Total n=6,237; Needs to Improve n=4,886)



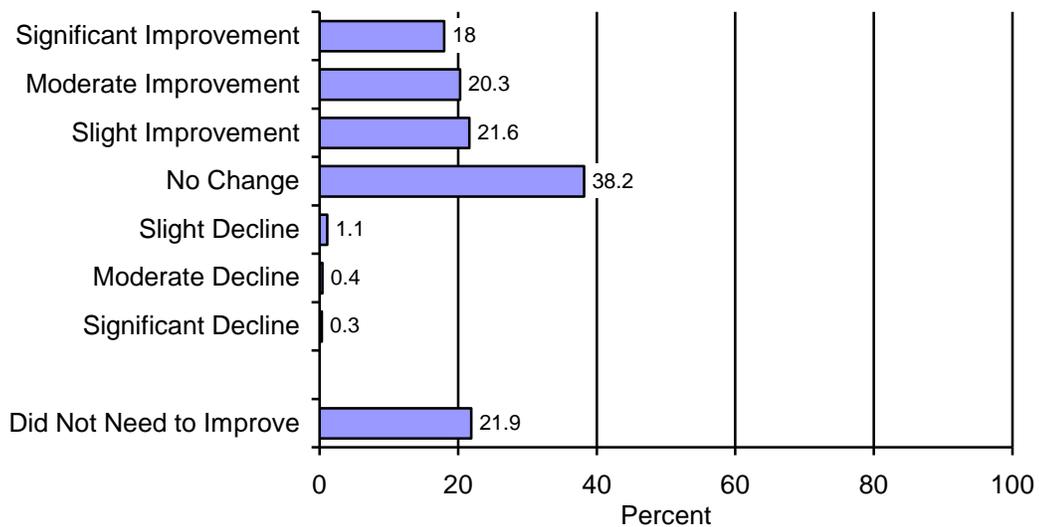
The results show that more than seven of ten students (71.1 percent) improved their behavior in terms of completing their homework to the teachers' satisfaction. Only a small percent of students, 4.8 percent, showed a decline, and 24.1 percent of students did not make any change. Over one-fifth of the students (21.1 percent) were already functioning at an acceptable level of performance and did not need to improve.

3. To what extent has your student changed their behavior in terms of participating in class? (Total n=6,237; Needs to Improve n=4,952)



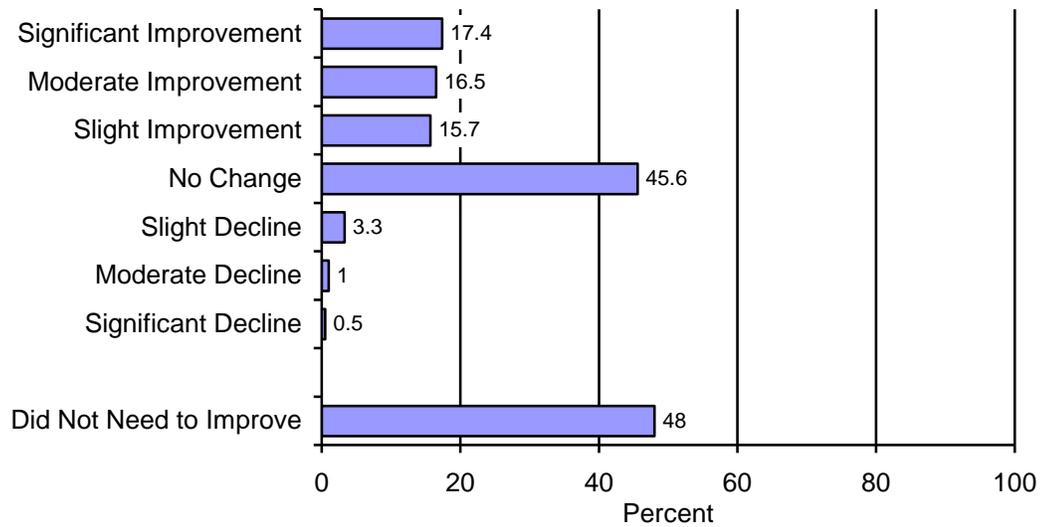
The results show that almost three-quarters of students (74.1 percent) improved their behavior in terms of participating in class. Only a small percent of students, 3.2 percent, showed a decline, and 22.7 percent of students did not make any change. About one-fifth of the students (20.6 percent) were already functioning at an acceptable level of performance and did not need to improve.

4. *To what extent has your student changed their behavior in terms of volunteering (e.g., for extra credit or more responsibilities)? (Total n=6,237; Needs to Improve n=4,871)*



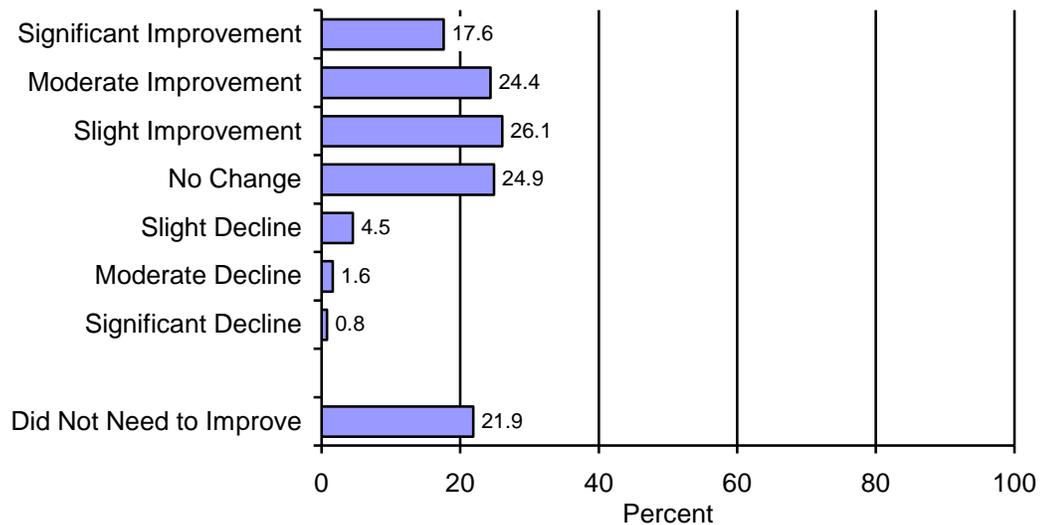
The results show that over half of the students (59.9 percent) improved their behavior in terms of volunteering, such as doing extra credit or assuming more responsibilities. In addition, over a third of the students who needed to improve (38.2 percent) did not make any change. Only a small percent of students, 1.8 percent, showed a decline. Over one-fifth of the students (21.9 percent) were already functioning at an acceptable level of performance and did not need to improve.

5. **To what extent has your student changed their behavior in terms of attending class regularly?** (Total n=6,237; Needs to Improve n=3,246)



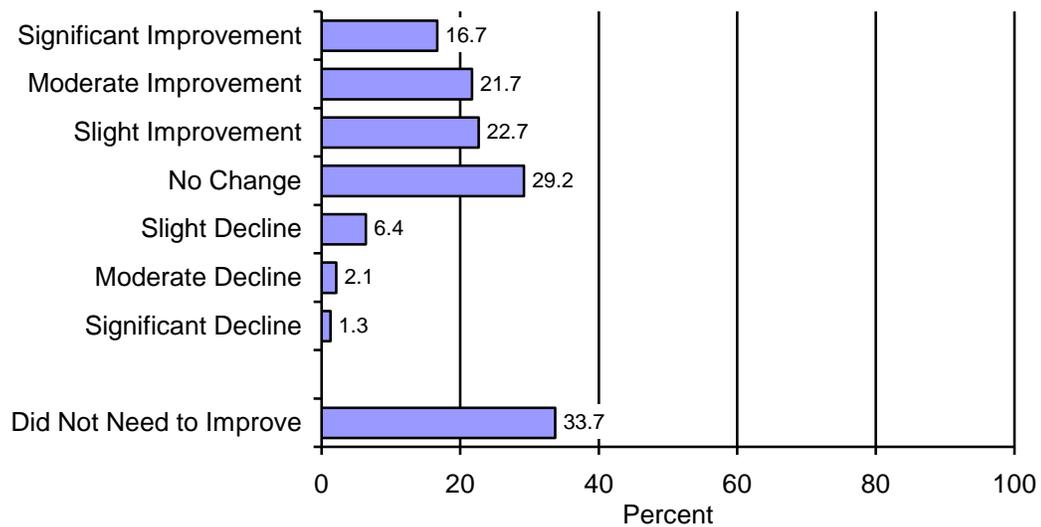
The results show that about half of the students (49.6 percent) improved their behavior in terms of attending class regularly, and almost an equal percent of the students (45.6 percent) did not make any change. Only a small percent of students, 4.8 percent, showed a decline. In addition, almost one-half of the students (48.0 percent) were already functioning at an acceptable level of performance and did not need to improve.

6. **To what extent has your student changed their behavior in terms of being attentive in class?** (Total n= Total n=6,237; Needs to Improve n=4,871)



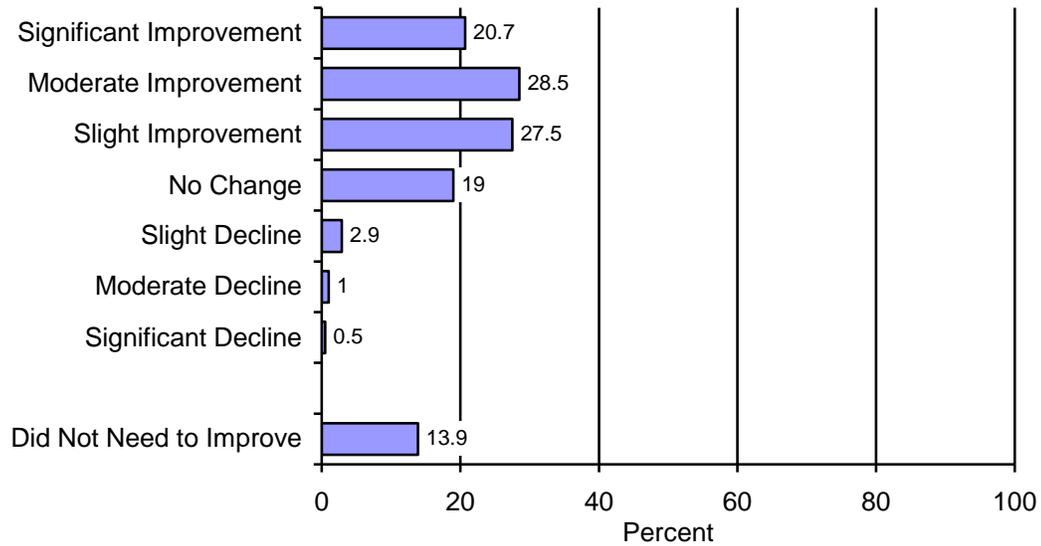
The results show that over two-thirds of the students (68.1 percent) improved their behavior in terms of being attentive in class. Only a small percent of students, 6.9 percent, showed a decline, and 24.9 percent of students did not make any change. Almost 22 percent of students were already functioning at an acceptable level of performance and did not need to improve.

7. To what extent has your student changed their behavior in terms of behaving well in class? (Total n=6,237; Needs to Improve n=4,134)



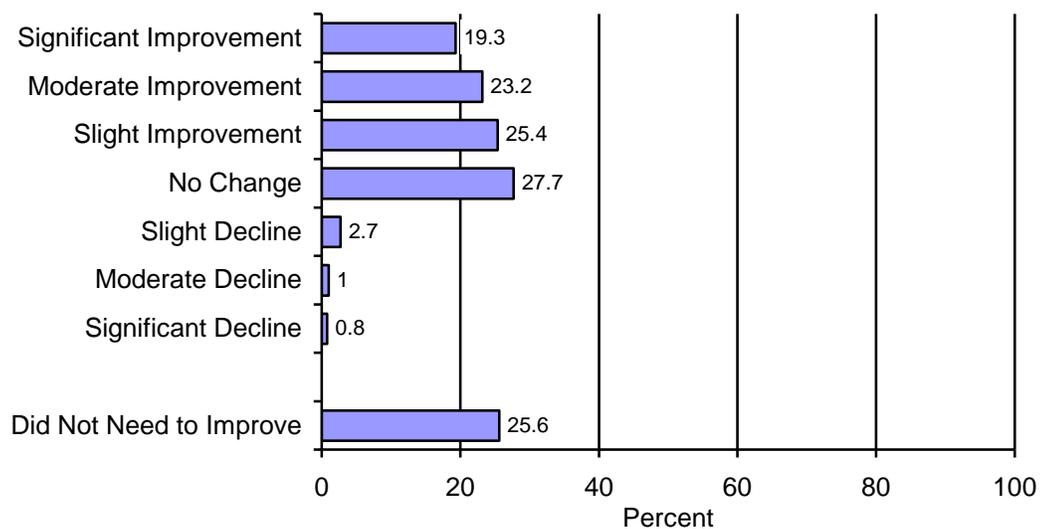
The results show that about six of ten students (61.0 percent) improved their behavior in terms of behaving well in class, while less than one-third (29.2 percent) of students did not make any change. A small, but good-sized percent of students, 9.7 percent, showed a decline. One-third of the students (33.7 percent) were already functioning at an acceptable level of performance and did not need to improve.

8. *To what extent has your student changed their behavior in terms of academic performance? (Total n=6,237; Needs to Improve n=5,372)*



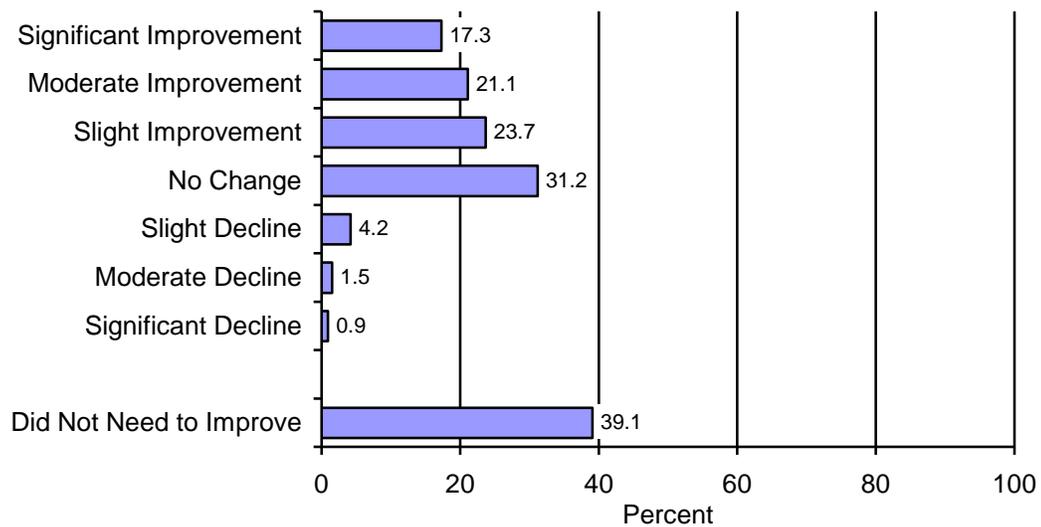
The results show that over three-fourths of the students (76.6 percent) improved their behavior in terms of academic performance, while about one-fifth of the students (19.0 percent) did not make any change. Only a small percent of students, 4.4 percent, showed a decline. About one of every seven students (13.9 percent) were already functioning at an acceptable level of performance and did not need to improve.

9. *To what extent has your student changed their behavior in terms of coming to school motivated to learn? (Total n=6,237; Needs to Improve n=4,638)*



The results show that over two-thirds of the students (67.9 percent) improved their behavior in terms of coming to school motivated to learn, while over one-fourth of students (27.7 percent) did not make any change. Only a small percent of students, 4.4 percent, showed a decline. Over one-fourth of the students (25.6 percent) were already functioning at an acceptable level of performance and did not need to improve.

10. To what extent has your student changed their behavior in terms of getting along with other students? (Total n=6,237; Needs to Improve n=3,799)



The results show that more than six of ten students (62.1 percent) improved their behavior in terms of getting along with other students, while almost one-third of the students (31.2 percent) did not make any change. Only a small percent of students, (6.7 percent), showed a decline. About two-fifths of the students (39.1 percent) were already functioning at an acceptable level of performance and did not need to improve.

VI. 21st CCLC Student Survey Results

This section presents the results from a Student Survey that all project sites administered in 2014-15. A copy of the Student Survey is in Appendix D. The survey was originally developed by Clark County School District and then revised by the Nevada 21st CCLC Evaluation Team.

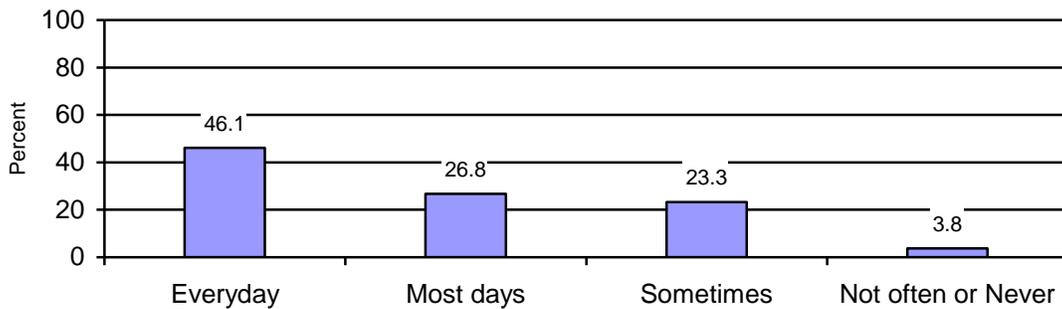
The Student Survey is supposed to be administered to all regular attendees. The 52 projects collected 3,908 student surveys, which represent about 33 percent of all 11,960 students and 58 percent of the 6,746 regular student attendees.

Overall, students are satisfied with Nevada 21st CCLC activities. Specifically —

- ◆ 96.5 percent of students feel “Safe” to “Very Safe” at 21st CCLC activities.
- ◆ 86.8 percent of students believe that the program has had a positive impact on their life.
- ◆ 83.8 percent of students think the 21st CCLC activities are “Good” to “Excellent.”
- ◆ 72.9 percent of students look forward to coming to activities “Most days” to “Everyday.”
- ◆ 66.9 percent would attend the program next year if they had a choice.
- ◆ 62.8 percent of students think they are doing better in school since starting the program.

The results from the Student Survey are presented below for the six survey items. The number of students who completed each item varies since not all students completed every item. The sample size for each item is presented with the results.

1. *How often do you look forward to coming to the activities?* (n=3,908)

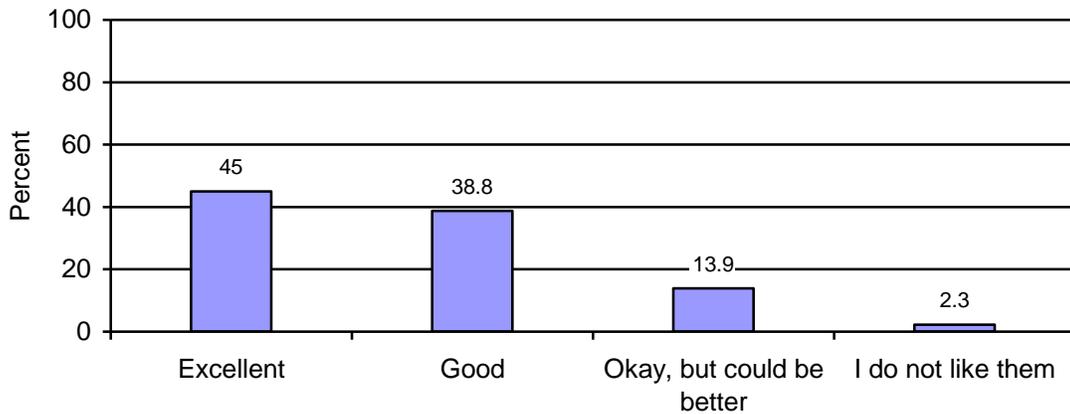


The results suggest that students like 21st CCLC activities. That is, 72.9 percent of students look forward to coming to 21st CCLC activities “Everyday” or “Most days,” with most of the students looking forward to the activities “Everyday” at 46.1 percent.

Only a very small percent of students (3.28 percent) reported that they did “Not often or Never” look forward to the activities.

The results are lower than the 2013-2014 results when 79.7 percent of the students looked forward to coming to 21st CCLC activities “Everyday” or “Most days.”

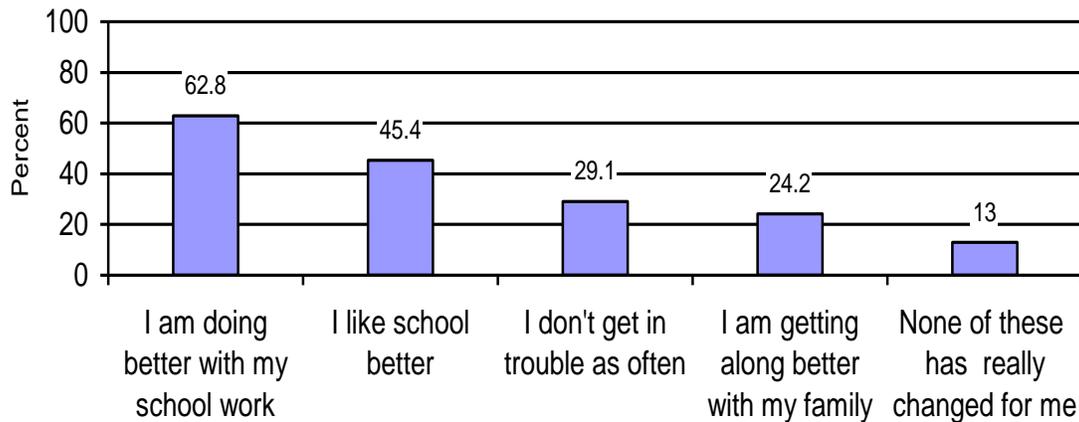
2. What do you think about the activities? They are: (n=3,908)



The results to the second item also support the idea that students liked 21st CCLC activities. When asked, “What do you think about the activities?” 83.8 percent of the students reported that the activities were either “Excellent” or “Good” with more students reporting that the activities were “Excellent.” Only a very small percent of students, 2.3 percent, “Did not like” the activities.

The results are slightly less positive than the 2013–2014 results, during which 86.3 percent of the students thought that the activities were either “Excellent” or “Good”.

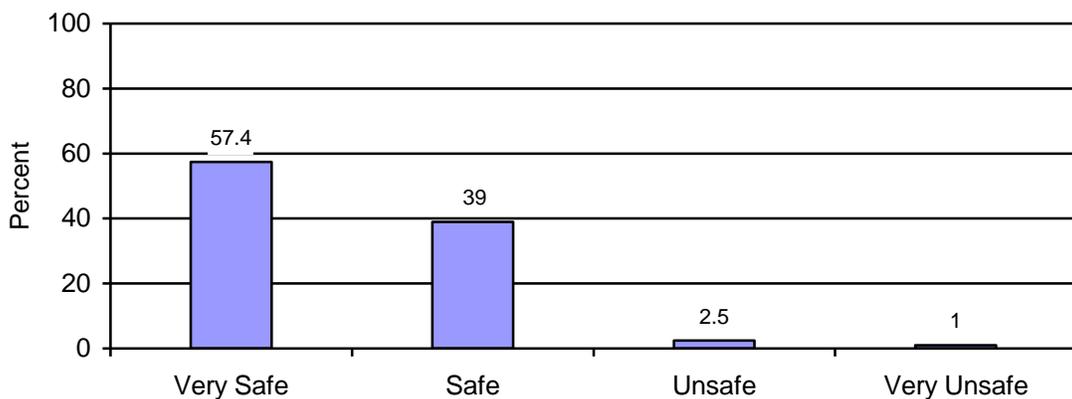
3. Since I started coming to the program... (n=3,860)



This third survey item attempts to gauge the impact of the program on students. Overall, the majority of students believe that some aspect of their behavior improved since they started to attend the 21st CCLC program. The largest percent of students report a positive impact on their school work (62.8 percent) and attitude about school (45.4 percent). A smaller percent of students report other changes in their behavior, either in terms of not getting into trouble as often (29.1 percent) or getting along better with their family (24.2 percent). About one-seventh of students (13.0 percent) report no impact of the program in these areas.

In general, the 2014-15 results are slightly better than the results that students reported in 2013-14. For example, 59.4 percent of students reported a positive impact on their school work in 2013-14.

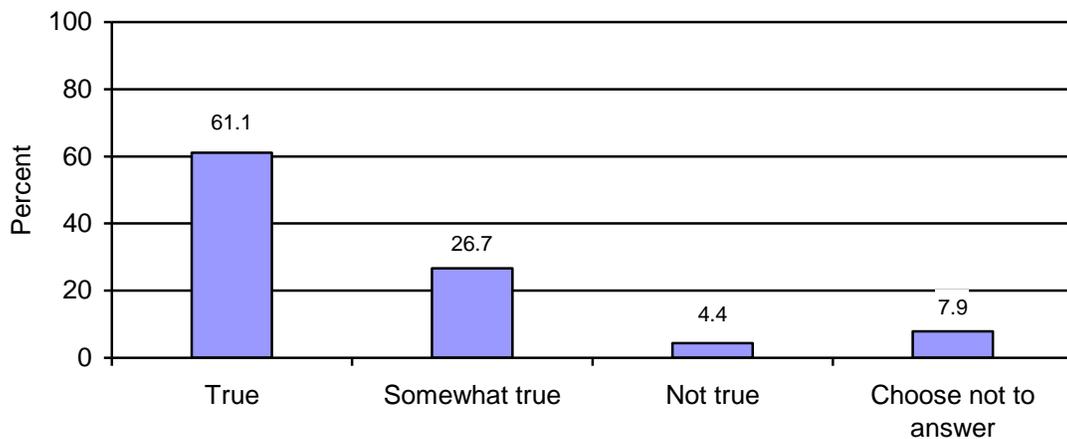
4. How safe do you feel when you are at this afterschool program? (n=3,908)



The results suggest that students feel safe at 21st CCLC activities. That is, 96.5 percent of the students reported that they feel “Very Safe” or “Safe” at the 21st CCLC program, with most students reporting that they feel “Very Safe.” Only a small percent of students (3.5 percent) reported that they did not feel safe at 21st CCLC activities.

The results are similar to the 2013-2014 results when 97.6 percent of the students felt “Very Safe” or “Safe” at 21st CCLC activities.

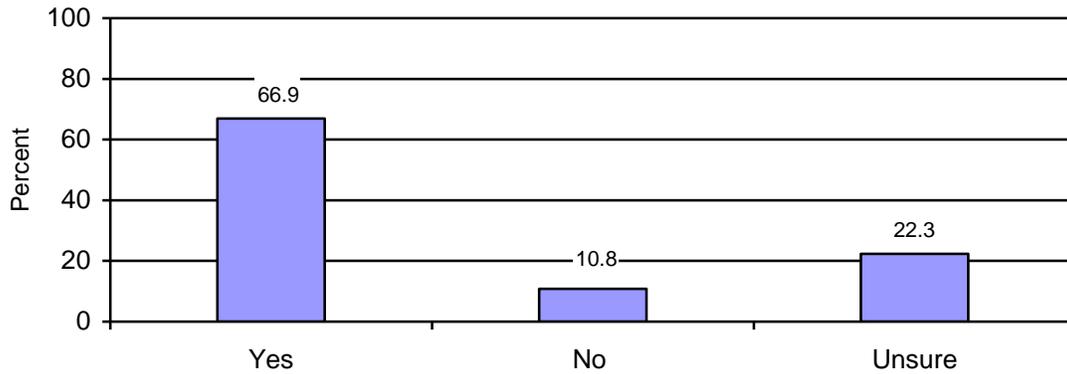
5. *The variety of classes I have participated in has had a positive impact on my life.*
(n=3,908)



The results suggest that students thought the program had a positive impact on their lives. That is, 86.8 percent of the students answered either “True” or “Somewhat true” to the statement that the 21st CCLC activities they attended had a positive impact on their life. A small percent of students (4.4 percent) reported that the 21st CCLC activities they attended did not have a positive impact on their life.

The results are similar to the 2013–14 results, during which 87.7 of the students agreed with the statement that the 21st CCLC program had a positive impact on their life.

6. If you had the choice, would you attend the program next year? (n=3,908)



The results to the item suggest that most students would attend 21st CCLC activities next year if they had a choice. That is, 66.9 percent of the students reported that they would attend 21st CCLC activities next year. A small but sizeable percent of students (10.8 percent) reported that they would not attend 21st CCLC activities next year.

In general, the results are slightly lower than the 2013–14 results when 71.7 percent of students said that they would attend 21st CCLC activities next year.

VII. 21st CLCC Parent Survey Results

This section presents the results from a Parent Survey that all project sites were required to administer in 2014–15. A copy of the Parent Survey is in Appendix E. The Parent Survey was originally developed by Clark County School District and then revised by the Nevada 21st CCLC Evaluation Team.

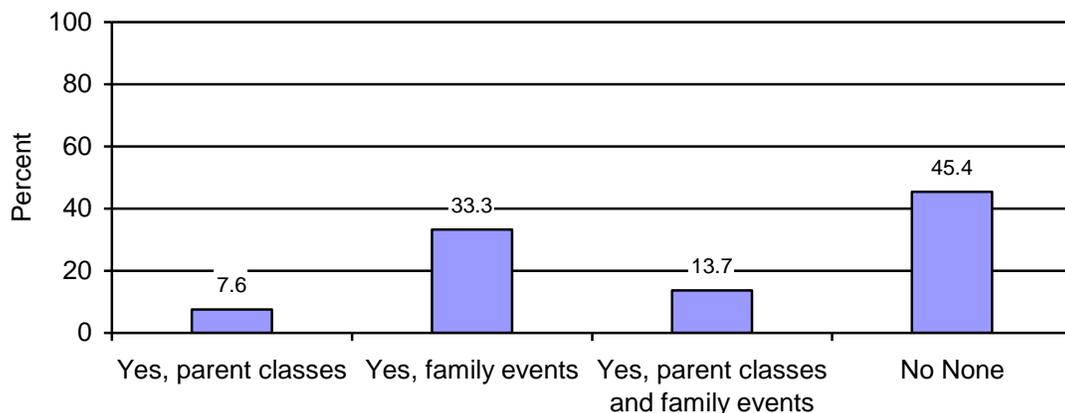
The Parent Survey is supposed to be administered to the parents of all regular attendees. The 52 projects collected a total of 3,331 parent surveys, which represent 28 percent of all 11,960 students and about 49 percent of the 6,746 regular student attendees.

The results from the Parent Survey are presented below for the eight survey items. The number of parents who completed each item varies since not all parents completed every item. The sample size for each item is presented with the results.

Overall, parents are satisfied with Nevada 21st CCLC activities. Specifically—

- ◆ 99.3 percent of parents think their child feels “Safe” to “Very Safe” at 21st CCLC activities.
- ◆ 99.0 percent of parents believe that the program has had a positive impact on their life or their child’s life.
- ◆ 94.2 percent of parents believe that their child thinks the activities their child attended were “Good” to “Excellent.”
- ◆ 92.8 percent of parents think the activities they attended were “Good” to “Excellent.”
- ◆ 90.7 percent would have their child attend the program next year if they had a choice.
- ◆ 88.1 percent of parents thought their child was excited to go to the activities in the program “Everyday” or “Most days.”
- ◆ 68.9 percent of parents think their child is doing better in school since starting the program.
- ◆ 54.6 percent of parents attended a parent class, family event, or both.

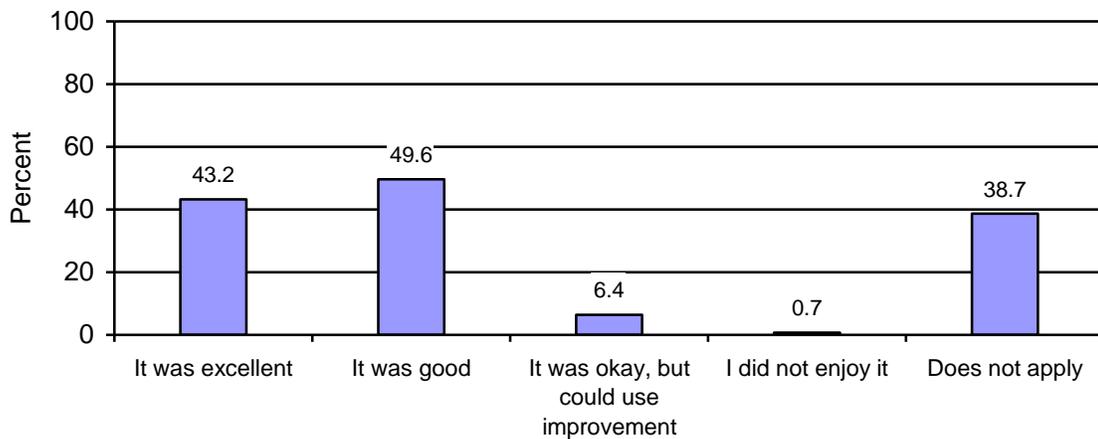
1. Did you participate in any parent classes or family events this year (for example, ESL, job skills, family night)? (n=3,331)



The results show that over half of the parents attended at least one 21st CCLC activity, whether it was a parent class or family event. That is, 54.6 percent of parents reported that they attended a 21st CCLC parent class, family event, or both, with the largest percent attending a family event. Less than half of parents (45.4 percent) did not participate in any 21st CCLC activities, either a parent class or family event.

The results are similar to the results parents reported in 2013–14 when 55 percent of the parents reported that they attended a 21st CCLC parent class, family event, or both.

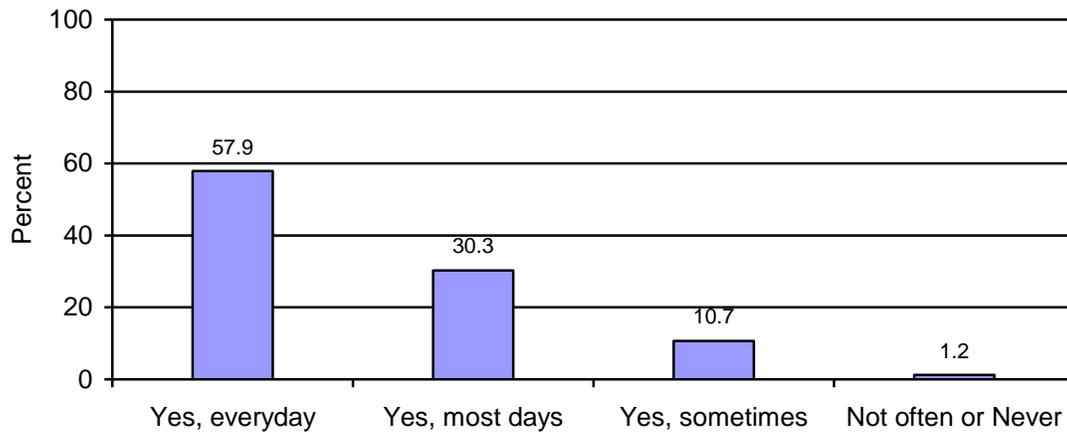
2. How did you enjoy the parent participation in the program this year? (n=3,331)



The results show that 92.8 percent of parents thought that the 21st CCLC program was “Excellent” or “Good.” About six percent thought the program could be improved and less than one percent (0.7 percent) did not enjoy the program this year. About 39 percent of parents indicated that the question did not apply, perhaps because they did not participate in any program activities. These parents were left out of the analysis in determining the percent of parents who enjoyed the program since they did not participate in the program.

The results are similar to the results that parents reported in 2013–14 when 93 percent reported that their participation in the 21st CCLC program was “Excellent” or “Good.”

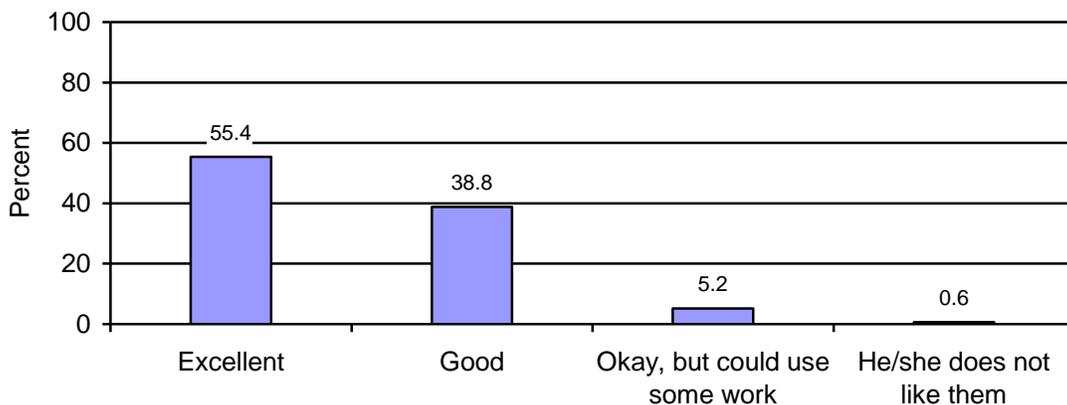
3. Do you believe that your child is excited to come to the activities in the program?
(n=3,331)



The results from this item on the parent survey confirm the results from the student survey that showed that students enjoyed coming to the 21st CCLC program. That is, 88.1 percent of parents thought their children were excited to go to the activities in the program “Everyday” or “Most days.” Only a small percent of parents reported that their children enjoyed going to program activities “Sometimes” or “Not often or Never.”

The results are similar to the 2013–2014 results when 90 percent of parents thought their child was excited to go to the activities in the program “Everyday” and “Most days.”

4. Based on what my child tells me I believe the activities are... (n=3,331)

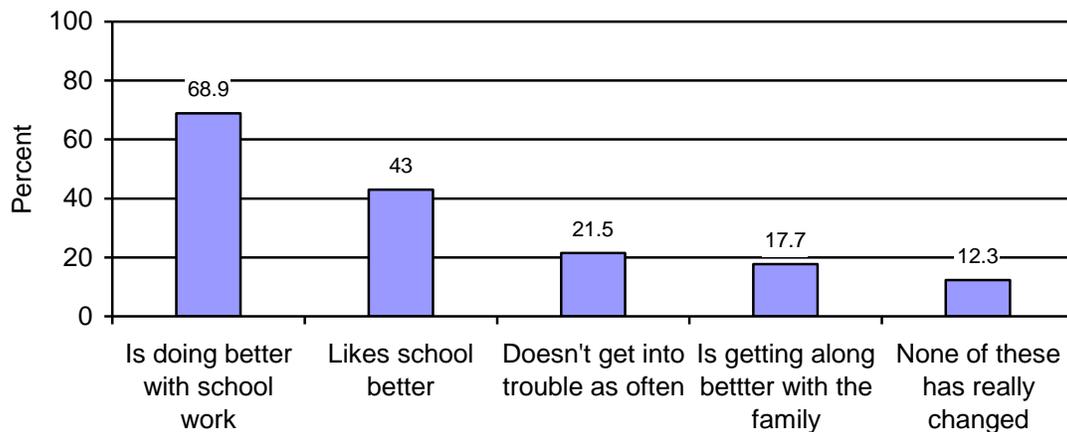


The results from this parent survey item also confirm the results from the student survey which showed that students liked the 21st CCLC activities they attended. That is, 94.2 percent of parents believed that their children thought the 21st CCLC activities were

“Excellent” or “Good.” Only a small percent of parents (5.2 percent) reported that their children thought the activities were “Okay, but could use some improvement” or “Did not like them.”

The results are similar to the 2013–2014 results when 96 percent of parents believed that their child thought the 21st CCLC activities were “Excellent” or “Good.”

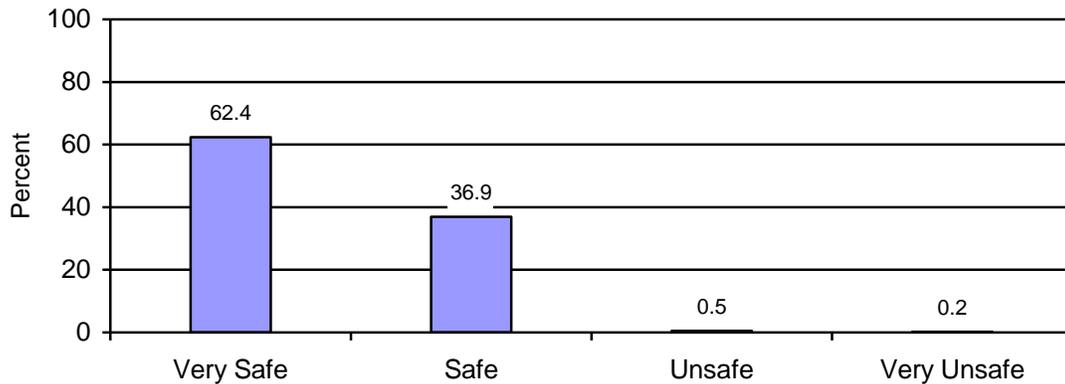
5. *Since my child started this program, he/she...(mark all that apply)* (n=3,713)



This item attempts to gauge the parents’ perception of the impact of the program on the child, and is similar to an item asked of students. In fact, the parent survey results mirror the student survey results. Overall, the majority of parents believe that some aspect of the child’s behavior improved since the child started to attend the 21st CCLC program. The largest percent of parents report a positive impact on their child’s school work (68.9 percent) and attitude about school (43.0 percent). A smaller percent of parents report changes in their child’s behavior, either in terms of not getting into trouble as often (21.5 percent) or getting along better with the family (17.7 percent). Only 12.3 percent of parents report that the program did not have any impact in these areas.

In general, the results are similar to the results that parents reported in 2013–14. For example, 68.4 percent of parents reported a positive impact on their child’s school work in 2013–14 compared to 68.9 percent in 2014-15, and 20.6 percent of parents reported a positive impact on their child’s behavior in 2013–14 compared to 21.5 percent in 2014–15.

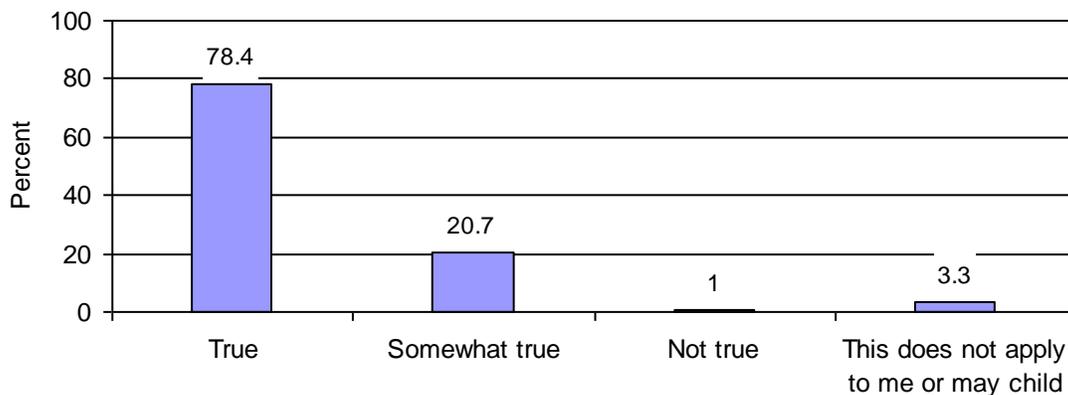
6. How safe do you feel your child is at the afterschool program? (n=3,331)



The results to the item suggest that parents believe that their child feels safe at the 21st CCLC program, confirming the student survey results for a similar question. That is, over 99 percent of the parents believe that their child feels “Very Safe” or “Safe” at the program, with most parents reporting that their child feels “Very Safe.” Less than one percent of parents (0.7 percent) reported that their child did not feel safe.

The results are similar to the 2013–14 results, during which almost 99 percent of the parents reported that their child felt “Very Safe” or “Safe” at 21st CCLC activities.

7. Participating in this program has had a positive impact on my life or the life of my child(ren). (n=3,331)

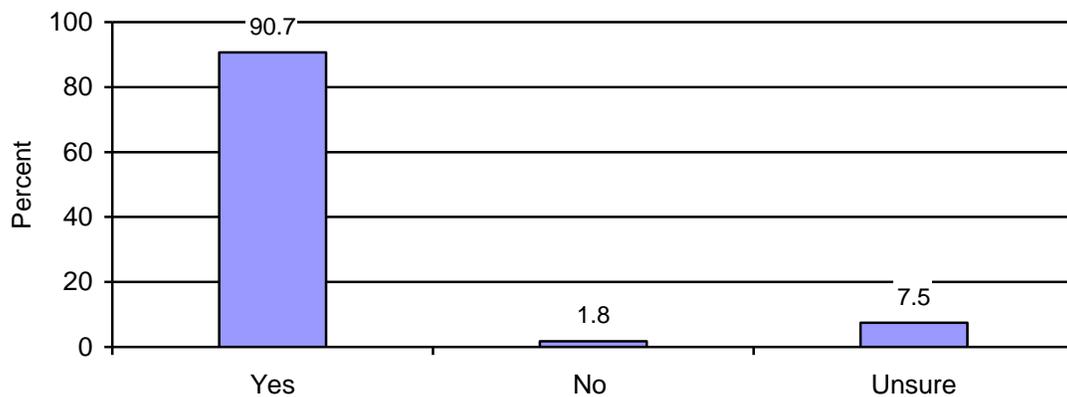


The results suggest that parents thought the program had a positive impact on their own life or the lives of their children. That is, 99 percent of the parents responded “True” or “Somewhat true” to the statement that the program had a positive impact on their life or

their child’s life. Only a small percent of parents (1.0 percent) reported that the 21st CCLC program did not have a positive impact.

The results are similar to the 2013–14 results, during which 98.6 percent of the parents reported that the program had a positive impact on their life or their child’s life.

8. *If you had a choice, would you like your child(ren) to participate in this program again next year? (n=3,331)*



The results of the item suggest that parents want their child to attend the 21st CCLC program next year. That is, almost 91 percent of the parents reported that they would like their child to attend 21st CCLC activities next year. Less than two percent of parents reported that they would not like their child to attend the 21st CCLC program next year.

The results are slightly lower than the 2013–14 results, when 93 percent of the parents reported that they wanted their child to attend the 21st CCLC program next year.

VIII. 21st CCLC Objectives and Indicators

This section presents the results on the Nevada 21st CCLC objectives and performance indicators. In addition, the section presents a summary of the Success Stories collected from 52 projects.

Goal, Objectives, and Performance Indicators

The goal of the Nevada 21st CCLC program is:

Students regularly participating in 21st Century Community Learning Center activities will demonstrate improvement in math and/or reading.

Table 7 shows the 21st CCLC objectives and performance indicators used to measure progress towards the program goal. As mentioned previously, Appendix B contains a complete list of the objectives, performance indicators, and targets or benchmarks.

Success Story #3: Indicator 1.7 Class Participation

The student has demonstrated significant improvement in class participation. He has begun to work more efficiently in small groups and almost always completes assignments with some guidance. He is more willing to show his work in class now.

Rowe Elementary School,
Clark County

Table 7: Nevada 21st CCLC Objectives and Performance Indicators, 2014-15

| Objective | Performance Indicator |
|---|--|
| 1. Improve student academic success and student behavior. | 1.1 Regular attendees who need to improve will demonstrate improvement in math grades.* |
| | 1.2 Regular attendees who need to improve will demonstrate improvement in math on state assessments.* |
| | 1.3 Regular attendees who need to improve will demonstrate improvement in reading grades.* |
| | 1.4 Regular attendees who need to improve will demonstrate improvement in reading on state assessments.* |
| | 1.5 Regular attendees who need to improve will demonstrate improvement in behavior.* |
| | 1.6 Regular attendees who need to improve will demonstrate improvement in completion of homework.* |

| | |
|---|---|
| | 1.7 Regular attendees who need to improve will demonstrate improvement in class participation.* |
| 2. Provide enrichment opportunities. | 2.1 Programs will offer enrichment and support activities.* |
| | 2.2 Programs will offer enrichment and support activities in Science, Technology, Engineering, and Math (STEM). |
| | 2.3 Programs will offer enrichment activities in Civics Education. |
| 3. Facilitate community engagement and family literacy. | 3.1 Programs will provide support for community and related educational services to families of program youth. |
| 4. Promote student health and fitness. | 4.1 Regular attendees will participate in Physical Fitness activities. |
| | 4.2 Programs will offer Drug and Alcohol Prevention activities. |

Objective 1: Participants in the 21st CCLC programs will demonstrate improvement in academic performance (math and/or reading) and exhibit positive behavioral changes.

The Nevada 21st CCLC Evaluation Team established seven indicators to measure whether students improved their academic achievement and behavior. Some of the Nevada indicators are the same as or similar to national 21st CCLC program indicators.

Indicator 1.1 Regular attendees will demonstrate improvement in math grades.

Target: For students who need to improve, 55 percent will demonstrate improvement in math grades.

The evaluation summarized data from a file that Cayen produced for the evaluation to calculate the results for this indicator.

As mentioned previously, there are 11,960 students in the Cayen database, with 6,746 regular attendees. A total of 6,686 regular attendees are included in the analysis because they have both a fall and spring math grade. Of these students, 1,220 students (19

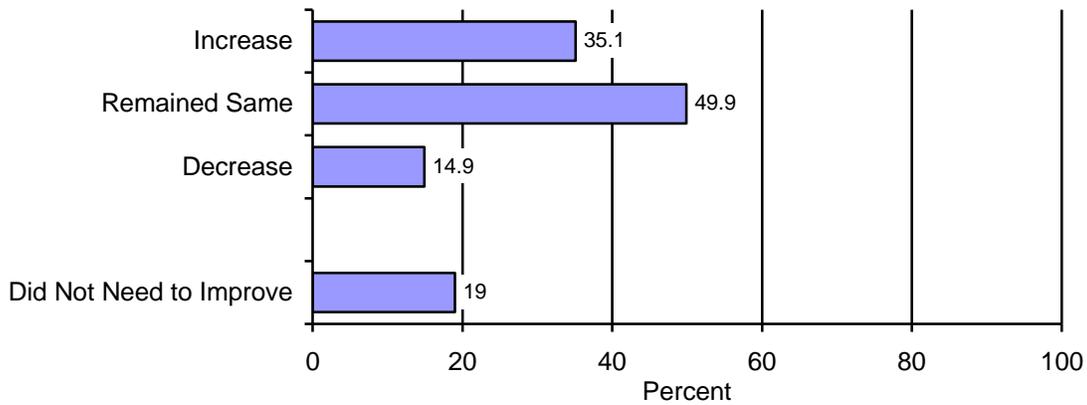
percent) already had the highest grade⁶ they could obtain and they were removed from the analysis. In addition, 207 kindergarten students and 67 special education students were excluded from the analysis because they were not assigned grades in the database. Thus, the analysis is conducted on 5,192 students.

Figure 6 presents the percent of students whose math grade increased, decreased, or remained the same, as well as the percent of students who did not need to improve.

The results show that 35.1 percent of the students improved their grades in math, below the target of 55 percent.

The results show that 35.1 percent of the students improved their grades in mathematics, while 14.9 percent showed a decrease. The math grades for half of the students (49.9 percent) remained the same. Thus, the Nevada 21st CCLC students did not reach the target of 55 percent of the students for this indicator in 2014–15.

Figure 6. Percent of Nevada Students Whose Math Grade Increased, Decreased, or Remained the Same, 2014–15



Indicator 1.2 *Regular attendees will demonstrate improvement in math on state and district assessment results.*

Target: The percent of regular attendees who improve from non-proficient to proficient.

The data used to measure improvement from non-proficient to proficient on this indicator are test results on state assessments, i.e., student test results from the previous school year are compared to test results from the current school year, such as from school year 2013-

⁶There are four different grading scales used across the 52 projects for math and reading; A+ to F, A to F, 4 to 1, and S+ to S-. The 4 to 1 grading scale represents a standards-based scale and a proficiency scale.

14 to school year 2014-15. However, because Nevada adopted new state assessments (Smarter Balanced Assessments) in the 2014-15 school year, the evaluation for this indicator cannot compare student performance over the two years, since students would have test scores from different assessments which are not comparable. Instead, the evaluation of this indicator for 2014-15 was going to examine on student performance on the Smarter Balanced Assessments. However, due to test administration irregularities, many students were not able to take or finish the Smarter Balanced Assessments during the scheduled time frame. As a result, the Nevada Superintendent of Public Instruction made the administration of the Smarter Balanced Assessments optional, and many students did not take the assessment. Thus, the evaluation does not have any data to report on this indicator for the 2014-15 school year. Moreover, because the indicator currently requires two years of test information, the evaluation of this indicator will also not be calculated for the 2015-16 school year, unless the indicator is revised.

Indicator 1.3 Regular attendees will demonstrate improvement in reading grades.

Target: For students who need to improve, 55 percent will demonstrate improvement in reading grades.

The evaluation summarized data from a file that Cayen produced for the evaluation to calculate the results for this indicator.

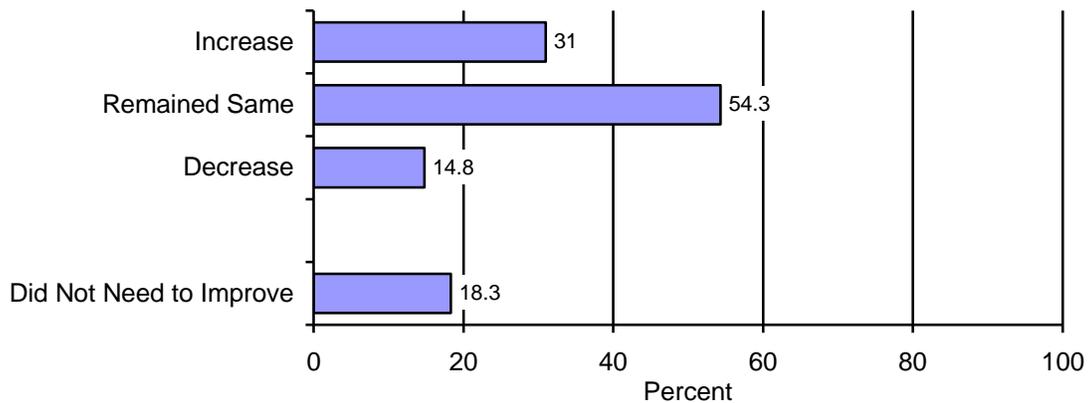
A total of 6,746 regular attendees are in the Cayen Systems Database; 6,686 regular attendees are included in the analysis because they have both a fall and spring reading grade. Of these students, 1,176 students (18.3 percent) already had the highest grade that they could obtain and they were removed from the analysis. In addition, 207 kindergarten students and 70 special education students were excluded from the analysis because they were not assigned grades in the database. Thus, the analysis is conducted on 5,233 students.

The results show that 31.0 percent of the students improved their grades in math, below the target of 55 percent.

Figure 7 presents the percent of students whose reading grade increased, decreased, or remained the same, as well as the percent of students who did not need to improve. The results show that 31.0 percent of the students improved their grades in reading, while 14.8 percent showed a decrease. The reading grades for over half of the students (54.3

percent) remained the same. Thus, the Nevada 21st CCLC students did not reach the target of 55 percent of the students for this indicator in 2014–15.

Figure 7. Percent of Nevada Students Whose Reading Grade Increased, Decreased, or Remained the Same, 2014–15



Indicator 1.4 *Regular attendees will demonstrate improvement in reading on state and district assessment results.*

Target: The percent of regular attendees who improve from non-proficient to proficient.

The data used to measure improvement from non-proficient to proficient on this indicator are test results on state assessments, i.e., student test results from the previous school year are compared to test results from the current school year, such as from school year 2013-14 to school year 2014-15. However, because Nevada adopted new state assessments (Smarter Balanced Assessments) in the 2014-15 school year, the evaluation for this indicator cannot compare student performance over the two years, since students would have test scores from different assessments which are not comparable. Instead, the evaluation of this indicator for 2014-15 was going to examine on student performance on the Smarter Balanced Assessments. However, due to test administration irregularities, many students were not able to take or finish the Smarter Balanced Assessments during the scheduled time frame. As a result, the Nevada Superintendent of Public Instruction made the administration of the Smarter Balanced Assessments optional, and many students did not take the assessment. Thus, the evaluation does not have any data to report on this indicator for the 2014-15 school year. Moreover, because the indicator

currently requires two years of test information, the evaluation of this indicator will also not be calculated for the 2015-16 school year, unless the indicator is revised.

Indicator 1.5 *Regular attendees who need to improve will demonstrate improvement in behavior.*

Target: Fifty-five percent of teacher surveys will report improvement.

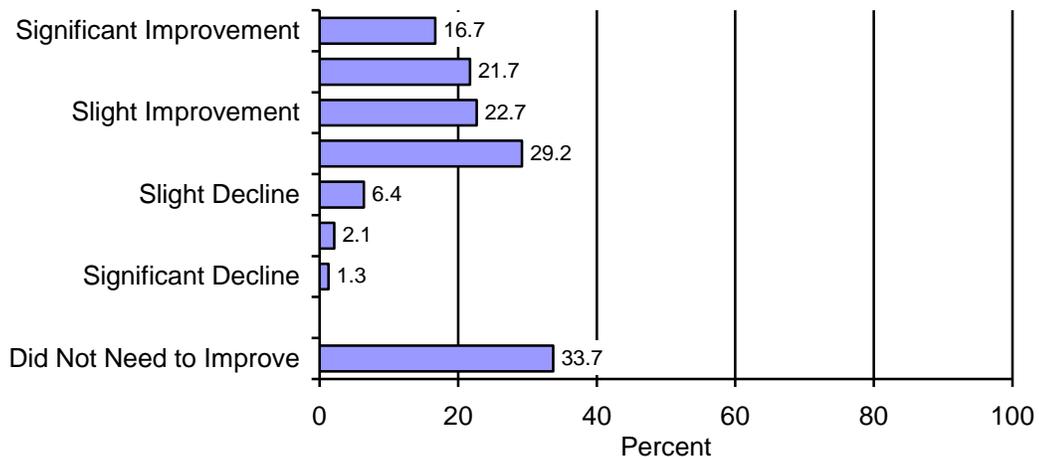
The instrument developed to answer this question is the Federal Teacher Survey that projects administer to school-day classroom teachers of students who are regular program attendees. As reported earlier, the 52 projects collected

The results show that 61.0 percent of students improved their classroom behavior, making from a slight improvement to a significant improvement, which is above the target of 55 percent.

6,237 teacher surveys, which represent about 92 percent of the 6,746 regular attendees.

The survey response options for the item are divided into two primary groups: (1) Did Not Need to Improve; and (2) Improvement Warranted. In this second case, the teacher would then describe the extent to which the student changed their behavior on a seven-point scale, from Significant Improvement to Significant Decline. Those students who

To what extent has your student changed their behavior in terms of behaving well in class? (Total n=6,237; Needs to Improve n=4,134)⁷



⁷ Two sample sizes are reported for each item: one for all the teachers who answered the item and a second for teachers who did not mark “Did Not Need to Improve.” The percentages in the figure are based on two samples sizes. The percent of students who “Did Not Need to Improve” is based on the total number of surveys collected for the item, while the percent of students who improved or not are based on only the students who needed to improve, excluding students who “Did Not Need to Improve.”

“Did Not Need to Improve” are excluded from the analysis since they were already at the highest level of functioning, and did not need to improve.

Overall, 6,237 teachers completed this item on the survey about students. The results show that teachers report that more than six of ten students (61.0 percent) improved their behavior in terms of behaving well in class, while about one-third (29.2 percent) of students did not make any change. Only a small percent of students, 9.7 percent, showed a decline. One-third of the students (33.7 percent) were already functioning at an acceptable level of performance and did not need to improve. Thus, the projects met the target that 55 percent of students would show improvement in classroom behavior.

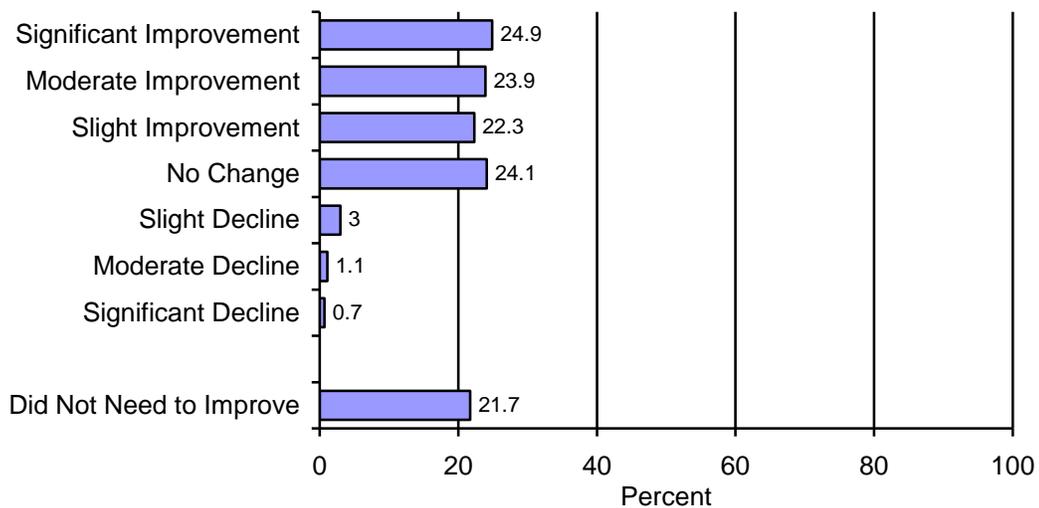
Indicator 1.6 *Regular attendees will demonstrate improvement in completion of homework.*

Target: Fifty-five percent of teacher surveys will report improvement.

The data to answer this question is also based on an item on the Federal Teacher Survey. A total of 6,237 teachers who completed a survey completed this item on the survey. The results show that over seven of ten students (71.1 percent) improved their behavior in

The results show that 71.1 percent of students improved completing their homework to the teachers' satisfaction, making from a slight improvement to a significant improvement, which is above the target of 55 percent.

To what extent has your student changed their behavior in terms of completing homework to your satisfaction? (Total n=6,237; Needs to Improve n=4,886)



terms of completing their homework to the teachers' satisfaction. Only a small percent of students, 4.8 percent, showed a decline, and 24.1 percent of students did not make any change. Over one-fifth of the students (21.1 percent) were already functioning at an acceptable level of performance and did not need to improve. Thus, the projects met the target that 55 percent of the students would show improvement in completing their homework.

Indicator 1.7 *Regular attendees who need to improve will demonstrate improvement in class participation.*

Target: Fifty-five percent of teacher surveys will report improvement.

The data to answer this question also came from the Federal Teacher Survey. A total of 6,237 teachers completed this item on the survey about regular attendees.

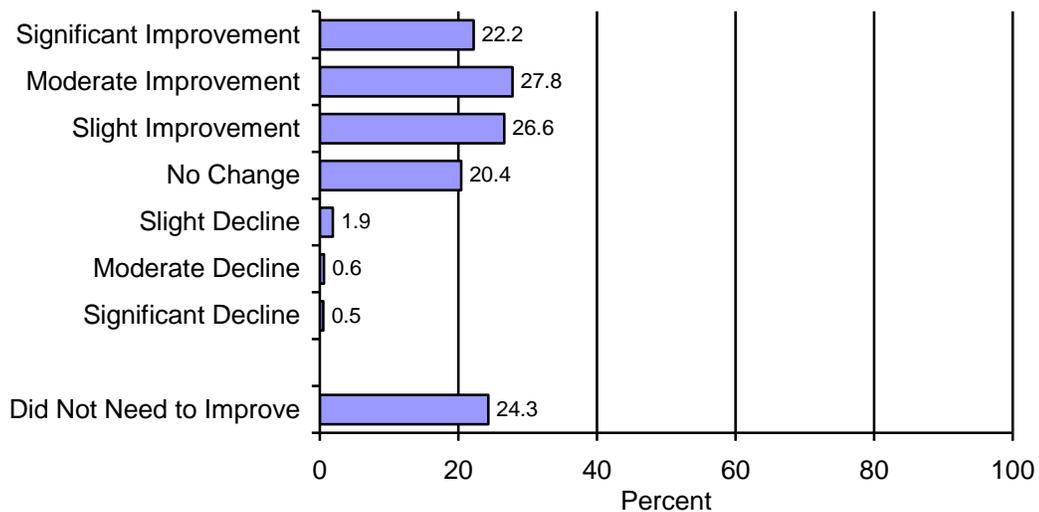
The results show that 74.1 percent of students improved their classroom participation, making from a slight improvement to a significant improvement, which is above the target of 55 percent.

The results show that almost three-quarters of students (74.1 percent) improved their behavior in terms of participating in class. Only a small percent of students,

3.2 percent, showed a decline, and 22.7 percent of students did not make any change.

About one-fifth of the students (20.6 percent) were already functioning at an acceptable

To what extent has your student changed their behavior in terms of participating in class? (Total n=5,682; Needs to Improve n=4,303)



level of performance and did not need to improve. Thus, the projects met the target that 55 percent of the students would show improvement in class participation.

Objective 2: 21st CCLC programs will provide a broad array of enrichment opportunities designed to reinforce and complement the regular academic program (drug and violence prevention, counseling programs, art, music, recreational programs, technology educational programs, and character education programs).

The 21st CCLC Evaluation Team created Objective 2, Objective 3, and Objective 4 to measure the extent to which 21st CCLC programs implemented other types of activities, including enrichment, family involvement, and health and physical fitness. The evaluation used data from the Cayen Database to measure the six indicators under these three objectives.

Indicator 2.1 Programs will offer enrichment and support activities to all students.

Target: Each program will spend at least 40 percent of Participant Service Hours in enrichment activities and will offer a minimum of four different enrichment activities during the year.

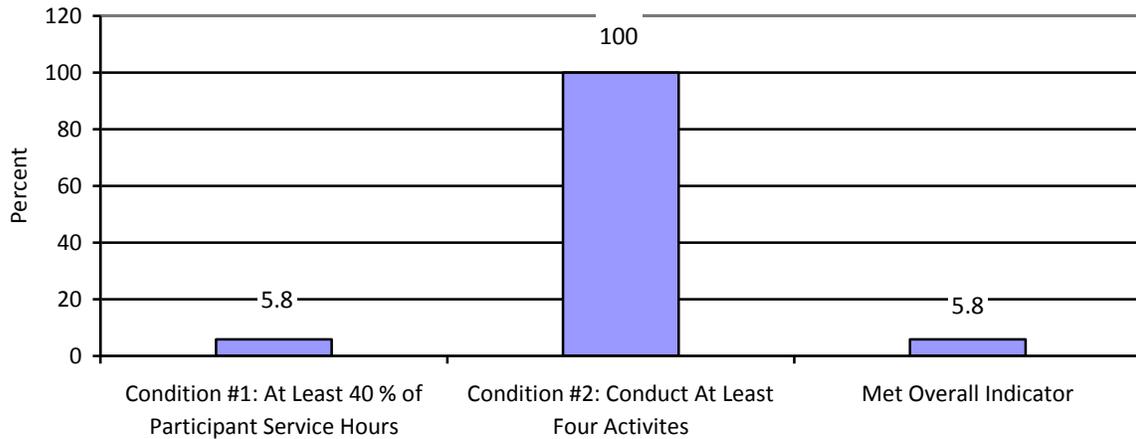
The target or benchmark for this indicator was revised in 2010–11 due, in part, to the difficulties in collecting data on the target, but also to identify a more precise target for projects to meet. Now, the target identifies two conditions: a percentage of overall time that project participants should spend in enrichment activities and the number of different enrichment activities a project must implement during the school year. The evaluation used the District Activity Breakout Report from the Cayen database to determine if projects met these two conditions.

The results show that about six percent of the projects (or 3 of the 52 projects) met the overall indicator to spend at least 40 percent of program time in enrichment activities and conduct a minimum of four different enrichment activities during the school year. While all projects conducted at least four activities, only three projects spent 40 percent of participant service hours in enrichment activities.

Figure 8 shows the number of projects that met the “overall” target for the indicator, as well as each of the two conditions of the target: a) project participants spend at least 40 percent of the total amount of Participant Service Hours in enrichment activities, and b) the project offers a minimum of four different enrichment activities during the year.

Thus, the figure shows the percent of projects that met the overall indicator as well as a picture of how much each of the two conditions contributed or did not contribute to whether projects met the overall indicator.

Figure 8. Percent of Projects That Met Enrichment and Support Activities Indicator



The results show that six percent of the projects (3 of the 52 projects) met the overall indicator to spend at least 40 percent of Participant Service Hours in enrichment activities and conduct a minimum of four different enrichment activities during the school year. In terms of the two conditions of the target, all 52 projects conducted at least four enrichment and support activities. However, only three projects (5.8 percent) spent at least 40 percent of Participant Service Hours in these activities. In other words, the condition that prevented projects from achieving this indicator is the amount of time that participants spent in academic enrichment activities.

As reported earlier, all projects overall spent an average of 24 percent of the total service hours in enrichment and support activities, ranging from five percent to 50 percent of total participant time. Three projects were within five percentage points of spending at least 40 percent of program time in enrichment activities, but 18 projects (35 percent) spent less than 20 percent of participant time in enrichment activities. The results suggest that quite a few projects still need to spend substantially more time in enrichment and support activities for the Nevada 21st CCLC program to meet this performance indicator.

Indicator 2.2 Programs will offer enrichment and support activities in Science, Technology, Engineering, and Math (STEM).

Target: Each program will spend at least 30 percent of Participant Service Hours in Science, Technology, Engineering, and Math (STEM) activities.

The performance indicator was established in 2011–12 and focuses on Science, Technology, Engineering, and Math (STEM) activities. The target for this indicator was identified at the end of the 2012–13 school year based on data for two years. However, the manner in which the results for this indicator are calculated changed substantially from 2011–12 and 2012–13 when the target was established to the time that the results were calculated and reported, beginning in 2013–14. The current target may no longer be appropriate for how the indicator is now calculated.

Previously, the results for this indicator were based on the District Activity Breakout Report for Subject Area from the Cayen database. At that time, projects were allowed to assign activities to more than one subject area, such as math, technology, and science. As a result, some STEM activities were double or even triple counted, inflating the amount of participant service hours for STEM activities. Beginning in 2013–14, the

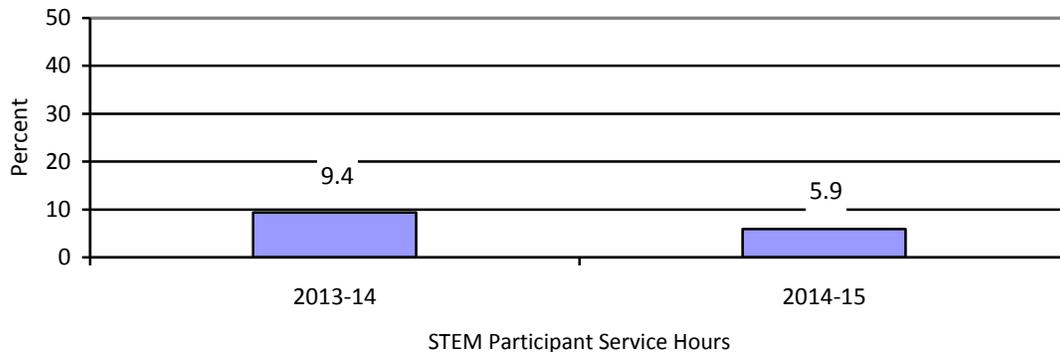
The results show that projects spent 5.9 percent of Participant Service Hours in STEM Activities. While no projects met the target of 30 percent for this indicator, the target is no longer appropriate because of changes in how this indicator is collected and calculated.

evaluation used a new report, the State Performance Indicator Report, to determine the number and percent of participant service hours that projects spend in STEM activities. This new report avoids the double, or even triple, counting of activities since projects are now required to assign an activity to only one indicator under this objective, resulting in a decrease of total service hours assigned to STEM activities. Now that the results for this indicator are based on an accurate calculation of the total service hours, the target for the indicator will need to be revised to reflect more accurate information.

Figure 9 shows the average percent of Participant Service Hours that projects spent in Science, Technology, Engineering, and Math (STEM) activities. The results show that projects spent 9.4 percent of Participant Service Hours in STEM activities during 2013–14 and 5.9 percent in 2014–15. Although not shown, the percent of Participant

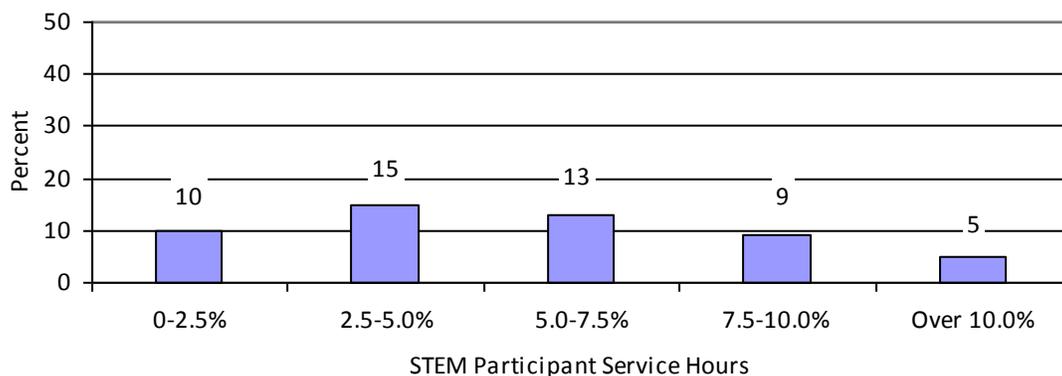
Service Hours that projects spent in STEM activities ranged from 1.5 percent to 24.7 percent in 2013–14 and from 0.2 percent to 13.8 percent in in 2014–15. In other words, no project met the target to spend at least 30 percent of Participant Service Hours in STEM activities in either school year.

Figure 9. Percent of Participant Service Hours Spent in STEM Activities



The evaluation also looked at the 2014-15 results in terms of the percent of Participant Service Hours spent in STEM activities in increments of two and a-half percentage points, as shown in Figure 10. The figure shows that 25 projects (48 percent) spent from 0 to 5 percent of Participant Service Hours in STEM activities and 22 projects (42 percent) spent from 5 to 10 percent of Participant Service Hours in STEM activities. These data may be helpful to the 21st CCLC Evaluation Team as they try to identify an appropriate target for this indicator starting in the 2015–16 school year.

Figure 10. Number of Projects That Spent Participant Service Hours in STEM Activities Under Two and A-Half Percentage Points Increments



Indicator 2.3 Programs will offer enrichment activities in Civics Education.

Target: Each program will spend at least two percent of the total amount of Participant Service Hours in Civics Education activities.

This indicator was added in 2013–14 in response to a request from the U.S. Department of Education that 21st CCLC programs nationally to provide services to program students in Civics Education. The target for this indicator, identified by the previous Nevada State 21st CCLC Coordinator, was that project participants should spend at two percent of total service hours in Civics Education. The evaluation used the State Performance Indicator Report to determine the number and percent of projects whose participants spent at least two percent of the total amount of service hours in Civics Education.

The results show that 58 percent of the projects (30 of the 52 projects) met the indicator in 2014–15 to spend at least two percent of program time in in Civics Education activities. In 2013-14, 33 percent of the projects met the indicator.

Figure 11 shows that, on average, projects spent 2.7 percent of Participant Service Hours in Civics Education activities during 2014–15, which represents a slight increase from the 2.4 percent that projects spent in the 2013–14. The average of 2.7 percent suggests that some projects met the target for the indicator and that some projects probably did not.

Figure 11. Percent of Participant Service Hours Spent in Civics Education Activities

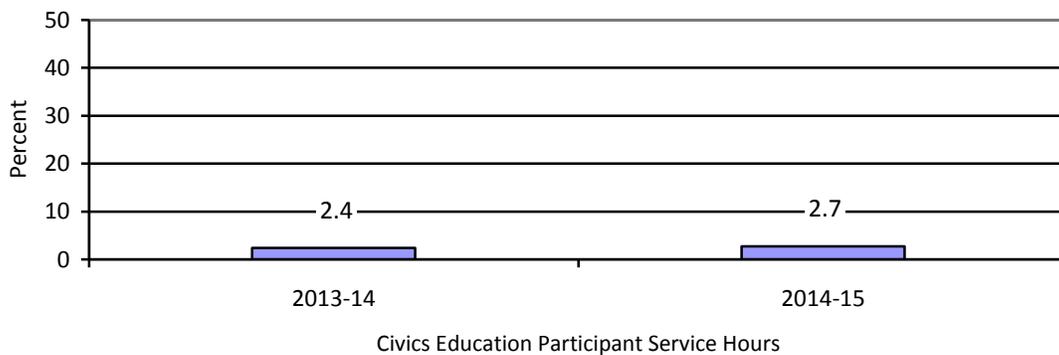
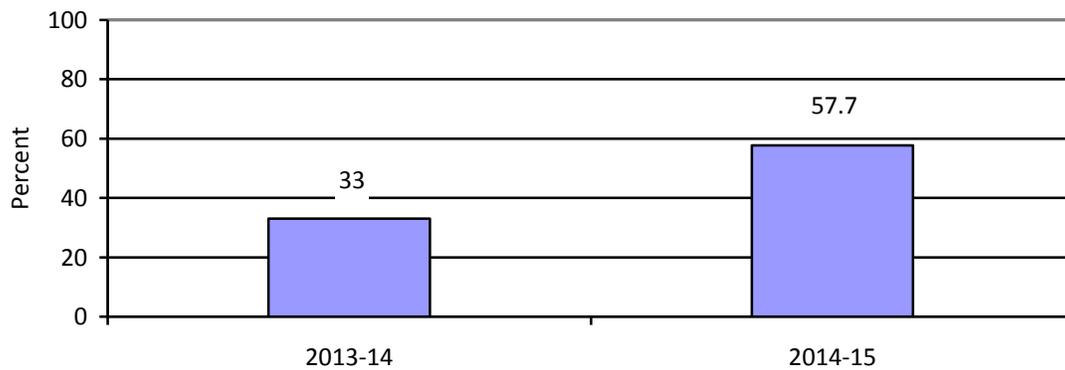


Figure 12 shows the percent of projects that met the target for this indicator for 2013–14 and 2014–15. The results show that 58 percent of the projects (30 of the 52 project) met the benchmark to spend at least two percent of Participant Service Hours in Civics Education activities in 2014-15, and represents a sizeable increase from the 33 percent

Figure 12. Percent of Projects That Spent Two Percent of Participant Service Hours in Civics Education Activities



of projects that met the benchmark in 2013-14. Although not shown, the percent of Participant Service Hours spent in Civics Education activities ranged from 0.1 percent to almost 12 percent, and seven projects were within one half percentage point of reaching the benchmark of two percent for 2014-15.

Objective 3: 21st CCLC programs will facilitate community engagement and family literacy.

The Nevada 21st CCLC Evaluation Team established one indicator to determine if families of 21st CCLC program students participated in community engagement and family literacy services.

***Indicator 3.1** Programs will provide support for community engagement and family literacy services to families of program youth.*

Target: Each program will spend at least two percent of the total amount of Participant Service Hours in community engagement and family literacy services.

The target for this indicator was revised in 2010–11 due, in part, to the difficulties in collecting data on the previous target, but also to identify a more precise target for projects to meet. Specifically, the target states that projects should spend at least two percent of the total amount of Participant Service Hours in community engagement and family literacy.

The results show that 40 percent of the projects (21 of the 52 projects) met the indicator in 2014–15 to spend at least two percent of program time in community engagement and family literacy.

The evaluation used the District Activity Breakout Report in each of the first three

reported years to determine the percent of projects that met the target. Beginning in 2013–14, the evaluation used the State Performance Indicator Report to assess this indicator. Across all 52 sites, Figure 13 shows that participants spent an average of 2.5 percent of the total amount of Participant Service Hours in community engagement and family literacy services for 2014-15, which represents an increase from the two previous years; 2.1 percent in 2013-14 and 1.9 percent in 2012-13.

Figure 13. Percent of Participant Service Hours Spent in Community Engagement and Family Literacy Activities

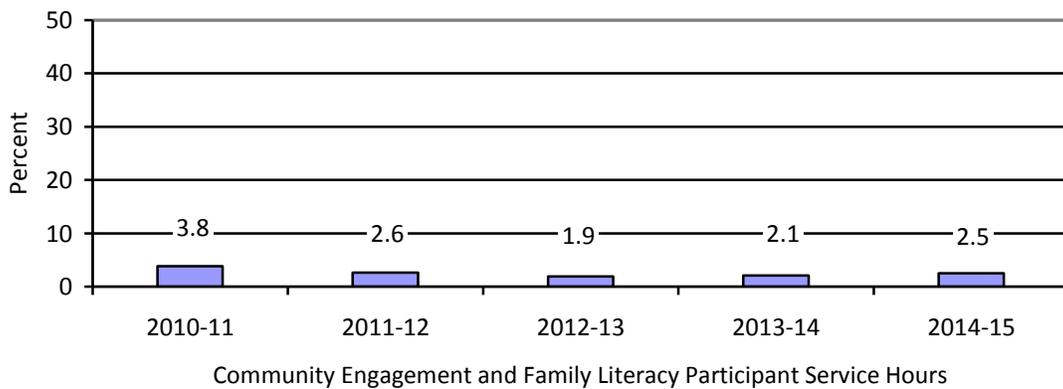
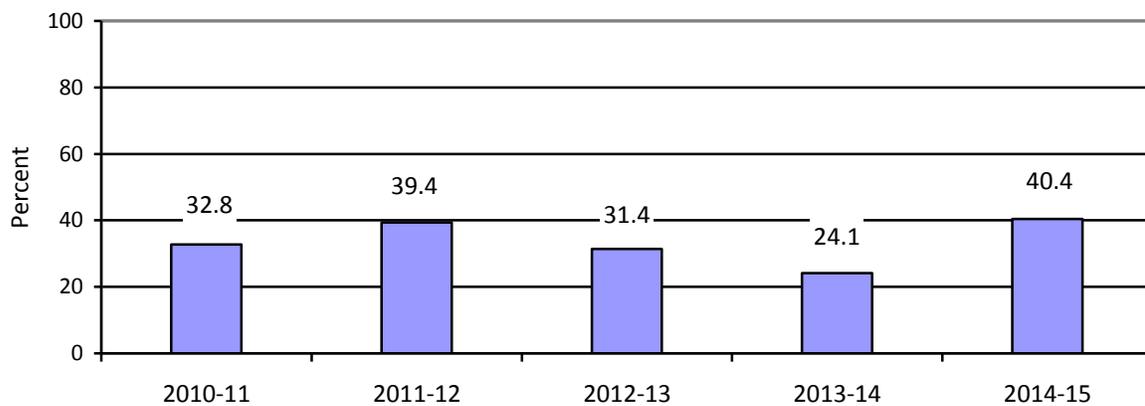


Figure 14 presents the percent of sites that spent at least two percent of the total amount of Participant Service Hours in community engagement and family literacy services. The

Figure 14. Percent of Projects That Spent At Least Two Percent of Participant Service Hours in Community Engagement and Family Literacy Activities



results show that over 40 percent of the projects (21 of 52 projects) met the indicator for 2014-15, which represents an increase from the previous two years (24 percent in 2013–14 and 31 percent in 2012–13) and is the highest percent for the five years that data have been collected.

Although not shown, the total service hours that projects spent in community engagement and family literacy for 2014-15 ranged from 0.1 percent to 10 percent of time. Five projects were within a half a percentage point of spending at least two percent of program time in community engagement and family literacy, but nine projects (25 percent) spent less than 0.5 percent of total time. The results clearly suggest that more projects are spending a greater percent of participant services hours in community engagement and family literacy, but that the Nevada 21st CCLC program still has a way to go to meet the indicator target that each program spend at least two percent of the total amount of Participant Service Hours in community engagement and family literacy services.

Objective 4: 21st CCLC programs will promote student health and fitness

The State 21st CCLC Project Director in 2010-11 established a new objective for the 2010–11 school year to promote student health and physical fitness, and directed projects to incorporate health and physical fitness activities into their programs. The Nevada 21st CCLC Evaluation Team established one indicator to measure the extent to which students participated in health and physical fitness activities, Indicator 4.1.

In 2013–14, the U.S. Department of Education requested that 21st CCLC programs nationally to provide services to program students in Drug and Alcohol Prevention. In response to the request, the Nevada 21st CCLC Evaluation Team placed those new drug and alcohol prevention services under this objective, student health and physical fitness, and created another indicator under this objective to measure the new services, Indicator 4.2.

Indicator 4.1 Regular attendees will participate in Physical Fitness activities.

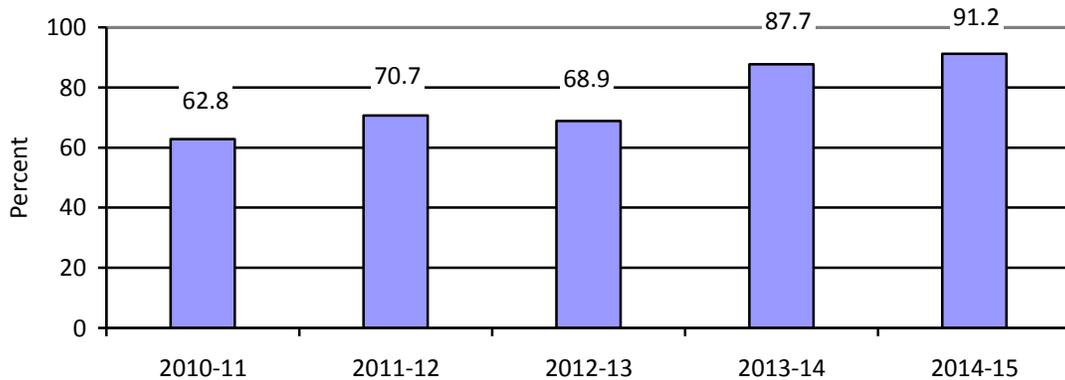
Target: Fifty percent of regular attendees will participate in 12 hours of Physical Fitness activities per year.

The target for this indicator was that 50 percent of regular attendees participate in at least 12 hours of Physical Fitness activities per year. The evaluation used a file provided by Cayen in each of the first three reported years to determine the percent of regular attendees who participated in at least 12 hours of Physical Fitness. Beginning in 2013–14, the evaluation used the State Performance Indicator Report to assess this indicator.

The results show an increase in the percent of regular attendees who participated in at least 12 hours of Physical Fitness activities over the five years, from 62.8 percent in 2010–11 to 91.2 percent in 2014–15. Projects have now met the target set for this performance indicator for the last five years.

Figure 15 shows the percent of regular attendees who participated in at least 12 hours of Physical Fitness activities for the last five years, 2010–11 through 2014–15. The results show an increase in the percent of regular attendees who participated in at least 12 hours of Physical Fitness activities, from 62.8 percent in 2010–11 to 91.2 percent in 2014–15. Projects have now met the benchmark set for this performance indicator for the last five years.

Figure 15. Percent of Regular Attendees Who Participated in 12 Hours or More Hours of Physical Fitness Activities



Indicator 4.2 Programs will offer Drug and Alcohol Prevention activities.

Target: Each program will spend at least two percent of the total amount of Participant Service Hours in Drug and Alcohol Prevention activities.

The target for this indicator was identified by the 2013–14 Nevada State 21st CCLC Coordinator: project participants must spend at least two percentage points of total time in Drug and Alcohol Prevention activities.

The evaluation used the State Performance Indicator Report to determine if projects met the target for this indicator. Figure 16 shows that, on average, projects spent 1.0 percent in 2013-14 and 1.4 percent in 2014-15 of

The results show that 21 percent of the projects (11 of the 52 projects) met the indicator in 2014-15 to spend at least two percent of program time in Drug and Alcohol Prevention activities, and is a large improvement over the seven percent in 2013-14.

Participant Service Hours in Drug and Alcohol Prevention activities, which shows a clear improvement from 2013-14 to 2014-15. The results also suggest that many projects may not have met the target of the indicator for each of the last two years.

Figure 16. Percent of Participant Service Hours Spent in Drug and Alcohol Prevention Activities

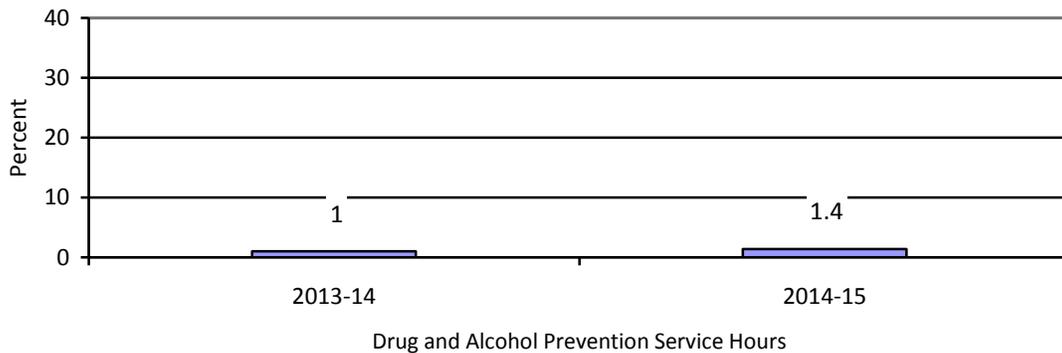
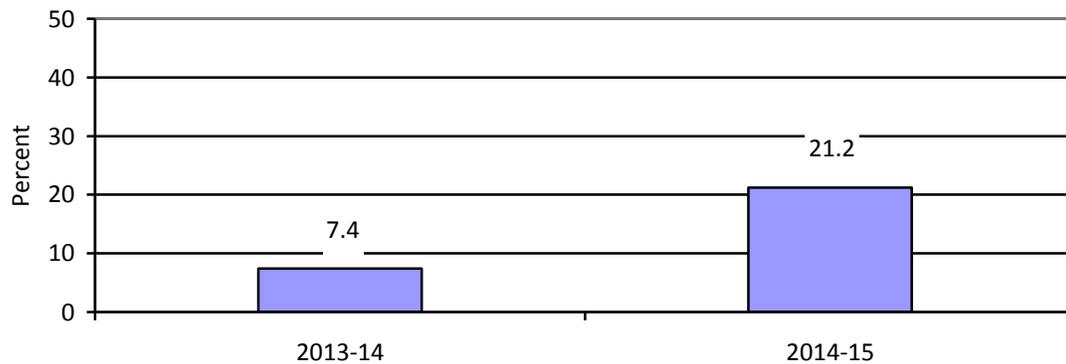


Figure 17 shows that the percent of projects that met the benchmark to spend at least two percent of Participant Service Hours in Drug and Alcohol Prevention activities for 2013-14 to 2014-15. The results show a large increase in the percent of projects that met the benchmark, from 7.4 percent (4 of 54 projects) in 2013-14 to 21.2 percent (11 of 52 projects) in 2014-15. Although not shown, the percent of Participant Service Hours that projects spent in Drug and Alcohol Prevention activities in 2014-15 ranged from 0.2

percent to 10 percent. The results signal a clear improvement from 2013-14 to 2014-15. However, most Nevada 21st CCLC projects did not meet the benchmark and need to continue to work to incorporate Drug and Alcohol Prevention activities into the program.

Figure 17. Percent of Projects That Spent Two Percent of Participant Service Hours Spent in Drug and Alcohol Prevention Activities



Success Stories

One part of the evaluation focuses on qualitative data reported by projects sites, called Success Stories. According to the Nevada 21st CCLC evaluation guidelines, Success Stories are to document the improvement that projects make on the 13 statewide performance indicators. Project sites are asked to submit at least one Success Story into the Cayen database for every quarter the program operates. Thus, most projects are required to submit three Success Stories over the course of a regular school year.

The 52 projects submitted 416 Success Stories for an average of seven to eight Success Stories per project, more than twice the number of Success Stories requested. The evaluator read the Success Stories and categorized them by the 13 program performance indicators. The evaluator created another two categories, for a total of 15 categories, in cases where a Success Story did not address any of the 13 performance indicators.

Table 8 shows the 15 categories of Success Stories and the frequency of the stories for each category. Overall, the stories can be divided into two general categories: stories that describe improvements to performance indicators, and stories that do not. A total of 384 of the 416 stories (92 percent) describe an improvement on one of the 13 performance

Table 8: Frequency of Success Stories by Category, n=416

| Objectives | State Performance Indicator | Number of Success Stories |
|--|---|----------------------------------|
| 1. Academic Success | 1.1 Regular attendees who need to improve will demonstrate improvement in math grades. | 48 (11.5%) |
| | 1.2 Regular attendees will demonstrate improvement in math on state assessments. | 18 (4.3%) |
| | 1.3 Regular attendees who need to improve will demonstrate improvement in reading grades. | 54 (13.0%) |
| | 1.4 Regular attendees will demonstrate improvement in reading on state assessments. | 27 (6.5%) |
| | 1.5 Regular attendees who need to improve will demonstrate improvement in behavior. | 45 (10.8%) |
| | 1.6 Regular attendees who need to improve will demonstrate improvement in completion of homework. | 22 (5.3%) |
| | 1.7 Regular attendees who need to improve will demonstrate improvement in class participation. | 43 (10.3%) |
| 2. Enrichment Activities | 2.1 Programs will offer enrichment and support activities. | 29 (7.0%) |
| | 2.2 Programs will offer enrichment and support activities in Science, Technology, Engineering, and Math (STEM). | 29 (7.0%) |
| | 2.3 Programs will offer enrichment activities in Civics Education. | 18 (4.3%) |
| 3. Community Engagement and Family Literacy | 3.1 Programs will provide support for community and related educational services to families of program youth. | 11 (2.6%) |
| 4. Health and Fitness | 4.1 Regular attendees will participate in Physical Fitness activities. | 34 (8.2%) |
| | 4.2 Programs will offer Drug and Alcohol Prevention Activities. | 6 (1.4%) |
| | Subtotal | 384 (92.3%) |
| Stories not related to 13 performance indicators | Did Not Describe a Success Related to Performance Indicator. | 28 (6.7%) |
| | Story Missing. | 4 (1.0%) |
| | Subtotal | 32 (7.7%) |
| Total | | 416 |

indicators, and 32 stories (8 percent) do not. Of the 416 stories, the largest number that describe an improvement on a performance indicator is the 54 stories (13.0 percent) that describe an improvement for indicator “1.3 Regular attendees who need to improve will demonstrate improvement in reading grades,” followed by 48 stories (11.5 percent) that

describe an improvement in “1.1 Regular attendees who need to improve will demonstrate improvement in math grades.”⁸ The largest number that did not describe an improvement on a performance indicator is the 28 stories (6.7 percent) categorized as “Did Not Describe a Success” related to a performance indicator. These stories typically reported on enrollment numbers or on a program event, such as an end of year celebration. In addition, another four entries (1 percent) simply did not contain a story, suggesting some sort of data entry error.

Overall, the Success Stories submitted for 2014-15 continued to show improvement over the Success Stories submitted in previous years. Specifically, more of the Success Stories described an improvement in program outcomes than in previous years. Nevertheless, some projects will need continued guidance about what to enter as a Success Story.

⁸ While both of these indicators reference improvement in grades, either reading or math, the evaluator coded 70 stories that described an improvement in a reading or math skill under these two indicators even if the story did not reference grades.

IX. Summary of Findings and Conclusions

The summary of findings and conclusions of the 2014–15 evaluation of Nevada 21st CCLC program focuses on what has been learned about the implementation of services to students and parents as well as the program performance indicators. Below is a list of the key findings, followed by the conclusions.

Summary of Key Findings

Characteristics of Nevada 21st CCLC Students

1. The Nevada 21st CCLC program served 11,960 students and 3,533 adults during the 2014–15 school year and summer program from 52 sites/schools in eight school districts/organizations: 6,746 of the students (57 percent) attended regularly, at least 30 days during the school year.
2. The Nevada 21st CCLC program is comprised primarily of minority students at 79 percent, and the largest subgroup is Hispanic students at 61 percent.
3. Nevada 21st CCLC student population included 51 percent male and 49 percent female students; 40 percent are Limited English Proficient, compared to 16 percent of students statewide; 8.3 percent have an Individualized Educational Plan (IEP), compared to 11.8 percent of students statewide; and 88 percent participated in the Free and Reduced Lunch (FRL) program, compared to 53 percent of students statewide.
4. The Nevada 21st CCLC program is comprised primarily of elementary (73 percent) and middle school students (26 percent).

21st CCLC Activities

5. The primary focus of 63 percent of Nevada 21st CCLC activities is academics, falling under the State objectives of Academic Success and Enrichment Activities. Over one-fourth of all activities (27 percent) are related to the State objective of Student Health and Fitness. In terms of service hours, participants spent the most time in the State objective of Academic Success (37 percent), followed by Student Health and Fitness (36 percent) and Enrichment Activities (24 percent).
6. When activities are summarized by the Annual Performance Report (APR) categories, the results show that the 52 project sites conducted many more student than parent activities. There are 1,566 student activities (91 percent) as compared to 162 parent activities (9 percent). In addition, there are many more participants at the student activities than parent activities (103,448 vs. 9,750) and many more service hours (1,515,734 vs. 27,087).

Federal Teacher Survey Results (Based on 6,237 teacher surveys, or about 92 percent of the 6,746 regular student attendees.)

7. Overall, teachers believe that many regular program attendees have made improvements during the school year. Specifically, teachers believe that—
 - 76.6 percent of students improved their overall academic performance
 - 74.1 percent of students participate more in class
 - 68.6 percent of students improved in their ability to complete their homework on time and 71.1 percent more students completed it to the teacher’s satisfaction
 - 68.1 percent of students are more attentive
 - 67.9 percent of students come to school more motivated to learn
 - 62.1 percent of students get along better with other students
 - 61.1 percent of students behave better in class
 - 59.9 percent of students volunteer more for work and responsibility
 - 49.6 percent of students attend class more regularly.

Parent and Student Survey Results (Based on 3,908 student surveys, or 58 percent of the 6,746 regular student attendees. Based on 3,331 parent surveys, or 49 percent of the 6,746 regular student attendees.)

8. Overall, students are satisfied with Nevada 21st CCLC activities. Specifically—
 - 96.5 percent of students feel “Safe” to “Very Safe” at 21st CCLC activities
 - 86.8 percent of students believe that the program has had a positive impact on their life
 - 83.8 percent of students think the 21st CCLC activities are “Good” to “Excellent”
 - 72.9 percent of students look forward to coming to program activities “Most days” to “Everyday”
 - 66.9 percent would attend the program next year if they had a choice
 - 62.8 percent of students think they are doing better in school since starting the program.

9. Overall, parents are satisfied with Nevada 21st CCLC activities. Specifically—
 - 99.3 percent of parents think their child feels “Safe” to “Very safe” at 21st CCLC activities
 - 99.0 percent of parents believe that the program has had a positive impact on their life or their child’s life
 - 94.2 percent of parents believe that their child thinks the activities their child attended were “Good” to “Excellent”
 - 92.8 percent of parents think the activities they attended were “Good” to “Excellent”
 - 90.7 percent would have their child attend the program next year if they had a choice
 - 88.1 percent of parents thought their child was excited to go to the activities in the program “Everyday” or “Most days”
 - 68.9 percent of parents think their child is doing better in school since starting the program
 - 54.6 percent of parents attended a parent class, family event, or both.

Nevada 21st CCLC Performance Indicators

14. ***Improved Math Grades.*** The results show that 35.1 percent of the students improved their grades in math in 2014–15, below the target of 55 percent.
15. ***Improved State Math Test Scores.*** The data used to measure student performance on this indicator are test scores on state assessments from the previous school year to the current school year. However, because Nevada adopted new state assessments (Smarter Balanced Assessments) in the 2014–15 school year, the evaluation for this indicator cannot compare student performance over the two years since student would have test scores from different assessments. As a result, this indicator was not assessed in 2014–15.
16. ***Improved Reading Grades.*** The results show that 31.0 percent of the students improved their grades in reading in 2014–15, below the target of 55 percent.
17. ***Improved State Reading Test Scores.*** The data used to measure student performance on this indicator are test scores on state assessments from the previous school year to the current school year. However, because Nevada adopted new state assessments (Smarter Balanced Assessments) in the 2014–15 school year, the evaluation for this indicator cannot compare student performance over the two years since student would have test scores from different assessments. As a result, this indicator was not assessed in 2014–15.
18. ***Improved Classroom Behavior.*** The results show that 61.0 percent of students improved their classroom behavior, with improvement ranging from slight to significant, which is above the target of 55 percent.

19. **Improved Homework Completion.** The results show that 71.1 percent of students improved in completing their homework to the teacher's satisfaction, with improvement ranging from slight to significant, which is above the target of 55 percent.
20. **Improved Classroom Participation.** The results show that 74.1 percent of students improved their classroom participation, with improvement ranging from slight to significant, which is above the target of 55 percent.
21. **Offer Enrichment and Support Activities.** The results show that about six percent of the projects (or 3 of the 52 projects) met the overall indicator to spend at least 40 percent of program time in enrichment activities and conduct a minimum of four different enrichment activities during the school year. While all projects conducted at least four activities, only three projects spent 40 percent of participant service hours in enrichment activities.
22. **Spend Time in Science, Technology, Engineering, and Math (STEM) activities.** The results show that projects spent 5.9 percent of Participant Service Hours in STEM Activities. While no projects met the target of 30 percent for this indicator, the target is no longer appropriate because of changes in how this indicator is collected and calculated.
23. **Offer Enrichment Activities in Civics Education.** The results show that 58 percent of the projects (30 of the 52 projects) met the indicator in 2014–15 to spend at least two percent of program time in Civics Education activities. In 2013-14, 33 percent of the projects met the indicator.
24. **Facilitate community engagement and family literacy.** The results show that 40 percent of the projects (21 of the 52 projects) met the indicator in 2014–15 to spend at least two percent of program time in community engagement and family literacy.
25. **Participate in Physical Fitness Activities.** The results show an increase in the percent of regular attendees who participated in at least 12 hours of Physical Fitness activities over five years, from 62.8 percent in 2010-11 to 91.2 percent in 2014-15. Projects have now met the target set for this performance indicator for the last five years.
26. **Offer Drug and Alcohol Prevention activities.** The results show that 21 percent of the projects (11 of the 52 projects) met the indicator in 2014-15 to spend at least two percent of program time in Drug and Alcohol Prevention activities, which is a large improvement over the seven percent of projects that met the indicator in 2013-14.

Conclusions

1. It appears that the Nevada 21st CCLC programs serve students who can benefit from additional educational and enrichment activities, coming primarily from

- minority, low-income backgrounds, and with a sizeable percent learning English as a second language.
2. Based on the number of activities offered and the time that students spend in activities, the primary purpose of the Nevada 21st CCLC program activities is to improve student academic success. Some projects, however, do not provide enough activities in other areas, including enrichment, community and family engagement, civics education, and drug and alcohol prevention activities to achieve the performance measures for those State objectives.
 3. Over half the students attend 21st CCLC program activities frequently enough to meet the national definition of a regular attendee (i.e., attends 21st CCLC program activities at least 30 days during the school year). However, it is not known if a regular attendee who attends 30 days in the program results in enough hours of service to make a difference in student outcomes, such as student achievement in reading and math. Parents attend few, if any, program activities.
 4. Although the evaluation design and the amount of data collected on some performance indicators do not allow the evaluation to make strong conclusive statements about the success of the program on student achievement, the available evidence suggests that many 21st CCLC programs are making a difference in terms of improved grades, homework completion, classroom participation, and student behavior.
 5. While the evaluation design collects data on a variety of outcomes that provide some measure of program success, the evaluation design does not collect data on the quality of the specific services provided to students and families. Measures on the quality of services would allow the evaluation to better interpret the data collected on state performance indicators.
 6. The Success Stories provide some anecdotal evidence that the program has helped student achievement and student behavior.
 7. Data collection procedures continue to improve and the amount of data collected for several indicators continue to increase. In addition, some of the performance indicators are more clearly defined; giving projects more guidance about how to achieve them. Finally, data collection for the indicators is more aligned with the Cayen database.

Recommendations

1. Design and implement program activities that address individual student academic needs and are aligned with and support student success in regular classroom activities. Ensure that the frequency and duration of academic activities are of sufficient intensity to make a difference in student achievement.

2. Continue to review program objectives and performance indicators to ensure that they provide state and local 21st CCLC program administrators with the most important data to meaningfully measure the impact of the program activities on the program goals and objectives. Specifically, establish benchmarks for performance indicators 1.2 and 1.4 based on the Nevada Growth Model, and review existing benchmarks to see if any need to be changed to set reasonable expectations based on current student performance.
3. Continue to clearly communicate program goals, objectives, and performance indicators to projects. Help programs use the State Performance Indicator Report appropriately for program planning and improvement of services to students and their families. Have projects create program improvement plans for indicators that the project did not meet.
4. Implement a pilot project to collect data on the quality of the services and the quality of the environments provided in after-school programs. For example, request a small group of volunteer projects to participate in a pilot program to administer a validated self-assessment tool, such as the Youth Program Quality Assessment tool. Have the project coordinators and staff trained on the assessment tool. The goal of the pilot project would be to develop procedures and practices so that the pilot project could be implemented at all 21st CCLC project sites.
5. Determine a reasonable number of hours of participation in 21st CCLC activities, in addition to the number of days that students must meet to be designated as a regular attendee, that provides a realistic chance that students who participate in 21st CCLC activities at that level might make a difference in student learning.

APPENDIX A

21st CCLC 2014-15 Programs and Project Sites

21st CCLC 2014-15 Programs and Project Sites

| District/Organization | Site | District/Organization | Site |
|--------------------------------|-----------------------|--------------------------------|---------------------------|
| Bailey Charter Founda- tion | Bailey Charter School | Pinecrest Academy of Nevada | Pinecrest Academy Horizon |
| Carson City | Bordewich-Bray ES | Washoe | Allen ES |
| | Carson HS | | Anderson ES |
| | Empire ES | | Booth ES |
| Clark County | Bell, Rex ES | | Canaan ES |
| | Cashman MS | | Clayton MS |
| | Craig ES | | Corbett ES |
| | Edwards ES | | Desert Heights ES |
| | Lowman ES | | Donner Springs ES |
| | Lunt ES | | Duncan ES |
| | McCall ES | | Elmcrest ES |
| | Mendoza ES | | Greenbrae ES |
| | Rowe ES | | Lemelson ES |
| | Sewell, Chester ES | | Lincoln Park ES |
| | Smith MS | | Loder ES |
| | Squires ES | | Mathews ES |
| | Tate ES | | Maxwell ES |
| | Whitney ES | | Mitchell ES |
| | Williams, Tom ES | | Natchez ES |
| | Williams, Wendall ES | | Pine MS |
| Elko | Owyhee ES | | Smith, Kate ES |
| | Southside ES | | Smithridge ES |
| | West Wendover | | Stead ES |
| Las Vegas Urban League | 100 Academy | | Sun Valley ES |
| Lyon County | Silver Springs ES | | Veterans ES |
| Nye | Clarke MS | | Warner ES |

APPENDIX B

Nevada 21st CCLC

Objectives and Performance Indicators

Nevada 21st Century CLC Objectives and Performance Indicators, 2014-15

| Objective | Performance Indicator | Target |
|--------------------------------------|--|--|
| 1. Improve student academic success. | 1.1 Regular attendees who need to improve will demonstrate improvement in math grades.* | Fifty-five (55) percent of students who need to improve will demonstrate improvement in math (“A” students are not considered). |
| | 1.2 Regular attendees who need to improve will demonstrate improvement in math on state assessments.* | The percent of regular attendees who improve from non-proficient to proficient. |
| | 1.3 Regular attendees who need to improve will demonstrate improvement in reading grades.* | Fifty-five (55) percent of students who need to improve will demonstrate improvement in reading (“A” students are not considered). |
| | 1.4 Regular attendees who need to improve will demonstrate improvement in reading on state assessments.* | The percent of regular attendees who improve from non-proficient to proficient. |
| | 1.5 Regular attendees who need to improve will demonstrate improvement in behavior.* | Fifty-five percent of teacher surveys will report improvement. |
| | 1.6 Regular attendees who need to improve will demonstrate improvement in completion of homework.* | Fifty-five percent of teacher surveys will report improvement. |
| | 1.7 Regular attendees who need to improve will demonstrate improvement in class participation.* | Fifty-five percent of teacher surveys will report improvement. |

| | | |
|---|--|---|
| 2. Provide enrichment opportunities. | 2.1 Programs will offer enrichment and support activities.* | Each program will spend at least 40 percent of Participant Service Hours in enrichment activities and will offer a minimum of four different enrichment activities during the year. |
| | 2.2 Programs will offer enrichment and support activities in Science, Technology, Engineering, and Math (STEM). | Each program will spend at least 30 percent of Participant Service Hours in Science, Technology, Engineering, and Math (STEM) activities. |
| | 2.3 Programs will offer enrichment activities in Civics Education. | Each program will spend at least two percent of Participant Service Hours in Civics Education activities. |
| 3. Facilitate community engagement and family literacy. | 3.1 Programs will offer activities to promote community engagement (e.g., open houses, opportunities to be partners with the 21 st CCLC program, invitations to community events) and educational services to families of program youth (e.g., adult literacy classes). | Each program will spend at least two percent of the total amount of Participant Service Hours in community engagement and educational services to families. |
| 4. Promote student health and fitness. | 4.1 Regular attendees will participate in Physical Fitness activities. | Fifty percent of regular attendees will participate in 12 hours of Physical Fitness activities per year. |
| | 4.2 Programs will offer Drug and Alcohol Prevention activities. | Each program will spend at least two percent of Participant Service Hours in Drug and Alcohol Prevention activities. |

* Consistent with national 21st Century Community Learning Centers Performance Indicators

APPENDIX C
Nevada 21st CCLC
Teacher Survey

21st Century Community Learning Centers (CCLC) Teacher Survey, 2014-15 school Year

Directions: The 21st CCLC are required to survey teachers about students who attend the program regularly, such as the student below. Please check “✓” the extent to which the student has changed his/her behavior in the areas below. Please note that survey options are divided into two primary groups: (1) *Did Not Need to Improve*, which suggests the student had already obtained an acceptable level of functioning and no improvement was needed during the school year; and (2) *Acceptable Level of Functioning Not Demonstrated Early in the School Year—Improvement Warranted*, which suggests that the student was not functioning at a desirable level of performance on the behavior described. If the student warranted improvement on a given behavior, please indicate the extent to which the student did or did not improve on that behavior by indicating if they demonstrated Significant Improvement, Moderate Improvement, or one of the other levels listed below. If you believe the behavior described does not apply to that student (e.g., homework in not given in your classroom) leave the item blank. Thank you in advance.

Student Name: _____

To what extent has your student changed their behavior in terms of:

| | Did Not Need to Improve | Acceptable Level of Functioning Not Demonstrated Early in the School Year—Improvement Warranted | | | | | | |
|--|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Significant Improvement | Moderate Improvement | Slight Improvement | No Change | Slight Decline | Moderate Decline | Significant Decline |
| 1. Turning in his/her homework on time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Completing homework to your satisfaction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Participating in class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Volunteering (e.g., for extra credit or more responsibilities). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Attending class regularly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Being attentive in class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Behaving well in class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Academic performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Coming to school motivated to learn. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Getting along well with other students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX D
Nevada 21st CCLC
Student Survey

21st Century Community Learning Center Student Survey

Directions: The 21st Century Community Learning Center (CLC) program wants your feedback about the program. Please answer the questions below by putting a check “✓” in the response choice that best answers the question for you. Thank you in advance for answering this survey.

1. How often do you look forward to coming to the activities?
 Everyday
 Most days
 Sometimes
 Not often or Never

2. What do you think about the activities? They are....
 Excellent
 Good
 Okay, but could be better
 I do not like them

3. Since I started coming to this program, (pick as many as are true)...
 I am doing better with my school work.
 I like school better.
 I don't get in trouble as often.
 I am getting along better with my family.
 None of these has really changed for me.

4. How safe do you feel when you are at this afterschool program?
 Very safe
 Safe
 Unsafe
 Very unsafe

5. The variety of classes I have participated in has had a positive impact on my life.
 True
 Somewhat true
 Not true
 Choose not to answer

6. If you had the choice, would you attend the program next year?
 Yes No Unsure

APPENDIX E
Nevada 21st CCLC
Parent Survey

21st Century Community Learning Center Parent Survey

Directions: The 21st Century Community Learning Center (CLC) program that your child(ren) attends wants your feedback about the program. Please answer the questions below by putting a check “✓” in the response choice that best answers the question for you. Thank you in advance for answering this survey.

1. Did you participate in any parent classes or family events this year (for example, ESL, job skills, family night)?
 - Yes, parent classes
 - Yes, family events
 - Yes, parent classes and family events
 - No, none

2. How did you enjoy the parent participation in the program this year?
 - It was excellent
 - It was good
 - It was okay, but could use improvement
 - I did not enjoy it
 - Does not apply

3. Do you believe your child is excited to come to the activities offered by the program?
 - Yes, everyday
 - Yes, most days
 - Yes, sometimes
 - Not often or never

4. Based on what my child tells me I believe the activities are...
 - Excellent
 - Good
 - Okay, but could use some work
 - He/she does not like them.

5. Since my child(ren) started attending the program (mark all that apply)...
 - He/she is doing better with school work.
 - He/she likes school better.
 - He/she doesn't get in trouble as often.
 - He/she is getting along better with the family.
 - None of these has really changed.

6. How safe do you feel your child(ren) is at the afterschool program?
 - Very safe
 - Safe
 - Unsafe
 - Very unsafe

7. Participating in this program has had a positive impact on my life or the life of my child(ren).
 - True
 - Somewhat true
 - Not true
 - This does not apply to me or my child

8. If you had the choice, would you like your child(ren) to participate in this program again next year?
 - Yes
 - No
 - Unsure