



**Nevada Nita M. Lowey 21<sup>st</sup> Century Community  
Learning Centers  
Preliminary Statewide Program Evaluation Report  
2023-2024**

**December 31, 2024**

Prepared by:



**CSES**

Nevada Center for Surveys,  
Evaluation and Statistics

**School of Public Health**

Prepared for:

Title IVB: 21st Century Community Learning Centers Program  
Office of Student and School Support  
The Nevada Department of Education

# **Nevada Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Preliminary Statewide Program Evaluation Report 2023-2024**

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## INTRODUCTION

The Nevada Department of Education (NDE), Achievement Division, Office of Student and School Support (OSSS) awards funding from the Title IVB: 21st Century Community Learning Centers Program grant to subrecipients, including public school districts, community-based organizations, faith-based organizations, public-private organizations, or a consortium of these, in order to create out-of-school hours community-learning centers which provide academic and enrichment opportunities for children and their families. The primary purpose of the 21st Century Community Learning Centers (21<sup>st</sup> CCLC) program is to offer students a broad array of services, programs, and activities during out-of-school time, designed to reinforce and complement the regular academic program by providing activities that significantly or are likely to increase improvement of academic outcomes for participating students (Sec. 4205 ESEA). The objectives of the program are to create community learning centers that provide academic opportunities; provide a broad array of enrichment activities; and offer families of participating students the opportunity to actively engage in their children's education. The program goals are to

- Increase the GPA of students in program;
- Increase the achievement of students in program;
- Increase the attendance of students in the program;
- Decrease behavior incidents of students in the program, and;
- Increase the engagement of students during regular school day.

NDE contracted with the Nevada Center for Surveys, Evaluation & Statistics (CSES) at the University of Nevada, Reno to conduct an external statewide evaluation of the state's 21<sup>st</sup> CCLC program. The purpose of this statewide evaluation is to evaluate and monitor the state's 21<sup>st</sup> CCLC programs including assessment of progress on the performance measures, evaluation of the program's effectiveness, and use of evaluation data for continuous program improvement. Furthermore, the evaluation will assess the alignment of program activities with performance indicators and state goals as well as the effectiveness of NDE support provided to subrecipients.

This evaluation report provides a summary and analysis of data collected and made available to CSES for the 2023-24 program year. These data include:

- Program records entered into the Cayen AS21 online data system including participant program attendance and demographics, program activities, community partners, staffing information, and professional development;
- Teacher, parent, and student survey results;
- Program director/manager and site coordinator interviews; and,
- Grantee evaluation reports submitted to NDE.

Some participant outcome data—school attendance, unweighted GPA, math, and English Language Arts achievement test scores—are pending and will be included in the final version of this report when available in winter 2025.

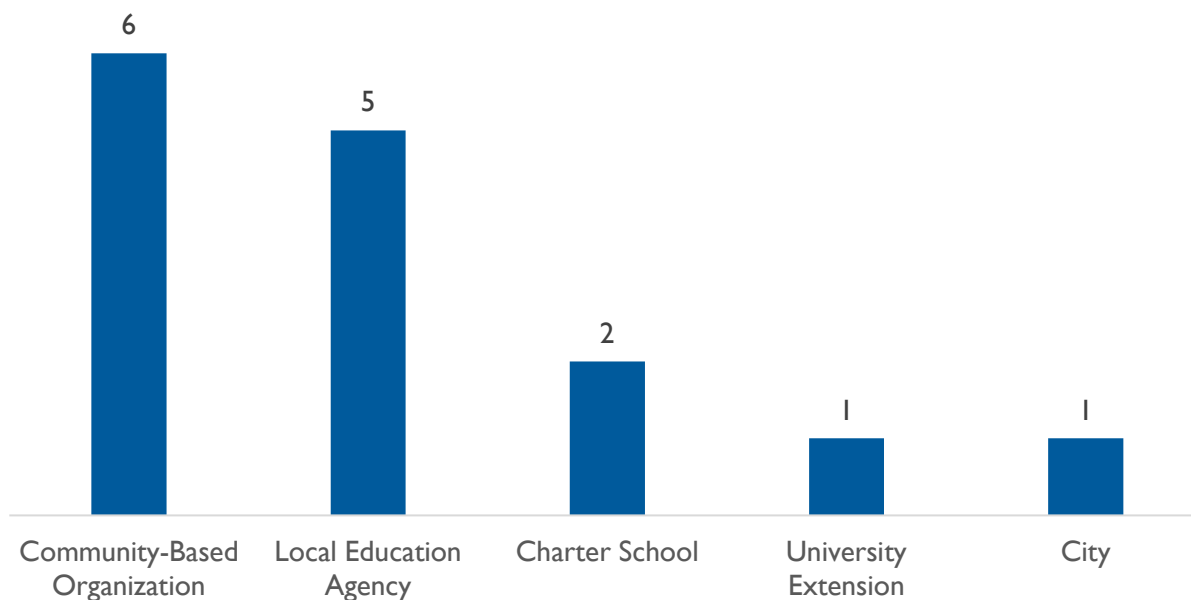
## GRANTEES AND SITES

In the 2023-24 grant year, 15 districts/programs received 21<sup>st</sup> CCLC grant funding through NDE. Nevada's 21<sup>st</sup> CCLC funding has been distributed competitively in different cohorts of grantees. In 2023-24, three cohorts were active—Cohorts 5, 6, and 7—with a total of 82 individual sites across all the cohorts (Table 1). Cohort 5 was the smallest with nine sites and 2023-2024 was its final year. Cohort 6 had 27 sites and Cohort 7 was the largest with 46 sites. The most common type of grantee was community-based organization, followed by local education agency (Figure 1). Two were charter schools, one was University Extension, and one was a city. The majority of sites served elementary school students (63), while fewer served middle school, high school, or mixed grade levels (Figure 2).

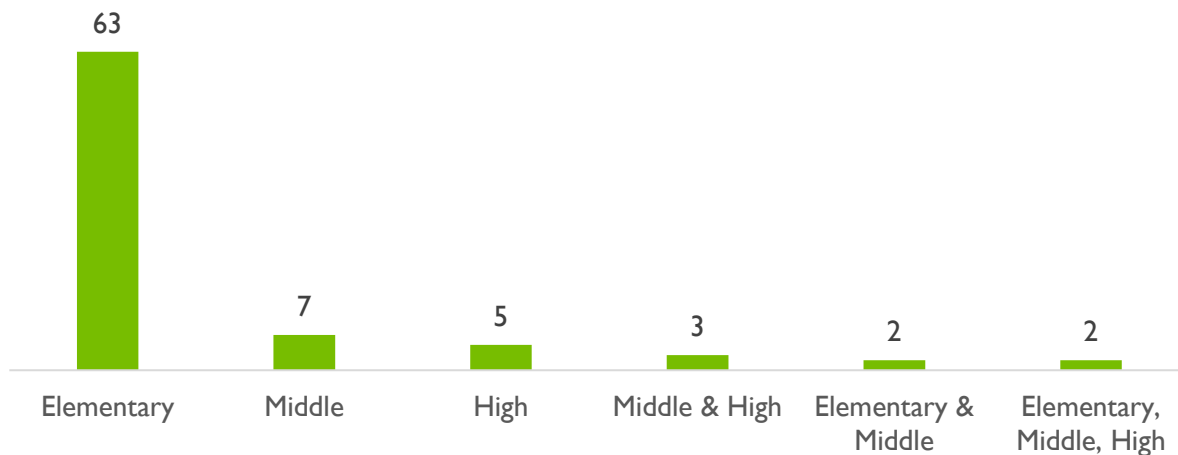
**Table 1. Numbers of Grants and Sites**

Cohort	# of Grants	# of Sites
Cohort 5 (final year 23-24)	2	9
Cohort 6	5	27
Cohort 7	12	46
<b>Total</b>	<b>19</b>	<b>82</b>

**Figure 1. Type of Grantee (N=15)**



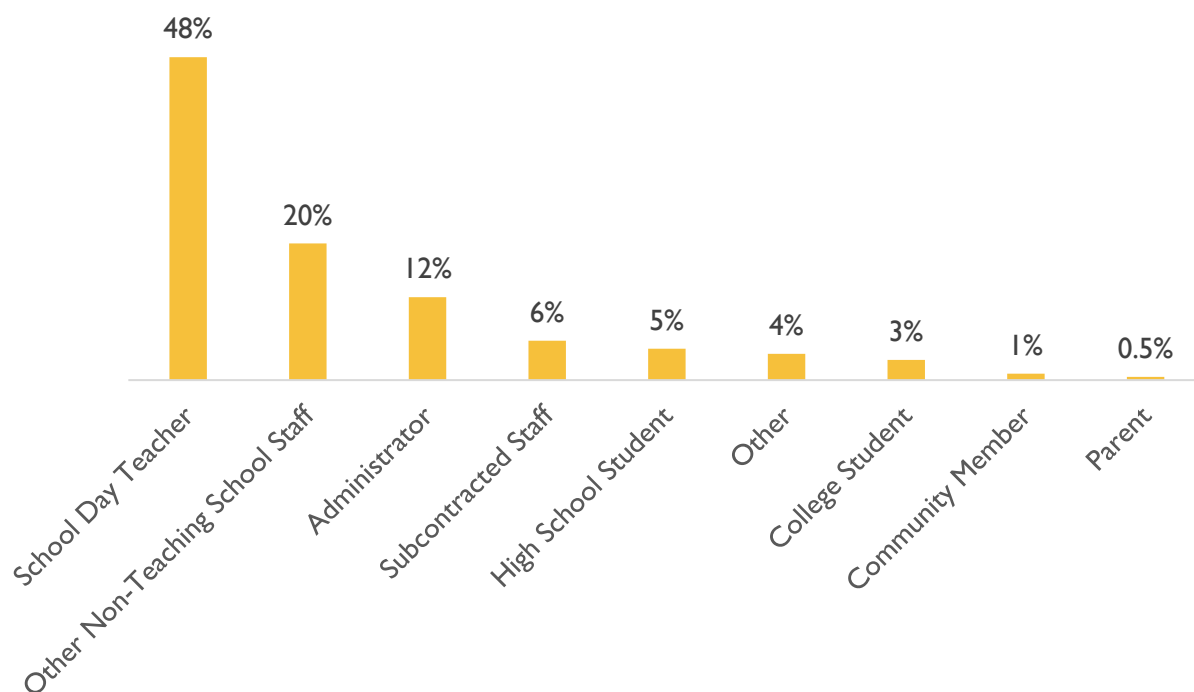
**Figure 2. Sites by Grade Levels Served (N=82)**



## STAFFING

Across the 82 sites, 1,221 staff were employed (97%) and 39 individuals served as volunteers (3%). Nearly half the staff were school day teachers; 20% were other non-teaching school staff, and 12% were administrators (Figure 3). A majority of the program coordinators interviewed had been provided and attended at least one professional development session from the Nevada Department of Education. There were several program coordinators that had received training from within their district or organization.

**Figure 3. Types of Staff (N=1,260)**



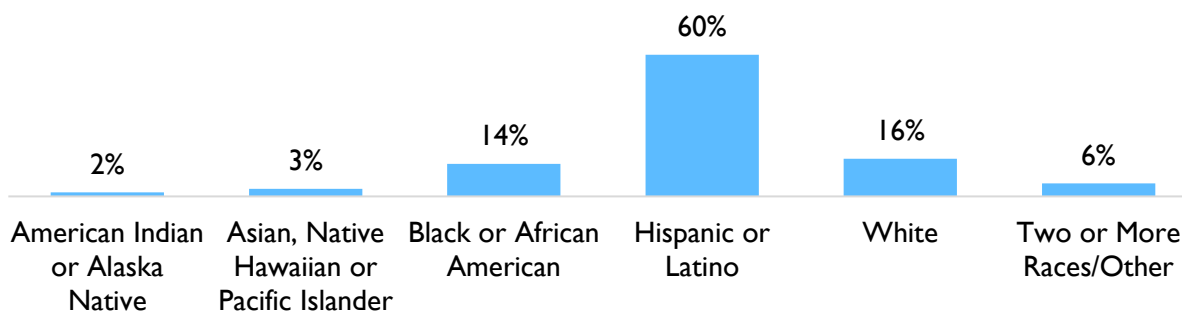
## PARTICIPANTS SERVED

The Nevada programs served 9,970 students in 23-24. Student enrollment at the 82 sites ranged from 24 to 1,493 with a mean of 122 students. Slightly more than half the participants were female (Figure 4). Sixty percent of participants were Hispanic/Latino; 16% were White; 14% Black/African American; 6% were two or more races; 3% Asian, Native Hawaiian or Other Pacific Islander and 2% American Indian/Alaska Native (Figure 5). Participants in grades Pre-K to 5 had higher attendance than older participants. More than half of Pre-K to 5<sup>th</sup> grade participants attended the program for 90 hours or more compared to 39% of participants in grades 6-12 (Figure 6). Compared to younger students, participants in grades 6-12 were more likely to attend the program for less than 15 hours.

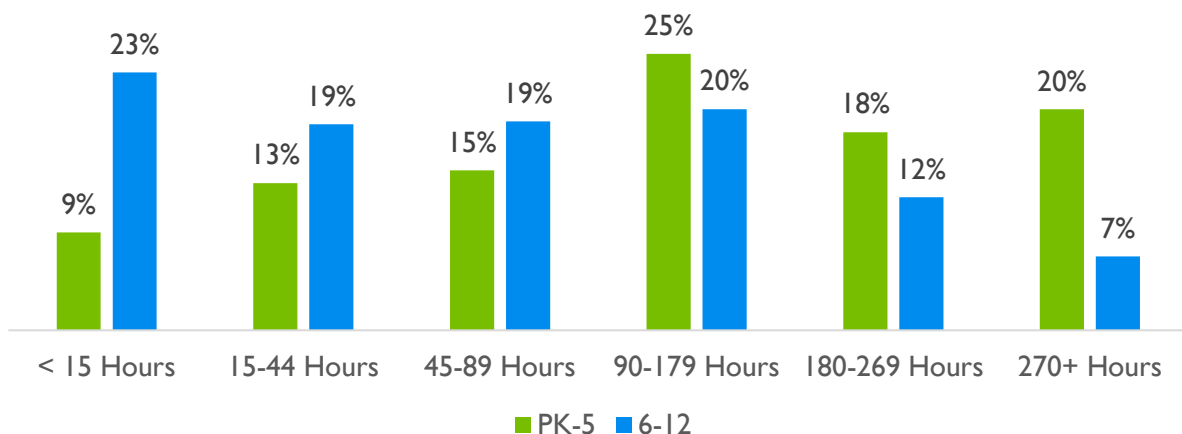
**Figure 4. Participant Gender (N=9,072)**



**Figure 5. Participant Race/Ethnicity (N=9,068)**



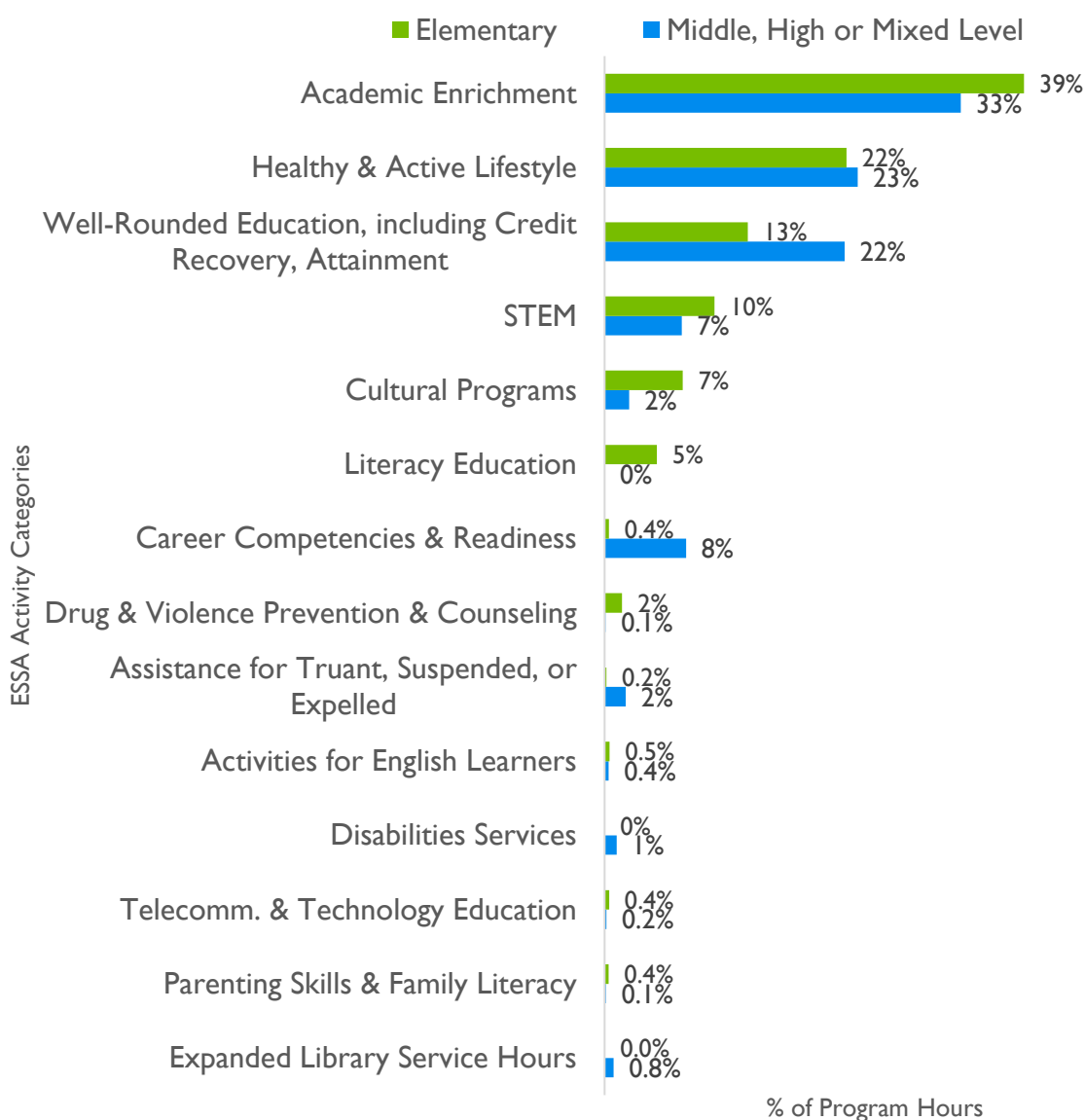
**Figure 6. Participant Hours of Attendance by Grade Level (N=9,970)**



## PROGRAM ACTIVITIES

Nevada 21<sup>st</sup> CCLC sites are required to track their program activities in the Cayen AS2I system online, categorizing them into the 14 ESSA Categories (Figure 7). Academic Enrichment represented the highest percentage of program hours at Nevada 21<sup>st</sup> CCLC sites in 23-24 (39%); and Healthy & Active Lifestyle and Well-Rounded Education, including Credit Recovery and Attainment were the next highest percentages of time. Elementary age sites had higher amounts of Academic Enrichment, STEM activities, literacy education, and cultural programs, while Middle, High and Mixed Level sites had higher amounts of activities related to Well-Rounded Education, including Credit Recovery and Attainment, Career Competencies and Readiness, Drug & Violence Prevention & Counseling, Assistance for Truant, Suspended, or Expelled, Activities for English Learners, Disabilities Services, Telecomm. & Technology Education, Parenting Skills & Family Literacy, and Expanded Library Service Hours.

**Figure 7. Activities (ESSA Categories) Offered by Site Level**





CSES partner, Turning Point, Inc., conducted interviews with program directors in 2023 and site coordinators in 2024, which revealed descriptive details about activities sites offered. Most sites had a dedicated academic hour focusing on homework support, tutoring, or reinforcing key skills. Many sites employed licensed teachers to provide tutoring, ensuring high-quality academic assistance. Homework sessions were usually held daily, with students receiving guidance to complete assignments and reinforce classroom learning. Sites provided targeted support based on students' needs often focused on reading and math skills. Activity offerings included dedicated reading hours, literacy games, one-on-one reading sessions, and targeted small group math instruction with math games and problem-solving exercises. The sites avoided introducing new content and instead focused on reinforcing what students were learning in school. There were several online platforms programs used, including iReady and Clever, to tailor their instruction to the students' needs.

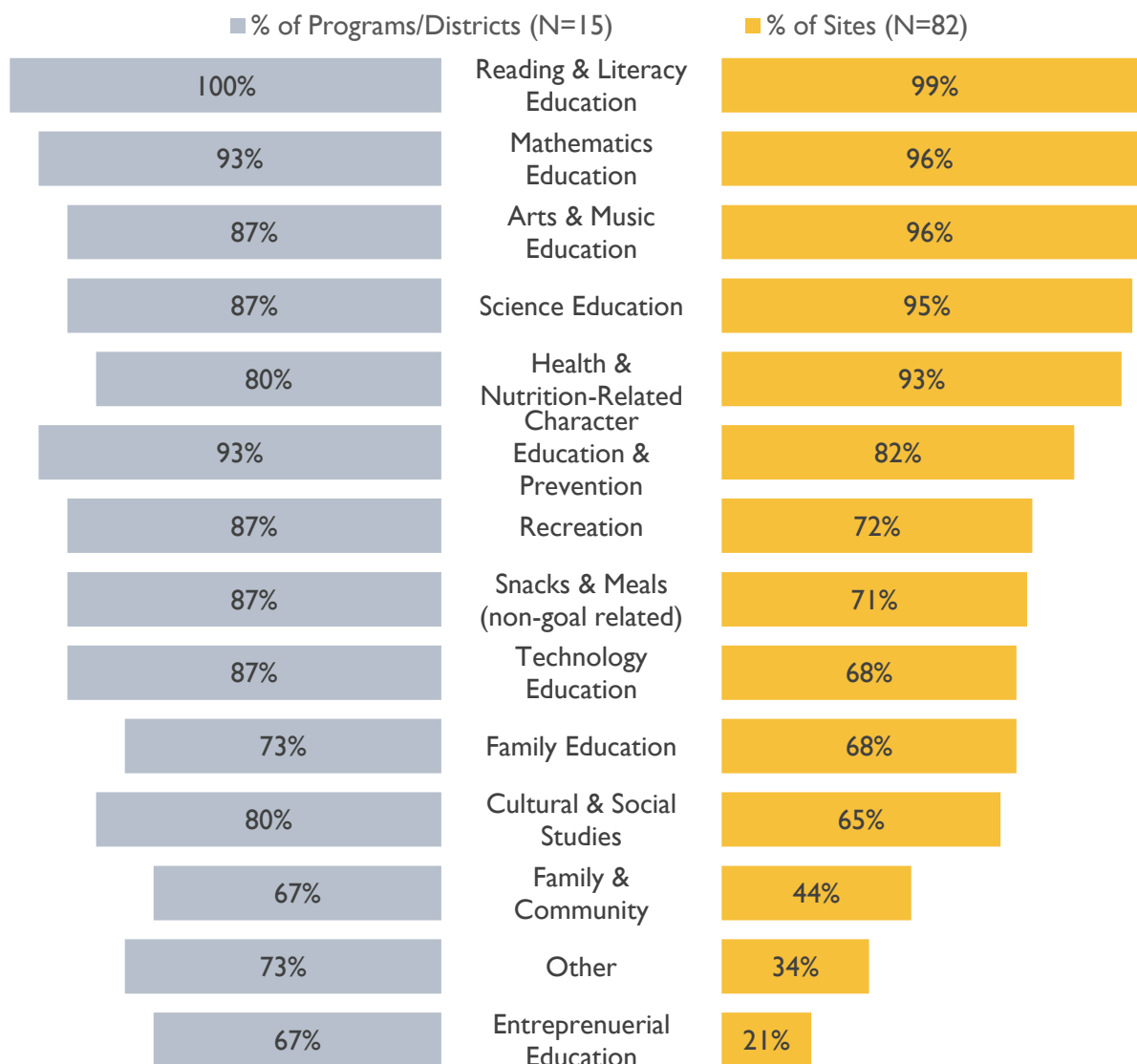
For middle and high school students, some programs provided credit recovery opportunities to help students stay on track for graduation. This support often focused on core subjects, particularly math and English, where students needed extra help. Some programs used online platforms (e.g., Edgenuity) for credit recovery, allowing students to complete course requirements outside of the school day. Some programs offered standardized test preparation focusing on skills necessary for state assessments or college entrance exams.

Sites also offered participants a wide variety of enrichment activities that included STEM, STEAM, SEL and community engagement, sports and physical fitness, arts and club-based activities, and special community partnerships. Many programs integrate STEM activities, such as robotics, coding, science clubs, and hands-on experiments, to engage students in scientific and technical fields. Robotics and coding classes are particularly popular and sometimes culminate in team competitions or showcases. Programs also offer specialized STEM activities like 3D printing, cosmetic science, and environmental science, often in collaboration with community partners to bring real-world applications to learning. Some programs employed project-based learning approaches, allowing students to engage in longer-term projects related to their academic curriculum. Examples include investigative STEM projects like crime scene investigation, which explores real-world scientific concepts in creative ways.

Another popular type of enrichment activity was creative arts, such as theater, music, dance, and visual arts. Programs use these activities to support social-emotional development, language skills, and critical thinking. Some arts programs address academic skills indirectly by focusing on themes like history and storytelling, enabling students to build connections between creative activities and academic learning. Some programs included Social Emotional Learning (SEL) activities focused on character building, emotional regulation, and leadership into their activities. SEL integration helps create a supportive learning environment and encourages students to develop resilience and problem-solving skills. Examples of other enrichment activities offered included sports and

other physical activity, games, life skills, and cooking. Figure 8 depicts the activity offerings by subject area at the Program/District level and at the site level, demonstrating a strong focus on reading & literacy and mathematics education activities for the academic portion and an emphasis on arts & music, science, health & nutrition, character education/prevention for enrichment. Overall, these 21<sup>st</sup> CCLC programs successfully blend the academic support with enrichment activities to foster a well-rounded growth for students through homework help, targeted academic support, and a wide variety of extracurricular options.

**Figure 8. Percentage of Programs/Districts and Sites Offering Different Subject Area Activities**



Alignment to School Day Learning

Sites aimed to complement or align the school day by offering targeted academic support and enrichment to students related to their schoolwork (Table 2). Although sites generally are not directly aligned with formal school initiatives or school performance plans, they do support academic and social growth for students. Some of the ways in which this is supported is through the homework help or skills remediation and reinforcement as well as individualized tutoring and remediation. There are a couple of programs that are using the same platforms that schools are using during their school day learning to keep a consistent use of academic support. Programs often maintain open lines of communication with teachers and administrators to understand the needs of the students within the school building. Although they tend to not be involved in school-based committees, such as SPP or MTSS, they work closely with staff to tailor the activities to the school and classroom priorities. The greatest facilitator of alignment to school day learning was hiring teachers from the schools for the academic portion of the program. Location of the program at the school site was another facilitator of alignment as that made communication with school day teachers possible at some sites where they were not employed as program staff.

*“We keep open communication with teachers and having teachers on our staff really helps in knowing what the students are doing during the day. This helps because we can use Clever which the students use during the day and are familiar with the program.”-LEA-based program*

Direct alignment to school day learning proved to be more challenging for programs run by community-based organizations or entities other than the LEAs or Charter schools. Some of those sites did not have communication with teachers from the schools nor employed teachers from the schools on their staff for the academic portion.

*“We aren’t part of any school committees or groups. We have a specific program we run and do the best to support the students when they are in our program.”  
- CBO-based program*

Table 2. Site Alignment to Schools

Sites Interviewed (n=15)	Aligned to school day learning	Housed at school site or with ties to a specific school
%	73%	66%

## Family Engagement

The 21<sup>st</sup> CCLC programs involve families through a variety of events and activities that encourage parent and family participation. These include but are not limited to family engagement nights, special workshops, advisory councils, showcases, and partnerships with school events. The majority of these programs organized parent nights throughout the year to actively involve parents in their child's educational journey. These parent nights encompassed a wide range of engaging activities, such as academic games, movie nights, game nights, technology-free activities, arts, and crafts, and more. While some programs held monthly collaborative events with parents, others organized such events once per semester. The level of engagement varied based on the level of support within the program's staff at the site. Although all program administrators interviewed expressed a desire to host more events to engage students and families, limitations in terms of time, funding, and resources hindered further expansion at the present time. Nevertheless, all programs recognized the value of engaging in the 21<sup>st</sup> CCLC program to foster stronger family-school partnerships. The program created a sense of connectedness between staff and parents that often-surpassed what parents experienced during the regular drop-off and pick-up routines at the school site. This unique opportunity for interaction and involvement was highly regarded and appreciated by the participating families.

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*“We host several different events for parents to engage in: parenting tips, computer, English Language learning, CPR, OSHA certification, parent advisory committee. Parent advisory meets once a month and then the other programming 2-4 times a month.” –CBO-based program*

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Through special community partnerships some programs are able to offer learning opportunities such as English language nights to foster community relationships and promote family involvement with different communities and cultural and linguistic backgrounds. In the 23-24 program year, 29 of 83 sites provided some parenting skills and/or family literacy activities, serving 1,552 participants during the year for a total of 270 service hours.

## PARTICIPANT AND PARENT PERCEPTIONS OF PROGRAM

Two common statewide student surveys were created for 21<sup>st</sup> CCLC participants—one for K-5<sup>th</sup> grade students and one for 6<sup>th</sup>-12<sup>th</sup> grade students. The K-5<sup>th</sup> grade survey was completed by 3,431 students across the Nevada sites (45% response rate), while 502 students completed the 6<sup>th</sup>-12<sup>th</sup> grade survey (22% response rate). A statewide parent survey also was implemented in spring 2024. It was completed by 1,824 parents total; 1,474 K-5<sup>th</sup> grade sites and 350 6<sup>th</sup>-12<sup>th</sup> grade or mixed level sites. The parent survey response rate was at least 18.3%, but likely

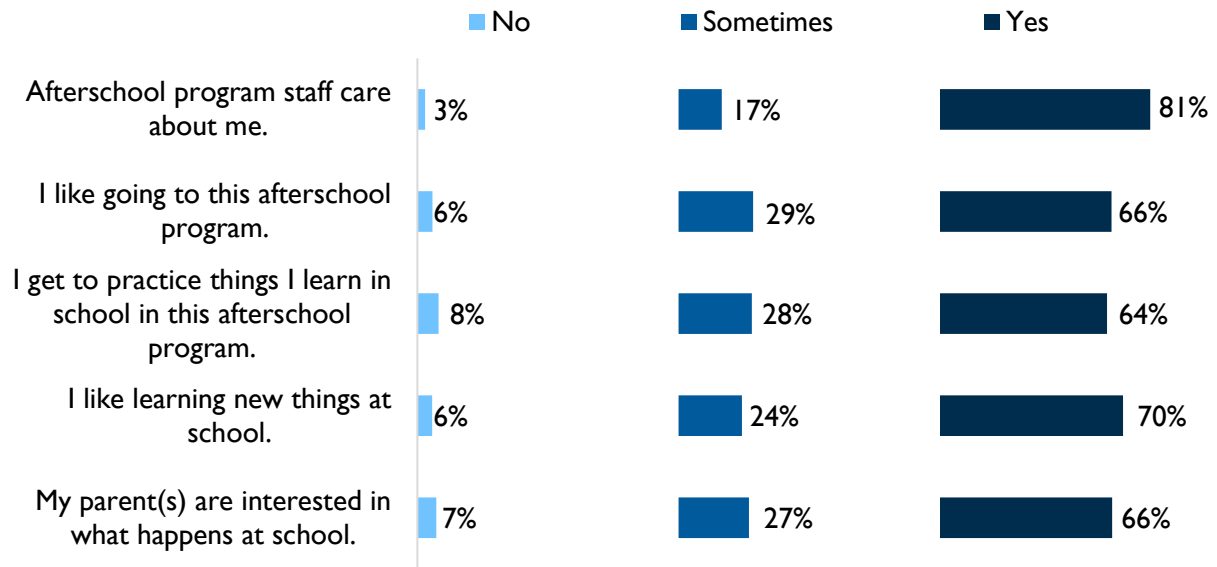
somewhat higher since some parents had multiple children attending programs, which would adjust the response rate.

**K-5<sup>th</sup> Grade Student Responses**

Most students (81%) indicated that they felt that the program staff cared for them, with 17% saying sometimes and only 3% saying no (Figure 9). This demonstrates that through their 21<sup>st</sup> CCLC program, most elementary student participants in Nevada’s programs are able to access one of the key aspects of positive youth development—supportive relationships. Most of the K-5<sup>th</sup> grade participants said yes or sometimes to each of the other items as well. Sixty-six percent indicated that they liked going to the afterschool program with another 29% saying they sometimes liked going. The majority said yes but there is room for improvement, indicating that prioritizing strategies to increase student engagement in the programs will be important. The majority of participants reported liking learning new things at school (70%). Sixty-six percent thought their parents were interested in what happens at school. The item with the lowest level of agreement for this age group was that 64% indicated that they got to practice things they learned in school in the afterschool program. While this is still the majority, it could be an area for programs to focus more on making connections between school day learning and activities in the afterschool program.

**Figure 9. K-5th Grade Participant Opinions about the Program (N=3,431)**

*Most K-5<sup>th</sup> grade participants agreed that afterschool program staff cared about them.*



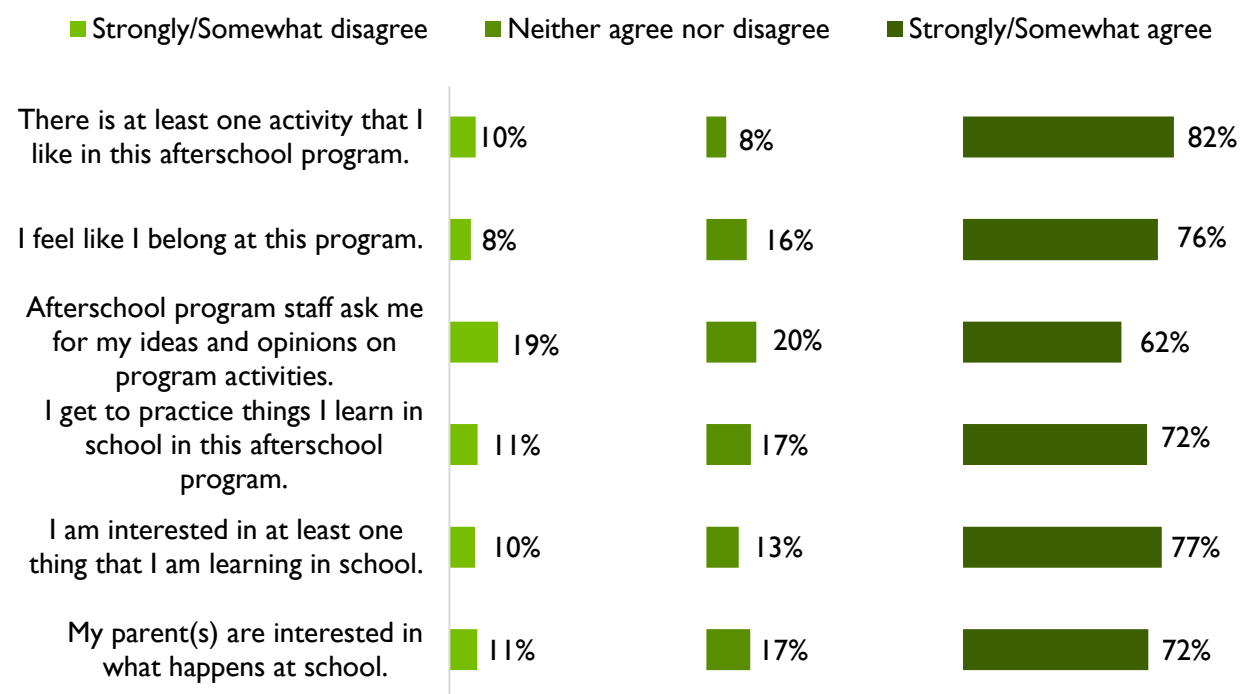
**6<sup>th</sup>-12<sup>th</sup> Grade Student Responses**

Satisfaction with the program was high among the 502 middle and high school participants who completed the survey, with 82% agreeing or strongly agreeing that there was at least one activity they liked in the afterschool program (Figure 10). Furthermore, more than three quarters of the

6<sup>th</sup>-12<sup>th</sup> grade participants agreed or strongly agreed that they belonged at the afterschool program. This demonstrates success of the Nevada programs in providing participants with another key aspects of positive youth development—opportunities to belong. The majority of participants agreed or strongly agreed that there was at least one thing at school they were interested in learning and that they got to practice things they learned in school at the afterschool program. Similarly, the majority agreed that their parents were interested in what happens at school. The lowest rated item for this age group was that 62% agreed or strongly agreed that the afterschool program staff asked for their ideas and opinions on program activities. This is an area for improvement that could be easily implemented at the program sites with greater frequency which could help increase student engagement in the program and lead to improved student program and school attendance.

**Figure 10. 6th-12th Grade Participant Opinions about the Program (N=502)**

*Most 6<sup>th</sup>-12<sup>th</sup> grade participants said there was at least one activity they liked in the afterschool program.*



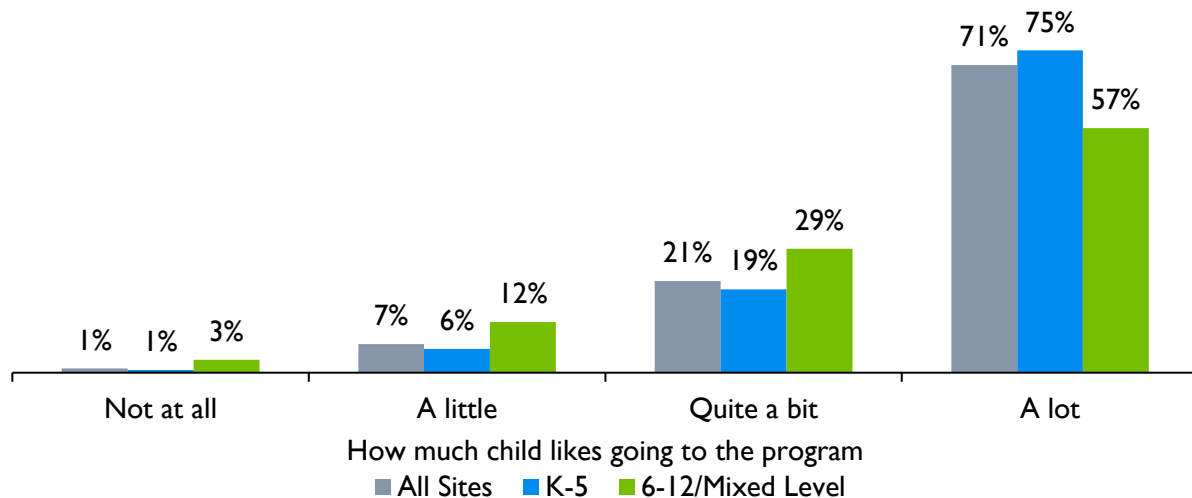
## Parent Responses

Parents seemed satisfied with the programs and their children's experiences. When asked how much they thought their child liked going to the afterschool program, across all age groups, 92% said they liked it quite a bit or a lot (Figure 11). Most parents (95%) indicated it was somewhat or very likely they would send their child to the program again next year (Figure 12). When comparing the results for sites with different grade levels, a lower percentage of parents of participants attending 6<sup>th</sup>-12<sup>th</sup>/mixed grade sites thought their child liked going to the afterschool

program; however, it was mainly a reduction in the percentage who said they liked going a lot as the combined quite a bit or a lot percentage was high at 86%. A slightly lower percentage of 6<sup>th</sup>-12<sup>th</sup>/mixed grade parents thought it was likely or very likely they would send their child to the program again next year compared to the younger grade levels or mixed sites.

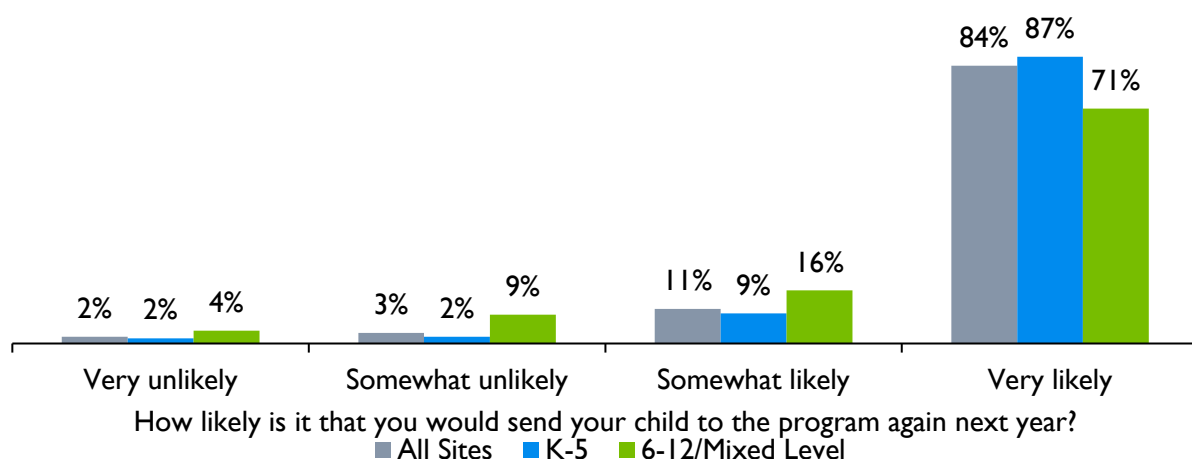
### Figure 11. Parent Opinions about Child's Satisfaction with Program

*A lower percentage of parents of students who attended 6<sup>th</sup>-12<sup>th</sup> grade or mixed level sites said their child liked going to the program a lot compared to K-5<sup>th</sup> grade level sites.*



### Figure 12. Likelihood of Parents Sending Child to Program Again

*Compared to K-5<sup>th</sup> grade level sites, a lower percentage of parents of participants from 6<sup>th</sup>-12<sup>th</sup> grade/mixed level sites indicated it was very likely they would send their child to the program again the next year.*

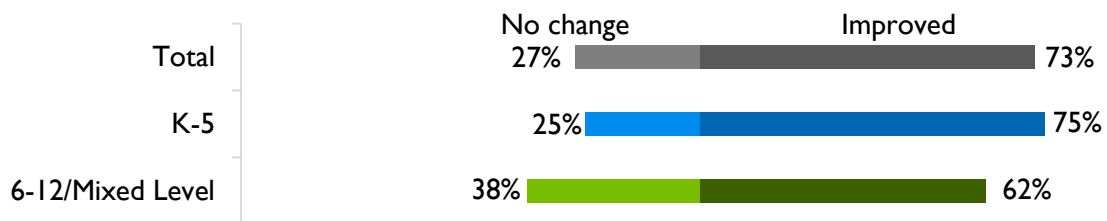


The remaining questions asked parents to think about if their child had improved or shown no change with respect to four aspects related to school and academic achievement since starting the program in the fall—wanting to go to school, behavior at school, reading skills and math skills.

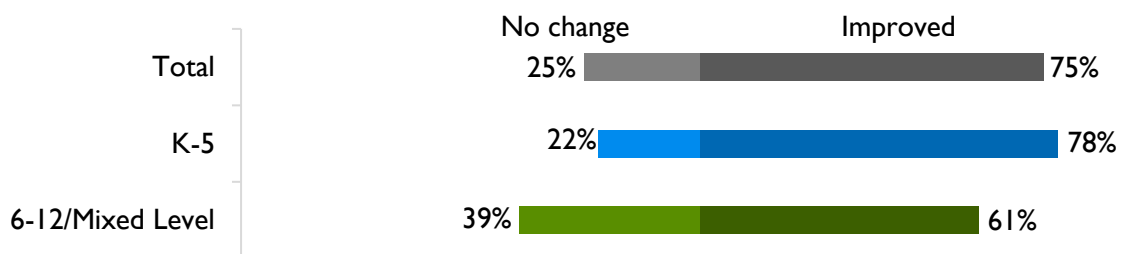
Across all age groups, the majority of parents thought their children had improved in each of these areas since the start of the program in the fall (Figure 13). Eighty percent noted improvement in math and reading skills. Seventy-five percent reported improvement in behavior at school and 73% in wanting to go to school. When comparing the two age groups, in all cases, a lower percentage of parents from the 6<sup>th</sup>-12<sup>th</sup> grade/mixed level sites thought their children had improved.

**Figure 13. Parent Perceptions of Children's Changes Since Starting the Program**

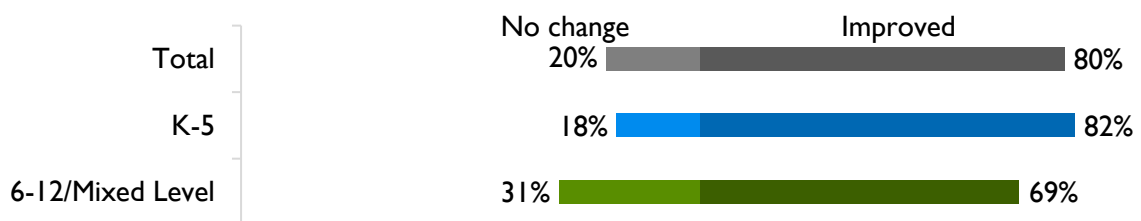
**a. Wanting to Go to School**



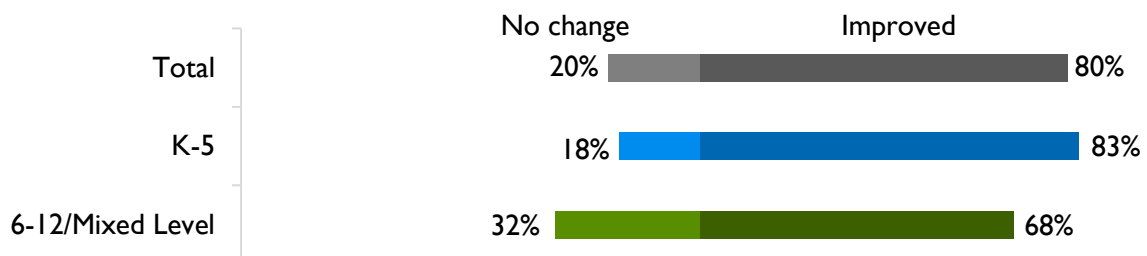
**b. Behavior at School**



**c. Reading Skills**



**d. Math Skills**





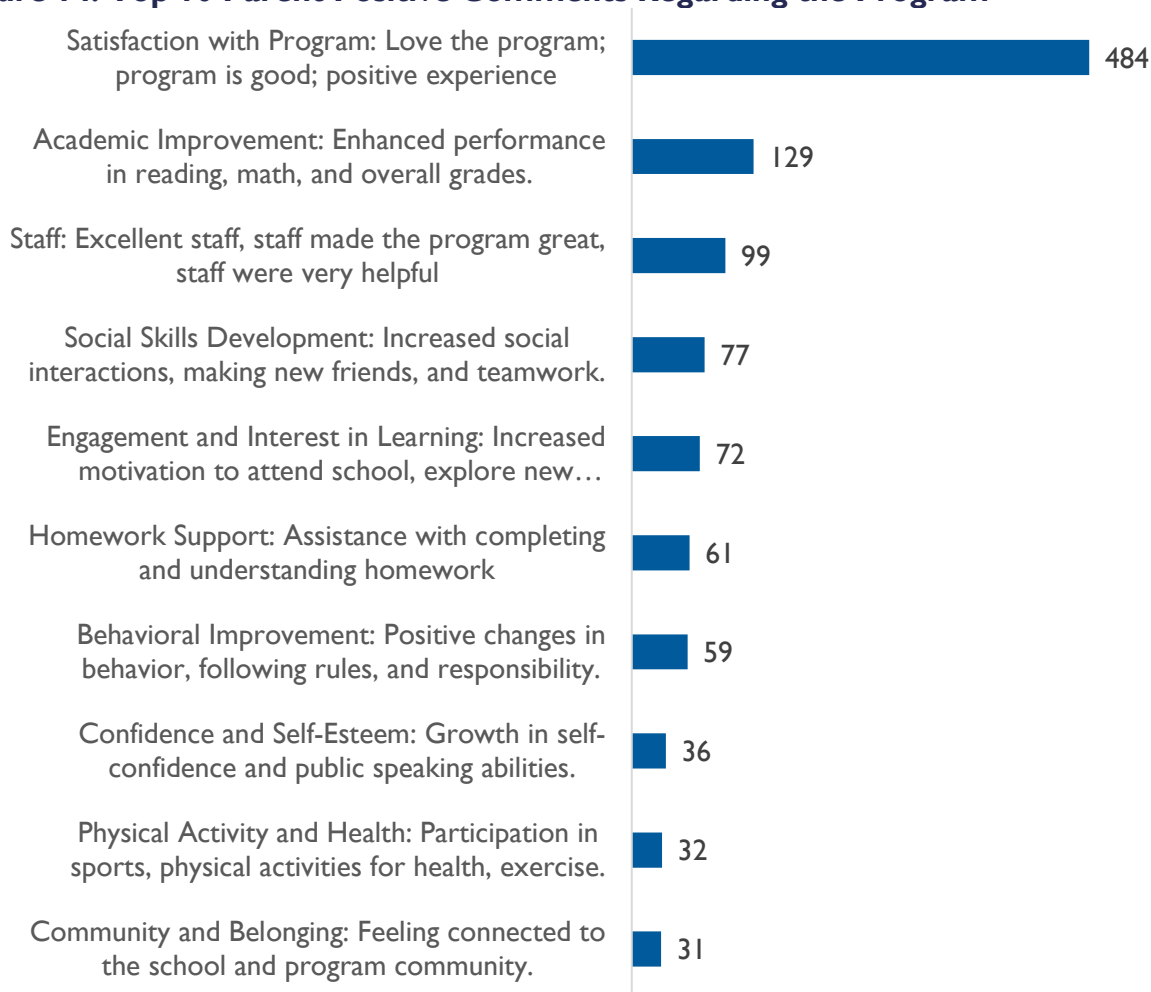
Parents had the opportunity write in additional comments about the afterschool program. Of the 1,824 parent survey respondents, 1,132 wrote in additional comments (62%), although 67 of those were “N/A” or “no comment.” The majority of the comments were positive with some suggestions for improvements and just a few negative comments. Many expressed general satisfaction with the program and that they and their children loved the program. References to their child’s academic improvement was the top specific comment, followed by compliments about the program staff (Figure 14). Parents also noted improvement in their children’s social skills, engagement and interest in learning, completion of homework, behavior, and confidence and self-esteem. Parents highlighted the benefit of participation in physical activity as well as the community and sense of belonging the program provided their children.

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*“My child has improved tremendously in areas of academics and social skills with this program.” -Elementary School Parent*

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**Figure 14. Top 10 Parent Positive Comments Regarding the Program**



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*“My child did not like staying after school at first but once she got comfortable, she now wants to stay even longer. Her reading has improved, and I hope she can keep receiving the help she needs.” -Elementary School Parent*

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*“Amazing team, supportive and inclusive for all children, including my child on the spectrum. Teachers and staff are just wonderful.” -Middle School Parent*

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A smaller number of parents had suggestions for improvement but the most frequently mentioned ones included more focus on academics and homework, increased program hours or days the program was offered, more consistent staff supervision and/or reduction in the use of high school student supervisors, more parental involvement opportunities, increased variety of enrichment activities and smaller tutoring groups. (Figure 15). These suggestions did not apply to all sites.

---

*“I think there needs to be smaller classes when it comes to tutoring! My kids didn’t seem to get the help they needed because in my opinion there were too many students in each class!” -Middle School Parent*

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**Figure 15. Top 10 Parent Suggestions for Improvement**



Some parents wrote in ideas for other parent and family activities including family sports and outdoor activity days, arts and crafts workshops, family literacy and math nights, parenting classes, cultural performance nights with dance, music and theater, and life skills workshops.

## PARTICIPANT OUTCOMES

Nevada reported on GPRA measures 1, 2, 3 and 5 as shown in Table 3. Generally, Nevada schools do not have in-school suspensions, so the state has elected not to measure GPRA 4. Across Nevada 21<sup>st</sup> CCLC programs, 12% of program participants demonstrated growth in reading and language arts on the Smarter Balanced Assessment Consortium (SBAC) test and 7% demonstrated growth in the Mathematics SBAC from 22-23 to 23-24 (Table 3). More than half the participants in grades 7-8 and 10-12 with a prior year unweighted Grade Point Average (GPA) of less than 3.0 demonstrated an improved GPA in 23-24 (Table 3). The largest improvements among program participants were found with respect to school attendance and engagement in learning. Of those participants in grades 1-12 who had a school day attendance rate of 90% or below in 22-23, 73% demonstrated an improved rate of 93% or higher in 23-24 (Table 3). Among participants in grades 1-5, 73% demonstrated an improvement in teacher-reported engagement in learning over the course of the year (Table 3).

**Table 3. Outcomes Performance Indicators**

<b>GPRA</b>	<b>Statewide 23-24 status</b>
GPRA 1. Percentage of students in grades 4-8 participating in 21 <sup>st</sup> CCLC programming during the school year and summer who demonstrate growth in reading and language arts and mathematics on state assessments.	Reading & Language Arts 12% (412/3,544)  Mathematics 7% (241/3,592)
GPRA 2. Percentage of students in grades 7-8 and 10-12 attending 21 <sup>st</sup> CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.	51% (385/750)
GPRA 3. Percentage of students in grades 1-12 participating in 21 <sup>st</sup> CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year. (The NDE defines “Improvement” as a student increasing attendance to at least 93%.)	73% (1,943/2,661)
GPRA 4. Percentage of students in grades 1-12 attending 21 <sup>st</sup> CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	Not measured in Nevada
GPRA 5. Percentage of students in grades 1-5 participating in 21 <sup>st</sup> CCLC programming who demonstrated an improvement in teacher-reported engagement in learning.	73% (4,444/6,074)

Updated 9/22/2025.

## Engagement in Learning

In 23-24, Nevada Department of Education (NDE) implemented a new one-item teacher survey to measure student engagement in learning, which is required for the federal performance measure GPRA 5. *Percentage of students who demonstrated an improvement in teacher-reported engagement in learning.* Nevada Department of Education (NDE) defines as “participation and attention during classes and being an ‘active participant’ in their own learning.” The revised teacher survey asked teachers to review a list of behaviors (see box below). If the student had improved in at least one of the indicators, teachers were to respond that the student had improved engagement in learning over the academic year. The other response options were ‘there was no change in the student’s engagement in learning’ and ‘student has declined in engagement in learning.’

### **Teacher Survey: Behavior Indicators for Engagement in Learning**

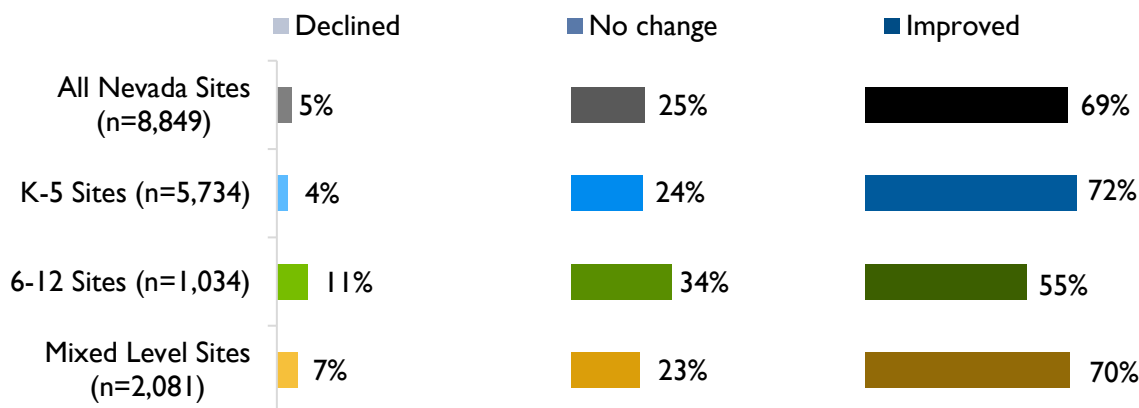
From the beginning of the school year to the end of the school year, has this student improved their behavior in terms of:

- Completing homework on time;
- Working independently;
- Demonstrating consistent effort;
- Striving for quality work;
- Participating in group activities;
- Working and playing cooperatively with others;
- Accepting responsibility for choices and actions;
- Listening and following directions?

Teachers completed the survey for 8,849 participants in 2023-24 (89% response rate). K-5<sup>th</sup> grade participants made up the majority of teachers survey responses with 5,734 surveys completed, while 2,041 were for students at mixed grade level sites, and 1,034 for 6<sup>th</sup>-12<sup>th</sup> grade participants. Across the Nevada sites, teachers reported improvement in engagement in learning from the beginning to the end of the school year for 69% of program participants, while decline was noted for 5% of participants (Figure 16). The positive trend held at all grade levels; however, at the K-5<sup>th</sup> and mixed sites, teachers noted improved engagement learning in a larger percentage of 21<sup>st</sup> CCLC respondents (72 and 70%, respectively) compared to the 6<sup>th</sup>-12<sup>th</sup> grade sites (55%).

## Figure 16. Student Engagement in Learning

The percentage of participants teachers reported improving in engagement in learning from fall to spring was lower at sites that served only students in grades 6-12 compared to elementary (K-5<sup>th</sup> grade) or mixed level (K-5<sup>th</sup> and 6<sup>th</sup>-12<sup>th</sup> grade) sites.



## STATE LEVEL GRANTEE SUPPORT

The Title IV B 21<sup>st</sup> Century Community Learning Centers program in the NDE Office of Student and School Supports (NDE 21<sup>st</sup> CCLC team) is staffed by two Education Programs Professionals (EPP) and a data technician. Additionally, state fiscal personnel work with grantees related to financial requirements, submissions, and reporting.

### Support, Technical Assistance, and Professional Development

In the 23-24 program year, the NDE 21<sup>st</sup> CCLC team provided 28 overarching support opportunities to subrecipients, not including numerous responses to subrecipient inquiries via email. The support included beginning of year training for all subrecipients, technical assistance provided to individual subrecipients, monthly meetings, open office hours, onsite monitoring pre-meetings, NOFO-8 discussions, inquiries, and meetings, and Cohort 8 21<sup>st</sup> CCLC orientations. The NDE received 16 TA requests from 12 different entities. Nevada Afterschool Network (NAN) provided 31 technical assistance/best practice webinars on behalf of the NDE 21<sup>st</sup> CCLC team on a variety of topics designed for program administrators and staff.

The 23-24 beginning of year training was held over 2 days. The Day 1 virtual training presented by NDE's 21<sup>st</sup> CCLC team was attended by 92 individuals including program leads, site coordinators and program staff. The Day 2 training was asynchronous and hosted on NAN's online learning platform and 82 attendees completed it. NDE held seven monthly meetings in 23-24, four of which were required. The 2024 Nevada Afterschool Showcase was held on February 22-23, 2024, at the Tuscany Suites and Casino in Las Vegas, Nevada. The showcase had an

attendance of 95 people (out of the 113 registered), with 69 individuals (72.6%) belonging to a 21st CCLC program. The event included 17 exhibitor booths, 20 presenters, and 10 NAN staff members.

## Grantee Feedback on NDE Support

During the evaluation planning process, an evaluation question related to state level grantee support was identified: how effective is the support NDE provides to subrecipients? The program director/manager interviews from 2023 and site coordinator interviews from 2024 were the main sources of information for this section of the report so it includes the past two program years. One issue program directors noted was the inconsistency of support personnel at the state level. To provide some context, the program has experienced some turnover during the past several years with two EPPs new to the 21<sup>st</sup> CCLC program leading in the 22-23 program year. Then, the program had only one EPP for several months when one left for another state position in May 2023. The program was fully staffed again in December 2023 when another EPP was hired. Some of the program directors and coordinators have been with 21<sup>st</sup> CCLC for many years and have witnessed many other NDE changes in the past.

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*“We have been lucky to have the same representative work with us. I feel this has been helpful to have someone consistent to reach out to. I just would like to see this continue.”-CBO-based program*

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In addition to personnel changes, some noted that other changes for program requirements, budgets, and data requirements were not always communicated clearly or in a timely manner. Several mentioned that templates for metrics and measures would be helpful. For example, they wondered what specific evidence they were looking for advisory council meetings. Changes happening during the program year were quite challenging to implement. Many mentioned that the administrative burden of the grant was quite heavy, and some data requests seemed redundant. Another challenge is when they ask for contracts and MOU's during the application process some entities are not able to do that until they receive the funding.

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*“Standardized templates would be a huge help. There is a lot of redundancy through the data system and then there are things the state has to populate on their end. A module within Infinite Campus could be created that programs could put data in there to streamline this process. It is a huge lift, and it takes funding to pay people to enter the data at the site and district levels.” -LEA-based program*

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The biggest challenge mentioned by multiple programs was funding including the overall level of funding not being as much as needed, the awkward timing of the grant funding versus the school year, unexpected cuts made during the year, or alternatively extra money given late in the year

with the challenge of spending it before the end of the grant year. They noted the lack of transparency and lack of information about funding availability from one year to the next. This has been a problem for several years. Some programs had to shut down as they did not have enough notice to be able to raise funds to continue them. School districts noted that the previous state coordinator pushed heavily for funding community-based organizations over school districts, which they felt has shortchanged Title I families. Program administrators would like to see more transparency and checks and balances on the NDE side with respect to the funding process.

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*“Our biggest challenge was the funding cliff—trying to figure out how to carry and help the programs that are sunseting. There wasn't a cohort eight release. We have schools that don't offer these programs and so had to look for other funding sources to continue to offer academic and enrichment to the students.” -LEA-based program*

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Some rural program administrators mentioned that it was important for state staff to understand that even though they sometimes do things differently from the large districts, it works well for them in their unique context. Their methods should be respected as well.

Feedback about the state-provided professional development was mainly positive, particularly the state conference. Programs also were enthusiastic about the ability to attend the national conference and wanted to keep that ability to travel in their grants—citing past examples of the state restricting travel funding. Programs that worked with middle and high school students requested more professional development specifically for working with older students as they felt the PD offered was mainly for programs working with elementary-aged students. One coordinator mentioned that attending the monthly office hours as a new person was intimidating. Program feedback related to their interactions with state personnel when they reached out to them for assistance in the past two years was generally positive. Administrators expressed appreciation for their support, responsiveness, and willingness listen, answer questions, and work for solutions.

## **GRANTEE MONITORING AND EVALUATION**

The NDE performs desktop and onsite monitoring of the subrecipients. Only two subrecipients had outstanding findings (i.e., items not sufficed on the desktop and onsite monitoring Smartsheet NDE utilizes). Both were rural LEA-based programs. One had seven desktop and five onsite findings, while the other had 14 desktop and two onsite monitoring findings. During the 2023-2024 school year, only one subrecipient was placed on a corrective action plan yet did not successfully complete it.

The programs are required to hire an external evaluator, conduct an external evaluation each grant year, and submit an evaluation report annually. As of December 2024, 16 grantees (84%) (representing 11 programs/districts) had submitted completed evaluation reports for 23-24. One grantee did not conduct an external evaluation nor submit an evaluation report in 23-24. One grantee had not submitted their evaluation report yet, and one had submitted an evaluation report, but it contained only a logic model and was lacking any program data.

## SUCSESSES AND CHALLENGES

### Successes

#### 1. High Student Achievement and Academic Improvement

Many programs reported measurable improvements in students' academic performance. Examples include increased grades, reading proficiency, and completion of credit recovery, with some programs noting specific students moving from below grade level to meeting grade expectations. Programs with structured academic support, such as STEM clubs, robotics, and individualized tutoring, saw success in helping students improve math and reading scores. Parents also have noticed improvements in their children's academic achievement.

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*“My son really struggles with math. It’s been this way ever since the shutdown. This year with tutoring I have seen such improvement on his math and him actually understanding what he is doing. We’ve had no tears doing math homework.”*

*—Middle School Parent*

*“My child was struggling with reading and spelling which was making all of school hard for him. Because of this program something has clicked, and he is excelling! I am so thankful.” -Elementary School Parent*

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#### 2. Enhanced Student Engagement and Consistent Attendance

Directors noted high levels of student engagement with the program, with many programs operating at or near full capacity. Several programs mentioned that students regularly attend due to enjoyable activities and supportive relationships with staff. Programs that offer engaging enrichment activities (like arts, sports, and STEM) observed good retention and enthusiasm, particularly when activities aligned with student interests. There has been increased family participation to strengthen programs, with family members actively involved in student learning and enrichment events. Programs have observed improvements in reading skills and social-emotional learning throughout their programs. They have also seen a greater focus on supporting student confidence and increased school attendance, specifically among K-5 students. Student and parent surveys support these observations.



### 3. Successful Family and Community Engagement

Many programs successfully increased family involvement through events like family nights, career expos, and cultural celebrations, fostering stronger school-family partnerships. Engagement activities helped families connect with staff and participate in their children's education, with positive feedback from parents noting appreciation for the program's impact on their children. There have been partnerships with community organizations that have enabled a more holistic approach, supporting both the students and families.

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*"We do community projects to get students and families involved."-CBO-based program*

*"One of the most important parts of our school is the 21st century program. Many parents when they initially speak with us or start to utilize the program, they see it as a babysitter until 5:30. But the mission is to change that mindset and show them the value they receive with including clubs and additional instruction. They then see the tremendous value. We offer it as many days as we can and in different ways. It has helped with school culture and the school community." –Charter School-based program*

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### 4. Positive Partnerships with Schools and Local Organizations

Programs that formed strong partnerships with schools and community organizations experienced successes in resource sharing, student referrals, and aligned goals. Some programs received positive support from school staff, including teachers who volunteered for after-school activities. Collaborations with local organizations (e.g., Boys & Girls Clubs, YMCA, local businesses) enabled programs to expand offerings, including special events, field trips, and career-focused activities. Some programs have successfully employed youth partnerships allowing students to gain work experience, earn wages, and stay connected to academic support.

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*"We are the central hub for our community and so we have had repeat kids. They stay around and then they bring siblings."- LEA-based program*

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### 5. Graduation and Post-Secondary Success

Several programs celebrated student graduations and high rates of acceptance into post-secondary education. For example, one program reported a 100% graduation rate for its high school seniors, with all graduates accepted into college. Programs offering long-term support from middle through high school found success in guiding students toward college and career readiness, often supported by mentoring and career exploration activities.

## **6. Robust Extracurricular Programs, Competitions, and Showcases**

Successes in extracurriculars included accomplishments in competitive events like robotics championships, performing arts showcases, and sports. Programs that offered these opportunities saw students developing leadership and teamwork skills. Extracurricular programs, particularly those involving creative outlets or physical activity, contributed to a well-rounded experience for students, encouraging regular attendance and fostering a sense of community.

## **7. Innovative and Culturally Relevant Activities**

Programs that tailored activities to meet cultural interests, such as traditional dance groups, and those that leveraged student-led initiatives, reported high participation and student pride. For example, cultural dance clubs expanded to perform at community events, enhancing student visibility and pride in their heritage. These successes underscore the impact of the 21st CCLC programs in supporting student academic growth, family involvement, and community partnerships. Programs that combined academic rigor with enrichment and culturally relevant programming noted the highest levels of satisfaction and engagement.

## **Challenges**

### **1. Funding Limitations and Budget Constraints**

Insufficient and inflexible funding emerged as a common challenge. Many directors noted that budget constraints limit their ability to offer a wider range of enrichment activities, hire more qualified staff, or expand program hours and days. Funding restrictions also make it difficult to address unexpected needs, such as purchasing additional supplies or covering increased wages for staff retention.

### **2. Staff Recruitment, Retention, and Burnout**

A significant challenge identified in both the director and site coordinator interviews related to staff recruitment and retention, especially in rural areas. Low wages, high turnover, and limited availability of skilled personnel impact program consistency and quality. Staff burnout is prevalent due to extended hours, the demands of managing large groups, and administrative responsibilities. Teachers who work during the school day and then stay for after-school programs often experience fatigue, which can affect student engagement and program quality. These staffing challenges contribute to larger group sizes which creates other challenges.

### **3. Space Limitations**

There are several schools that expressed challenges with the space limitations. They are either in a space that is shared or a different location on a daily basis which makes it difficult to maintain an organized environment for academic activities.

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*“We would need our own space. It is hard to run the program in others’ space. We are constantly moved around and sometimes we are in the cafeteria. At times they also have other activities in the cafeteria as well, so we then have a small part of an area of tables.”*

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#### **4. Resource and Equipment Constraints for Enrichment Activities**

Many directors expressed the need for additional resources, such as STEM kits, sports equipment, and technology, to provide high-quality enrichment activities. Resource limitations hinder the ability to offer diverse programs and keep students engaged. Some rural programs, in particular, lack partnerships and external support to access these resources, leading to reliance on basic materials that may not fully engage students.

#### **5. Lack Alignment to School Day Learning**

Although programs aim to align with school-day learning goals, not all are fully integrated with the schools' academic plans, and many lack a clear connection to the School Performance Plans (SPPs). In some cases, limited coordination with teachers and school administrators hinders the program's ability to provide seamless academic support and enrichment aligned with in-school instruction. Also, being off campus for some programs has made it more difficult to align to the school day learning.

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*“I'm very happy with the program overall. My child loved the field trips. I think where they need improvement is working directly with the teachers child clearly needs help with, retaking and taking missing assignments while at the program, showing child accountability and using time proactively.” –Middle School Parent*

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#### **6. Inconsistent Student Attendance and Student Engagement Issues**

The inconsistent attendance of some students can be difficult to build on and sustain academic support when they are there some days but not all. Programs for middle and high school students face challenges in retaining engagement, as older students are less interested in staying after school compared to younger students. Satisfaction, engagement in learning and improvement in skills was lower for the participants at the 6<sup>th</sup>-12<sup>th</sup> grade level. Some directors noted that offering more age-appropriate activities or alternative engagement methods could help but are limited by resources.

#### **7. Transportation and Accessibility Issues**

Transportation is a major barrier, especially for rural programs, preventing some students from attending after-school activities. Programs without dedicated transportation must rely on parent pick-ups, which limits accessibility for many students.

## **8. Inconsistent Family Engagement and Support**

Some programs struggle to consistently engage parents and families, particularly those serving older students or operating in communities with limited parental involvement. Programs noted that families often view the after-school program as “babysitting” rather than a valuable educational resource. Efforts to increase family involvement, such as family nights or advisory councils, are not uniformly successful across all sites, often due to logistical barriers or a lack of perceived relevance.

## **9. Lack of Comprehensive Training and Professional Development**

Staff training and professional development are often insufficient, especially for classified and part-time staff who may lack instructional experience. Directors noted that training on classroom management, instructional techniques, and student engagement would help improve program quality. Limited training resources and time make it challenging to provide ongoing support, particularly for part-time staff who may not have the same access to training as full-time educators. Additionally, finding time to train staff who work other jobs in the community or have other jobs at the school during the school day is challenging.

## **10. Administrative and Reporting Burdens**

Program directors described the significant administrative load required for data collection, reporting, and compliance with grant requirements. Many reported that these tasks consume valuable time and resources, making it challenging to focus on program delivery. Frequent data and reporting demands from the state add to the administrative burden, with some directors suggesting a need for streamlined processes to reduce redundancy.

## **11. State-Level Challenges and Program Sustainability**

Directors noted frequent changes and turnover within the state’s education department, which impacts communication and consistency in guidance. Unclear or evolving requirements create challenges in maintaining program compliance and continuity. Some directors expressed difficulty in planning long-term strategies due to unpredictable funding cycles.

# **AREAS FOR IMPROVEMENT: PROGRAM LEVEL**

## **I. Expand Enrichment Opportunities**

Offering a wider range of age-appropriate enrichment activities, especially for middle and high school students, was recommended to keep older students engaged. Directors suggested activities like career exploration, advanced STEM projects, and culturally relevant programming. Providing more hands-on and experiential learning opportunities, such as field trips and interactive STEM activities, would help increase student engagement and diversify learning experiences. For better student engagement, directors recommended tailoring activities to student interests, using student surveys or advisory groups to inform program offerings. This would ensure that activities are relevant and attractive to participants.

## **2. Increase Participant Attendance**

Including more engaging activities for participants can help with consistent program attendance. Directors also suggested marketing the program's benefits more effectively to families and schools to shift perceptions from "babysitting" to valuable educational support, highlighting successful outcomes and enrichment opportunities.

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*A lot of difficulty is the attendance. We have high truancy situation. The kids just don't come to school. Our attendance was 51% last year. We need more families to know that we can and will help in any way possible. We want the kids to be motivated to come to school." LEA-based program*

*"We initially felt like a babysitting and so this year we are looking at kids that we find really need the program. Last year it was to anyone and everyone now this year we changed to target the kids who really need it. We found the students who really needed it." CBO-based program*

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## **3. Improve Program Quality**

Many factors contribute to program quality including increasing staffing as well as providing regular professional development to staff focused on classroom management, student engagement, and instructional skills. Other strategies include exploring partnerships with community organizations to provide a variety of enrichment activities as well as assessing program quality regularly and focusing on one or two areas for improvement with staff, such as increasing student voice, building in reflection opportunities, planning, and choice, and other components of high-quality programs.

## **4. Improve Staff Recruitment and Retention**

Some strategies for improving staff recruitment and retention include increasing wages and benefits in order to make after-school roles more appealing. Directors highlighted enhanced training for staff, especially part-time and classified staff, as a priority.

## **5. Strengthen Partnerships with Schools and Community Organizations**

Expanding partnerships with local organizations, such as Boys & Girls Clubs, YMCA, and local businesses, was suggested to increase resources and offer more diverse activities. Such partnerships could also help alleviate staffing and resource constraints.

## **6. Enhance Alignment with School-Day Learning**

Improved communication and collaboration with school staff were recommended to enhance alignment with school-day learning. Directors suggested more regular meetings with teachers and administrators to ensure programs support school goals and help meet student needs.

## **7. Increase Family Engagement Strategies**

To increase family participation, directors recommended holding more regular family events that are engaging and relevant to parents, such as workshops, community nights, and advisory meetings. Some suggested tailoring engagement strategies based on the specific needs of each community, making events more accessible and convenient for families, particularly in rural areas where family involvement can be limited.

## **8. Find Transportation Solutions for Rural Areas**

Directors proposed dedicated transportation funding to support bus services, making programs more accessible for students in rural and underserved areas. This could increase attendance and allow more students to participate in after-school activities. For areas without transportation options, directors suggested exploring partnerships with local agencies or funding shuttle services to support student access to programs.

## **9. Sustainability Planning and Long-Term Funding**

Developing backup funding options, possibly through local grants or partnerships, was suggested as a way to sustain programs and support future growth.

# **AREAS FOR IMPROVEMENT: STATE LEVEL**

## **1. Increased and Flexible Funding**

Programs suggested raising funding levels to expand program offerings, support staff wages, and purchase needed resources for enrichment activities (like STEM kits and sports equipment). Flexibility in budget use was also recommended, allowing programs to reallocate funds as needs change, such as covering higher staff wages or purchasing specific materials without requiring lengthy approval processes.

## **2. Streamlined Administrative and Reporting Processes**

Many directors advocated for reducing the administrative burden of grant reporting. Streamlining data collection and reporting requirements, perhaps through integrated systems or templates, could help staff focus more on program delivery rather than paperwork.

## **3. Clearer State Guidance and Stability in Oversight**

Directors requested more consistency and transparency from NDE. Stable oversight, with fewer changes in personnel or requirements, would help program directors better plan for compliance and sustain long-term goals. Regular communication and accessible support from state

representatives were also suggested to provide ongoing guidance, answer questions, and clarify any new requirements in a timely manner. Directors expressed a need for long-term funding security to support sustainable planning. Transparent information about grant renewals and funding cycles would allow programs to prepare for future cohorts without uncertainty.

## CONCLUSIONS

Overall teacher, student, and parent surveys from the Nevada 21<sup>st</sup> CCLC programs indicate positive opinions and outcomes of the program. The teachers reported improvements in participants' engagement in learning for a majority of students. Students felt that staff cared about them and that they belonged in the program. The majority of participants liked the program and demonstrated interest in learning at school. Notably, middle, and high school students had high levels of agreement with positive statements about the program. Parents reported satisfaction with the program as well and thought their children liked it. They noticed improvements in their children related to behavior and academic skills. School attendance data also were positive with the majority of program participants with low attendance the previous year, improving their attendance in 23-24. Some gains were made in academics for middle and high school students with 51% of the participants in grades 7-8 and 10-12 with a prior year unweighted Grade Point Average (GPA) of less than 3.0 demonstrating an improved GPA in 23-24.

While improvements in GPA were found for some participants, the gains in state achievement test scores were smaller. Some weaknesses were apparent in the lower levels of engagement in learning as reported by teachers for middle and high school students. Providing students with more opportunities to provide feedback about the program and to plan program activities themselves are potential strategies to increase engagement, particularly with the older age groups. Another area for improvement is improving the response rate for parents surveys. This can be very challenging but important for involving parents more in their children's learning and for gathering their input to help improve the program.

Program directors and site coordinators identified some common challenges including funding, staffing, resource constraints, maintaining student engagement, and keeping parents involved. These challenges underscore the complexity of sustaining high-quality after-school programs, particularly in under-resourced areas. Addressing funding, staffing, and administrative demands are critical areas for improvement to enhance program effectiveness and sustainability. Programs appreciate the support from NDE personnel in the past two years but would like increased clarity in guidance and streamlining of data requests and reporting. Furthermore, more transparency and advanced notice regarding funding was a key priority for program administrators.

The program coordinator interviews identified several avenues for improving student engagement and the quality of services offered through the programs: smaller class sizes, more staff, dedicated program space, increased budget stability, hands-on enrichment activities,

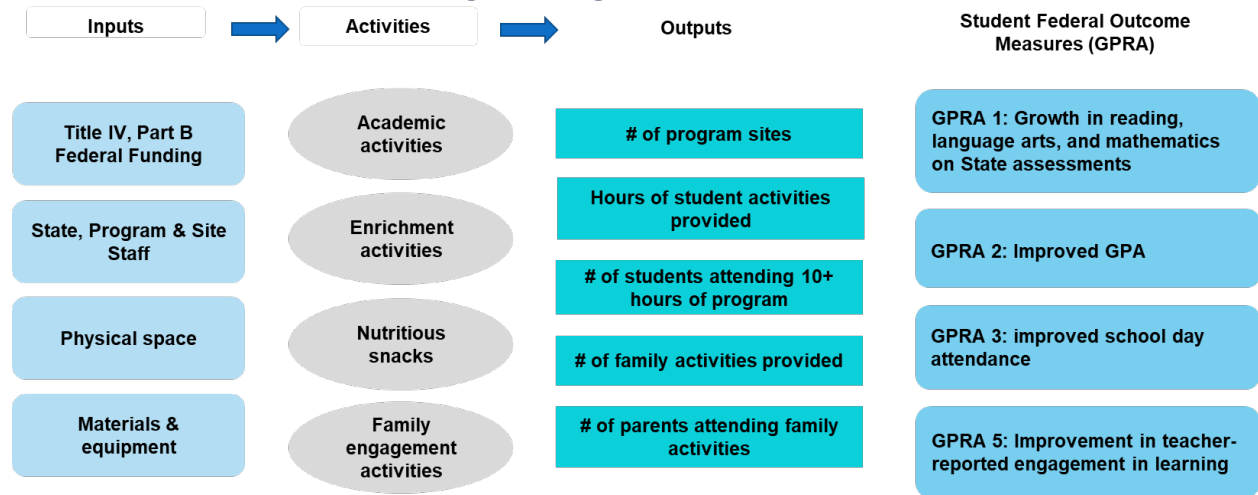
enhanced community partnerships, as well as better compensation and recognition for staff. Some programs are moving toward a club-based structure where students can choose activities across grade levels, with the goal to increase social interaction, variety, and student investment in their own learning. Based on the interviews conducted, improved student engagement as well as program quality through the 21<sup>st</sup> CCLC programs could be achieved by addressing staffing and space needs, stabilizing funding, offering diverse activities that reflect student interests and creating stronger community connections.

The Nevada 21<sup>st</sup> Century Community Learning Centers continue to make significant strides in supporting academic achievement and social development of the student participants. Through a combination of academic supports and enrichment activities, the program effectively addresses student needs and complements school-day learning. While notable successes were observed in student engagement in learning, addressing persistent challenges such as funding constraints, staffing issues, and alignment with school-day curricula will be essential for sustaining and enhancing program impact. By implementing targeted improvements and strengthening partnerships, Nevada's 21<sup>st</sup> CCLC programs can further empower students and families, fostering greater academic success and community resilience.

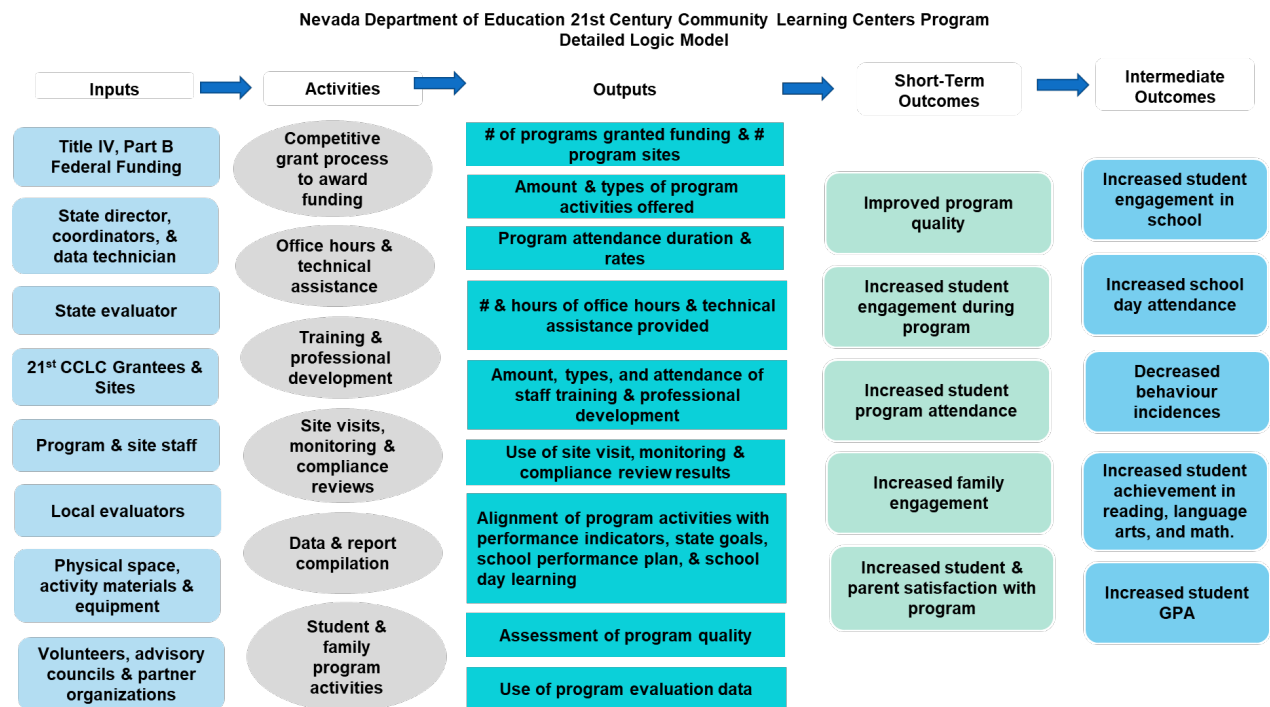


## Appendix A: Program Logic Models

### Broad Nevada 21st CCLC Program Logic Model



### Detailed Nevada 21st CCLC Program Logic Model



## **Appendix B: List of 23-24 Programs and Grantees**

### **After-School All-Stars**

#### *After-School All Stars 2020 (Cohort 6)*

Diaz ES  
Herr ES  
Hickey ES  
Reynaldo Martinez ES  
Roundy ES

#### *After-School All Stars 2021 (Cohort 7)*

Edwards ES  
Heard ES  
Ira j Earl ES  
Keller ES  
Mahlon Brown Junior High  
Rex Bell ES  
West Prep Academy Secondary School

### **Board of Regents - UNR/NSHE**

#### *Board of Regents - UNR/NSHE 2021 (Cohort 7)*

Valley High School

### **Boys and Girls Club of Truckee Meadows**

#### *Boys & Girls of Truckee Meadows 2021 (Cohort 7)*

Dilworth STEM Academy MS  
Donald L. Carano  
Sparks HS  
Traner Middle School  
White Pine High School  
Winnemucca Grammar School

#### *Cohort 5 - Boys & Girls Club of Truckee Meadows*

David E. Norman ES  
Mater Academy (of Northern Nevada - Reno)  
White Pine Middle School

### **City of Las Vegas**

#### *City Of Las Vegas 2021 (Cohort 7)*

Cambeiro, Arturo ES  
Detwiler, Ollie ES  
Hancock, Doris ES  
McWilliams, J. T. ES  
Pittman, Vail ES  
Red Rock ES  
Warren, Rose ES

## **Clark County School District**

### *Clark County SD 2021 (Cohort 7)*

(Will) Beckley ES  
(Lucile S) Bruner ES  
(Lois) Craig ES  
(Raul P) Elizondo ES  
(Robert) Lunt ES  
(J.E.) Manch ES  
(Doris M) Reed ES  
(Aggie) Roberts ES  
(Richard) Rundle ES  
Smith, Hal ES  
(Myrtle) Tate ES  
Williams, Tom ES

## **CORE Powered By the Rogers Foundation**

### *CORE Powered by the Rogers Foundation 2021 (Cohort 7)*

West Preparatory Academy HS

## **Elko County School District**

### *Elko County School District (Cohort 6)*

Owyhee Combined  
Southside Elementary  
West Wendover Elementary

## **Greater Youth Sports Association**

### *Greater Youth Sports Association 2021 (Cohort 7)*

Sister Robert Joseph Bailey ES

## **Lander CSD**

### *Lander County SD 2021 (Cohort 7)*

Battle Mountain ES  
Battle Mountain HS  
Eleanor Lemaire Junior High

## **Lyon County School District**

### *Lyon County School District 2020 (Cohort 6)*

Cottonwood ES  
East Valley ES  
Fernley ES  
Fernley Intermediate  
Dayton ES  
Riverview ES  
Silver Springs ES

Silver Stage MS  
Sutro ES  
Yerington ES

### **Mater Academy**

*Mater Academy 2021 (Cohort 7)*  
Mater Academy of NV-East LV

### **Pinecrest Academy Cadence**

*Pinecrest Academy 2021 (Cohort 7)*  
Pinecrest Academy of NV - St. Rose

### **The Children's Cabinet**

*The Children's Cabinet 2021 (Cohort 7)*  
Washoe Inspire Academy

### **Washoe County School District**

*Washoe County School District - 2019 (Cohort 5)*  
Cannan Elementary  
Duncan Elementary  
Lemelson, Dorothy STEM Academy  
Mathews Elementary  
Stead ES  
Vaughn Middle School

*Washoe County School District 2020 (Cohort 6)*  
Anderson Elementary  
Booth Elementary  
Desert Heights Elementary  
Lemmon Valley  
Loder Elementary  
Palmer  
Smith, Alice  
Smith, Kate Elementary

*Washoe County SD 2021 (Cohort 7)*  
Allen Elementary  
Elmcrest ES  
Greenbrae Elementary  
Mitchell Elementary  
Sun Valley

### **YMCA of Southern Nevada**

*YMCA of Southern Nevada (Cohort 6)*  
Griffith Elementary