

Twenty for Twenty



CELEBRATING

20 YEARS OF
NEBRASKA
21ST CCLC

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Celebrating 20 Years

Nebraska's 21st Century Community Learning Centers (CCLC) celebrated its 20th anniversary in 2023. The Nebraska Department of Education (NDE), which administers the state's 21st CCLC program, recognizes the impact of this milestone. This report highlights the work done for and with Nebraska's youth and families and the dedicated individuals who have given their time and passion to create expanded learning opportunities throughout the state. The data and history covered in this report demonstrate the key values and unique characteristics of Nebraska's 21st CCLC.

Foundational data was collected from a variety of sources, including:

- Annual evaluation reports
- State and program staff interviews
- Twenty years of surveys
- New surveys collecting 20th anniversary data
- Archival photos and news reports*
- Program submitted stories and photos*
- On-site external observational data
- Research data from grantees

**All photos of students and staff featured in this publication were taken during Nebraska 21st Century Community Learning Center (21st CCLC) programs, events, or professional development events.*



"The purpose of the program is to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program." – 2003 Non-Regulatory Guidance for the 21st Century Community Learning Centers program

21st Century Community Learning Centers

Further information on 21st CCLC is available through the United States Department of Education. For more information about the Nebraska 21st CCLC grant program, call the office at 402-219-3878 or visit the website at <http://www.education.ne.gov/21stcclc>. The US Department of Education website is located at <http://www.ed.gov/programs/21stcclc/index.html>

The Beginnings

The 21st CCLC program as we know it today was authorized in statute with the passage of No Child Left Behind (NCLB) in 2001. This law requires Congress to appropriate funding to states and territories based on their share of Title I funds. From 2003-2004 until the present, Nebraska's (and twelve other least populous states) allocation has remained the same. Prior to passage of NCLB, the US Department of Education requested applications for federally-administered grants, which were awarded in spring, 2001. Nebraska school districts awarded one of these federally-administered grants included Chadron, Lincoln, and Sidney.

With the transition to NDE, the state grant administrators shifted from a fiscal grant approach to a more supportive and community approach, offering technical assistance and connections to other sites. In 2003, Munroe-Meyer Institute was selected as the statewide external evaluator and has remained so ever since. Grant management staff cite the continuous improvement model of evaluation as a critical aspect of the program's ongoing growth.

- **2001-2003:** Initial federal awards administered by US Department of Education
- **2002-2016:** Jan Handa becomes 21st CCLC Grants Manager
- **2003-Present:** Munroe-Meyer Institute contracted for 21st CCLC statewide evaluation
- **2003-2016:** Karen Stevens becomes Nebraska 21st CCLC State Coordinator
- **2010-Present:** Kim Larson hired as 21st CCLC Program Quality Specialist
- **2017-Present:** Jan Handa promoted to Nebraska 21st CCLC State Coordinator

A foundation for success: Three-prong philosophy

"These programs are very dynamic and rely on the relationships between the people running the program and then the community partners and the families." - Jan Handa

"The evolution to a school, community, and families recognizing that this program was beneficial and they all could benefit from it with their wisdom and their commitment...to be successful, it really takes all three of them." - Karen Stevens

Decision-making for implementing and evaluating the Nebraska 21st CCLC is grounded in the program's three-pronged philosophy. This approach creates the foundation for the valuable and necessary collaboration among the school, families, and community. Program leadership, staff, and youth nurture and exist within a network of support and collective commitment.

Nebraska 21st CCLC

School
Buy-in from teachers and administrators is instrumental for success.

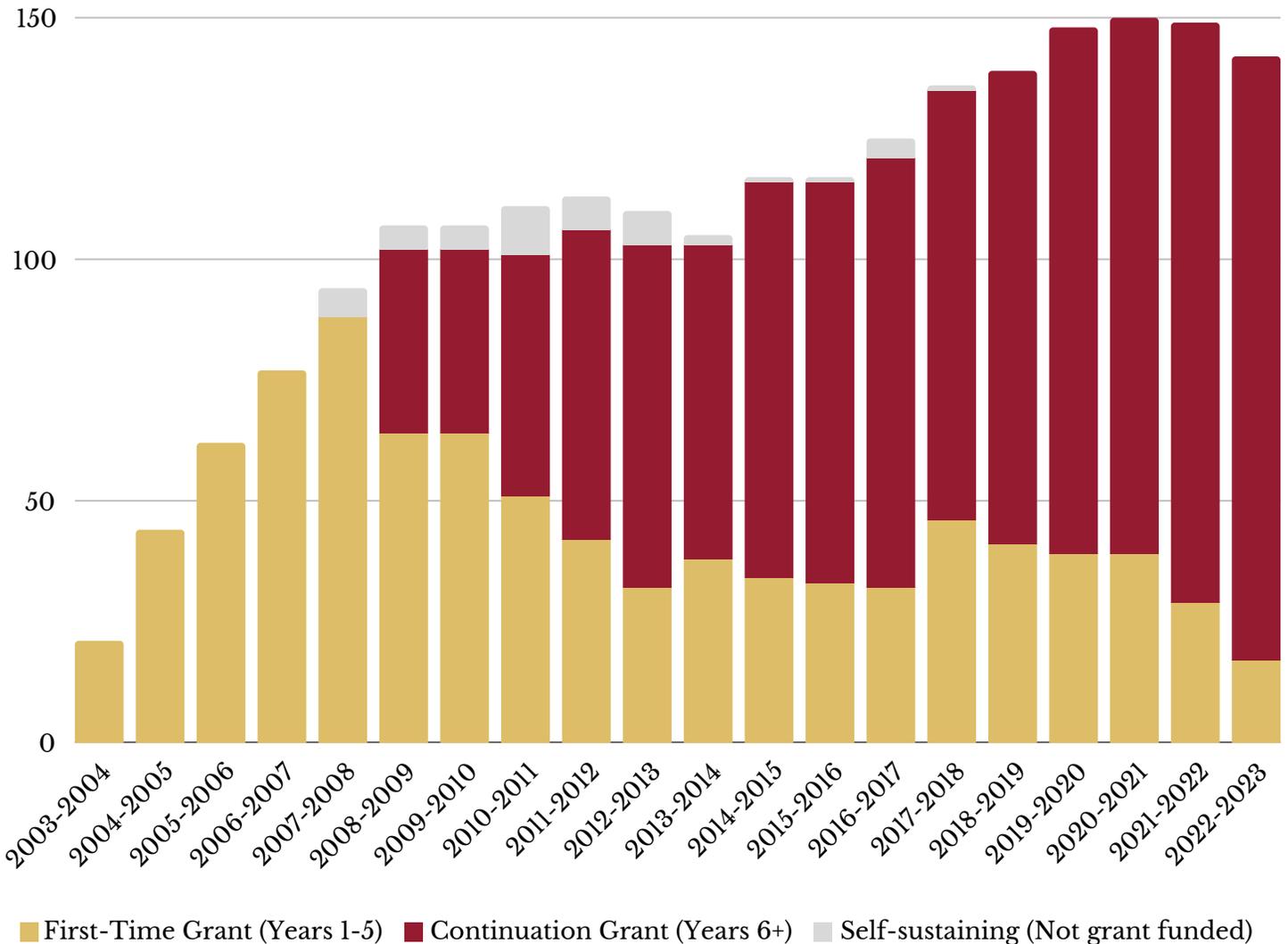


Families
Families bring their wisdom and commitment.

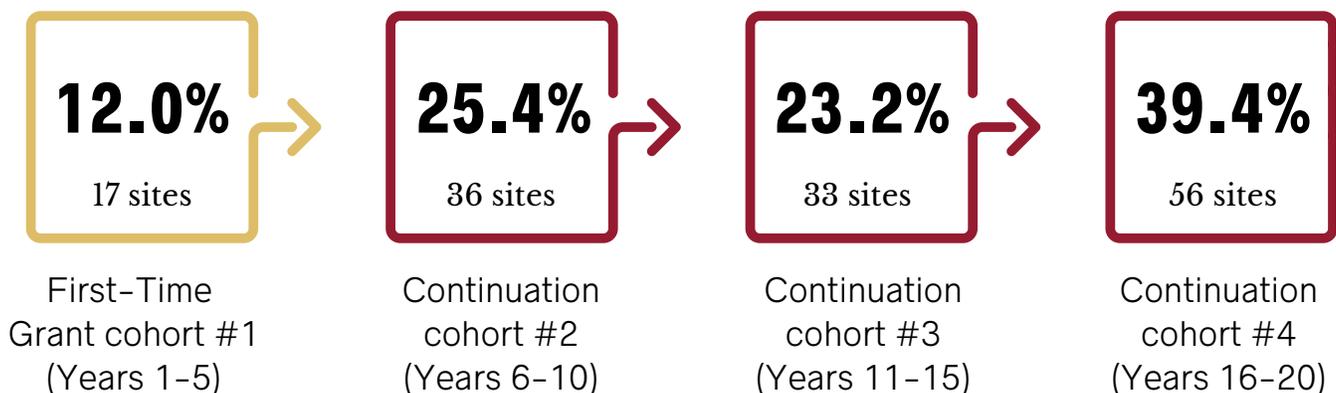
Community
Programs become entrenched in the community and establish partnerships.

Site Growth

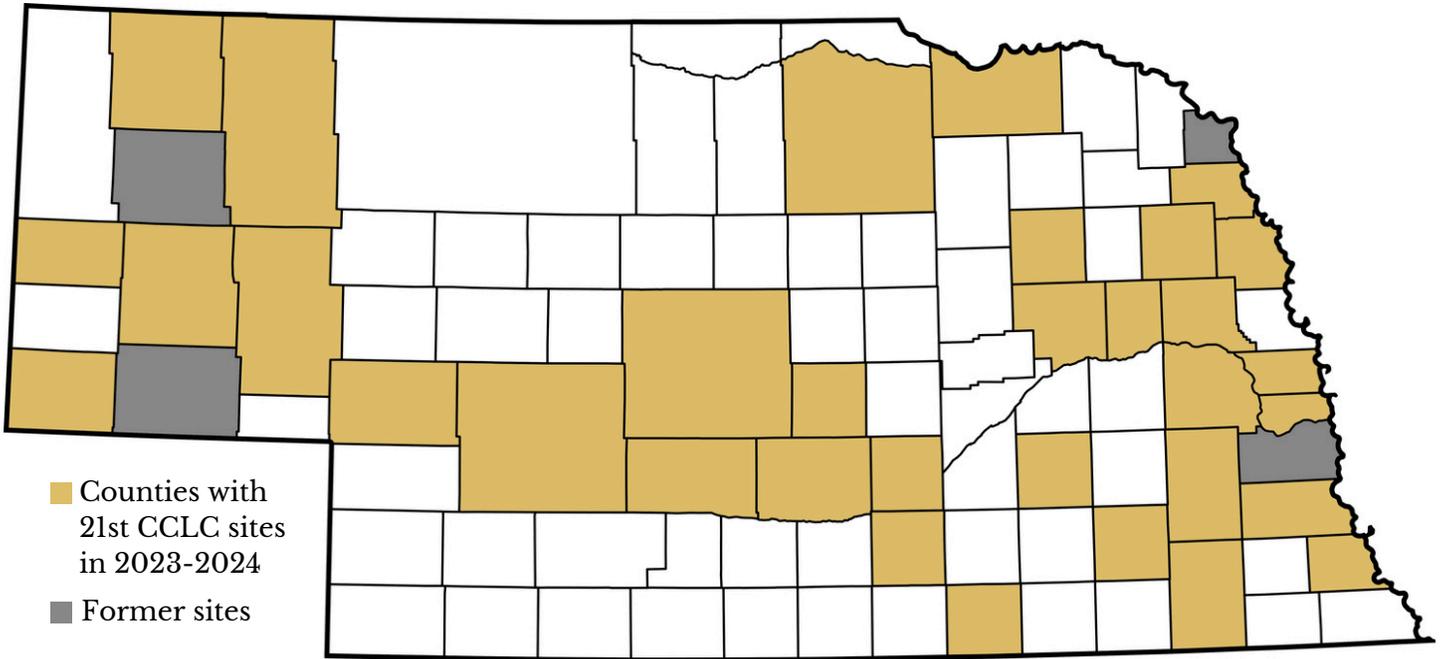
21st CCLC sites in Nebraska expanded over 20 years to serve students throughout the state. The number of sites grew from 21 during the 2003-2004 school year to a high of **150 in 2020-2021**. 21st CCLC grants funded **142 sites** in 2022-2023.



Most sites were funded by Continuation Grants in 2022-2023



Where do 21st CCLC grants impact students?



21st CCLC grants have funded sites in **37 Counties**. 21st CCLC sites operated in **all** of the 10 most populous Nebraska counties during the 2022-23 school year. Eighteen of the 20 most populous counties have housed 21st CCLC sites.

Site counts grew to accommodate more communities

The number of communities impacted by 21st CCLC grant funding has grown from 9 in Year 1 to 38 in Year 20. About half of the communities housed one site during the 2022-2023 school year. All of the communities served by one program in the 2022-2023 school year saw the 21st CCLC funds used to operate elementary-level sites.

1525% increase
 The number of urban sites grew from 4 in Year 1 to 65 in Year 20.

353% increase
 The number of rural sites grew from 17 in Year 1 to 77 in Year 20.

2003-2004



2022-2023



2013-2014



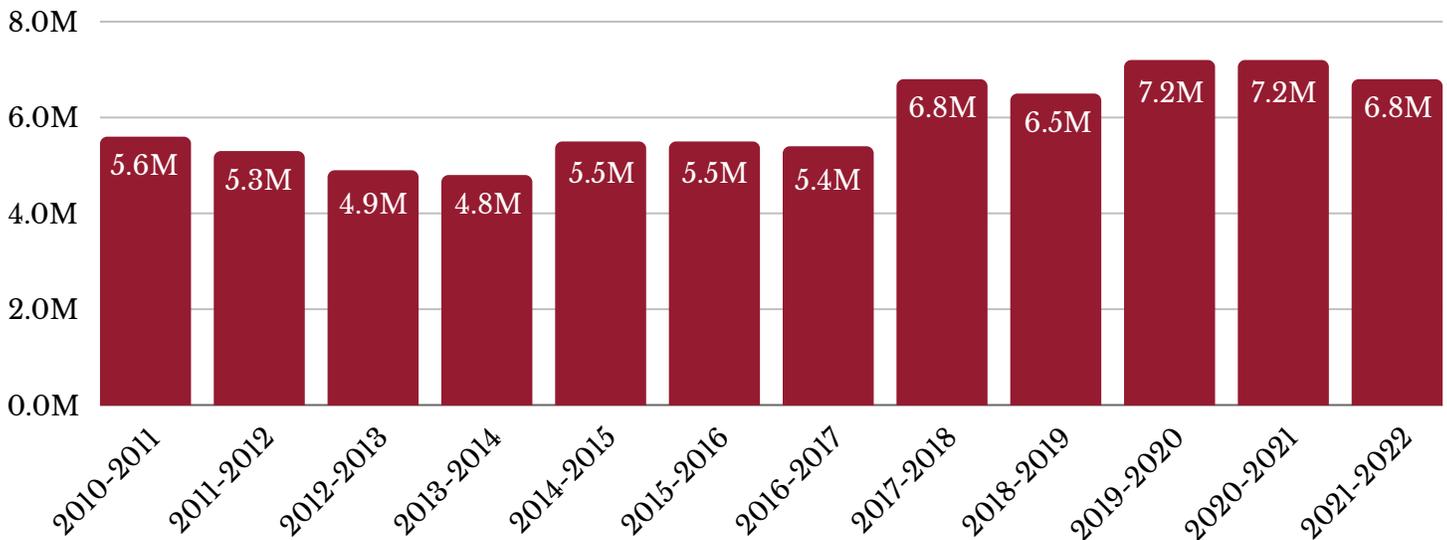
Sites per community: 1 site 2 sites 3 sites 4+ sites

Funding

Nebraska 21st CCLC awards 5-year grants to support afterschool programs in delivering high-quality expanded learning opportunities. Eligible programs must serve populations where at least 40 percent of students qualify for free or reduced lunch.

Annual awards peaked at \$7.2 million in the 2020-2021 and 2021-2022 school years.

21st CCLC annual grant awards



How much funding do programs receive?

First-Time Grants: Grant applicants request funding per student, calculated at \$5 per student per day of afterschool programming and \$7.50 per student per day of Summer or Out-of-School operation where programming exceeds 4 hours. **All programs receive at least the minimum grant amount of \$50,000 each year.** Grantees receive 100% of the grant award in years 1-3. They receive 80% of the award in year 4 and 60% in year 5. A program awarded a First-Time Grant of \$120,000 would receive:

\$120,000

Year 1 (100%)

\$120,000

Year 2 (100%)

\$120,000

Year 3 (100%)

\$96,000

Year 4 (80%)

\$72,000

Year 5 (60%)

Continuation Grants: Programs that received First-Time Grants can apply for 5-year Continuation Grants for years 6-10, 11-15, and so forth. Continuation Grants are calculated based on a program's initial grant award, and programs can request up to 50 percent of their initial grant amount. As with First-Time Grants, the minimum Continuation Grant is at least \$50,000 per year. Due to the uncertainties and challenges of the COVID-19 pandemic, the state-level management team opted to make the 2021, 2022, and 2023 competitions available only to eligible Continuation Grant applicants.

Federal funding formula unchanged in 20 years

Nebraska is one of thirteen rural states and territories that receive the minimum annual allocation. The 21st CCLC funding model in place for 2022-2023 was the same model established in 2003-2004.

Daily Rate: Afterschool (3-4 hours)



Cost of a loaf of bread (US)



Daily Rate: School not in session days (4+ hours)



Cost of a gallon of unleaded gas (US, September)



Daily Rate: Summer days (4+ hours)



Nebraska minimum wage



Minimum grant award per program



Cost of a gallon of milk (US)



2003 vs. 2023; Source: Bureau of Labor Statistics

A 21st CCLC program that received a \$50,000 grant in September 2003 would need to receive **\$82,525** in September 2023 to have the same buying power.

The lasting impact of partnerships

As the prices of consumer goods and services continue to increase, community partnerships become even more important for programs' sustainability. In addition to increasing community buy-in and stakeholder engagement, establishing partnerships can provide sites with resources they may not be able to afford otherwise. **Twenty-two percent of partners provided materials and/or funds to programs in 2022-2023.** In some cases, partners provided materials that were unallowable with federal funds. **Seven percent of partners supported programs with discounted services** (e.g. reduced-price admissions for field trips to movie theaters, swimming pools, bowling alleys, and museums).

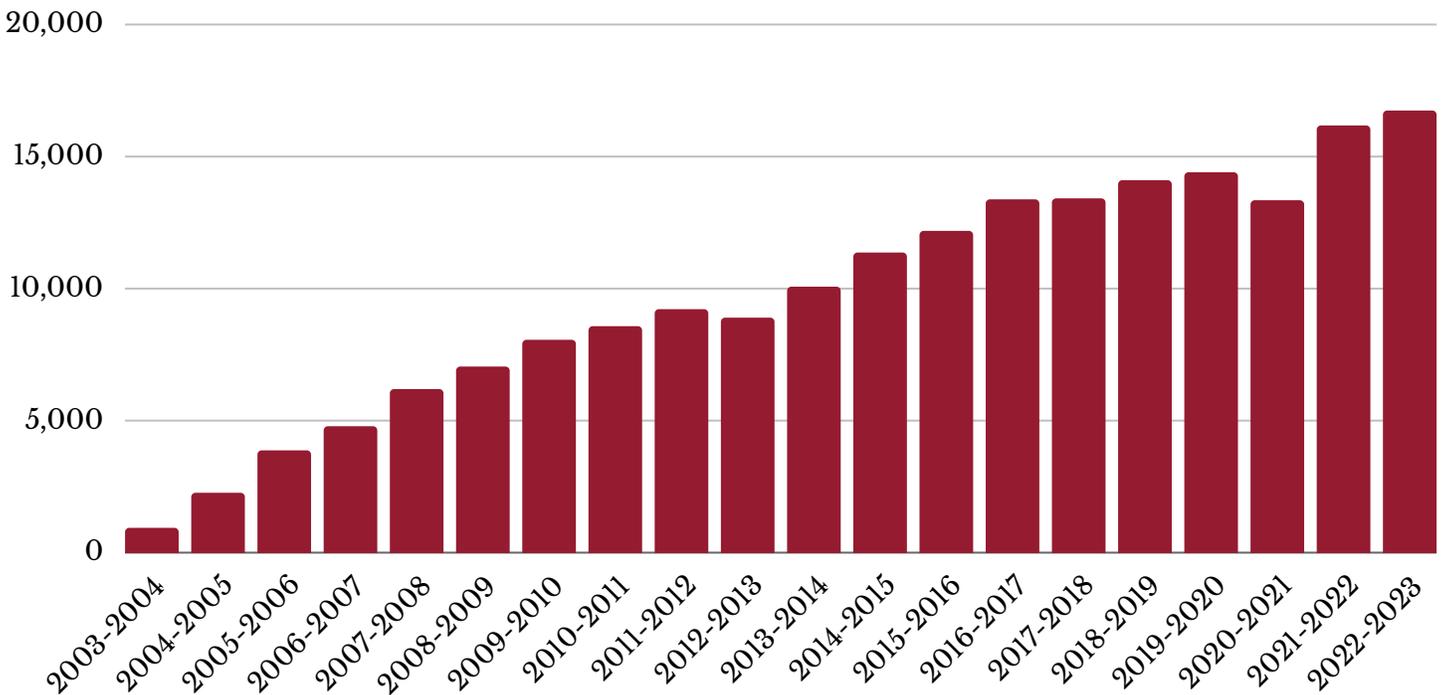
"We always wish we had more money, more funding, so that we could serve more programs or more sites,... but we are still calculating out the amount of the grant dollars on the same formula we had 20 years ago and so that is a challenge in Nebraska. We're serving more kids at more sites than some other states that might have comparable allocations, but in order for us to be able to do that we just really rely on working arm and arm with these statewide and local partners to provide as much enrichment as possible."
 – Jan Handa, 21st CCLC Coordinator

"I think Nebraska has done a really amazing job at developing these programs that continue to flourish. And most of the communities that get initial grants continue to operate them after that initial funding goes away and they're on the sustainability funding formula."
 – Jeff Cole, Beyond School Bells

Students Served

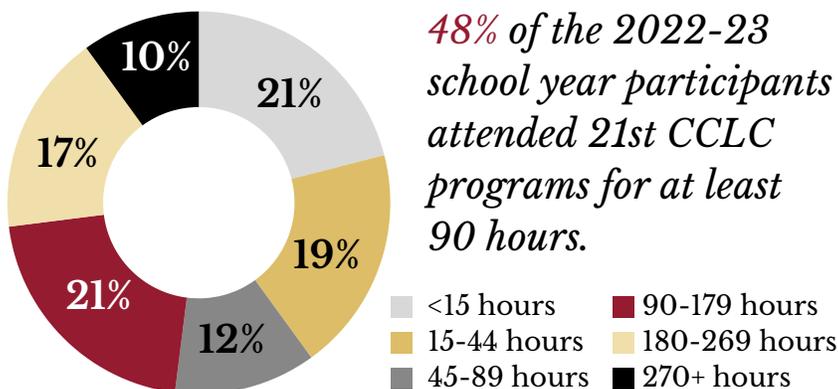
The data on the number of students served refers to the total count of individuals who have benefited from afterschool programs' offerings throughout the 20-year period. This data provides an overview of 21st CCLC's reach and impact on the student community over time. By analyzing the attendance and student data, trends can emerge, such as periods of growth or decline in enrollment, changes in student demographics, or an increase in an afterschool program's popularity across the state of Nebraska.

Enrollment of 21st CCLC attenders



Note: Attendance numbers prior to the 2020-2021 school year reflect the number of students who met the US Department of Education's definition for Regular Attenders (i.e., those who attended programming for 30 or more days). Beginning in the 2020-2021 school year, attendance was required to be reported in hours.

How often do students attend?



48% of the 2022-23 school year participants attended 21st CCLC programs for at least 90 hours.

Summer 2022 regular attenders spent an average of 92.28 hours at their programs.

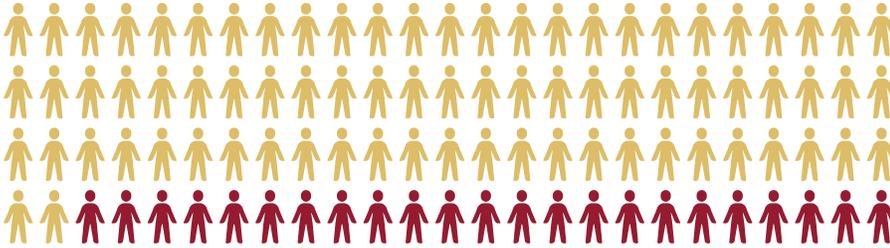
Programs served students for an average of 30.00 hours on Out of School Days during the 2022-2023 school year.

Who attends 21st CCLC programs?

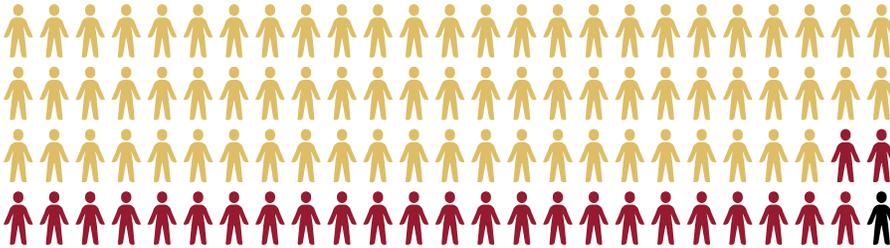
Older students' access to 21st CCLC-funded afterschool programming has grown in the program's lifetime.

Economically disadvantaged students

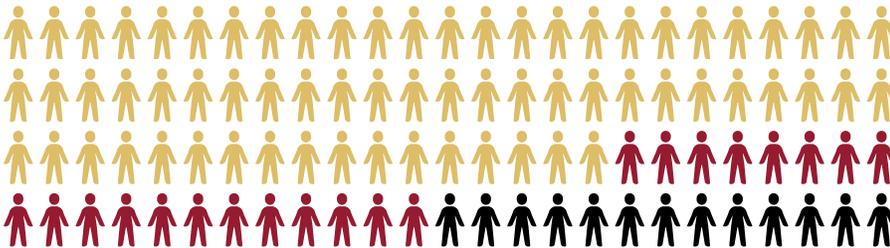
2003-2004



2013-2014



2022-2023



🧑 = 1% of attenders ■ Elementary ■ Middle school ■ High school

All Nebraska schools, 2022-2023



2022-2023 school year attenders



2022 summer attenders



Students with disabilities

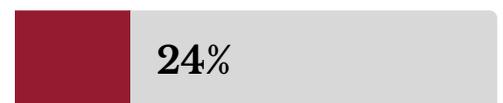
All Nebraska schools, 2022-2023



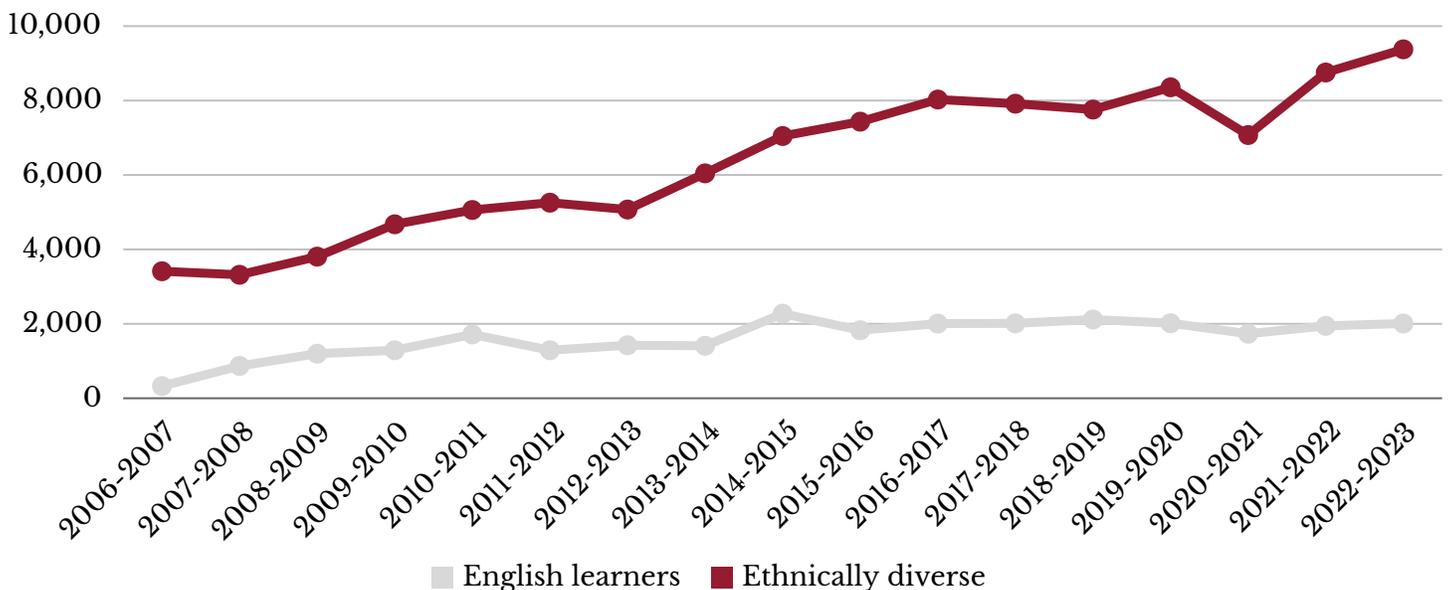
2022-2023 school year attenders



2022 summer attenders



Students identified as English learners and/or ethnically diverse



Who Serves Our Students?

Most afterschool staff are 30-years-old or younger

The afterschool staff members tended to be younger than those in leadership positions. Most program staff are under the age of 30, and the majority of the leadership were 31 and older.

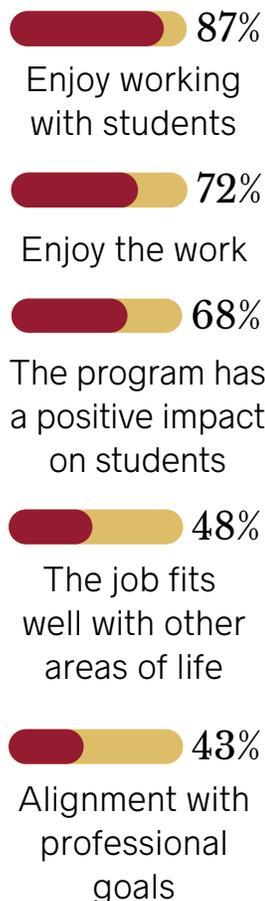


Source: 2023 Statewide Workforce Survey; N=1003

Prefer not to answer: 1%

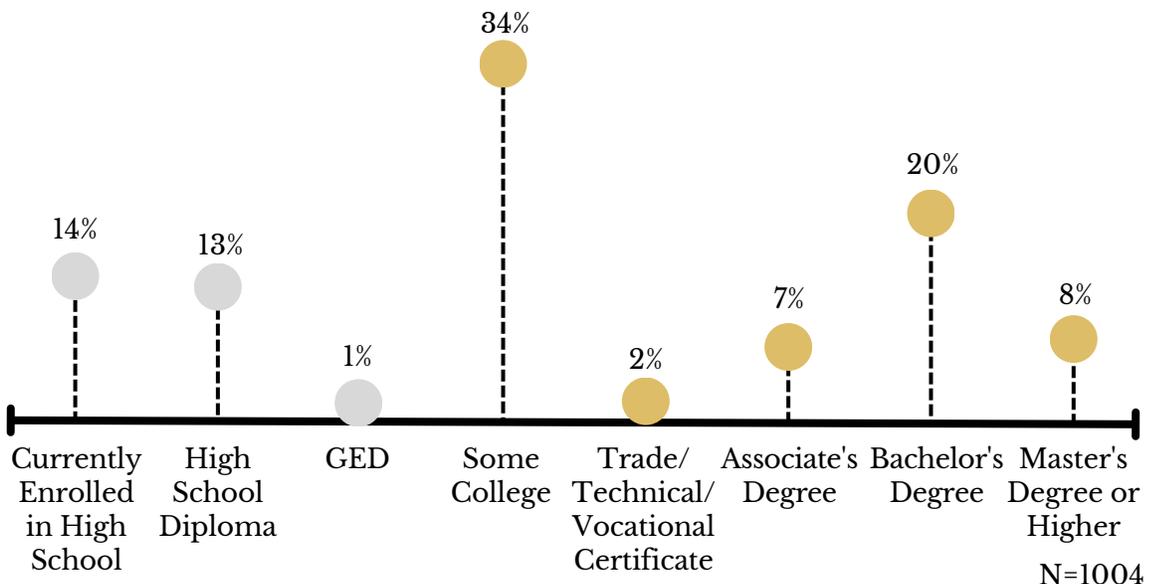
Why staff work in afterschool

*"I am in college studying how to become an elementary teacher. This job gives me such a great opportunity for experience learning new things that I can apply in my later years."
- Staff member, 2018-2019 Annual Report*



Most staff report some level of postsecondary education

For some 21st CCLC programs, most afterschool staff are college students, so turnover is expected as they graduate. For education majors, 21st CCLCs provide a training ground for working with students of diverse ages, backgrounds, and abilities.



Afterschool staff are learners, too

The GetConnected Nebraska Afterschool Conference provides an opportunity to learn more about planning and implementing a quality afterschool or summer program. Nebraska 21st CCLC, Beyond School Bells and Nebraska Extension have collaborated to convene a Nebraska statewide conference since May 2005, when the first Hours of Opportunity Conference was held at the Eastern Nebraska 4-H Center. As the field of afterschool and summer enrichment has grown over the years, so has the scope and reach of the conference. The conference is now held annually and the



location alternates between Omaha and Kearney. During Covid closures in 2020, the conference was a three-day virtual event that received 12,126 website page views and 344 participants from 162 cities in 6 countries. In 2023, the conference was held at CHI Health Center in Omaha with more than 450 people in attendance.

location alternates between Omaha and Kearney. During Covid closures in 2020, the conference was a three-day virtual event that received 12,126 website page views and 344 participants from 162 cities in 6 countries. In 2023, the conference was held at CHI Health Center in Omaha with more than 450 people in attendance.

Get Connected session topics include:

Community and family engagement

Building lasting partnerships

Sharing program data and successes

Equity and inclusion

Developing and delivering hands-on activities

Expanding programs to serve older students

Women make up most of the staff. Of the 1004 respondents, 85% were female, 14% were male, and 1% percent were nonbinary.

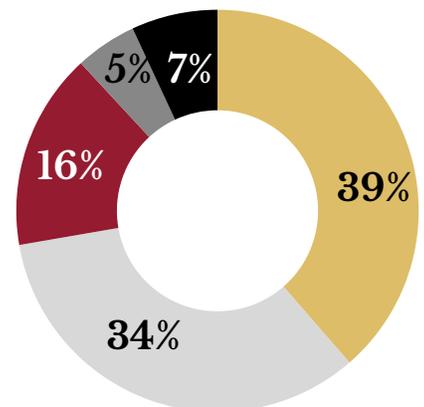
Workforce roles

81% Program staff

11% Site supervisor

8% Program director

Length of employment



■ <1 year ■ 7-9 years
■ 1-3 years ■ 10+ years
■ 4-6 years

Most staff feel prepared for job responsibilities

86%

Address and manage student behavior

84%

Handle an emergency situation

86%

Provide homework assistance

84%

Deliver lessons

78%

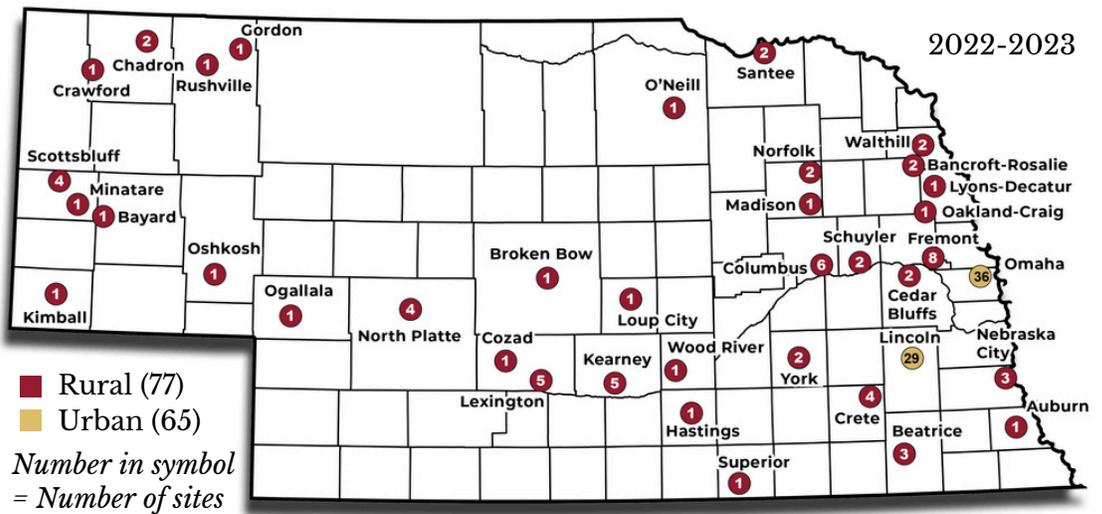
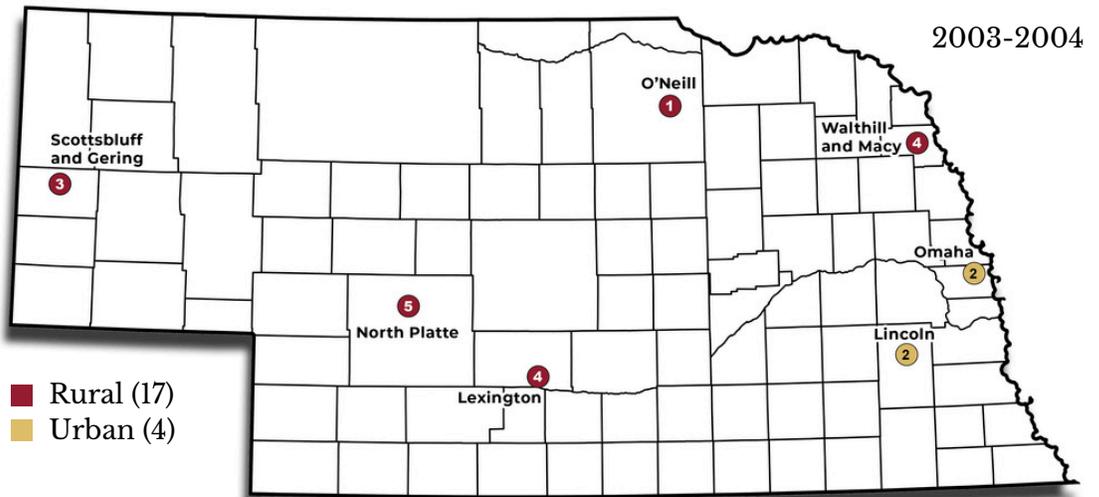
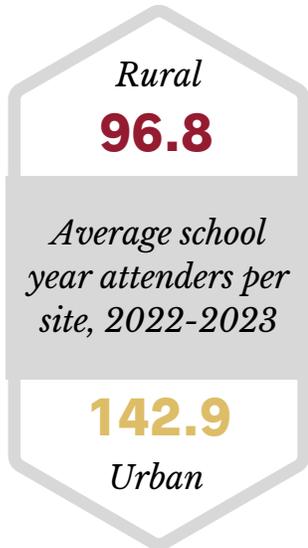
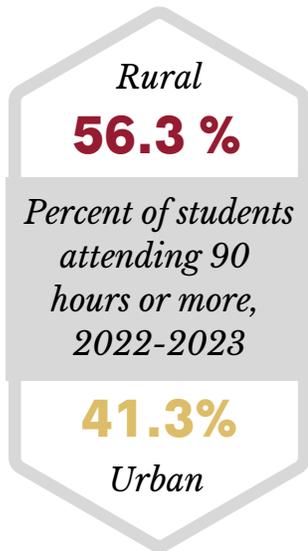
Communicate with caregivers

Source: 2023 Statewide Workforce Survey; N=1002

Rural & Urban

Programs varied in demographics depending on whether they were urban or rural. While urban programs had higher percentages of students that were racially/ethnically diverse (65% vs. 45%) both rural and urban sites had at least 70% of their families participating in the free and reduced price lunch program.

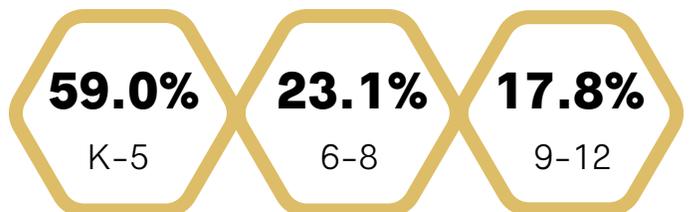
Rural and Urban sites, Year 1 to Year 20



Rural site participation by grade level



Urban site participation by grade level

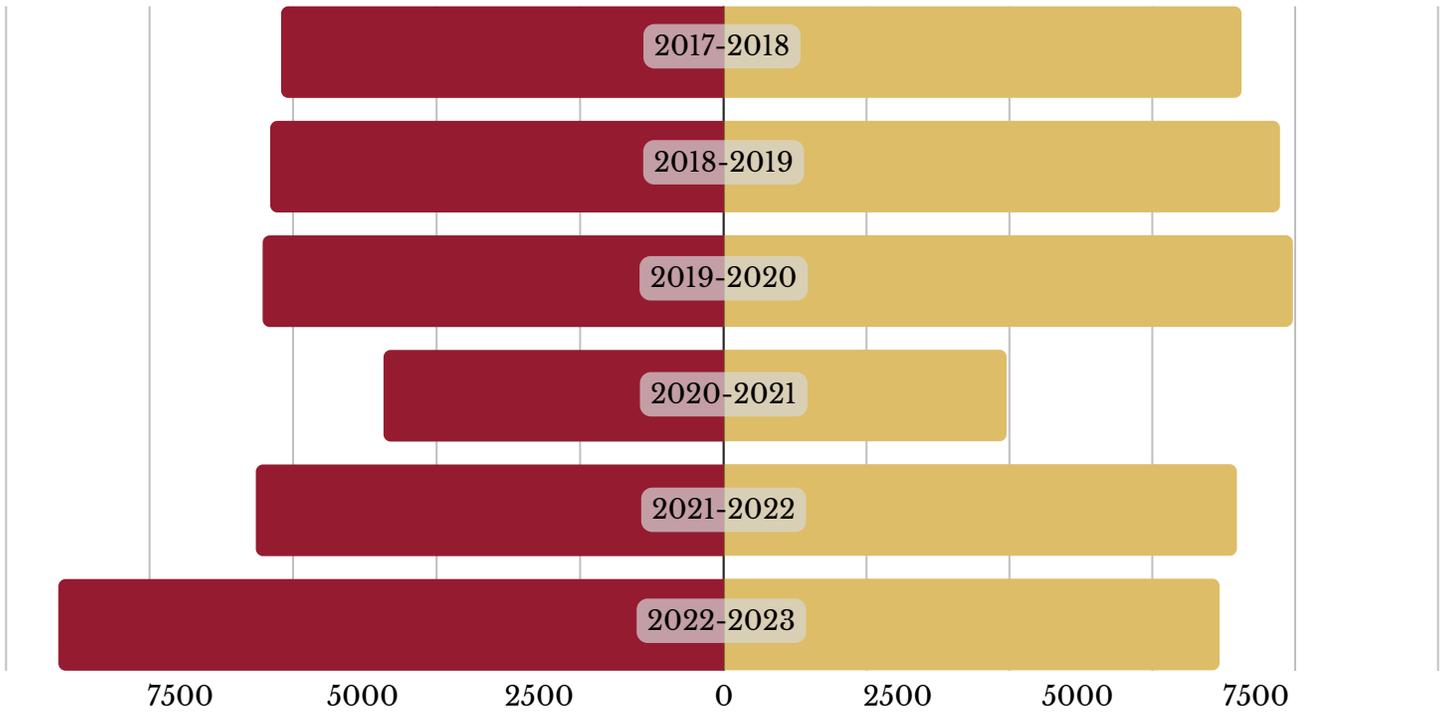


2022-2023 school year regular attenders

Rural Sites

Urban Sites

School year regular attenders



Ethnically diverse students (2022-2023)



School year regular attenders qualifying for services (2022-2023)

The target population of 21st CCLC are those students who can most benefit from additional support outside of the school day. These data compare students enrolled in these programs to all students in Nebraska schools, demonstrating that Nebraska 21st CCLC grantees are successfully targeting and engaging youth who can most benefit from participation.

Students with disabilities



English learners



Economically disadvantaged



Families Love 21st CCLC

Parent surveys were disseminated in the spring of each school year to parents of students who were attendees in the program. While not federally required, parent surveys provide information on the quality of the program, as well as levels of parent engagement with the program and school system. Parent surveys were administered digitally or with paper copies. Multiple languages were available.

The following data highlight the growth and patterns in parent survey responses over the past 20 years. Specifically, the following information focuses on the first grant cycle year for 21st CCLC (2003-2004), the 11th grant cycle year (2013-2014), and the most recent, and 20th, school year (2022-2023).



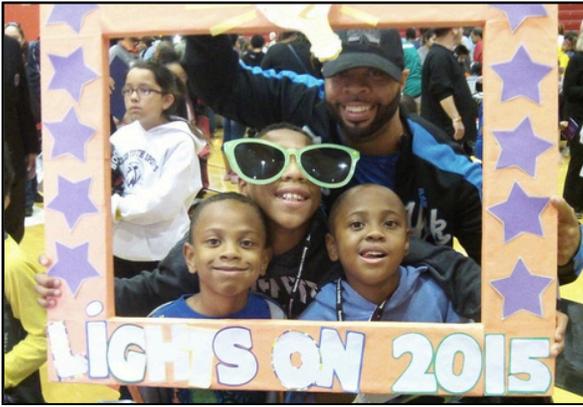
For the last 20 years...

- Parents have identified **academic support or enrichment** and **supervision** as their two primary reasons for enrolling their child in the program.
- At least **90%** of parents have reported feeling positive toward the 21st CCLC program.
- Parents have rated **their child's safety** and the **quality of the staff** the highest in terms of satisfaction.
- At least **80% of parents** report visiting the school to participate in events, such as parent-teacher conferences, back to school night, etc.
- Over the last 20 years, there has been a **30% increase** in parents enrolling their child in the program for academic support.

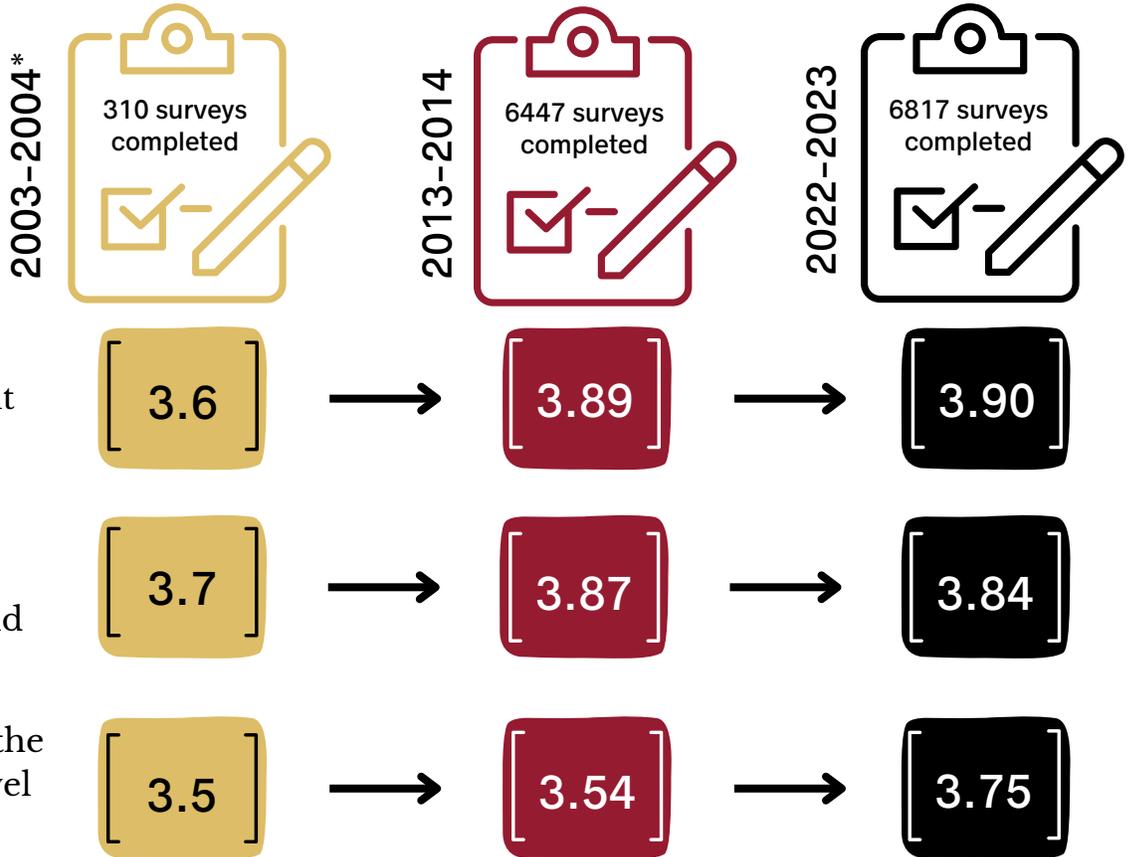
"The staff where my grandson goes is amazing, and always has great crafts and intervention time with the kids. Helping them with homework, activities, keeping them active is what I truly like!"

"I'm very grateful for the afterschool program. My daughter has a nice balance of physical activities, art, and homework support. The providers are very kind and supportive."

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



Parent survey results

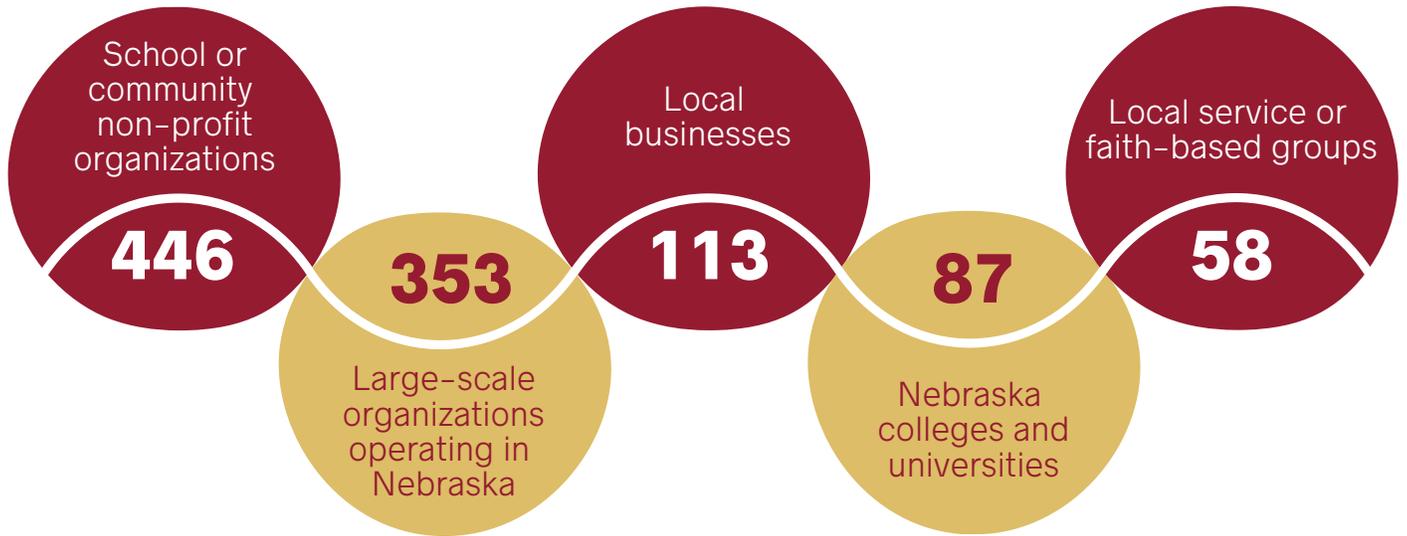


Scale: 1=Not at all true, 2= Somewhat true, 3=Mostly true, 4=Completely true

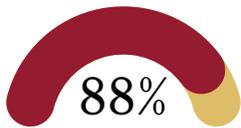
*Items on the 2003-2004 Parent Survey used different phrasing than the 2013-2014 and 2022-2023 surveys.

Who partners with our programs?

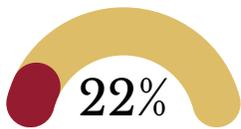
21st CCLC sites established partnerships with local, state, and national organizations. Nebraska Extension paired with the most sites, accounting for **7.0%** of partnerships for the 2022-23 school year.



What do our partners provide?



Programming for students



Funding/materials



Training for staff



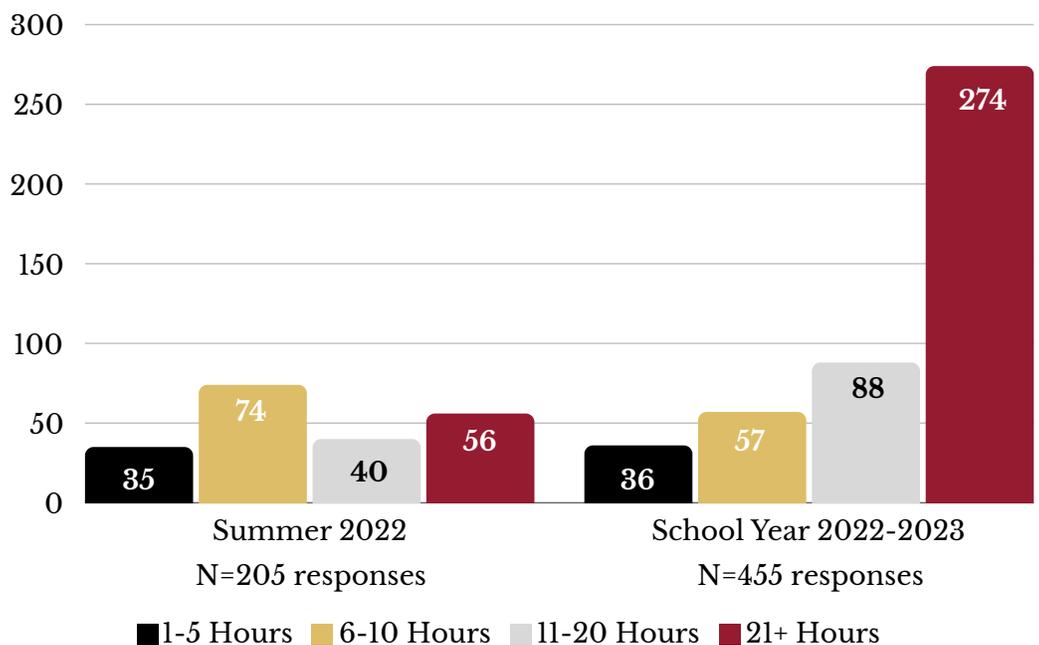
Lead agency



Discounted services

"Good variety of programming is available to the students. I appreciate that adequate funding is available for equipment and project supplies. Lead staff provides support and is committed to providing safe and quality experiences for the students."

Number of contact hours reported by partners

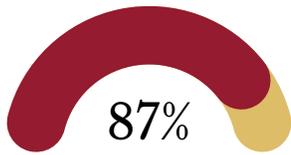


Programming

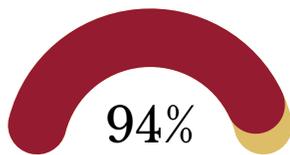
The Nebraska 21st CCLC afterschool model stands apart because it prioritizes academic success, relationship-building, meaningful family and community engagement, and hands-on enrichment designed to help students explore topics they may not encounter during the school day.

Observations show programs strive to build relationships

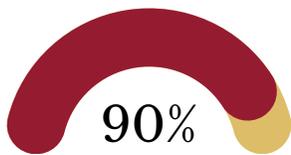
Most programs observed in school years 2021-2022 and 2022-2023 met or exceeded the target score of Maturing for their program climates.



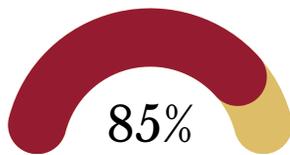
Program Climate overall



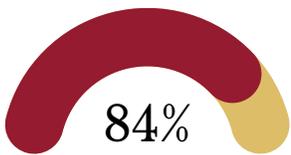
Space encourages interactions



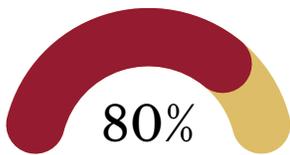
Students are greeted at arrival



Conversations indicate personal connections



Inclusive, welcoming environment that embraces diversity



Staff actively encourages student engagement

Teacher feedback

"She is excited to explore and develop her gifts and try new things. I can tell by what she shares that CCLC has been a great avenue for her in this regard."

Surveys reveal positive connections

2023 Parent Survey	3.86	The afterschool staff care about my child.
	3.85	My child enjoys the activities offered in the afterschool program.
	3.81	The afterschool program helps my child build and maintain friendships.
2023 3-5 Student Survey	3.57	Adults in this program treat kids with respect.
	3.29	I enjoy coming to this program most of the time.
	3.58	I have friends in this program.
2023 6-12 Student Survey	3.16	The adults in this program take the time to get to know me.
	3.08	There are things happening in this program that I feel excited about.
	3.23	I fit in at this program.

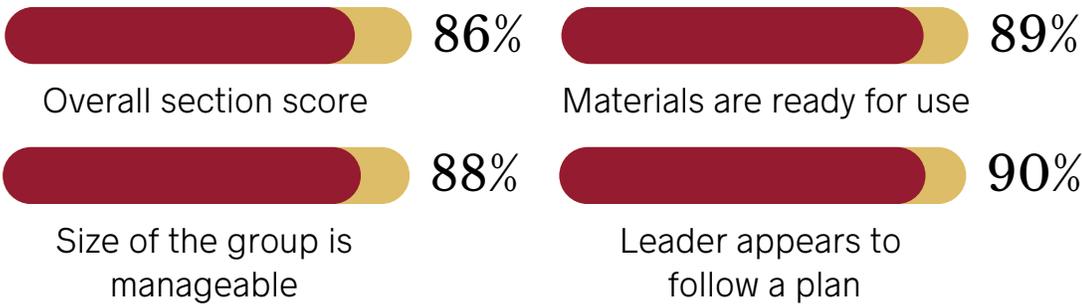
Scale: 1=Not at all true, 2= Somewhat true, 3=Mostly true, 4=Completely true

Programming scores reflect quality

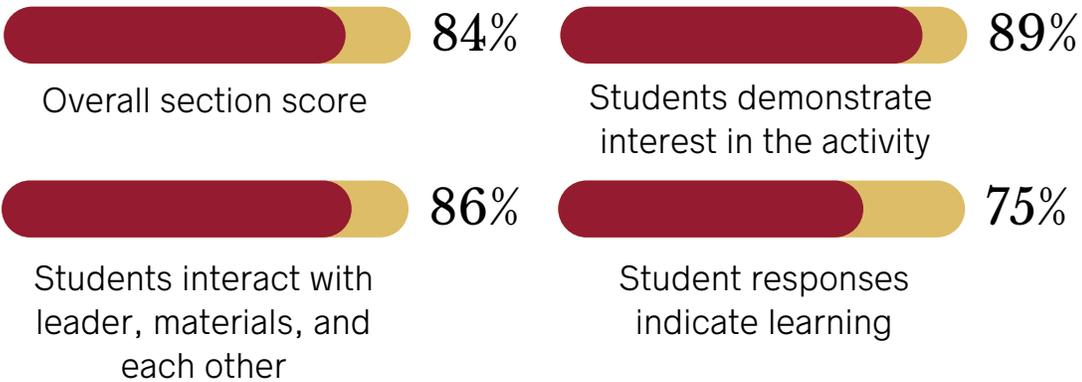
21st CCLC sites select two clubs or activities to receive feedback during external observations. Most activities observed in 2021-2022 and 2022-2023 met or exceeded the 21st CCLC goal of maturing for overall Evidence of Preparation, Student Response, and Instructional Engagement and Practices.

K-2 student survey data reflects relationships

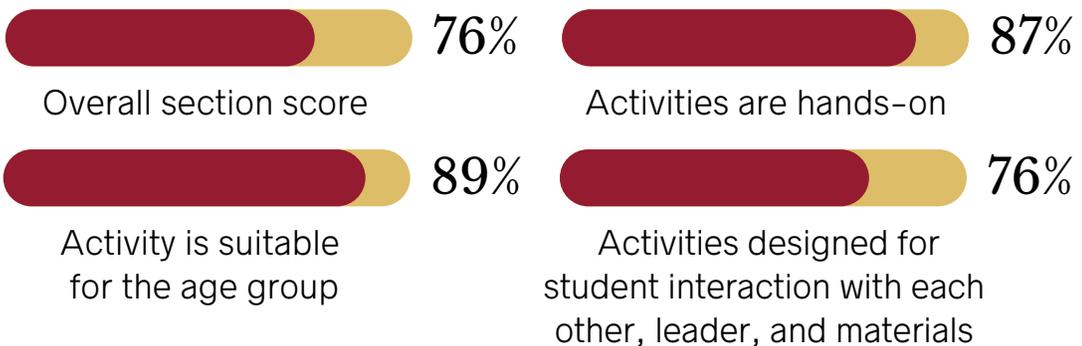
Evidence of Preparation



Student Responses



Instructional Engagement and Practices



Adults in this program treat kids with respect



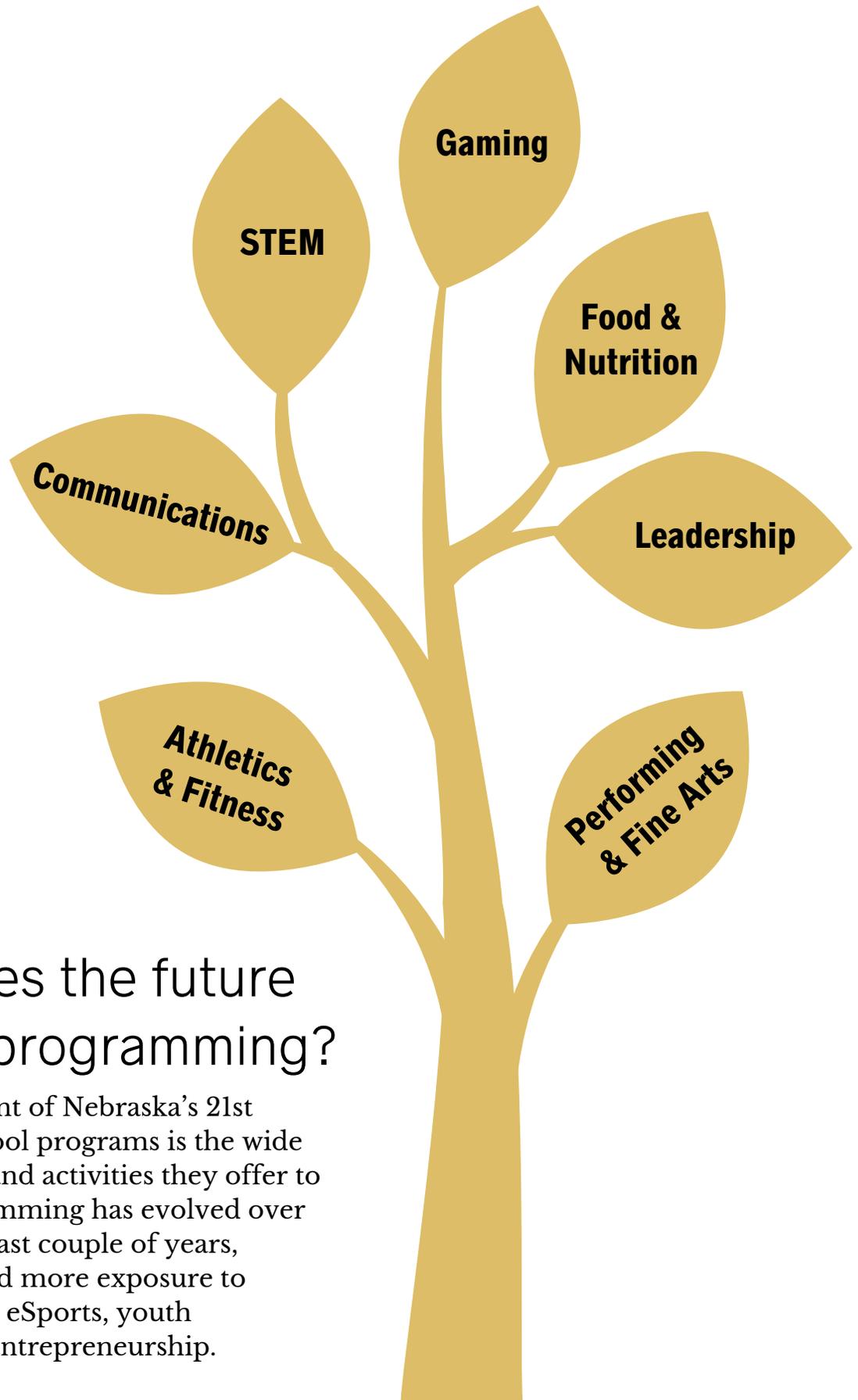
I have friends in this program



This program helps me learn new things

Percentage of students responding "Yes" on the 2022-2023 survey

"I absolutely enjoy this afterschool program because my girls are always happy to stay. The girls have such a good time doing all the activities that they have for them, such as cooking club, gardening, etc. This program gives me peace to know my girls enjoy being there and eases my guilt of being unable to pick them up at an earlier time."



What does the future hold for programming?

A core component of Nebraska's 21st CCLC's afterschool programs is the wide variety of clubs and activities they offer to students. Programming has evolved over 20 years. In the last couple of years, students have had more exposure to experiences with eSports, youth leadership, and entrepreneurship.



Dedicated Directors

Six program directors across the state of Nebraska shared their experiences working within 21st CCLC programs over the years. These directors were asked to share their "why," as well as the growth they have seen take place across sites, communities, and overall programming.

What brought you to 21st CCLC?

Although each director started their journey toward afterschool programming on a different path, they were led to 21st CCLC by a common denominator – children and education. Directors shared that their background in working with children—whether it be in social work, as a paraprofessional, or already working within the afterschool program—is what drew them in and ultimately led them to their position as program directors. Directors also shared that the flexibility that comes with teaching in the

“ I am passionate about working with students and working in an afterschool program setting. So I said yes and fell in love with it. ”

program, as well as their passion for providing a safe place with new opportunities for children, is what continues to keep them with 21st CCLC and bring them back each year.

Accomplishments over the years

Each director proudly shared specific accomplishments they have achieved over the years. However, they all expressed

“ I've been doing this work for 15 years, and we've been able to grow programs, serve more kids, expand schools that need it, and I'm super proud of that. ”

that what they are most proud of within their programs is the growth that has taken place over the last 20 years. Specifically, program growth which includes expanded community partners, increased students and staff, and longevity of staff. Some directors also shared that the personal and academic growth they have seen from their students has been a notable accomplishment.

What do you envision for the future of your program?

The directors shared goals for increasing attendance to meet or exceed the numbers of students their programs served pre-pandemic. They also wanted to build their staffs to accommodate

higher capacity and reduce waitlists at sites. Some directors discussed how they would identify and train other staff members to lead their programs when the time came to retire.

Directors share their biggest successes

“Our club activities have increased attendance and allowed our community and high school to get involved in our program.”

“We have continued to expand sites and sustain the programs over time.”

“Transforming the program's reputation, programming, and operations through purposeful actions and collaborative engagement with stakeholders. The program is now a well-respected leader in the local community and an innovator in the broader OST community.”

“The best thing we do daily is provide around 100 students a safe and welcoming environment to learn and hang out after school.”

“Seeing the kids succeed with school work and friendships!”

“We have a variety of community partners.”

“Watching the program grow, higher registration numbers and higher attendance numbers. Establishing a positive image within the school, and the community. Consistency with staff!”

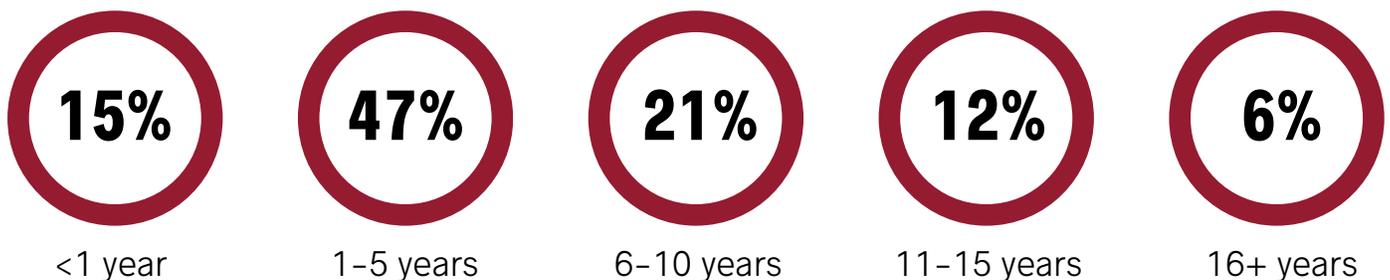
“Expanding to the middle school and adding additional staff to accommodate more students.”

“I believe the success of this program is a direct connection to our staff who work in the program. The program staff that is with the kids on a daily basis providing fun activities, welcoming and safe environments which helps foster trust and positive relationships between staff and kids.”

“One of our proudest achievements is the consistent improvement in academic performance and personal growth among the participating students. By providing a safe, nurturing, and engaging environment, we've empowered students to excel academically, discover their passions, and grow into confident, responsible, and successful individuals ready to take on the challenges of the future.”

“Longevity of several staff – staff longevity makes the biggest difference in the success of programs.”

How long have directors been leading their programs?



N=34 Source: 2023 Dedicated Directors survey

Original Sites: Where Are They Now?

Early feedback informed site growth

21st CCLC programs have received feedback for continuous improvement since the beginning. Examples of observation feedback from 2003-2004 include:

Program strengths

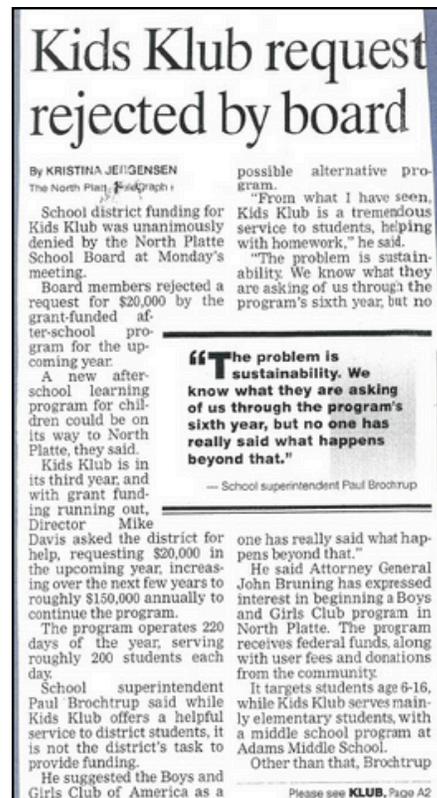
- Variety of activities available at sites and through partners
- Evidence of staff relationships with students
- Strong administration
- Sites building connections with the community
- Positive interactions between students
- Consistency of behavior expectations between school day and afterschool programs

Areas for improvement

- Revise transition strategies to discourage behaviors
- Increase opportunities for academic support and enrichment

Some partnerships took time

Twenty years ago, the North Platte school board denied Kids Klub's request for district funding. In 2008, another meeting was held, and this time, Kids Klub successfully merged with the school district, making the program available district-wide. Fast-forward 20 years, and Kids Klub has been implemented into the school day, where it has been accepted and fully embraced by the administration.



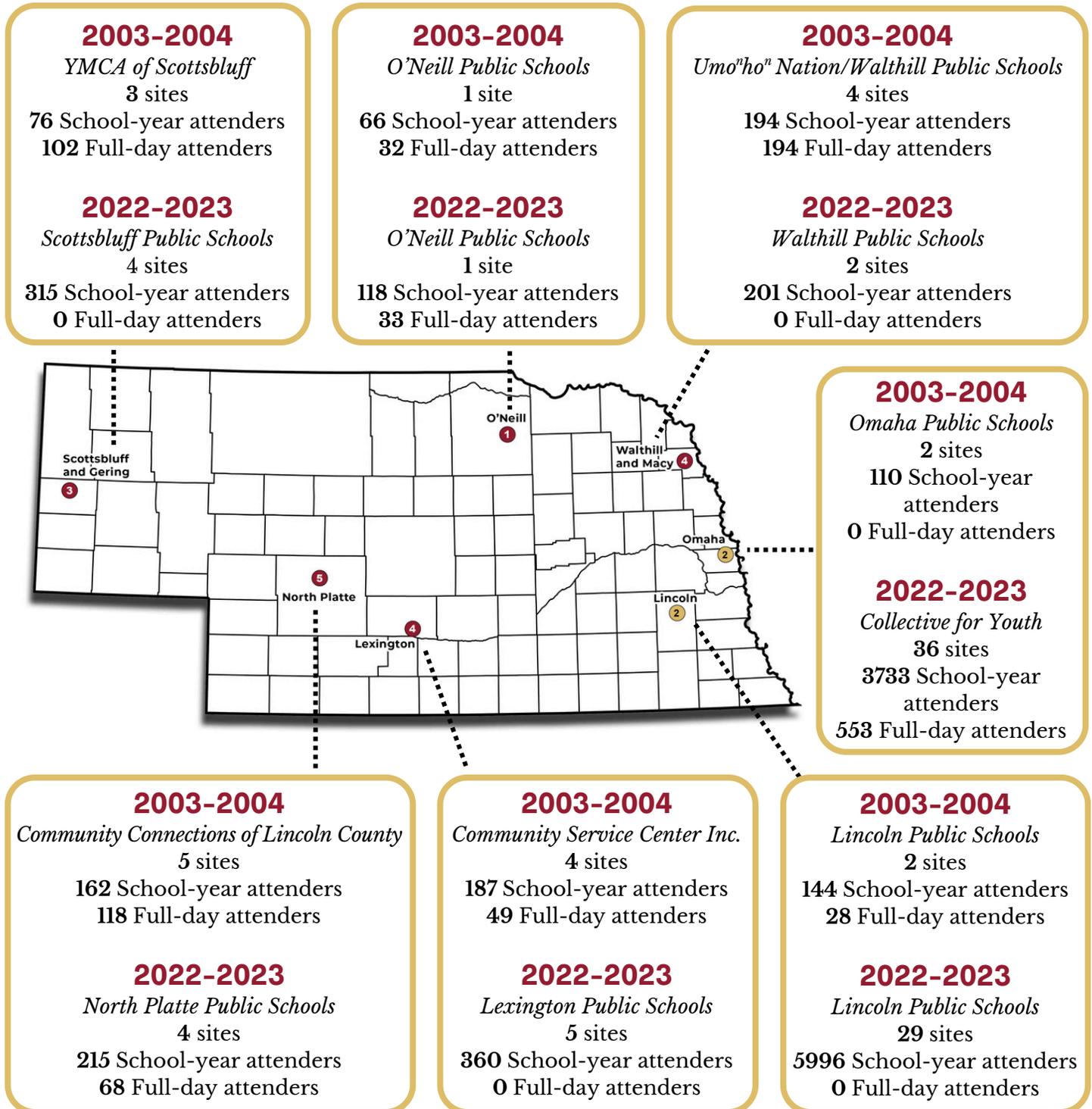
"We've really come a long way with our district seeing that there can be some intentional work being done in the afterschool space with our certified teachers and then the money to fund it has obviously been given to us through the foundation and so they see the need and they see the gains of it from our kids."

*— Carrie Lienemann,
Program Director*

"At this point we knew just how much the students enjoyed being able to participate in Project Washkon. When something conflicts with Project Washkon and we have to cancel, we always think of how devastated the students were when mother nature kept them from enjoying our afterschool program that time this winter." — Excerpt from a 2004 success story, Umonhon Nation/Walthill Public Schools

21st CCLC Year 1 grantees then and now

For the 2003-2004 school year, NDE awarded funds to seven grantees to serve nine communities and 21 sites. For the 2022-2023 school year, NDE awarded funds to 38 communities and 142 sites. The areas served by the original grantees have maintained their connections with 21st CCLC, and most of them have grown their number of sites. All seven areas have increased their program attendance from year one to year 20.



Note: Full-day attenders are defined as students who attended on out-of-school days where programs operated for four or more hours.

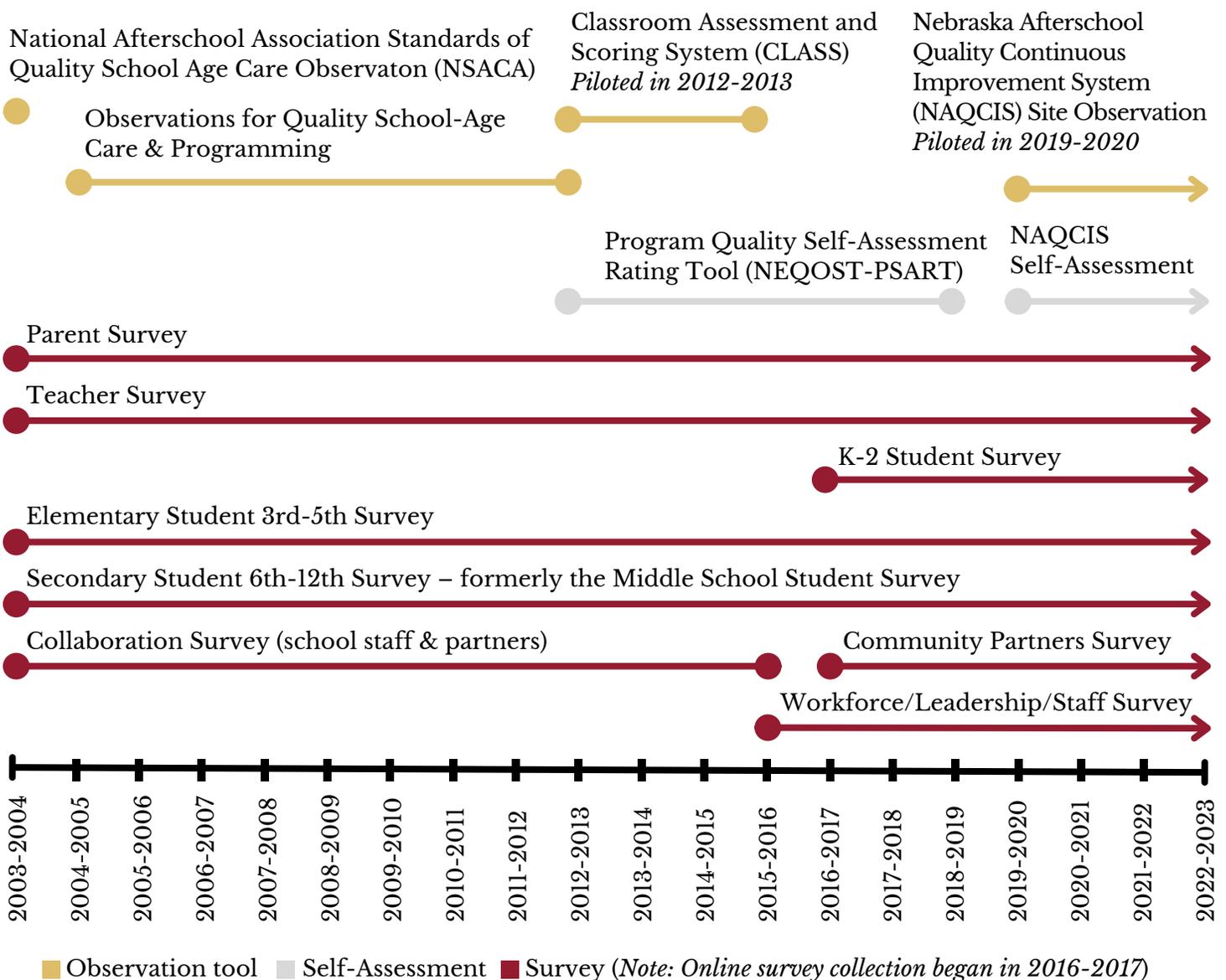
Data-Driven Decisions

Nebraska 21st CCLC has worked with the Munroe-Meyer Institute as the external evaluator since the inception of the program. The evaluation plan is focused on a continuous improvement process model and includes every site. Over the past two decades, a focus has been on streamlining processes and reducing the data reporting burden for project directors. An evaluation work group comprised of directors provides input on evaluation changes and decisions.

What does 21st CCLC program evaluation data provide?

- Descriptive information about programs
- Outcome data to assist programs in determining the extent to which they achieved anticipated outcomes
- Process data to assist project staff in continually improving the quality of services to children and their families

How has 21st CCLC gathered information?



Revolutionizing Reporting: The federal requirements for data collection and submission have evolved over these 20 years. In 2003, project directors collected data in a database, distributed paper surveys, and self-reported student demographics. MMI and the NDE state management team continuously worked to streamline and automate these processes to reduce the reporting burden on project directors. Demographic information is now collected from NDE. Annual Performance Report data are now collected using online forms at the end of each term (Fall, Spring, Summer), attendance is reported in hours in an online database and all surveys are administered digitally. Nebraska volunteered to be in the first cohort of states to automate the reporting of data to ED via an Interconnection Security Agreement.

Nebraska 21st CCLC and the NAQCIS

In 2017, the Nebraska State Board of Education issued a statement recognizing the importance of Expanded Learning Opportunities (ELO) and encouraging school districts and stakeholders to develop a vision for quality ELO.

The Nebraska Afterschool Quality Continuous Improvement System (NAQCIS) was developed and piloted from the summer of 2018 through the spring of 2019, and the framework was purposefully aligned with the quality measures outlined in the 2017 statement.



	Self-Assessment (Fall)	Surveys (Spring)	Federal APR (Each Term)	External Observation (Years 2 and 4)	Monitoring Visit (Year 3)
Administration with sound management and well-developed systems					
Career/college awareness and readiness					
Community-school partnerships and resource sharing					
Diverse, prepared staff including certificated educators					
Engaged learning					
Family engagement					
Intentional programming aligned with the school day program					
Ongoing assessment and improvement					
Participation, access and support during transitions					
Safety, health and wellness					

Student Success



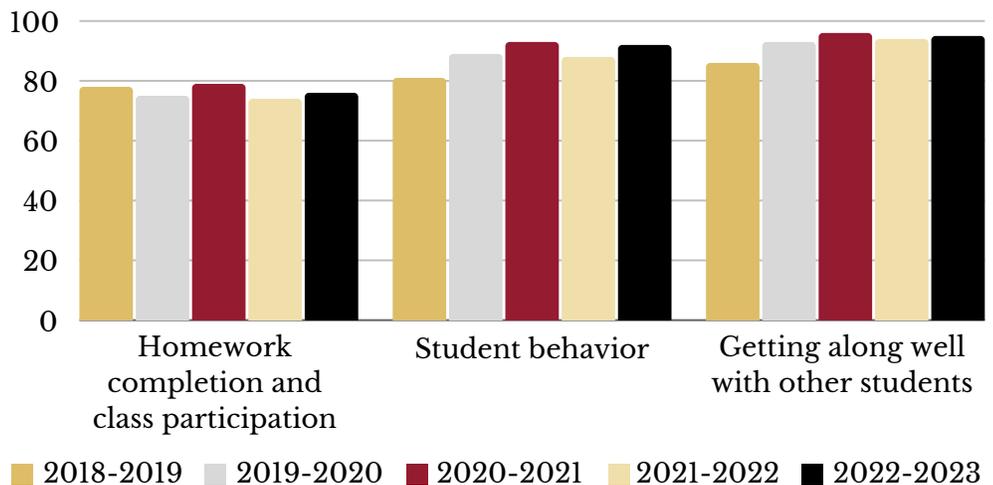
Nebraska 21st CCLC asks each participating student’s teacher to complete an annual survey rating the student’s academic achievement and demonstration of skills and behaviors linked to academic success. Survey data shows that most K-12 students met or exceeded grade level standards from 2014-2015 to 2020-2021, with the highest percentages usually reported in science and math.

Percentage of K-12 students rated as meeting or exceeding grade-level standards for subject areas

School Year	Reading	Writing	Math	Science
2014-2015	68%	66%	72%	77%
2015-2016	69%	67%	72%	79%
2016-2017	70%	64%	71%	66%
2017-2018	69%	69%	75%	71%
2018-2019	68%	68%	76%	82%
2019-2020	69%	69%	75%	84%
2020-2021	69%	69%	77%	84%



Percentage of high school students rated as on or above grade level for academic success skills

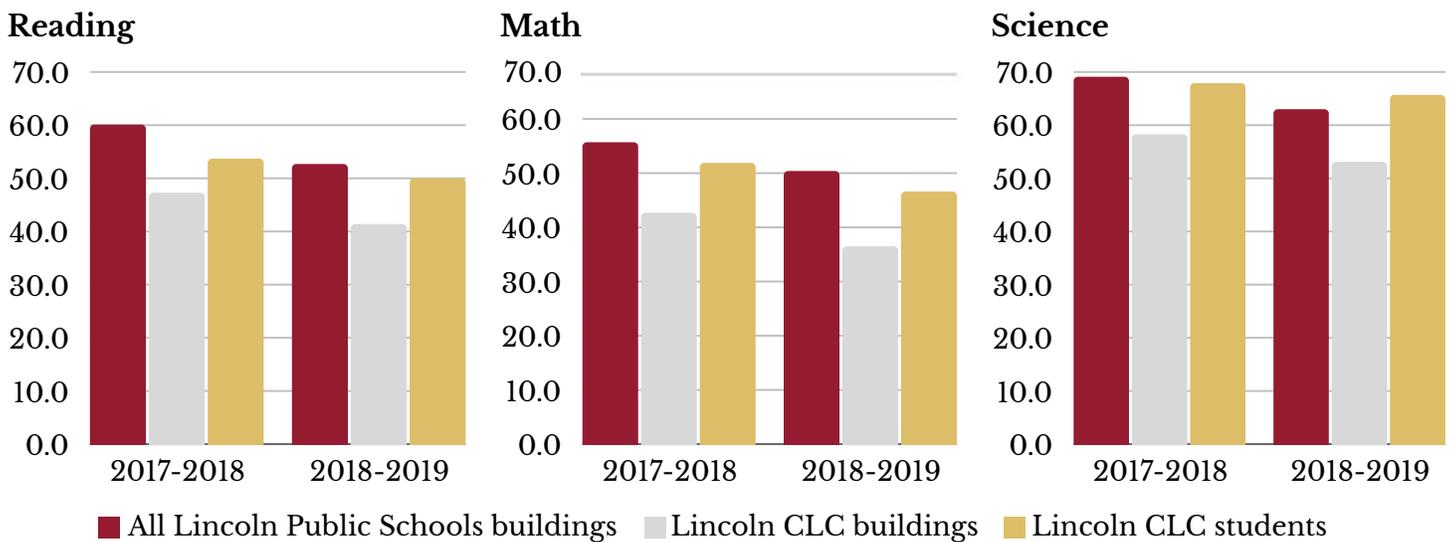


State testing data shows impact of 21st CCLC in Lincoln

Lincoln CLC collected state testing data in the 2017-2018 and 2018-2019 school years and compared the scores of CLC students with those of all students at their respective schools. Students from the CLC-only groups at Lincoln schools tended to meet or exceed NSCAS expectations at higher rates than their schools' grade-level cohorts.



Percentage of 8th-grade students meeting or exceeding expectations for NSCAS



Number of Lincoln CLC schools where CLC participants outperformed the overall building for meeting or exceeding expectations on the NSCAS

Reading	2017-2018		2018-2019	
	Count	Percentage	Count	Percentage
3rd	15	78.9 %	14	73.7 %
4th	12	63.2 %	12	63.2 %
5th	11	57.9 %	10	52.6 %
6th	3	60 %	5	83.3 %
7th	4	80%	5	83.3 %
8th	4	80%	6	100 %

Math	2017-2018		2018-2019	
	Count	Percentage	Count	Percentage
3rd	17	89.5%	15	78.9 %
4th	14	73.7 %	11	57.9 %
5th	14	73.7 %	14	73.7 %
6th	4	80%	5	83.3 %
7th	4	80%	6	100 %
8th	4	80%	5	83.3 %

Lincoln CLC sites: Elementary N=19 Middle school N=5 (2017-2018), 6 (2018-2019)

Alignment to the School Day

Afterschool sites support school-day learning

Most sites observed in the 2021-2022 and 2022-2023 school years met the program goal for Academic Supports.



Academic Supports overall



Program has a time and space for academic supports



Adults monitor the academic space and provide assistance



Academic supports are differentiated



93 %

Percentage of sites observed in the 2021-2022 and 2022-2023 school years that met the program goal for addressing disrespectful behavior and reinforcing positive behavior.

91%

Percentage of grantees that employ school-day staff in their afterschool programs.

88%

Percentage of grantees that have their director on the school behavior management team and/or use the same behavior management framework as the school.

What elementary teachers say:

"He loves going to CLC with his younger sister! I can't thank the staff enough for helping him with his weekly homework. He has shown significant improvement throughout the year."

"He really benefits from the adult relationships he's formed through the afterschool program. He has many adults who check in and hold him accountable, not just at clubs, but throughout the day!"



What secondary teachers say:

"He really benefits from afterschool help and this program. He has teachers that really care about him and are willing to help."

"I think the afterschool opportunities and clubs are an important part of helping students feel connected to school and to peers. It helps students feel like they belong and are part of something or working toward a mutual goal. I hope this program will continue."

"This has been a game changer for her."

On the 2022-2023 Parent Survey, **88%** of respondents indicated that academic support and homework are important or very important factors for their child's participation in the afterschool program.

Secondary students indicate connections between programs and school success

3.13 Overall: Academic Identity

3.27 Getting good grades is one of my main goals.

3.12 Doing well in school is an important part of who I am.

3.11 It is important to me to learn as much as I can.

3.11 Overall: Academic Behaviors

3.13 This program has helped me to complete my schoolwork on time.

3.12 This program has helped me do a better job on my schoolwork.

3.11 This program has helped me to do better in school.

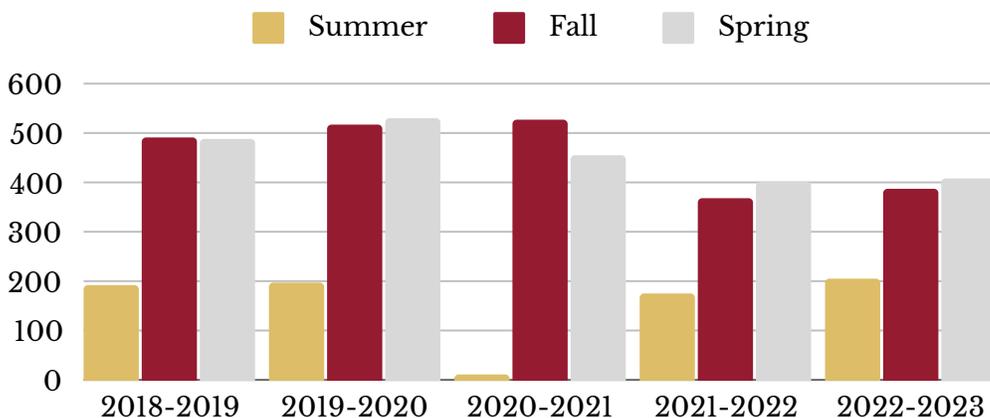
Developing Future Educators

College students are a vital component of many 21st CCLC afterschool programs. Over half of all sites have created a mutual partnership between local colleges and afterschool programs. Partnerships have created an avenue for sites to employ the necessary staff to run programs, and college students gain real-life experience working with children and within educational settings. College students reported leading various clubs and activities including music, homework assistance, fine arts club, cosmetology, and athletics. Half of the college students surveyed reported attending an afterschool program during their primary or secondary school careers.



How many college students work in sites?

The summer of 2020 experienced a drop in the employment of college students related to the COVID-19 pandemic shutdown. Employment numbers in 2021-2022 and 2022-2023 were lower than pre-pandemic years.



54% of sites reported partnering with at least one organization connected to a Nebraska college or university during the 2021-2022 school year or Summer 2021. Partners included the University of Nebraska-Lincoln Bee Lab, Hastings College, Chadron State College, Doane University, and University of Nebraska-Omaha iStem.



How does working for 21st CCLC develop future educators?

When surveyed, college students reported positive experiences and overall feeling more prepared for a career in education.

- ★ Real-life opportunities to plan lessons and run activities for groups of children

“It helps me be prepared to work with kids every day and shows me what it would be like to plan.”
- ★ Gaining better understanding of children and how they think

“It helped show me how children's minds work and the ways to help keep them on task.”
- ★ Practice with classroom management skills and managing behaviors
- ★ Experience working with children from many backgrounds and with a variety of needs
- ★ Opportunities for feedback and tips from educators and program staff

“It's currently helped prepare me for my job as an educator. I get to learn concepts and ideas in class and then better my skills and abilities with the student I work with on a daily basis during the school year. I don't have to ask myself if I think teaching is for me; I already know that overall it's a pretty good fit for me.”



“I think probably one of the most rewarding things is seeing all the college students from Chadron State College that work in our program. I mean, we exclusively, we wouldn't have this program if we didn't have Chadron State College here. They are 98% of our employed staff. We would not have staff, [or] very few staff if we didn't have them, and to see them grow and develop because they're going to be our future educators.” - Lorna Eliason, Program Director, Chadron Public Schools

Pandemic Obstacles Overcome

The COVID-19 pandemic brought new challenges for sites across Nebraska. Sites needed to determine if they would remain open and whether it would be in-person, virtual, or hybrid (virtual and in-person combination) while following COVID-19 protocols and district guidelines. The goal of 21st CCLC sites was to make sure that students and families were being served, and their needs were being met during one of the most difficult times the program has ever faced. Below are specific program obstacles and program strategies used by many 21st CCLC sites.



Obstacle	Program strategies
Academic supports	<ul style="list-style-type: none"> • Take-home kits, packets, and STEM boxes • Virtual supports for students learning from home
Social connection	<ul style="list-style-type: none"> • Weekly virtual meetings for small groups and families • Remote access to clubs and activities
Sanitation	<ul style="list-style-type: none"> • Late starts or early closes to allow for sanitation • Masking policies and limited visitor access to site buildings • Grade-level groups, assigned spots and individual materials • Lowered enrollment capacity
School or program capacity limits	<ul style="list-style-type: none"> • Priority enrollment guidelines based on criteria such as prior enrollment, free and reduced lunch status, and need for SEL or academic support • Modified operating schedules to accommodate schools using half-day or alternating-day hybrid models

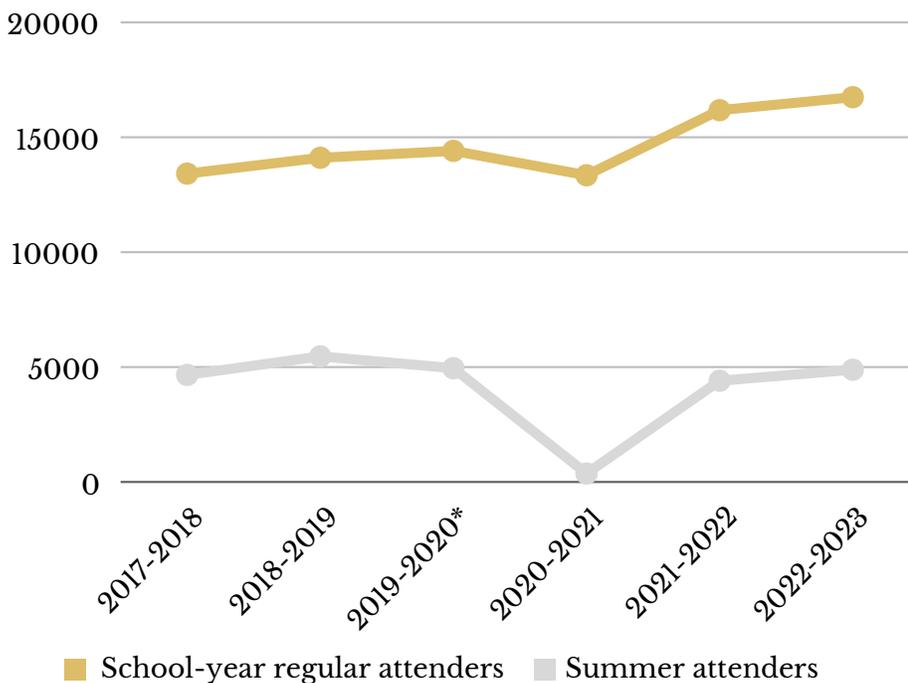
Pandemic-related closures in the Spring of 2020 not only affected afterschool programming but also impacted many students' access to food. Many afterschool program leaders and staff provided support for meal pick-up to meet the ongoing nutritional needs of families served in the program during the 2019-2020 and 2020-2021 school years.

Parent feedback

"I think that the afterschool program has done a great job of engaging the kids both in-person and virtually. There have been a lot of opportunities to do fun activities and learn new skills with the programs provided."

COVID-19 attendance impact

COVID-19's greatest attendance impact was seen in Summer 2020. While numbers dipped for the 2020-2021 school year, attendance for the 2021-2022 and 2022-2023 school years surpassed pre-pandemic levels.



New strategies for staff development

21st CCLC hosted a virtual Get Connected conference in September 2020. Hybrid conferences were offered in February and September of 2022. Stay Connected Conversations, a webinar series for Nebraska afterschool staff, offered weekly trainings from May-December 2020 before shifting to a bimonthly model in January 2021.

Webinar topics included:

Curriculum planning

Whole-child wellbeing

Planning virtual field trips

Supporting staff resilience

Strategic use of space

Most grantees used grant funds during COVID closures

Of the 38 grantees, 31 continued to offer programming and supports to students and families when sites shut down in Spring 2020. Grantees used funds in a variety of ways.

21

Staff professional development

15

Food distribution

10

Remote programming

10

Disinfection/sanitation of supplies

13

Other supports

7

No 21st CCLC funds used

Reciprocal Relationships: 21st CCLC and the Community

Programs and communities invest in each other. This investment creates reciprocal relationships, nurturing local pride and a sense of belonging. Programs collaborate with various partners such as Chambers of Commerce, local news stations, schools, and other afterschool programs. Projects and events reflect the diverse needs of their communities.

“Our afterschool program collaborates with the Chamber of Commerce. We have partnered with them for our yearly Trunk or Treat event in October. Last year, we had our first Bike Rodeo, where we were able to give away 48 bicycles to kids in our community.” – Kimmi Viquez, Schuyler Community Schools



“We're in all the parades. Anytime there's a parade, we are in it. We pull our Maker Space trailer, all of our staff wears the same shirt, and we make sure we show up to those things.” – Carrie Lienemann, North Platte Public Schools



“Our program participates in our local Farmer's Market each summer. Students build a business and sell their products each week to earn money for their end of summer party. Our whole community comes out to support the students and the students love getting the chance to show off the skills they have practiced.” – Megan Crawford, Super Kids Club, Broken Bow



“One that I would say we're hoping will become an annual event is... Project Walk Together. It brought together the CLC sites in our northeast section of our community. At each one of the schools they focused on celebrating the diversity in each of the schools and who they are as a community in their school.”
- Nola Derby-Bennett, Lincoln Public Schools



“Project Washkon collaborates with most of our community events that are held at the school. We have participated in the community and summer feed nights where families have the opportunity to come in and receive a hot meal. We also assist with family engagement nights and holiday events that are put on by school and community clubs to provide nights throughout the year for games and give access to needed supplies for families.”
- Jacob Schuller, Walthill Public Schools



“All of our partners have their own unique missions that lead to those type of activities... As a collaboration, we participate in Stuff the Bus with KETV every summer and people donate supplies and then we come together, sort the supplies, and then distribute backpacks filled with supplies to our different schools based on their need.”
- Megan Addison, Collective for Youth, Omaha

21st CCLC is a Collective Network

The collective network that is Nebraska's 21st CCLC extends deep into local regions and nationwide. At the heart is the site, and all support wraps around those students and staff. Each site's management team supports their ideas and challenges, bringing together key community members with diverse skills. Not only is there collaboration with the site, but all levels of the network communicate and drive resource sharing, professional development, and innovation.



"We are a part of something bigger than us." – Jan Handa

Keys to a successful network

Partnerships

"Nebraska is unique in the high level of communication we have between different partners. We have a very open-door policy in Nebraska." Jeff Cole, Beyond School Bells

Open communication

"It seemed to us that the urban programs often had the broader representation and the bigger voice. But the majority of our programs, they're small and in rural communities. So we started the Rural Advisory Committee, and they help us with that perspective of leading a smaller program." Kim Larsen, 21st CCLC Professional Development

Continuous improvement

"Having a system to collect the data to analyze and shift gears if needed along the route and over the [last] 20 years has been very important. We've grown exponentially, not just in numbers served, but in the quality of the programs out there." Jan Handa, 21st CCLC Coordinator

Support system

"When we can meet as directors and talk, not only do we get some good ideas and some good suggestions, but we can also talk about some of the issues that we're facing and what some of our struggles are." Stacey Whiting, Program Director, Columbus Public Schools



Rural Advisory Committee creates a stronger voice for smaller communities and sites

Ongoing Stay Connected Webinars share curriculum, professional development and inspiration from partners for sites

A management team at the site level includes the director, building principal, teachers, and community partners and business leaders to celebrate success, diversify strengths, and brainstorm solutions

What does the 21st CCLC Collective Network look like?

15 years of collaboration between 21st CCLC, Beyond School Bells, and Nebraska Extension to create the Get Connected Afterschool Conference

Annual Project Directors Day planned by and for directors

20 years of continuous improvement model supported by a statewide program evaluation plan

New director support through mentorship, monthly networking calls, and connections to partners

Finding the Future

As part of its annual reporting process, the 21st CCLC state management team and MMI evaluation team take stock of the year and make recommendations for state-level actions that will contribute to the program’s continuous improvement. Across multiple years of recommendations, the following themes emerged:

Expanding and evolving programming to engage students

“After homework has been completed, students move into choice activities. Art, cultural awareness classes, robotics, poetry writing, board games, chess, computer classes, singing, or Math Bingo might occur before students go home for the evening.”— 2004-2005 21st CCLC Annual report

21st CCLC has always embraced the unique opportunities for expanded learning that students access through their afterschool programs. As student needs and interests change, 21st CCLC must evolve its offerings to provide engaging, hands-on experiences that encourage them to master new skills and build on their existing knowledge. As such, the state-level team will continue to seek out Partner Spotlight Organizations (e.g., Nebraska Public Media and NASA Nebraska Space Grant) that can offer new and exciting curriculum and programming opportunities to sites across the state.

Forward-thinking programming includes:

Intentional focus on student voice & leadership

Hands-on experiences with technology (e.g., drones)

Gaming and eSports

Hydroponics and aeroponics

Strengthening partnerships with organizations that engage students in discovery and problem-solving

Collaborating with other invested agencies and organizations

In a November 2022 poll of registered U.S. voters:

82% of respondents had a very or somewhat favorable impression of afterschool programs

80% wanted their newly elected federal, state and local leaders to provide more funding for afterschool programs

– AfterSchool Alliance

Collaboration is key to the longevity and success of the statewide 21st CCLC. It’s said that it takes a village to raise a child, and here in Nebraska, the network of invested people, organizations, and funders grows in strength and numbers every year. Large-scale organizations like the Mott Foundation and Beyond School Bells advocate for afterschool programs at the national and state levels. Within the state of Nebraska, NDE and local 21st CCLC sites continuously engage with new partners to elevate programming, identify new funding opportunities, and broaden the experiences for the children and families they serve. The extensive network can be seen on pages 46-53, where 21st CCLC grantees list their partners as of 2022.

Strengthening the capacity of afterschool staff

Program stakeholders consistently cite staff development as a priority to ensure quality programming at 21st CCLC sites. Among the most common requests are support for curriculum development, student engagement strategies, behavior management, and social-emotional support.

In 2019 the Nebraska 21st CCLC program received \$49,000 in Title IV, Part A ESSA Statewide funds to participate in a statewide pilot research project with the Harvard Graduate School of Education EASEL Lab. These funds supported the professional development, training and materials to implement Harvard Kernels, a bite-sized approach to teaching social-emotional skills. In February 2021, \$150,000 was provided by ESSER II funds to continue the pilot through August 2023. 21st CCLC plans to continue its partnership with Harvard Kernels and expand implementation beyond the completion of the pilot study by securing additional federal grants.



Collecting and using data

21st CCLC piloted the Nebraska Afterschool Quality Improvement System External Observation during the 2018-2019 school year and—after a period of partial roll-out due to the COVID-19 pandemic—gathered two complete years of observation data in 2021-2022 and 2022-2023. As more data comes in, the state-level team will use NAQCIS observation outcomes to inform professional development at the program director and site levels. In September 2023, directors attending the Directors Day meeting engaged in hands-on training and received resources tied to items on the NAQCIS that measure student engagement with staff and in activities. In addition to capitalizing on NAQCIS data, 21st CCLC looks to evolve its collection and use of Summer programming data.

Engaging families in afterschool programs

Nebraska 21st CCLC has always valued family engagement as a key tenet of success for afterschool programs. Sites include families in their program as critical partners in their child's experience. Families are invited to serve on the management team, helping to shape decisions. Family-focused events include 5K races, meals, STEM activities, and field trips. Families have come to rely upon and value the programs as essential to their family well-being, securing them as a vital part of the community.

"The 21st Century program sets a model for how a school, a community, and families can work together for goals for their children." –Karen Stevens, Former Director, Nebraska 21st CCLC

Twenty Takeaways

1

Nebraska 21st CCLC's continuous improvement evaluation and the **three-prong philosophy** to collaborate with families, schools, and communities have been key to the program's longevity and success.

2

Nebraska 21st CCLC has funded afterschool programs in **many communities across the state**. Looking forward, what areas of the state would be most impacted by new sites if the program expanded its reach?

3

The costs of goods and labor have risen over 20 years, while **21st CCLC grant funding has remained flat**. What more could programs provide for students if funding increased by 5 percent? 10 percent?

4

21st CCLC served **more students with disabilities** in the summer than during the school year. The **number of ethnically diverse students has tripled** in the last 20 years. The program serves nearly double the number of economically disadvantaged student attendees than the Nebraska state average.

5

Most of the staff working with 21st CCLC do it because **they genuinely enjoy working with children** and because they can see how the program positively impacts each of the students who attend.

6

Over the course of 20 years, Nebraska 21st CCLC saw increases in sites for both urban and rural communities. In response to the continued increase of programming in rural communities, the **21st CCLC Rural Advisory Committee was formed in August 2017** to discuss issues relevant to rural programs and provide recommendations to the state-level 21st CCLC management team.

7

The number of students enrolled and the number of satisfaction surveys given to families have increased by thousands over the last 20 years. At the same time, **family satisfaction remains high**, with an average of 90% of families feeling positively towards afterschool programming.

8

Afterschool sites seek and maintain a vast array of partners. In 2021-22, sites reported 1035 partnerships. Organizations report their reasons for partnering with sites are the **benefits it provides students, an opportunity to provide experiences to students, and shared common goals**.

9

Club and activity offerings vary among sites based on the unique aspects of their communities and on student needs and interests. Across varied activities, observation scores show that **most programs meet the 21st CCLC targets** for quality Expanded Learning Opportunities.

10

Program directors take pride in leading their programs and providing high-quality learning experiences for students. Directors measure success in many ways, including **family and community engagement, increasing capacity, and building long-term connections** with the youth they serve.

11

The areas served by the original grantees have maintained their connections with 21st CCLC and most have grown their number of sites. **All seven original areas have increased their program attendance from year 1 to year 20.**

12

Since the inception of the program, Nebraska 21st CCLC has partnered with the University of Nebraska's Munroe-Meyer Institute and developed an **evaluation plan focused on continuous improvement** including every site.

13

Over the last five years, **high school students rated as on or above grade level for academic success skills have remained high** and above 80 percent for student behavior and getting along well with other students.

14

88 percent of respondents on the 2022-2023 Parent Survey reported that **academic support and homework** are key factors for their child's afterschool program participation. What resources and training can support program staff in providing quality academic supports to all students?

15

54 percent of sites reported partnering with at least one organization connected to a Nebraska college or university during the 2021-2022 school year. College students employed at sites reported **feeling more prepared for a career in education** due to their experiences working with children in afterschool.

16

The **flexibility and ingenuity of 21st CCLC programs**—supported by their solid foundation in quality afterschool programming—allowed programs to survive and continue supporting students during the 2020 COVID pandemic.

17

Programs and communities invest in each other. This investment creates reciprocal relationships, nurturing local pride and a sense of belonging. **Projects and events reflect the diverse needs of their communities**, including donation drives, bike rodeos, farmer markets, parades, and family engagement nights.

18

The collective network that is Nebraska's 21st CCLC extends deep into **local regions and nationwide**. At the local level, management teams, partners, and communities support day-to-day operations. State and national networks drive resource sharing, professional development, and innovation.

19

Future goals include expanding and evolving student programming; continuing collaboration with communities, families, and invested agencies; and strengthening staff capacity. Ongoing data collection and utilization will continue to guide decisions and next steps.

20

Nebraska 21st CCLC's longevity is a testament to the **individual, family, and community-level benefits** of providing quality afterschool programs that engage students in expanded learning opportunities.



Nebraska 21st CCLC Partners

**Achievers Consortium
Crawford**
Nebraska Extension

**Achievers Consortium
Gordon Rushville**
Girls on the Run
Nebraska Extension

Auburn Public Schools
Auburn Development Council
Auburn Public Schools
Foundation
Beyond School Bells
Nebraska Children and
Families Foundation
Nebraska Extension
Peru State College

**Bancroft Rosalie Public
Schools**
Angel de Cora Museum
Bancroft Public Library
Nebraska Extension
Omaha Henry Doorly Zoo
You Can Do the Cube

Bayard Public Schools
Alliance Knight Museum
Bayard Athletic Department
City of Bayard
Dobby's Frontier Town
Horace Mann
Nebraska Extension
North Platte Natural
Resources District
Scotts Bluff National
Monument
Wildcat Hills State Recreation
Area

Beatrice Public Schools
Beatrice Public Library
ESU #5
Future Kids
Homestead National
Historical Park
Nebraska Extension

Collective for Youth
African Culture Connection
AIM Brain Exchange
Amazing Pizza Machine

Asha Afi
Banister Leadership
Basic Hope Foundation
Big Garden
Boy Scouts of America
Boys & Girls Clubs of the
Midlands
Brigit Saint Brigit Theatre
Building Dreams
Burke High School
Center for Holistic Development
Circles
City Sprouts
Civic Nebraska
Community Churches
Completely KIDS
Courteous Kids
Creighton CUPS
Creighton Freshman
Leadership
Creighton Science
DREAM
ELO Culinary Arts
Emerging Ladies Academy
Fitness on the Go
Fitucate



Collective for Youth (cont.)

Focus on Health
 Fontenelle Forest
 Future Kids
 Girl Scouts of America
 GIVE
 Golf with Mike Rice
 Hines Glow Entrepreneurship
 Hoopin Homies
 Howard Kennedy
 Jasmine Wallace/Gardening
 Joslyn Art Musuem
 Keep Omaha Beautiful
 Kidpreneur
 Kids Can Community Center
 Lee G. Simmons Wildlife
 Safari Park
 Lewis Williams
 Life Launch Academy
 Life Lounge
 LIIT
 Living Well with Golf
 Martial Arts
 Metropolitan Community
 College
 Mister K
 Ms. Butler/Transformative Art

NE STEM 4U
 Nebraska Extension
 Nebraska Methodist College
 Nebraska Wildlife Rehab
 Nebraska Writer's Collective
 No More Empty Pots
 Omaha Academy of Ballet
 Omaha Children's Museum
 Omaha Community Playhouse
 Omaha Girls Rock
 Omaha Henry Doorly Zoo
 Omaha Public Library
 Omaha Public Schools
 Outward Bound
 Peter Kiewit Summer Fun
 PKF IStem
 Prarie STEM
 Rabble Mill
 Respect
 Rose Theater
 SAC Museum
 Saints Sports
 Sherman Community Center
 Small Group Tutoring
 SOAR
 Soccer Camp
 SPARK Positivity

Sphero
 St. Luke United Methodist
 Church
 The Union for
 Contemporary Art
 Too Good
 Union Pacific
 UNO iSTEM
 Urban League of Nebraska
 Vintage Ballroom Dancing
 WhyArts Inc
 Wisdom House Collaborative
 YMCA
 Young Entrepreneurs of the
 Future
 Youth for Christ
 Youth Sponsors of a Lifetime

Cedar Bluffs Public Schools
 Cedar Bluffs Education
 Foundation
 Nebraska Extension

**Central Plains Center for
 Services**
 4 County Kids
 Adams Land and Cattle



Central Plains Center for Services (Cont.)

Becton Dickinson
 Broken Bow Chamber of Commerce
 Broken Bow High School Art Club
 Broken Bow Public Library
 Broken Bow Public Schools
 Fox Theater
 Great Western Bank
 M Eighmy Foundation
 Nebraska Children and Families Foundation

Chadron Public Schools

Hamar, Swinney, Gehrig
 Chadron State College
 Chadron State Park
 Alora Tweet, Blair Wagner
 Chadron Public Schools Foundation
 Girls on the Run
 Keep Chadron Beautiful
 Kindergarten Families and Students Together (F.A.S.T.)
 Nebraska Extension

Columbus Public Schools

IC Church
 Boy Scouts of America
 Capstone Real Estate
 Columbus Public Library
 FBLA – Columbus High School
 Habitat for Humanity
 Community Garden
 Nebraska Children and Families Foundation
 Nebraska Extension
 Out Reach Center
 STEM on the Go– High School Students
 Trinity Lutheran Church
 United Way
 Westbrook Lanes
 Youth and Families for Christ

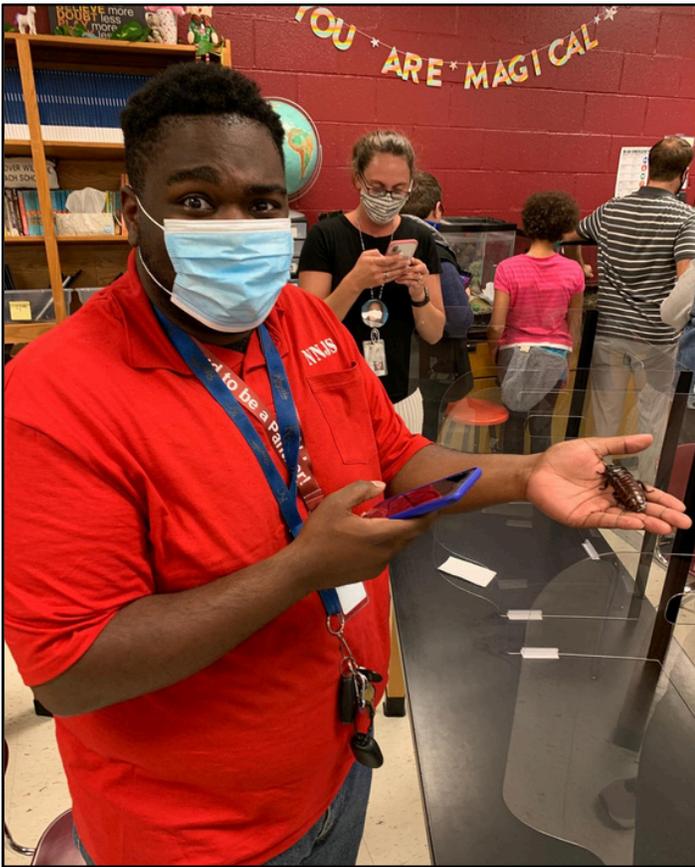
Cozad Community Schools

Artist in Residence/Robert Henri Museum and Art Gallery
 Beyond School Bells
 Boy Scouts of America
 Charitable Fund of Cozad
 City of Cozad

Comeca Camp and Retreat Center
 Cozad Community Foundation
 FCCLA
 Girl Scout Outreach Program
 Give Big Cozad
 Kosman Foundation
 Nebraska Extension
 Skills USA
 South Central Development
 The Fox Theater
 Waypoint Bank
 Wilson Foundation
 Wilson Public Library

Crete Public Schools

Abloom Floral & Gifts
 Alias Detasseling
 Beyond School Bells
 Bunge Milling
 Christ Auto Body Shop
 Civic Nebraska
 Crete Area Medical Center
 Crete Police Department
 Crete Public Library
 Dairy Queen



Crete Public Schools (cont.)

Doane University
 Future Kids
 Holiday Express Busing
 Lewis and Clark Interpretive
 Trails and Visitor Center
 Nebraska Extension
 Nebraska Game & Parks
 Commission
 Nebraska Tourism Commission
 Nestle Purina
 Omaha Henry Doorly Zoo
 Pinnacle Bank
 Pioneers Park & Nature Center
 Pizza Hut
 POYDS Dance Company
 Runza
 Sack Lumber
 Sheldon Museum of Art
 Smile More Family Dentistry
 Smithfield
 Spring Creek Prairie Audubon
 Center
 Tabitha Nursing Home

Fremont Public Schools

Keene Memorial Library
 Nebraska Extension

Presbyterian Church of
 Fremont
 Salvation Army
 YMCA

Garden County Elementary
 Nebraska Extension

Hastings Public Schools
 Hastings College
 YMCA

Kearney Public Schools
 Big Apple Fun Center
 Boy Scouts of America
 Girl Scouts of America
 Hy-Vee
 Kearney Area Chamber
 Kearney Area Children's
 Museum
 Kearney Area Farmer's Market
 Kearney Park & Recreation
 Kearney Public Library
 Local Artist – Josh Arias
 Museum of Nebraska Art
 Museum of Nebraska History
 Nebraska Extension
 Rowe Sanctuary

Trails & Rails Museum
 University of Nebraska-Kearney

Kimball Public Schools
 Kimball County Manor
 Kimball County Transit
 Nebraska Extension

Lexington Public Schools
 Art by Tina Jones
 Beyond School Bells
 Girl Scouts of America
 Immigrant Legal Services
 Keep Lexington Beautiful
 Lexington Public Library
 Lexington Public Schools
 Lutheran Family Services
 Nebraska Extension
 Region 2 Mental Health

Lincoln CLC
 Ager Golf
 America Reads
 Art Bus LNK
 Asian Community Center
 Beyond School Bells
 Blixt
 Boy Scouts of America



Lincoln CLC (cont.)

Boys and Girls Club of
 Lincoln/Lancaster County
 Brandon Holding
 Bryan College of Health
 Sciences
 Campus Life
 Cattle Bank
 CEDARS Youth Services
 Christ Place Church
 City of Lincoln Human Rights
 Commission
 Civic Nebraska
 Clinton Neighborhood
 Association
 College View Neighborhood
 Association
 DHHS
 Dianne Peterson
 Dreamers Soccer FC
 Duncan Aviation
 Educational Talent Search
 El Centro
 Faith United Methodist Church
 Family Service Lincoln
 Fellowship for Christian
 Athletes
 First Free Church

Food Bank of Lincoln
 Free2Be
 Friendship Home of Lincoln
 Future Kids
 Girl Scouts of America
 Girls on the Run
 Grace Lutheran Church
 Handersen Publishing
 Hy-Vee
 IBEW
 Immanuel Lutheran Church
 Initialize – UNL
 Judy Hart
 Kiwanis
 Kona Ice
 Kratos
 Las Razas Unidas
 Liberty First Credit Union
 Lincoln Art Bus
 Lincoln Arts Council
 Lincoln Asian Center
 Lincoln Children’s Museum
 Lincoln City Libraries
 Lincoln Electric System
 Lincoln Fencing Club
 Lincoln Fire and Rescue
 Lincoln Food Bank
 Lincoln Housing Authority

Lincoln Parks and Recreation
 Lincoln Skate Park Association
 Lincoln Transportation and
 Utilities
 Lincoln Yoga Center
 Linked in Literacy
 Louder than a Bomb
 LUX Center for the Arts
 Makit Takit
 Malone Center
 Martha’s Pupuseria
 Meadowlark Cafe
 Mercy City Church
 Midwestern African Museum
 of Art
 Mystic Rhoads Productions
 Nebraska Appleseed
 Nebraska Arts Council
 Nebraska Children and
 Families Foundation
 Nebraska Children,
 Community, and Youth
 Collaborative
 Nebraska Esports Association
 Nebraska Extension
 Nebraska Game & Parks
 Commission
 Nebraska History Museum



Lincoln CLC (cont.)

Nebraska Transportation Center
 Nebraska Wesleyan University
 Northeast Family Center
 Olsson Foundation
 Partnership for a Healthy Lincoln
 Pinewood Performing Arts
 PulseFinders
 RISE
 Ruth Sorilla
 Safeen's Food Truck
 Sinclair Hillie
 SMART Girls
 Southeast Community College
 Southview Church
 Southwood Lutheran Church
 Sporting NE Soccer
 Spring Creek Prairie Audubon Center
 St. Matthew's Church
 Starstruck Dance
 The Bay
 The Career Academy
 The Mill
 TMCO

United Way
 University of Nebraska Textile Department
 University of Nebraska
 UNL Agricultural Leadership, Education, & Communication
 UNL Bee Lab
 UNL College of Agricultural Sciences and Natural Resources
 UNL Entomology Department
 UNL Environmental Education
 UNL Honors Program
 UNL Outdoor Adventures Center
 UNL Slam Poetry Team
 Upward Bound
 West Lincoln PTO
 Westminster Presbyterian Church
 White Cane Foundation
 Willard Community Center
 YMCA
 YWCA

Loup City Public Schools

Loup City Public Library
 Loup City Swimming Pool

Lyons Decatur Northeast

First Northeast Bank
 Lyons Swimming Pool
 Nebraska Extension
 Omaha Henry Doorly Zoo
 Ponca State Park
 West Point Community Theater

Madison Public Schools

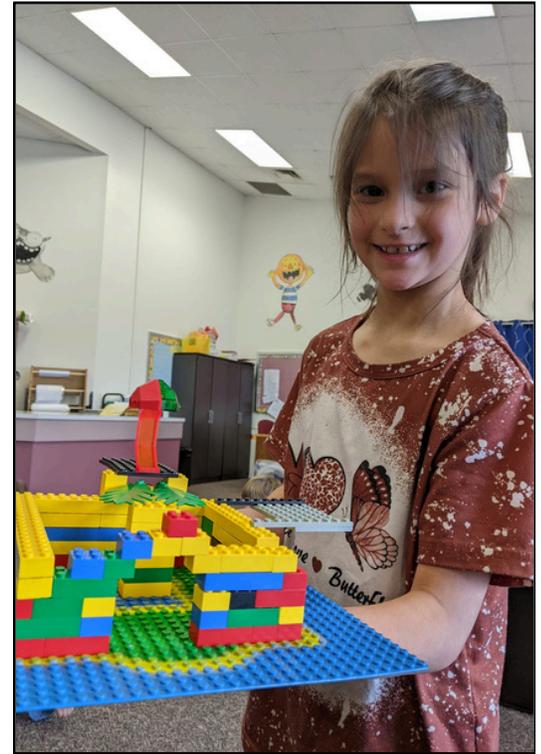
Boy Scouts of America
 Wellscapes

Minatare Public Schools

Girl Scouts of America
 Health Rocks
 Nebraska Extension

Nebraska City Public Schools

Ambassador Wellness Center
 Arbor Day Farm Tree Adventure
 Arbor Lanes Bowling Alley
 Arbor Lodge State Historical Mansion Museum
 Boy Scouts of America



Nebraska City Public Schools (Cont.)

Kimmel Orchard and Pollinator Garden
 Nebraska City Museum of Firefighting
 Splinters & Smudges, A Workshop Collective

Norfolk Public Schools

A to Z Vac n Sew
 Beyond School Bells
 Boy Scouts of America
 Daycos
 Northeast Community College
 Ravenwood
 Taquiera Gonzalez
 Wayne State College
 WJAG Radio Station
 YMCA

North Platte Public Schools

Beyond School Bells
 Dusty Trails, LLC
 Keep North Platte Lincoln County Beautiful
 Nebraska Extension
 North Platte Recreation Center

Peggy Romshek – SPED Director, NPPSD
 Rockin’ Paws Therapy Dogs
 Skills USA – NPHS, Jeff Henne
 Tribe Skate Shop
 West Central District Health Department
 Wild Bill’s Fun Center

Oakland Craig Public Schools

Anytime Fitness
 Brooke Peterson
 Dawn Anderson
 Nebraska Extension
 Oakland Food Pantry
 Oakland Library

Ogallala Public Schools

Friends of Kathleen Lute Library
 Keep Keith County Beautiful
 Keith County Historical Society
 Nebraska Extension
 Ogallala Optimist
 Region 2 – HALO Program

O’Neill Public Schools

Bright Horizons
 Heartland Counseling

Plattsmouth Community Schools

Beyond School Bells
 Cass County Sheriff’s Department
 Keep Cass County Beautiful
 Nebraska Extension
 Omaha Performing Arts
 Plattsmouth Chamber of Commerce
 Plattsmouth Community Foundation Fund
 Plattsmouth Education Foundation
 Plattsmouth High School
 Future Farmers of America

Santee Community Schools

Santee Sioux Nation
 Santee Wellness Center

Schuyler Public Schools

Beyond School Bells
 Boy Scouts of America
 Dylan Jacobson
 Future Kids
 Julie Cook
 Nebraska Extension
 Schuyler Library
 Schuyler Theater
 Wendy Bantam



Scottsbluff Public Schools

Big Red Nebraska Popcorn
 Bird Conservancy of the Rockies
 Girl Scouts of America
 MidWest Theater
 Monument Prevention
 YMCA

Siouxland Human Investment Partnership

Future Kids
 South Sioux City Community School District

Superior Public Schools

Brodstone Memorial Hospital
 Nebraska Extension

Walthill Public Schools

Beyond School Bells
 Future Kids
 Nebraska ELO Innovation Network
 Nebraska Esports Association
 Nebraska Extension

Nola Briggs – Walthill Public Library
 Vida Stabler – Omaha language Class
 Whispering Roots
 Young Entrepreneurs of the Future

Wood River Rural Schools

Bob Runyan, Astronomer
 Clean Community Systems
 Nebraska Extension
 UNL CATCH Program
 Wood River Public Library
 Wood River Public Pool

York Public Schools

Ag in the Classroom
 Boy Scouts of America
 Corteva – York
 Emmanuel Faith Church
 Future Kids
 Goody Pop
 Heavy Metal
 Kilgore Memorial Library

NE Rural Development
 Nebraska Extension
 Nebraska Game & Parks Commission
 Nebraska Public Power District
 Omaha Henry Doorly Zoo
 Orschlens
 Starbucks
 Sun Theatre
 Tom’s Concrete
 UNL Entomology Department
 Welded Out
 Wessels Farm
 York Ag Supply
 York College
 York Family Aquatics Center
 York FFA Chapter
 York Fire Department
 York High School
 York Meals on Wheels
 York Methodist Church
 York Parents and Teachers Together
 York Parks and Rec
 York Respicare

Note: This list is sourced from Annual Performance Reports submitted by 21st CCLC grantees for Summer 2021 through Spring 2022. Programs may have partnered with other organizations prior to or since the reporting period.

