

Nita M. Lowey 21st Century
Community Learning Centers
(21st CCLC)
Overview of the 21st CCLC
Annual Performance Data:
2022–2023

U.S. Department of Education
Office of Elementary and Secondary Education
21st Century Community Learning Centers

Presented by
The Tactile Group
and
Juniper Education Consulting

This report was prepared by The Tactile Group and Juniper Education Consulting for the U.S. Department of Education under contract number ED-OPE-17-A-0015/91990019F0370. The contracting officer representative is Keely Weber of the Office of Elementary and Secondary Education.

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U.S. Department of Education. (2024). *21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2022-2023 (19th report)*. Washington, DC.

EXECUTIVE SUMMARY.....	1
INTRODUCTION.....	4
<i>Program Background and Authorization</i>	<i>4</i>
<i>2022-2023 Annual Performance Report.....</i>	<i>5</i>
<i>Methodology.....</i>	<i>6</i>
<i>Data Collection.....</i>	<i>6</i>
<i>Data Analysis and Limitations</i>	<i>6</i>
SECTION 1: PROGRAM AND STUDENT CHARACTERISTICS	6
<i>Types of Organizations with 21st Century Community Learning Centers.....</i>	<i>6</i>
<i>People Served.....</i>	<i>7</i>
<i>Participation Frequency</i>	<i>10</i>
<i>Demographic Profile of Students Participating in 21st CCLC Programming.....</i>	<i>15</i>
<i>Activities Within 21st CCLC Programming.....</i>	<i>19</i>
<i>Staffing Within 21st CCLC Programming.....</i>	<i>22</i>
SECTION 2: PROGRAM OUTCOMES.....	25
<i>Academic Achievement – State Assessments</i>	<i>26</i>
<i>Academic Achievement – GPA.....</i>	<i>30</i>
<i>School Day Attendance</i>	<i>32</i>
<i>Student Behavior</i>	<i>33</i>
<i>Engagement in Learning.....</i>	<i>35</i>
SUMMARY	37
APPENDIX A.....	39
<i>21st Century Community Learning Centers GPRA Measures</i>	<i>39</i>
APPENDIX B.....	40
<i>All Year or School Year/Summer Reporting by State</i>	<i>40</i>

EXECUTIVE SUMMARY

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program provides students in high-need communities with access to high-quality, out-of-school time programming in the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and the Bureau of Indian Education. All 21st CCLC centers provide programming with academic enrichment and youth development that are designed to support participants' academic success. For the 2022-2023 school year, the U.S. Department of Education (Department) awarded grants to State educational agencies (SEAs), which in turn provided subgrants to 9,985 centers, under the 21st CCLC program.

In this annual performance report (APR), data from the 21APR Data Collection System were analyzed to report on the Government Performance and Results Act (GPRA) performance indicators associated with the 21st CCLC program. These metrics assist the Department in evaluating the progress of the 21st CCLC program. The APR is completed annually by grantees to summarize the operational elements of their program, the student populations served, and the extent to which students improved in specific areas.

Highlights

In 2022-2023, over 1.8 million people were served by the 21st CCLC program. 21st CCLC programs can operate for a full calendar year (12-month programs), for a school year (10-month program), or for the summer (2-month program). Below are the data presented for each of these three types of programs.

- Total student participation (1,393,988)
- Program participation for 12-month programs (589,287)
- Program participation for 10-month programs (612,496)
- Summer program participation for 2022 (192,205)
- Total adult and family member participation (428,884)

12-Month Programs

Participation by sex:

- Male participation (289,804)
- Female participation (296,495)
- Participation not reported as male or female (932)

Participation by race/ethnicity:

- Asian (14,760)
- Black or African American (116,733)
- Hispanic (240,564)
- Native American or Alaska Native (13,253)
- Native Hawaiian or Pacific Islander (5,239)
- White (167,204)
- Two or more races (16,077)
- Data not provided (15,457)

Program Outcomes:

- For participants in grades 4–8, 43.1 percent demonstrated growth on State reading/language arts assessments and 43.1 percent demonstrated growth on State mathematics assessments.
- For participants in grades 7–8 and 10–12 with a prior year unweighted GPA of less than 3.0, 43.1 percent demonstrated an improved GPA.
- For participants in grades 1–12 who had a school day attendance rate at or below 90.0 percent in the prior school year, 59.3 percent demonstrated an improved attendance rate in the current school year.
- For participants in grades 1–12, 61.2 percent experienced a decrease in in-school suspensions compared to the previous school year.
- For participants in grades 1–5, 75.3 percent of participants demonstrated an improvement in teacher-reported engagement in learning.

10-Month Programs

Participation by sex:

- Male participation (293,726)
- Female participation (296,781)
- Participation not reported as male or female (2,943)

Participation by race/ethnicity:

- Asian (20,673)
- Black or African American (122,038)
- Hispanic (238,165)
- Native American or Alaska Native (17,486)
- Native Hawaiian or Pacific Islander (5,122)
- White (136,743)
- Two or more races (37,200)
- Data not provided (35,069)

Program Outcomes:

- For participants in grades 4–8, 38.3 percent demonstrated growth on State reading/language arts assessments and 36.8 percent demonstrated growth on State mathematics assessments.
- For participants in grades 7–8 and 10–12 with a prior year unweighted GPA of less than 3.0, 37.9 percent demonstrated an improved GPA.
- For participants in grades 1–12 who had a school day attendance rate at or below 90.0 percent in the prior school year, 58.6 percent demonstrated an improved attendance rate in the current school year.
- For participants in grades 1–12, 52.6 percent experienced a decrease in in-school suspensions compared to the previous school year.
- For participants in grades 1–5, 71.8 percent demonstrated an improvement in teacher-reported engagement in learning.

Summer Programs

Participation by sex:

- Male participation (93,467)
- Female participation (90,813)

- Participation not reported as male or female (2,268)

Participation by race/ethnicity:

- Asian (4,238)
- Black or African American (43,098)
- Hispanic (68,408)
- Native American or Alaska Native (7,977)
- Native Hawaiian or Pacific Islander (3,571)
- White (41,456)
- Two or more races (11,479)
- Data not provided (11,978)

Program Outcomes:

- For participants in grades 4-8, 42.1 percent demonstrated growth on State reading and language arts assessments and 42.1 percent demonstrated growth on State mathematics assessments.
- For participants in grades 7-8 and 10-12 with a prior year unweighted GPA of less than 3.0, 35.2 percent demonstrated an improved GPA.
- For participants in grades 1-12, 45.3 percent experienced a decrease in in-school suspensions compared to the previous school year.
- For participants in grades 1-5, 69.4 percent demonstrated an improvement in teacher-reported engagement in learning.

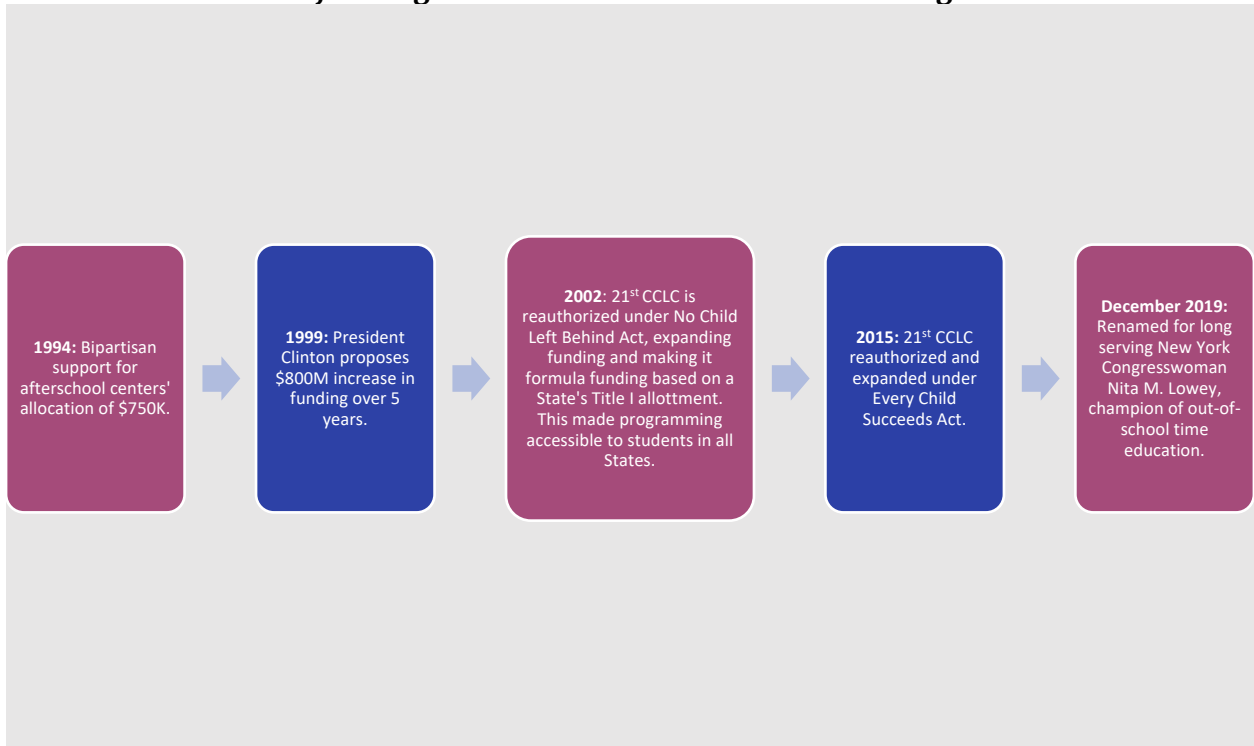
INTRODUCTION

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program provides students in high-need communities with access to high-quality, out-of-school time programming in the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and the Bureau of Indian Education. All 21st CCLC centers provide programming with academic enrichment and youth development that are designed to support participants' academic success. For the 2022-2023 performance period, the Department awarded grants to State educational agencies, which in turn provided subgrants to 9,985 centers, under the 21st CCLC program.

Program Background and Authorization

In 1994, the U.S. Congress authorized the creation of the 21st CCLC initiative as part of the Elementary and Secondary Education Act (ESEA). The purpose of the initiative was to establish community learning centers that would offer academic, artistic, and cultural enrichment activities to students outside of regular school hours. Over the subsequent two decades, Congress has continued to support 21st CCLC programming, allowing the program to expand substantially to the program it is today.

Chart 1. Timeline of Major Congressional Actions for the 21st CCLC Program



The initial focus of the program was to provide safe and supervised environments for students during non-school hours, including before and after school, as well as during weekends and summer vacations. These centers aimed to engage students in activities that would enhance their learning, support their academic progress, and provide opportunities for personal and social development. Over time, the 21st CCLC program evolved to emphasize academic

enrichment and support. The focus shifted from simply providing safe spaces to offering high-quality educational programs that could help improve students' academic performance and skills.

The No Child Left Behind Act (NCLB), enacted in 2001, further strengthened the 21st CCLC initiative. The NCLB legislation included provisions to expand the program, increase funding, and align it with the goals of improving student achievement and closing the achievement gap. In 2015, the Every Student Succeeds Act (ESSA) replaced NCLB as the primary Federal law governing K-12 education in the United States. Under ESSA, the 21st CCLC program continued to receive Federal funding and support. ESSA reinforced the importance of high-quality out-of-school time programs, acknowledging the role of these programs in promoting student success.

The purpose of this program is to provide opportunities for communities to establish or expand activities in community learning centers that—

1. Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness, and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
3. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

2022-2023 Annual Performance Report

Data from the 21APR data collection system were analyzed to report on the Government Performance Results Act (GPRA) indicators associated with the 21st CCLC program. These indicators, which are described fully in the methodology section, serve as performance outcomes for the 21st CCLC program and are an important way that the Department examines the success and progress of the 21st CCLC program. The APR is completed annually by grantees to summarize the operational elements of their programs, the student populations served, and the extent to which students improved in academic-related behaviors and achievement.

In the 2022-2023 school year,¹ the data show that most funded centers were classified as school districts, followed by community-based organizations (CBOs). In 2022-2023, the 21st CCLC program served more than 1.8 million people and employed 166,454 paid staff and

¹ In this report, we use "2022-2023 school year" to include programs operated during the 2022-2023 school year and/or in summer 2022.

28,854 volunteers. Most of the paid staff were school-day teachers and most of the volunteers were community members and college students.

Methodology

Data Collection

As a part of ensuring that grantees can submit high-quality data for the APR, the Department provided extensive technical assistance (TA) for data collection processes. Some operational definitions associated with GPRA data collection are determined by the States. For instance, the first GPRA measure asks for the percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrated growth on State reading/language arts and mathematics assessments. In this measure, each State has the discretion to define the measure of growth used on State assessments.

The Department provided 19 TA offerings to assist SEAs in making these policy decisions, appropriately determining their data’s validity, and effectively entering data into the Federal data collection system.

Data Analysis and Limitations

An aggregate statistic for each of the items analyzed is provided in the tables below for 12-month programs, 10-month programs, and summer programs. Raw scores were used to calculate overall percentage improvement. This was done to prevent presenting the overall percentage data as an average of averages and to preserve the accuracy of the calculation. When calculating the percentage improvement “overall”, the total number of attendees included in these measures was aggregated across all the corresponding States and territories. It is important to note that each State, territory, and the Bureau of Indian Education is the authoritative source of its data; this APR reports on the data provided. These data were certified by the SEA for the 21st CCLC program in each State. If data were not available from the SEA, it is reported as “No Data.”

SECTION 1: PROGRAM AND STUDENT CHARACTERISTICS

In this section of the APR 21st CCLC program characteristics are described. This includes looking at the types of organizations that provided 21st CCLC programs during the performance period. In addition, this section of the report details the total number of people impacted by 21st CCLC programming for both students and their family members. The total number of hours of attendance is provided to help show the wide variety of ways students engage with 21st CCLC programming. Finally, this section concludes with a look at the demographic profile of students participating in the program.

Types of Organizations with 21st Century Community Learning Centers

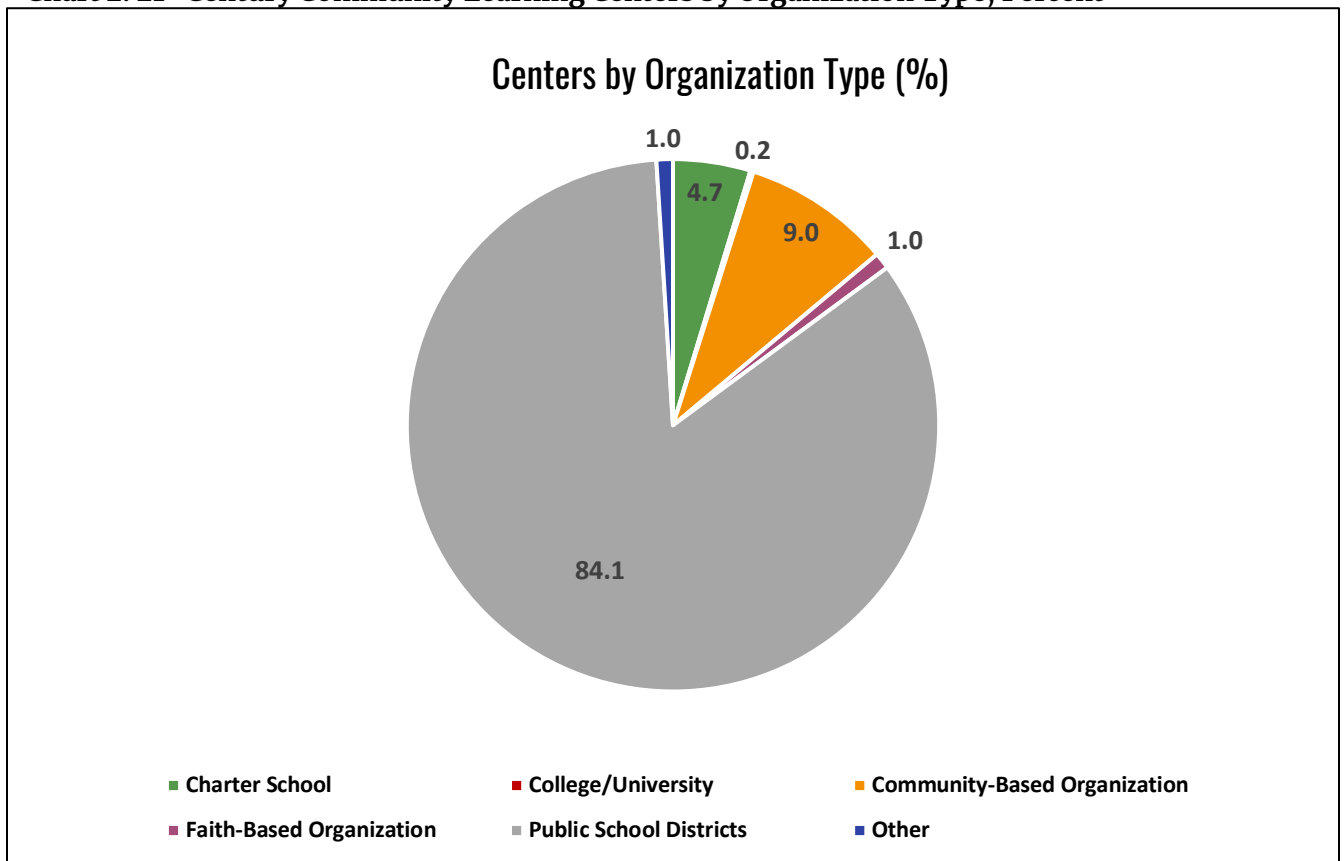
Table 1 displays the results of the centers by organization types for all 54 SEAs. Of the 9,985 centers, 84.1 percent were classified as school districts (8,400) and 9.0 percent as CBOs (896). This is represented graphically in Chart 2 below.

Table 1. Centers by Organization Type

Center Type	Number	Percentage
Charter School	468	4.7
College/University	20	0.2
Community-Based Organization	896	9.0
Faith-Based Organization	96	1.0
Public School Districts	8,400	84.1
Other	105	1.0
Total	9,985	100.0

Note: The category “Other” is a combination of the following types: Bureau of Indian Education, Health-Based Organization, Library, Museum, Park/Recreation District, Other Unit of City or County Government, Private School, and Regional/Intermediate Educational Agency.

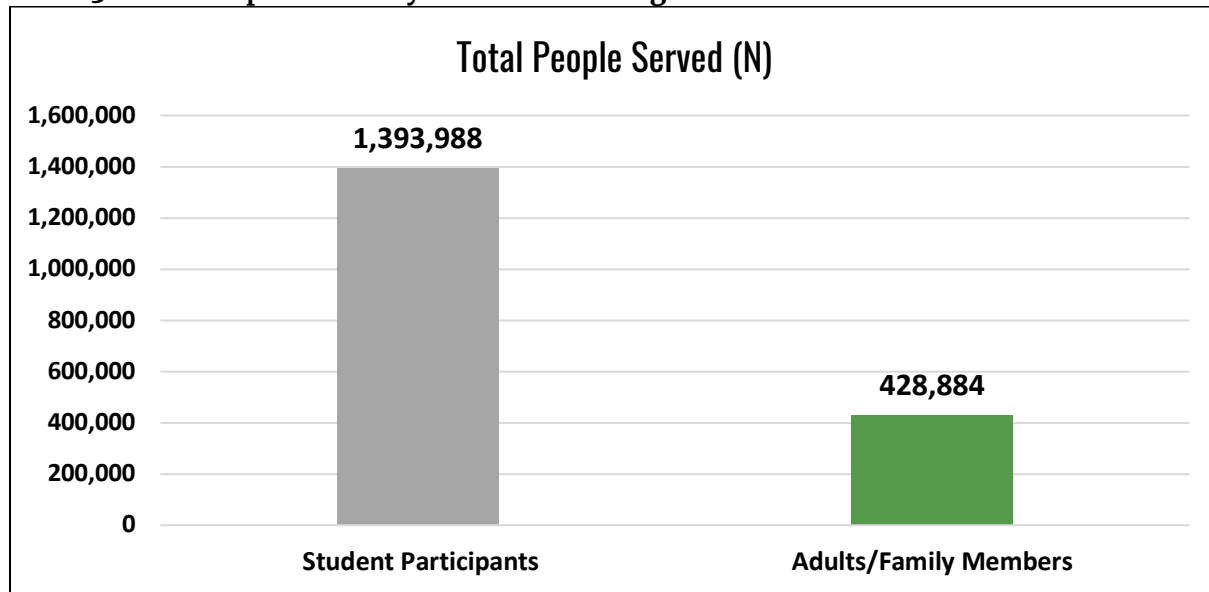
Chart 2. 21st Century Community Learning Centers by Organization Type, Percent



People Served

The 21st CCLC program has as its core mission to serve both students and their families. During 2022-2023, over 1.8 million people were served by the 21st CCLC program. This is represented graphically in Chart 3 below.

Chart 3. Total People Served by the 21st CCLC Program



The total number of participants served by the program was calculated by combining the number of student participants from the school year, the number of student participants from the summer, and the number of adults/family members served. Tables 2 and 3 show the number in each of these categories. Chart 4 graphically displays this data.

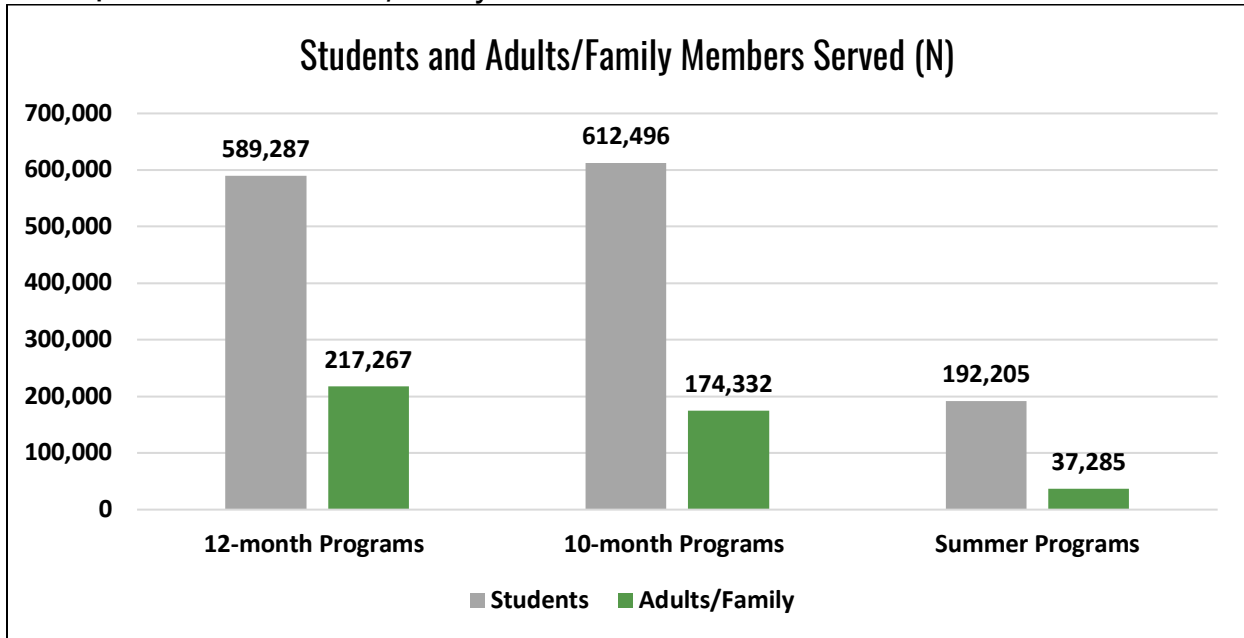
Table 2. Student Participants Served

Student Participants Served	Number	Percentage
12-month programs	589,287	42.3
10-month programs	612,496	43.9
Summer programs	192,205	13.8
<i>Total Student Participants</i>	1,393,988	100.0

Table 3. Adults/Family Members Served

Adults/Family Members Served	Number	Percentage
12-month programs	217,267	50.7
10-month programs	174,332	40.6
Summer programs	37,285	8.7
<i>Total Adult/Family Members</i>	428,884	100.0

Chart 4. Students and Adults/Family Members Served



Tables 4 and 5 provide a look at student attendance based on center organization type. This is represented graphically in Chart 5 below.

Table 4. Total Student Participants by Organization Type

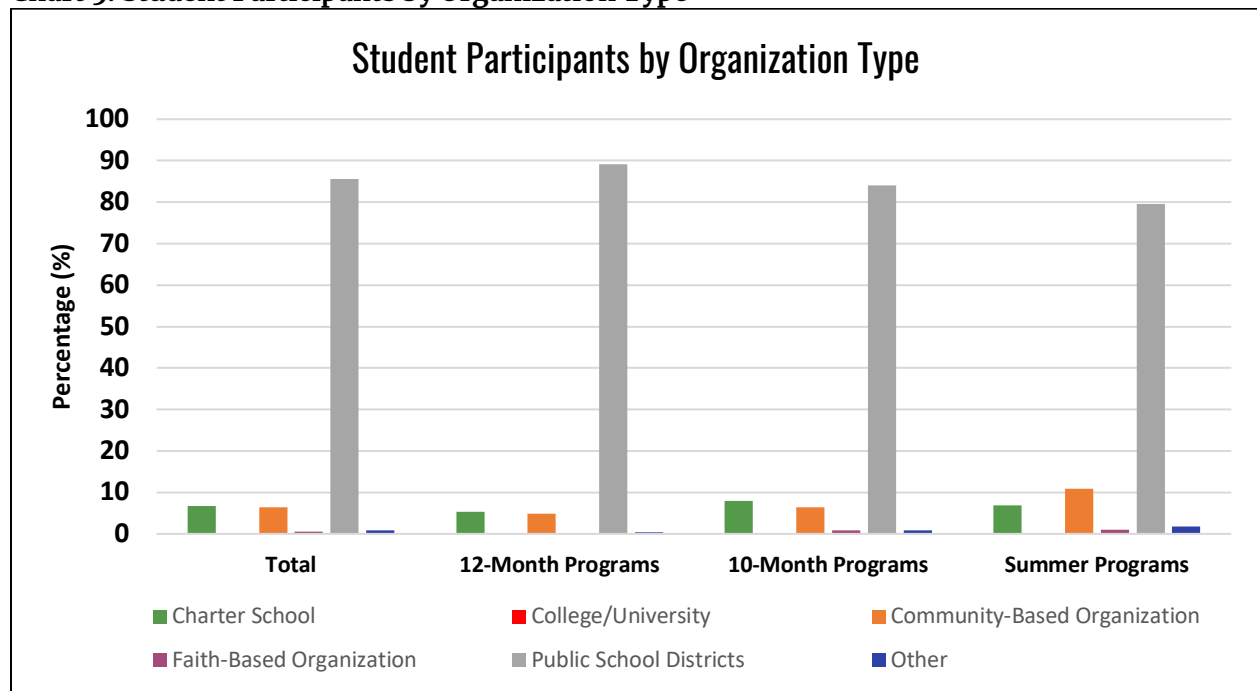
Center Type	Number	Percentage
Charter School	92,734	6.7
College / University	1,062	0.1
Community-Based Organization	88,748	6.4
Faith-Based Organization	7,584	0.5
Public School Districts	1,192,954	85.5
Other	10,906	0.8
Total	1,393,988	100.0

Table 5. Student Participants by Organization Type and Program Type

Center Type	12-month Programs Number	12-month Programs Percentage	10-month Programs Number	10-month Programs Percentage	Summer Programs Number	Summer Programs Percentage
Charter School	31,246	5.3	48,493	7.9	12,995	6.8
College / University	674	0.1	215	0.1	173	0.1
Community-Based Organization	28,936	4.9	38,911	6.4	20,901	10.9
Faith-Based Organization	599	0.1	5,090	0.8	1,895	1.0
Public School Districts	525,251	89.1	514,642	84.0	153,061	79.6
Other	2,581	0.5	5,145	0.8	3,180	1.6
Total	589,287	100.0	612,496	100.0	192,205	100.0

Note: The category “Other” is a combination of the following types: Bureau of Indian Education, Health-Based Organization, Library, Museum, Park/Recreation, Other Unit of City or County Government, Private School, and Regional/Intermediate Educational Agency.

Chart 5. Student Participants by Organization Type



Participation Frequency

In this section, the report provides a look at participation frequency. This is presented in two ways: the number of participants according to grade grouping, pre-Kindergarten–5 grade and

6-12 grade, and the number of hours students participated. Tables 6 and 7 and Chart 6 show the overall distribution of participation based on these grade groupings.

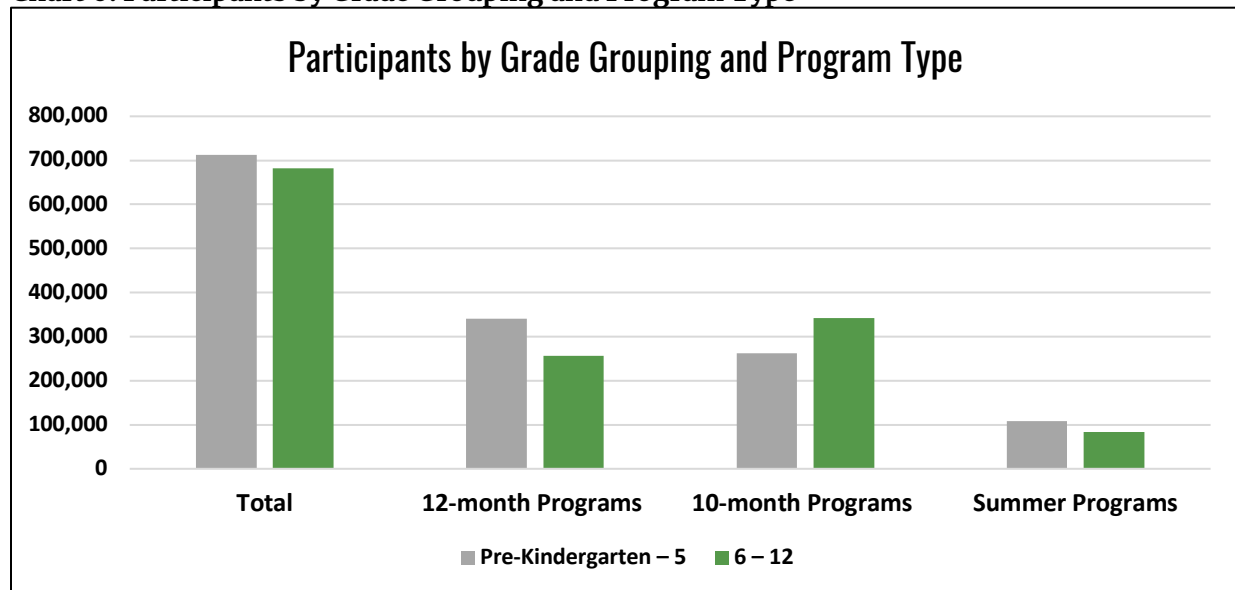
Table 6. Total Student Participants by Grade Grouping

Grade Grouping	Number	Percentage
Pre-Kindergarten – 5	712,091	51.1
6 – 12	681,897	48.9
Total	1,393,988	100.0

Table 7. Participants by Grade Grouping and Program Type

Grade Grouping	12-month Programs Number	12-month Programs Percentage	10-month Programs Number	10-month Programs Percentage	Summer Programs Number	Summer Programs Percentage
Pre-Kindergarten – 5	341,099	57.9	262,887	42.9	108,105	56.2
6 – 12	255,742	42.1	342,086	57.1	84,069	43.8
Total	596,841	100.0	604,973	100.0	192,174	100.0

Chart 6. Participants by Grade Grouping and Program Type



In 10-month programs, participation was higher for students in grades 6-12 than for students in pre-Kindergarten through grade 5. By contrast, in 12-month and summer programs, the participation of younger students exceeded older students.

Tables 8 and 9 provide the numbers and percentages of all student participation based on hour bands. Tables 10 - 13 display student participation based on hour bands for the grade groupings of pre-Kindergarten-5th and 6th-12th.

Table 8. Total Student Participation by Hours

Hour Bands	Number	Percentage
Less than 15 hours	262,472	18.8

Hour Bands	Number	Percentage
15-44 hours	255,447	18.3
45-89 hours	240,117	17.2
90-179 hours	269,583	19.4
180-269 hours	154,498	11.1
Greater than 269 hours	210,142	15.1
Data not provided	1,729	0.1
Total	1,393,988	100.0

Table 9. Student Participation by Hours and Program Type

Hour Bands	12-month Programs Number	12-month Programs Percentage	10-month Programs Number	10-month Programs Percentage	Summer Programs Number	Summer Programs Percentage
Less than 15 hours	89,574	15.2	138,816	22.7	34,082	17.7
15-44 hours	105,348	17.9	103,909	17	46,190	24.0
45-89 hours	112,649	19.1	82,240	13.4	45,228	23.5
90-179 hours	132,367	22.4	98,084	16.0	39,132	20.4
180-269 hours	68,980	11.7	66,861	10.9	18,657	9.7
Greater than 269 hours	80,247	13.6	121,357	19.8	8,538	4.5
Data not provided	122	0.1	1,229	0.2	378	0.2
Total	589,287	100.0	612,496	100.0	192,205	100.0

Table 10. Pre-Kindergarten-5th Student Participation by Hours

Hour Bands	Number	Percentage
Less than 15 hours	59,853	8.4
15-44 hours	105,056	14.7
45-89 hours	126,327	17.7
90-179 hours	163,397	22.9
180-269 hours	105,916	14.9
Greater than 269 hours	151,359	21.3
Data not provided	183	0.1
Total	712,091	100.0

Table 11. Pre-Kindergarten-5th Student Participation by Hours and Program Type

Hour Bands	12-month Programs Number	12-month Programs Percentage	10-month Programs Number	10-month Programs Percentage	Summer Programs Number	Summer Programs Percentage
Less than 15 hours	26,734	8.0	24,185	8.9	8,934	8.3
15-44 hours	47,320	14.1	34,340	12.7	23,396	21.7
45-89 hours	62,425	18.7	34,506	12.8	29,396	27.2

Hour Bands	12-month Programs Number	12-month Programs Percentage	10-month Programs Number	10-month Programs Percentage	Summer Programs Number	Summer Programs Percentage
90-179 hours	82,678	24.8	53,798	19.9	26,921	24.9
180-269 hours	49,692	14.9	43,535	16.1	12,689	11.8
Greater than 269 hours	64,689	19.4	80,075	29.6	6,595	6.1
Data not provided	183	0.1	0	0.00	0	0.00
Total	333,721	100.0	270,439	100.0	107,931	100.0

Table 12. 6th-12th Student Participation by Hours

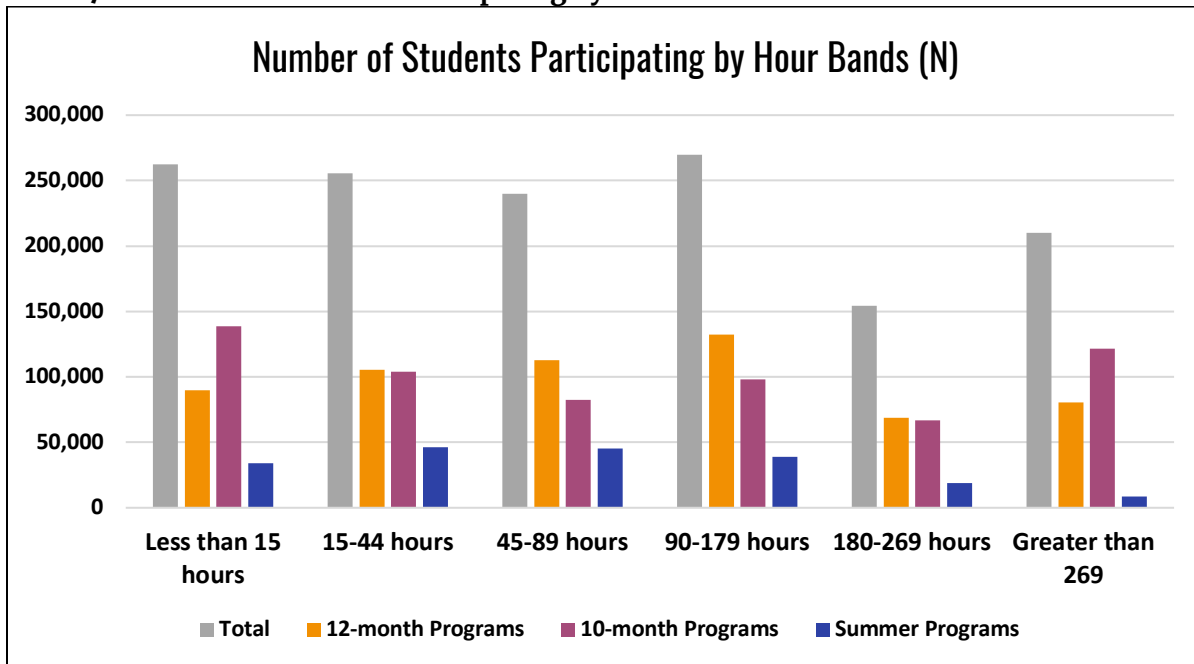
Hour Bands	Number	Percentage
Less than 15 hours	202,619	29.7
15-44 hours	150,391	22.1
45-89 hours	113,790	16.7
90-179 hours	106,186	15.6
180-269 hours	48,582	7.1
Greater than 269 hours	58,783	8.6
Data not provided	1,546	0.2
Total	681,897	100.0

Table 13. 6th-12th Student Participation by Hours and Program Type

Hour Bands	12-month Programs Number	12-month Programs Percentage	10-month Programs Number	10-month Programs Percentage	Summer Programs Number	Summer Programs Percentage
Less than 15 hours	62,840	24.6	114,631	33.5	25,148	29.9
15-44 hours	58,028	22.7	69,569	20.3	22,794	27.1
45-89 hours	50,224	19.6	47,734	14.0	15,832	18.9
90-179 hours	49,689	19.4	44,286	13.0	12,211	14.5
180-269 hours	19,288	7.5	23,326	6.8	5,968	7.1
Greater than 269 hours	15,558	6.1	41,282	12.0	1,943	2.3
Data not provided	115	0.1	1,258	0.4	173	0.2
Total	255,742	100.0	342,086	100.0	84,069	100.0

Looking at the numbers in the above tables visually, Chart 7 illuminates consistent participation across all the hour bands for the different types of programs available.

Chart 7. Number of Students Participating by Hour Bands



Beyond the broad distribution of hour bands across all programming, Chart 8 and Chart 9 look at hour bands by grade level groupings (pre-Kindergarten-5th and 6th-12th). In comparing these two charts, secondary grades are more likely to attend for fewer hours. This observation aligns with secondary 21st CCLC programs often offering short-term programs such as credit recovery.

Chart 8. Pre-Kindergarten-5th Grade Students Participating by Hour Bands

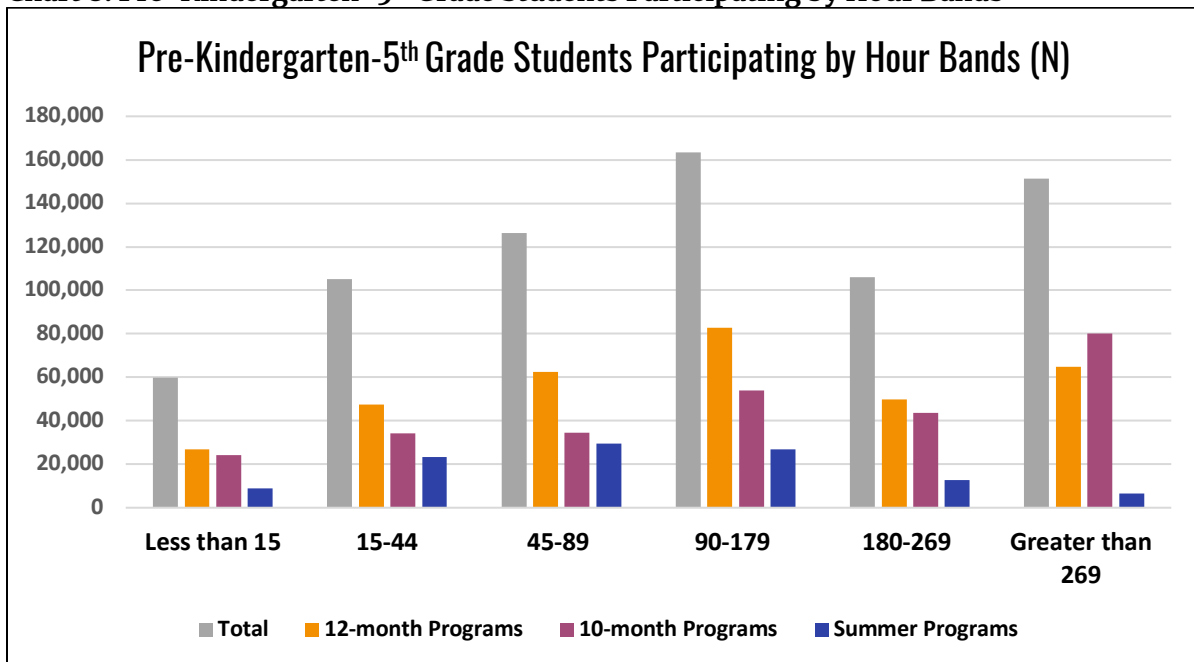
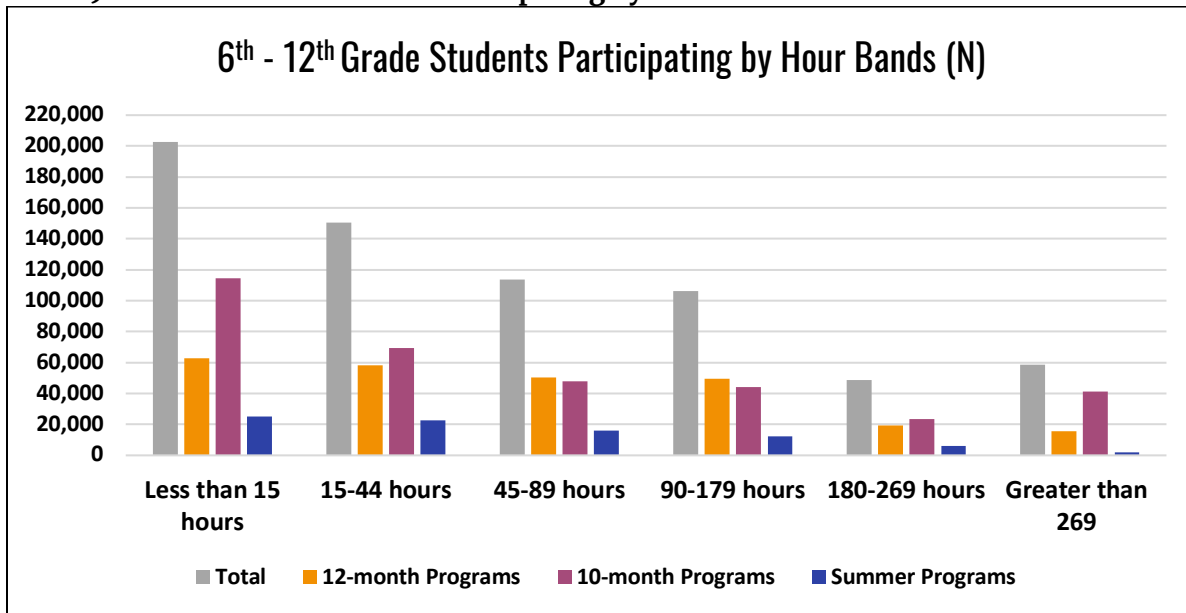


Chart 9. 6th-12th Grade Students Participating by Hour Bands



Demographic Profile of Students Participating in 21st CCLC Programming

The following tables and charts explore the demographic profile of students participating in 21st CCLC programming. In the 2022-2023 school year, student participation by sex had an almost equal representation between male and female participants, with a small number not reported in male or female in 12-month, 10-month, and summer programs.

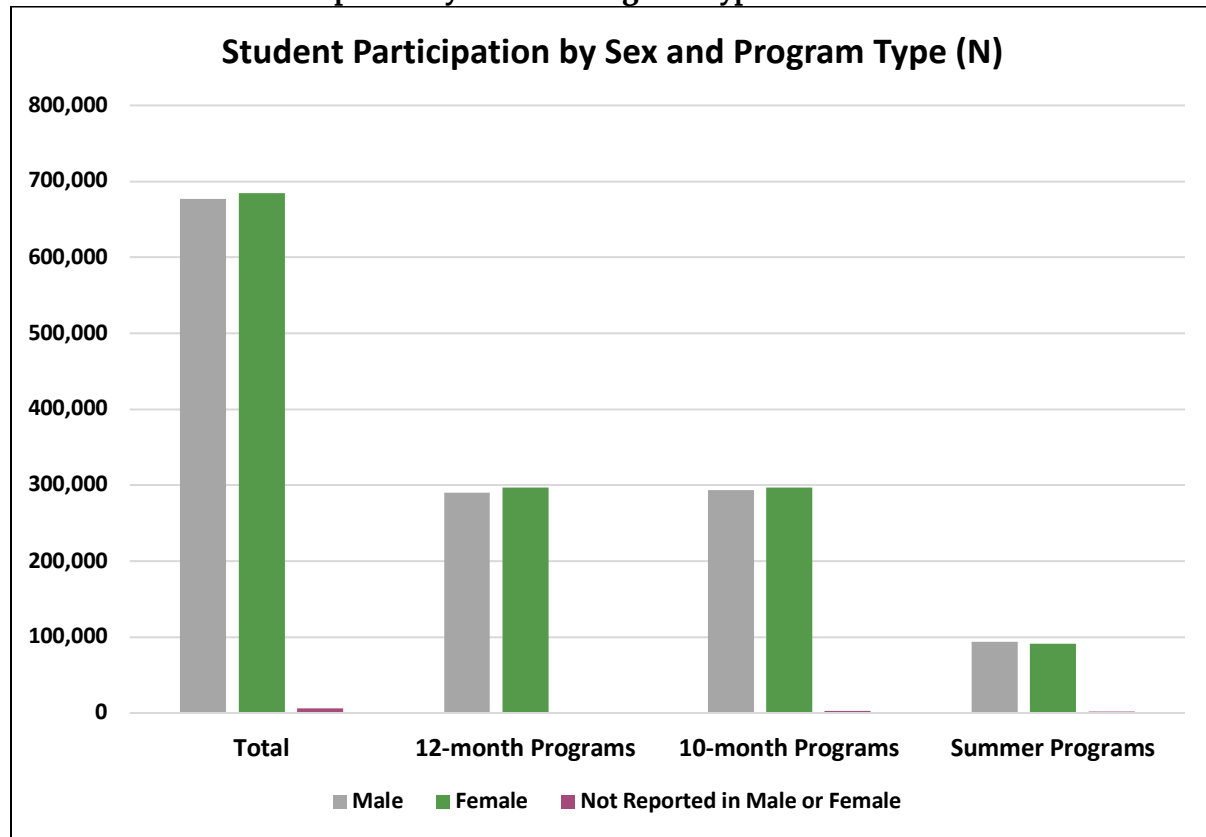
Table 14. Total Student Participation by Sex

Sex	Number	Percentage
Male	676,997	48.6
Female	684,089	49.1
Not Reported in Male or Female	6,143	0.4
Data Not Provided	26,759	1.9
Total	1,393,988	100.0

Table 15. Student Participation by Sex and Program Type

Sex	12-month Programs Number	12-month Programs Percentage	10-month Programs Number	10-month Programs Percentage	Summer Programs Number	Summer Programs Percentage
Male	289,804	49.1	293,726	47.9	93,467	48.6
Female	296,495	50.3	296,781	48.5	90,813	47.3
Not Reported in Male or Female	932	0.2	2,943	0.5	2,268	1.2
Data Not Provided	2,056	0.4	19,046	3.1	5,657	2.9
Total	589,287	100.0	612,496	100.0	192,205	100.0

Chart 10. Student Participation by Sex and Program Type



When examining race and ethnicity across 12-month, 10-month, and summer programs, the plurality of participants was Hispanic, followed by White and then Black or African American students.

Table 16. Total Student Participation by Race/Ethnicity

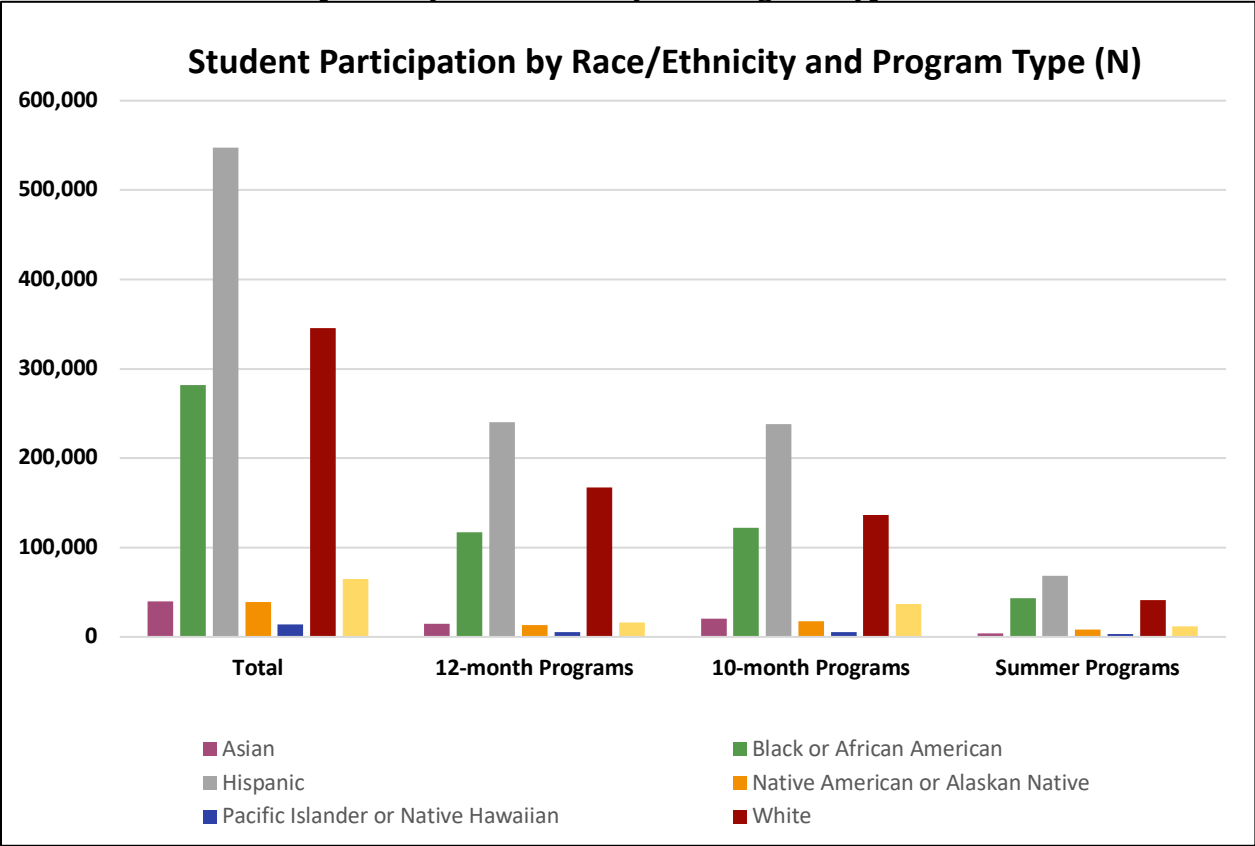
Race/Ethnicity	Number	Percentage
Asian	39,671	2.9
Black or African American	281,869	20.2
Hispanic	547,137	39.3
Native American or Alaska Native	38,716	2.8
Native Hawaiian or Pacific Islander	13,932	1.0
White	345,403	24.7
Two or More Races	64,756	4.7
Data Not Provided	62,504	4.4
Total	1,393,988	100.0

Table 17. Student Participation by Race/Ethnicity and Program Type

Race/Ethnicity	12-month Programs Number	12-month Programs Percentage	10-month Programs Number	10-month Programs Percentage	Summer Programs Number	Summer Programs Percentage
Asian	14,760	2.5	20,673	3.4	4,238	2.2

Race/Ethnicity	12-month Programs Number	12-month Programs Percentage	10-month Programs Number	10-month Programs Percentage	Summer Programs Number	Summer Programs Percentage
Black or African American	116,733	19.8	122,038	19.9	43,098	22.4
Hispanic	240,564	40.8	238,165	38.9	68,408	35.6
Native American or Alaska Native	13,253	2.3	17,486	2.9	7,977	4.2
Native Hawaiian or Pacific Islander	5,239	0.9	5,122	0.8	3,571	1.9
White	167,204	28.4	136,743	22.3	41,456	21.5
Two or More Races	16,077	2.7	37,200	6.1	11,479	6.0
Data Not Provided	15,457	2.6	35,069	5.7	11,978	6.2
Total	589,287	100.0	612,496	100.0	192,205	100.0

Chart 11. Student Participation by Race/Ethnicity and Program Type



Another important way of understanding 21st CCLC participants is by looking at sub-populations of students. The tables below look at the number of participants across 12-month,

10-month, and summer programming who are English learners, economically disadvantaged, or students with disabilities. Tables 18 and 19 provide the participation numbers for each of these categories and Charts 12 -14 are graphical representations of these numbers.

Table 18. Total Participation by Population Specifics

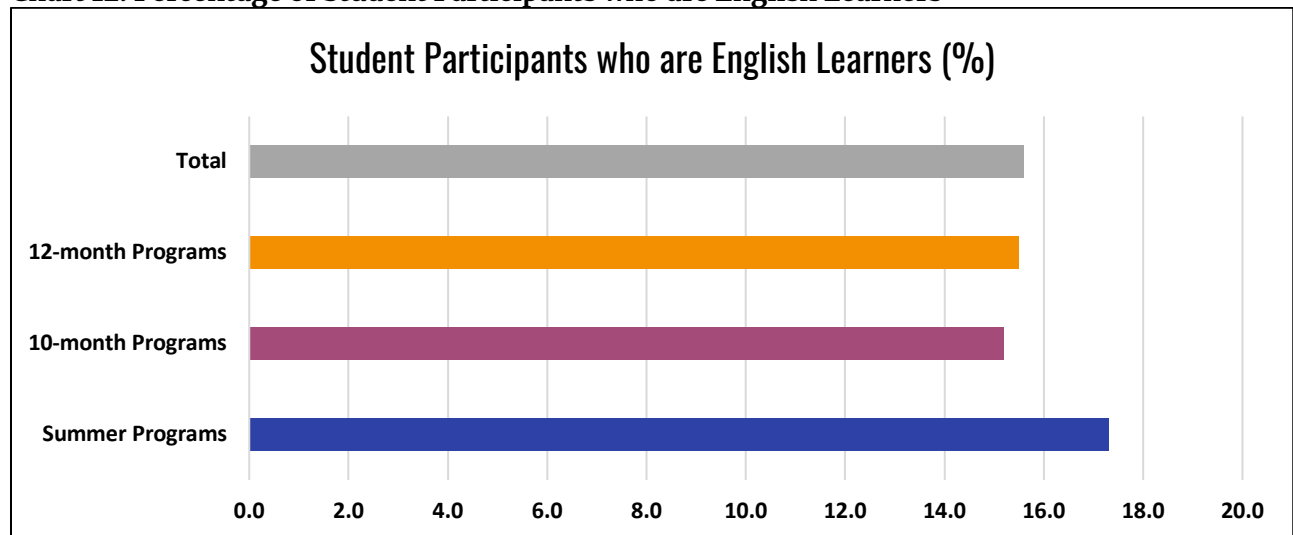
Population Specifics	Number	Percentage
Students who are English learners*	218,043	15.6
Students who are economically disadvantaged*	908,783	65.2
Students with disabilities ^{2*}	166,905	12.0

Table 19. Participation by Population Specifics and Program Type

Population Specifics	12-month Programs Number	12-month Programs Percentage	10-month Programs Number	10-month Programs Percentage	Summer Programs Number	Summer Programs Percentage
Students who are English learners*	91,546	15.5	93,295	15.2	33,202	17.3
Students who are economically disadvantaged*	404,209	68.6	381,197	62.2	123,377	64.2
Students with disabilities ^{3*}	76,011	12.9	67,529	11.0	23,365	12.2

*Percentages were calculated using the total number of attendees. This differed from other demographic data in this report because not all participants were reported in these categories. In all other demographic data, such as race/ethnicity, all attendees had data reported.

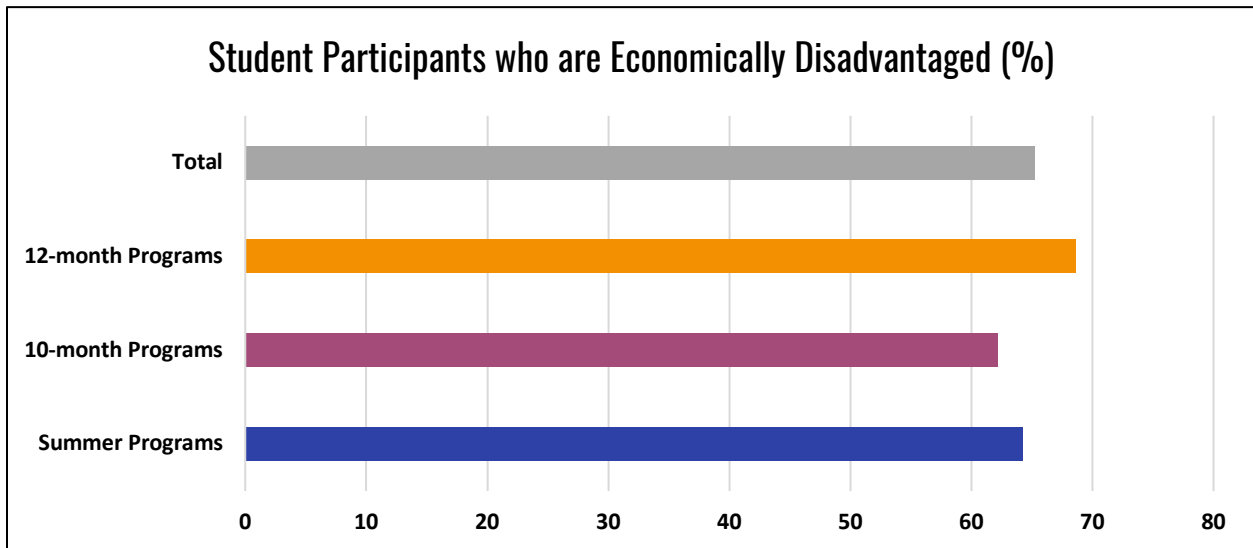
Chart 12. Percentage of Student Participants who are English Learners



² A student with disabilities, in this case, is defined as a student participant who has a current Individualized Education Program (IEP) or 504 Plan (Section 504 of the Rehabilitation Act of 1973).

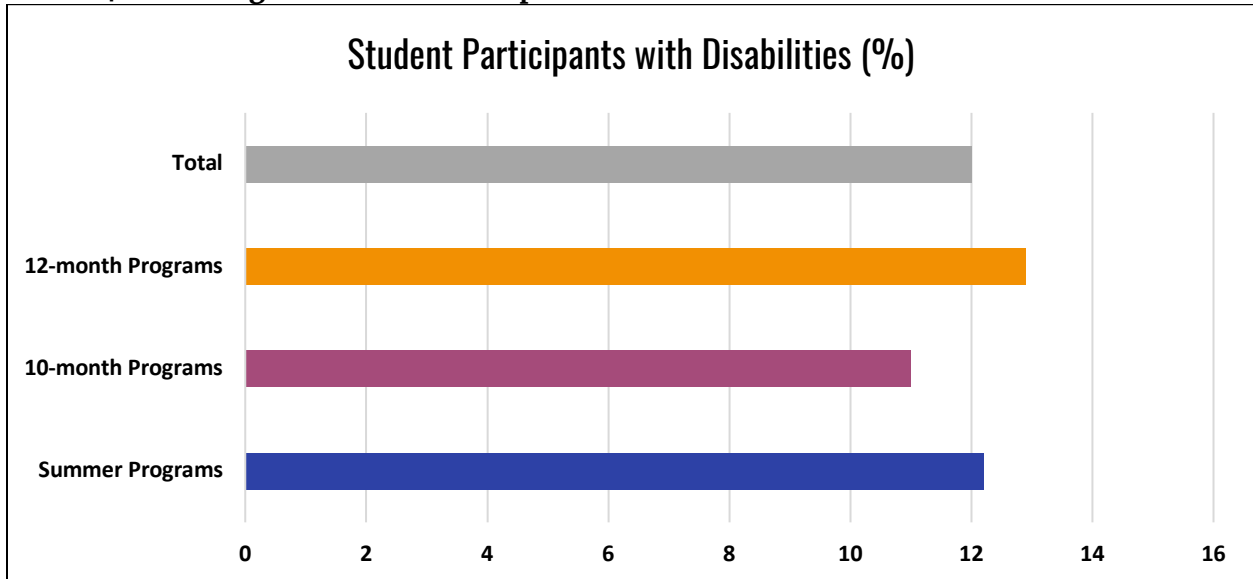
³ A student with disabilities, in this case, is defined as a student participant who has a current Individualized Education Program (IEP) or 504 Plan (Section 504 of the Rehabilitation Act of 1973).

Chart 13. Percentage of Student Participants who are Economically Disadvantaged



The plurality of students in all 21st CCLC programs came from economically disadvantaged families, as defined by the SEA. Chart 13 provides this information graphically.

Chart 14. Percentage of Student Participants with Disabilities



Activities Within 21st CCLC Programming

Program sites offered various types of activities throughout 12-month, 10-month, and summer programs. 21APR provides States with a list of activity categories, based on the 14 categories identified in ESEA section 4205(a). States report their activities under these general categories. Specifically, under these activity categories, States provided information about activities offered through 21st CCLC funding in two ways: the number of participants and the number of hours the activities in the activity category were offered. Table 21 below provides the number of participants and hours of activities offered by centers for 12-month, 10-month,

and summer programs. It does not include all possible activities that may have been offered by a center.

Table 20. Activity Category Participation by Total Number of Program Participants and Total Program Hours

Activity Category	Participants	Hours
Academic Enrichment	1,210,897	2,610,551
Activities for English Learners	80,022	229,797
Assistance to Students who have been Truant, Suspended, or Expelled	75,681	124,330
Career Competencies and Career Readiness	289,594	385,114
Cultural Programs	370,025	441,011
Drug and Violence Prevention and Counseling	220,870	210,014
Expanded Library Service Hours	97,876	102,144
Healthy and Active Lifestyle	1,288,560	1,980,513
Literacy Education	560,083	905,987
Parenting Skills and Family Literacy	125,293	74,018
STEM (Science, technology, engineering, and mathematics)	968,687	1,540,898
Services for Individuals with Disabilities	28,675	196,536
Telecommunications and Technology Education	120,902	197,906
Well-rounded Education Activities, including credit recovery or attainment	852,227	1,459,855

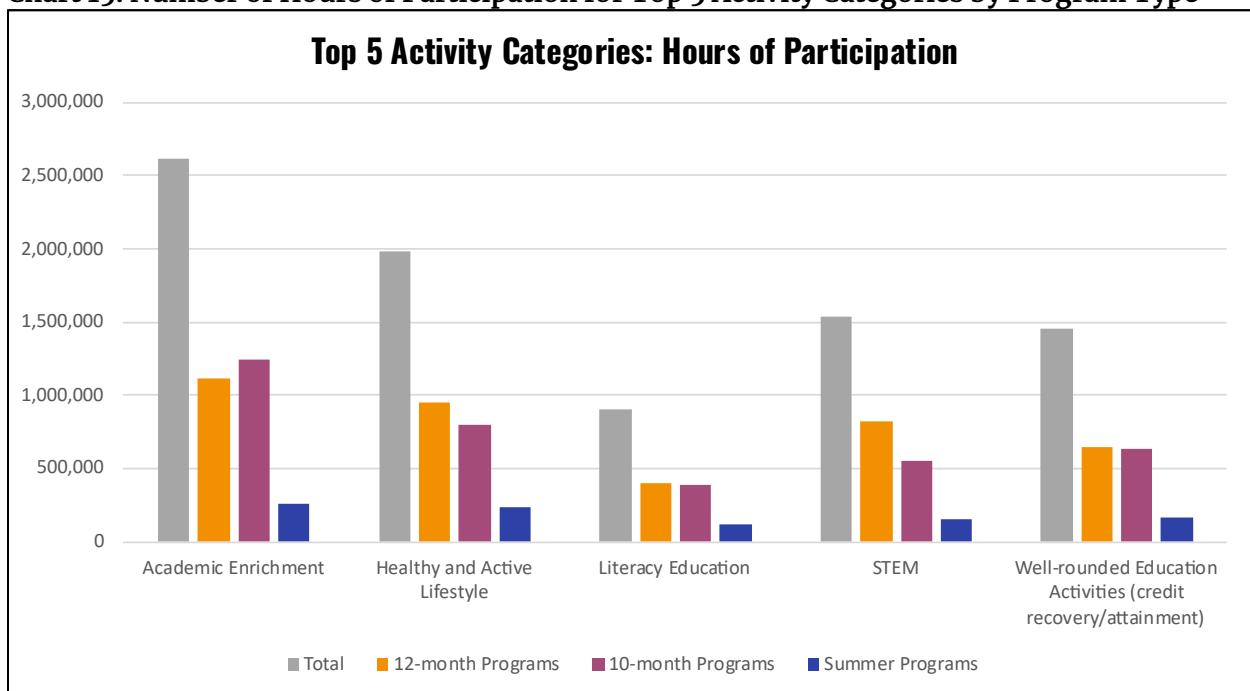
Table 21. Activity Category Participation by Number of Program Participants, Program Hours, and Program Type

Activity Category	12-month Programs Participants	12-month Programs Hours	10-month Programs Participants	10-month Programs Hours	Summer Programs Participants	Summer Programs Hours
Academic Enrichment	485,507	1,111,620	577,553	1,243,113	147,837	255,818
Activities for English Learners	15,593	52,984	41,158	120,738	23,271	56,075
Assistance to Students who have been Truant, Suspended, or Expelled	43,314	53,993	24,449	55,235	7,918	15,102
Career Competencies and Career Readiness	106,460	156,664	142,177	179,080	40,957	49,370
Cultural Programs	97,199	135,570	206,174	238,826	66,652	66,615
Drug and Violence Prevention and Counseling	85,592	88,809	101,172	93,487	34,106	27,718
Expanded Library Service Hours	18,242	20,916	60,235	59,628	19,399	21,600
Healthy and Active Lifestyle	581,572	947,864	530,661	796,352	176,327	236,297
Literacy Education	211,684	397,394	254,507	393,082	93,892	115,511

Activity Category	12-month Programs Participants	12-month Programs Hours	10-month Programs Participants	10-month Programs Hours	Summer Programs Participants	Summer Programs Hours
Parenting Skills and Family Literacy	47,513	29,859	65,214	35,419	12,566	8,740
STEM (Science, technology, engineering, and mathematics)	478,856	825,056	368,102	557,324	121,729	158,518
Services for Individuals with Disabilities	6,503	46,137	14,683	110,652	7,489	39,747
Telecommunications and Technology Education	31,530	52,721	63,946	104,249	25,426	40,936
Well-rounded Education Activities, including credit recovery or attainment	356,198	651,329	382,911	638,952	113,118	169,574

The following chart shows the hours of participation for the top five activity categories based on the number of hours the activity category was offered across the 21st CCLC programming – academic enrichment, healthy and active lifestyle, literacy education, STEM, and well-rounded education activities, including credit recovery or attainment.

Chart 15. Number of Hours of Participation for Top 5 Activity Categories by Program Type



Staffing Within 21st CCLC Programming

Participating centers utilized paid and volunteer staff to assist with 21st CCLC programming. There were a reported 195,308 staff (166,454 paid; 28,854 volunteer staff) in 2022-2023. Tables 22 – 23 provide the total number of staff, while Tables 24, 25, and 26 display the number of paid and volunteer staff broken down by program type (12-month, 10-month, and summer). Chart 16 represents this data graphically. Among the paid staff, the majority were school-day teachers (37.9 percent, or 63,055) followed by other non-teaching school staff (17.7 percent, or 29,537). Community members were the plurality of volunteers (31.2 percent, or 9,165) used by the centers followed by college students (15.0 percent, or 4,336).

Table 22. Total Staffing Type by Number and Percentage

Staffing Type	Total Staff Number	Total Staff Percentage
Center Administrators	17,840	9.1
College Students	15,460	7.9
Community Members	17,433	8.9
High School Students	10,793	5.5
Parents	5,747	3.0
School-Day Teachers	65,785	33.7
Other Non-Teaching School Staff	31,656	16.2
Subcontracted	16,303	8.4
Other	14,291	7.3
Total	195,308	100.0

Table 23. Staffing Type Percentages by Program Type

Staffing Type	12-Month Programs Total Staff Percentage	10-Month Programs Total Staff Percentage	Summer Programs Total Staff Percentage
Center Administrators	8.1	9.9	10.4
College Students	7.0	9.1	8.0
Community Members	8.7	9.0	9.3
High School Students	6.3	5.0	4.6
Parents	3.8	2.2	2.1
School-Day Teachers	36.0	32.0	30.9
Other Non-Teaching School Staff	16.3	15.9	16.5
Subcontracted	5.7	10.7	10.7
Other	8.1	6.2	7.5
Total	100.0	100.0	100.0

Table 24. Staffing Type Numbers by Program Type

Staffing Type	12-Month Programs Total Staff Number	10-Month Programs Total Staff Number	Summer Programs Total Staff Number
Center Administrators	7,499	6,918	3,423
College Students	6,448	6,384	2,628

Community Members	8,042	6,309	3,082
High School Students	5,799	3,479	1,515
Parents	3,543	1,507	697
School-Day Teachers	33,148	22,434	10,203
Other Non-Teaching School Staff	15,035	11,152	5,469
Subcontracted	5,285	7,470	3,548
Other	7,435	4,374	2,482
Total	92,234	70,027	33,047

Table 25. 12-Month Programs: Staffing Type per Paid and Volunteer Staff

Staffing Type	12-Month Programs Paid Staff Number	12-Month Programs Paid Staff Percentage	12-Month Programs Volunteer Staff Number	12-Month Programs Volunteer Staff Percentage
Center Administrators	6,985	8.9	514	3.5
College Students	4,768	6.1	1,680	12.0
Community Members	3,530	4.5	4,512	32.1
High School Students	3,638	4.7	2,161	15.3
Parents	1,749	2.2	1,794	12.7
School-Day Teachers	31,565	40.4	1,583	11.7
Other Non-Teaching School Staff	13,992	17.9	1,043	7.4
Subcontracted	4,919	6.3	366	2.6
Other	7,037	9.0	398	2.7
Total	78,183	100.0	14,051	100.0

Table 26. 10-Month Programs: Staffing Type per Paid and Volunteer Staff

Staffing Type	10-Month Programs Paid Staff Number	10-Month Programs Paid Staff Percentage	10-Month Programs Volunteer Staff Number	10-Month Programs Volunteer Staff Percentage
Center Administrators	6,192	10.4	726	6.9
College Students	4,093	6.9	2,291	21.9
Community Members	3,335	5.6	2,974	28.4
High School Students	2,292	3.8	1,187	11.4
Parents	437	0.7	1,070	10.2
School Day Teachers	21,686	36.4	748	7.2
Other Non-Teaching School Staff	10,424	17.5	728	7.0
Subcontracted	7,070	11.9	400	3.8
Other	4,039	6.8	335	3.2
Total	59,568	100.0	10,459	100.0

Table 27. Summer Programs: Staffing Type per Paid and Volunteer Staff

Staffing Type	Summer Program Paid Staff Number	Summer Program Paid Staff Percentage	Summer Program Volunteer Staff Number	Summer Program Volunteer Staff Percentage
Center Administrators	3,144	11.0	279	6.4
College Students	2,263	7.9	365	8.4

Community Members	1,403	4.9	1,679	38.6
High School Students	1,076	3.7	439	10.1
Parents	168	0.6	529	12.2
School Day Teachers	9,804	34.1	399	9.2
Other Non-Teaching School Staff	5,121	17.8	348	8.0
Subcontracted	3,471	12.1	77	1.8
Other	2,253	7.9	229	5.3
Total	28,703	100.0	4,344	100.0

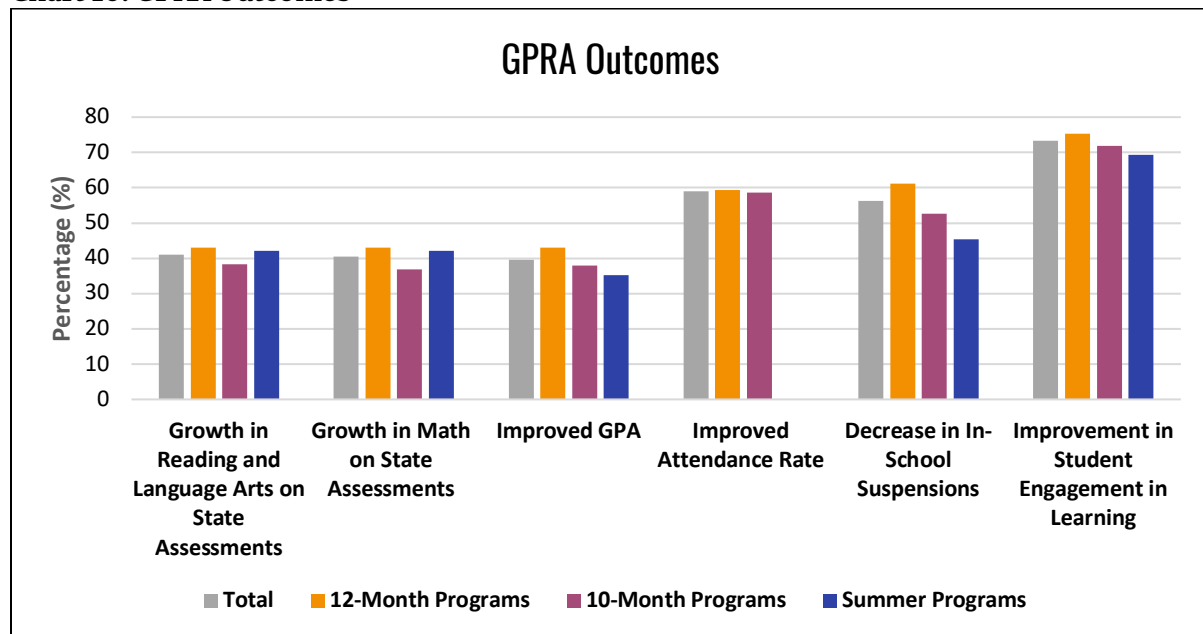
SECTION 2: PROGRAM OUTCOMES

This section provides the State data on the GPRA outcomes measures. Throughout this section, the results are reported for 12-month, 10-month, and summer programs. For the School Day Attendance GPRA measure, “N/A” is used in the summer program category because it does not include summer programs within the measure. “No Data” is used to indicate when the State did not report data.

Table 28. Outcome Measures for all 54 States/Territories in Percent

Measures	Total	12-Month Programs	10-Month Programs	Summer Programs
Percentage of students in grades 4-8 participating in 21 st CCLC programming during the school year and summer who demonstrated growth on State reading/language arts assessments.	41.0	43.1	38.3	42.1
Percentage of students in grades 4-8 participating in 21 st CCLC programming during the school year and summer who demonstrated growth on State mathematics assessments.	40.4	43.1	36.8	42.1
Percentage of students in grades 7-8 and 10-12 attending 21 st CCLC programming during the school year and summer with a prior year unweighted GPA of less than 3.0 who demonstrated an improved GPA.	39.5	43.1	37.9	35.2
Percentage of students in grades 1-12 participating in 21 st CCLC during the school year who had a school day attendance rate at or below 90 percent in the prior school year and demonstrated an improved attendance rate in the current school year.	59.0	59.3	58.6	N/A
Percentage of students in grades 1-12 attending 21 st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	56.2	61.2	52.6	45.3
Percentage of students in grades 1-5 participating in 21 st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	73.4	75.3	71.8	69.4

Chart 16. GPRA Outcomes



Academic Achievement – State Assessments

Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrated growth on State reading/language arts and mathematics assessments.

12-Month Programs: Of the 26 States that reported data for 12-month programs, 25 of these States reported data for reading/language arts and mathematics assessment growth on State assessments. Overall, these States reported that 43.1 percent of participants in grades 4–8 demonstrated growth on State reading/language arts assessments, and 43.1 percent demonstrated growth on State mathematics assessments.

10-Month Programs: Of the 28 States that reported data for 10-month programs, 26 reported on growth in reading/language arts and mathematics on State assessments. Overall, these States reported that 38.3 percent of participants in grades 4–8 demonstrated growth on State reading/language arts assessments and 36.8 percent demonstrated growth on State mathematics assessments.

Summer Programs: Of the 28 States reporting information on summer programs, 25 States reported data on growth in reading/language arts and mathematics on State assessments. Overall, these States reported that 42.1 percent of participants in grades 4–8 demonstrated growth on State reading/language arts assessments, and 42.1 percent demonstrated growth on State mathematics assessments.

Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrated growth on State reading/language arts assessments.

Table 29. Across All States: Percentage of Students who Demonstrated Growth on State Reading/Language Arts Assessments, Grades 4-8

State/Territory	12-Month Programs State Assessments Reading/Language Arts Percent Growth	10-Month Programs State Assessments Reading/Language Arts Percent Growth	Summer Programs State Assessments Reading/Language Arts Percent Growth
Alabama	56.1		
Alaska		No Data	No Data
Arizona	45.9		
Arkansas		67.5	75.0
Bureau of Indian Education		67.3	77.0
California		33.4	33.1
Colorado	60.4		
Connecticut		30.6	No Data
Delaware	53.3		
District of Columbia		39.3	43.1
Florida		No Data	No Data
Georgia	53.3		
Hawaii	7.9		
Idaho	42.3		
Illinois		10.0	9.5
Indiana		45.2	40.5
Iowa		58.0	83.4
Kansas	40.4		
Kentucky	16.9		
Louisiana	55.6		
Maine	44.6		
Maryland		58.3	61.3
Massachusetts	40.2		
Michigan	33.5		
Minnesota	44.6		
Mississippi		55.1	62.4
Missouri		49.5	37.0
Montana		85.1	87.2
Nebraska		20.9	28.8
Nevada		9.6	9.1
New Hampshire	23.3		
New Jersey	57.6		
New Mexico	No Data		
New York	47.5		
North Carolina		49.7	56.2
North Dakota		87.8	77.8
Ohio		56.7	49.3
Oklahoma	97.2		
Oregon		79.4	78.4
Pennsylvania		24.5	26.6

State/Territory	12-Month Programs State Assessments Reading/Language Arts Percent Growth	10-Month Programs State Assessments Reading/Language Arts Percent Growth	Summer Programs State Assessments Reading/Language Arts Percent Growth
Puerto Rico	48.0		
Rhode Island	44.4		
South Carolina		28.0	31.4
South Dakota		48.5	46.1
Tennessee	28.5		
Texas	30.5		
Utah		39.7	69.1
Vermont	38.2		
Virgin Islands		74.3	89.8
Virginia		66.2	66.8
Washington	54.5		
West Virginia		71.8	71.9
Wisconsin		9.2	12.6
Wyoming	77.2		
Overall	43.1	38.3	42.1

Note: Raw scores were used to calculate overall percentage growth. This is done to prevent presenting the overall percentage data as an average of averages or, in other words, to preserve the accuracy of the calculation. When calculating the percentage improvement “overall,” the total number of attendees included in these measures across all the corresponding States and Territories were aggregated. “No Data” is used to indicate when the State did not report data. Cells are grayed out when not applicable.

Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrated growth on State mathematics assessments.

Table 30. Across All States: Percentage of Students Who Demonstrated Growth on State Mathematics Assessments, Grades 4-8

State/Territory	12-Month Programs State Assessments Mathematics Percent Growth	10-Month Programs State Assessments Mathematics Percent Growth	Summer Programs State Assessments Mathematics Percent Growth
Alabama	57.6		
Alaska		No Data	No Data
Arizona	47.0		
Arkansas		68.2	71.9
Bureau of Indian Education		66.0	72.0
California		31.3	29.5
Colorado	53.4		
Connecticut		35.6	No Data
Delaware	53.9		
District of Columbia		28.9	43.4
Florida		No Data	No Data
Georgia	55.6		

State/Territory	12-Month Programs State Assessments Mathematics Percent Growth	10-Month Programs State Assessments Mathematics Percent Growth	Summer Programs State Assessments Mathematics Percent Growth
Hawaii	6.3		
Idaho	37.0		
Illinois		4.2	4.9
Indiana		49.7	46.3
Iowa		63.3	77.5
Kansas	37.2		
Kentucky	14.1		
Louisiana	50.4		
Maine	58.5		
Maryland		55.7	60.9
Massachusetts	63.5		
Michigan	33.2		
Minnesota	35.7		
Mississippi		61.4	65.1
Missouri		46.8	38.1
Montana		87.8	88.8
Nebraska		22.2	29.3
Nevada		7.4	7.0
New Hampshire	21.4		
New Jersey	53.8		
New Mexico	No Data		
New York	47.0		
North Carolina		51.3	82.6
North Dakota		87.8	77.8
Ohio		55.6	52.0
Oklahoma	93.1		
Oregon		81.1	80.8
Pennsylvania		20.8	21.7
Puerto Rico	47.8		
Rhode Island	46.5		
South Carolina		16.5	18.6
South Dakota		49.6	46.0
Tennessee	29.2		
Texas	34.7		
Utah		37.3	62.3
Vermont	23.1		
Virgin Islands		71.5	82.2
Virginia		66.1	66.5
Washington	52.4		
West Virginia		65.7	66.5
Wisconsin		6.9	10.2
Wyoming	82.5		
Overall	43.1	36.8	42.1

Note: Raw scores were used to calculate overall percentage growth. This is done to prevent presenting the overall percentage data as an average of averages or, in other words, to preserve the accuracy of the calculation. When calculating the percentage of growth “overall,” the total number of attendees included in these measures across all the corresponding States and Territories was aggregated. “No Data” is used to indicate when the State did not report data. Cells are grayed out when not applicable.

Academic Achievement – GPA

Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior year unweighted GPA of less than 3.0 who demonstrated an improved GPA.

States reported on participants in grades 7-8 and 10-12 with a prior year unweighted GPA of less than 3.0 who demonstrated an improved GPA.

12-Month Programs: Of the 26 States that reported data for 12-month programs, 25 reported data on this measure. Overall, these States reported that 43.1 percent of participants in grades 7-8 and 10-12 with a prior year unweighted GPA of less than 3.0 demonstrated an improvement in GPA.

10-Month Programs: Of the 28 States that reported data for 10-month programs, 27 reported on this measure. Overall, these States reported that 37.9 percent of participants in grades 7-8 and 10-12 with a prior year unweighted GPA of less than 3.0 demonstrated an improvement in GPA.

Summer Programs: Of the 28 States that reported data for summer programs, 26 reported on this measure. Overall, these States reported that 35.2 percent of participants in grades 7-8 and 10-12 with a prior year unweighted GPA of less than 3.0 demonstrated an improvement in GPA.

Table 31. Across All States: Percentage of Students who Demonstrated an Improved GPA, Grades 7-8 and 10-12

State/Territory	12-Month Programs GPA Percent Improved	10-Month Programs GPA Percent Improved	Summer Programs GPA Percent Improved
Alabama	40.7		
Alaska		54.5	45.0
Arizona	50.6		
Arkansas		31.3	65.4
Bureau of Indian Education		55.9	69.3
California		37.3	31.9
Colorado	44.6		
Connecticut		No Data	No Data
Delaware	11.4		
District of Columbia		45.5	55.2
Florida		41.2	30.5
Georgia	53.6		
Hawaii	52.4		
Idaho	34.2		
Illinois		54.0	No Data

State/Territory	12-Month Programs GPA Percent Improved	10-Month Programs GPA Percent Improved	Summer Programs GPA Percent Improved
Indiana		36.3	44.3
Iowa		30.7	45.2
Kansas	38.8		
Kentucky	24.0		
Louisiana	57.2		
Maine	No Data		
Maryland		62.3	59.1
Massachusetts	53.5		
Michigan	48.5		
Minnesota	35.7		
Mississippi		38.8	66.0
Missouri		69.7	59.4
Montana		31.1	40.4
Nebraska		36.1	0.0
Nevada		66.7	59.8
New Hampshire	50.6		
New Jersey	59.2		
New Mexico	27.2		
New York	26.2		
North Carolina		42.9	2.1
North Dakota		38.2	51.9
Ohio		41.0	38.9
Oklahoma	50.9		
Oregon		23.2	38.4
Pennsylvania		37.8	41.1
Puerto Rico	57.1		
Rhode Island	57.3		
South Carolina		36.5	39.0
South Dakota		27.8	23.5
Tennessee	43.6		
Texas	48.7		
Utah		19.5	41.4
Vermont	45.7		
Virgin Islands		88.5	82.1
Virginia		25.2	35.9
Washington	32.9		
West Virginia		40.9	63.0
Wisconsin		34.2	50.0
Wyoming	49.7		
Overall	43.1	37.9	35.2

Note: Raw scores were used to calculate overall percentage growth. This is done to prevent presenting the overall percentage data as an average of averages or, in other words, to preserve the accuracy of the calculation. When calculating the percentage of growth “overall,” the total number of attendees included in these measures across all the corresponding States and Territories was aggregated. “No Data” is used to indicate when the State did not report data. Cells are grayed out when not applicable.

School Day Attendance

Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at or below 90 percent in the prior school year and demonstrated an improved attendance rate in the current school year.

States were asked to report on participants in grades 1-12 attending 21st CCLC programming during the school year who had a school day attendance rate at or below 90 percent in the prior school year and demonstrated an improved attendance rate in the current school year.

12-Month Programs: Of the 26 States that reported data for 12-month programs, 26 reported data on this measure. Overall, these States reported that 59.3 percent of participants in grades 1-12 attending 21st CCLC programming during the school year and with an attendance rate below 90 percent in the prior school year demonstrated an improved attendance rate in the current school year.

10-Month Programs: Of the 28 States that reported data for 10-month programs, 28 reported on this measure. Overall, these States reported that 58.6 percent of participants in grades 1-12 attending 21st CCLC programming during the school year and with an attendance rate below 90 percent in the prior school year demonstrated an improved attendance rate in the current school year.

Table 32. Across All States: Percentage of Students who Demonstrated an Improved Attendance Rate, Grades 1-12

State/Territory	12-Month Programs School Day Attendance Percent Improved	10-Month Programs School Day Attendance Percent Improved
Alabama	96.7	
Alaska		73.6
Arizona	42.2	
Arkansas		74.9
Bureau of Indian Education		64.5
California		65.8
Colorado	35.3	
Connecticut		73.9
Delaware	87.5	
District of Columbia		69.4
Florida		64.5
Georgia	49.5	
Hawaii	82.4	
Idaho	76.0	
Illinois		70.3
Indiana		61.8
Iowa		69.0
Kansas	59.3	
Kentucky	61.5	
Louisiana	83.2	
Maine	71.2	
Maryland		64.8

State/Territory	12-Month Programs School Day Attendance Percent Improved	10-Month Programs School Day Attendance Percent Improved
Massachusetts	78.2	
Michigan	70.3	
Minnesota	66.5	
Mississippi		52.2
Missouri		64.9
Montana		75.4
Nebraska		49.5
Nevada		0.1
New Hampshire	64.9	
New Jersey	66.6	
New Mexico	0.0	
New York	49.4	
North Carolina		69.1
North Dakota		22.0
Ohio		61.3
Oklahoma	25.5	
Oregon		61.7
Pennsylvania		62.9
Puerto Rico	72.8	
Rhode Island	67.7	
South Carolina		38.9
South Dakota		66.5
Tennessee	62.6	
Texas	72.0	
Utah		47.8
Vermont	67.9	
Virgin Islands		54.4
Virginia		16.2
Washington	65.0	
West Virginia		60.7
Wisconsin		67.2
Wyoming	68.3	
Overall	59.3	58.6

Note: Raw scores were used to calculate overall percentage growth. This is done to prevent presenting the overall percentage data as an average of averages or, in other words, to preserve the accuracy of the calculation. When calculating the percentage of growth “overall,” the total number of attendees included in these measures across all the corresponding States and Territories was aggregated. “No Data” is used to indicate when the State did not report data. Cells are grayed out when not applicable.

Student Behavior

Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

States were asked to report on participants in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

12-Month Programs: Of the 26 States that reported data for 12-month programs, 25 reported data on this measure. Overall, these States reported that 61.2 percent of participants in grades 1-12 attending 21st CCLC programming during the school year and summer experienced a decrease in in-school suspensions compared to the previous school year.

10-Month Programs: Of the 28 States that reported data for 10-month programs, 27 reported on this measure. Overall, these States reported that 52.6 percent of participants in grades 1-12 attending 21st CCLC programming during the school year and summer experienced a decrease in in-school suspensions compared to the previous school year.

Summer Programs: Of the 28 States that reported data for summer programs, 25 reported on this measure. Overall, these States reported that 45.3 percent of participants in grades 1-12 attending 21st CCLC programming during the school year and summer experienced a decrease in in-school suspensions compared to the previous school year.

Table 33: Across All States: Percent of Students who Experienced a Decrease in In-School Suspensions Compared to the Prior Year, Grades 1-12

State/Territory	12-Month Programs Student Behavior Percent Improved	10-Month Programs Student Behavior Percent Improved	Summer Programs Student Behavior Percent Improved
Alabama	72.4		
Alaska		82.6	100.0
Arizona	56.4		
Arkansas		63.9	76.3
Bureau of Indian Education		90.3	85.0
California		25.5	25.9
Colorado	51.1		
Connecticut		100.0	No Data
Delaware	100.0		
District of Columbia		90.2	75.0
Florida		68.8	55.9
Georgia	33.9		
Hawaii	No Data		
Idaho	78.3		
Illinois		46.9	No Data
Indiana		100.0	100.0
Iowa		49.3	49.1
Kansas	56.8		
Kentucky	64.2		
Louisiana	60.4		
Maine	73.1		
Maryland		69.2	45.5
Massachusetts	77.3		

State/Territory	12-Month Programs Student Behavior Percent Improved	10-Month Programs Student Behavior Percent Improved	Summer Programs Student Behavior Percent Improved
Michigan	82.2		
Minnesota	76.0		
Mississippi		71.7	72.0
Missouri		60.8	51.4
Montana		99.4	98.5
Nebraska		69.4	7.3
Nevada		No Data	No Data
New Hampshire	54.5		
New Jersey	66.6		
New Mexico	83.6		
New York	79.1		
North Carolina		70.9	39.4
North Dakota		3.8	17.6
Ohio		53.6	38.4
Oklahoma	75.5		
Oregon		18.2	13.6
Pennsylvania		50.5	50.0
Puerto Rico	3.6		
Rhode Island	74.4		
South Carolina		55.2	51.2
South Dakota		38.4	22.5
Tennessee	41.5		
Texas	69.2		
Utah		56.3	65.9
Vermont	58.0		
Virgin Islands		18.2	100.0
Virginia		60.3	53.8
Washington	16.4		
West Virginia		100.0	78.3
Wisconsin		76.6	100.0
Wyoming	59.1		
Overall	61.2	52.6	45.3

Note: Raw scores were used to calculate overall percentage growth. This is done to prevent presenting the overall percentage data as an average of averages or, in other words, to preserve the accuracy of the calculation. When calculating the percentage of growth “overall,” the total number of attendees included in these measures across all the corresponding States and Territories was aggregated. “No Data” is used to indicate when the State did not report data. Cells are grayed out when not applicable.

Engagement in Learning

Percentage of students in grades 1-5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

States were asked to report on participants in grades 1-5 who demonstrated an improvement in teacher-reported engagement in learning. Each State established both how to determine that a student needed to improve their engagement in learning and the definition of

improvement. The data were collected via a State-developed and administered survey of school-day teachers who taught students participating in 21st CCLC programming during the summer or school year.

12-Month Programs: Of the 26 States reporting information on 12-month programs, 26 reported data on this measure. Overall, these States reported that 75.3 percent of participants in grades 1-5 demonstrated an improvement in teacher-reported engagement in learning.

10-Month Programs: Of the 28 States reporting information on 10-month programs, 28 reported on this measure. Overall, these States reported that 71.8 percent of participants in grades 1-5 demonstrated an improvement in teacher-reported engagement in learning.

Summer Programs: Of the 28 States reporting information on summer programs, 27 reported on this measure. Overall, these States reported that 69.4 percent of participants in grades 1-5 demonstrated an improvement in teacher-reported engagement in learning.

Table 34. 12-Month Programs: Percentage of Students who Demonstrated an Improvement in Teacher-Reported Engagement in Learning, Grades 1-5

State/Territory	12-Month Programs Engagement in Learning Percent Improved	10-Month Programs Engagement in Learning Percent Improved	Summer Programs Engagement in Learning Percent Improved
Alabama	93.9		
Alaska		72.4	71.4
Arizona	75.1		
Arkansas		90.9	91.5
Bureau of Indian Education		80.8	77.5
California		77.6	66.5
Colorado	82.1		
Connecticut		53.0	35.1
Delaware	90.5		
District of Columbia		73.9	77.4
Florida		68.2	69.9
Georgia	76.5		
Hawaii	60.0		
Idaho	92.4		
Illinois		65.6	No Data
Indiana		70.5	0.0
Iowa		68.9	81.5
Kansas	67.1		
Kentucky	89.9		
Louisiana	81.2		
Maine	76.8		
Maryland		83.1	73.3
Massachusetts	56.8		
Michigan	73.6		
Minnesota	85.6		
Mississippi		77.7	82.9

State/Territory	12-Month Programs Engagement in Learning Percent Improved	10-Month Programs Engagement in Learning Percent Improved	Summer Programs Engagement in Learning Percent Improved
Missouri		69.2	67.7
Montana		46.1	41.0
Nebraska		36.9	35.6
Nevada		76.3	69.3
New Hampshire	57.5		
New Jersey	70.5		
New Mexico	87.2		
New York	83.4		
North Carolina		88.4	90.9
North Dakota		64.2	33.1
Ohio		85.1	77.6
Oklahoma	92.7		
Oregon		83.2	84.8
Pennsylvania		48.7	45.2
Puerto Rico	84.5		
Rhode Island	79.2		
South Carolina		82.3	78.2
South Dakota		77.0	73.7
Tennessee	74.3		
Texas	71.6		
Utah		71.2	86.1
Vermont	34.4		
Virgin Islands		64.7	96.4
Virginia		95.0	95.9
Washington	69.3		
West Virginia		60.9	54.3
Wisconsin		78.1	85.3
Wyoming	77.9		
Overall	75.3	71.8	69.4

Note: Raw scores were used to calculate overall percentage growth. This is done to prevent presenting the overall percentage data as an average of averages or, in other words, to preserve the accuracy of the calculation. When calculating the percentage of growth “overall,” the total number of attendees included in these measures across all the corresponding States and Territories was aggregated. “No Data” is used to indicate when the State did not report data. Cells are grayed out when not applicable.

SUMMARY

The overarching goal of the 21st CCLC is to provide students with additional learning opportunities and support, particularly for disadvantaged students and those attending low-performing schools. By offering a safe and nurturing environment where students can engage in educational activities beyond the regular school day, these centers aim to enhance students’ academic skills, foster personal growth, and increase their chances of academic success. Of note, over 65 percent of participating students were reported by their school-day teachers as being more engaged in learning, and more than half of students with low attendance in the prior year showed improvement. The 21st CCLC program continues to develop and grow in its

mission to offer high-quality educational programs that help improve students' academic performance and skills.

APPENDIX A

21st Century Community Learning Centers GPRA Measures

Measure	Grade Levels	Performance Measured/Data Type
Percentage of students in grades 4-8 participating in 21 st CCLC programming during the school year and summer who demonstrated growth on reading/language arts and mathematics State assessments.	4-8	State Reading/Language Arts and Mathematics Assessments
Percentage of students in grades 7-8 and 10-12 attending 21 st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.	7-8; 10-12	GPA
Percentage of students in grades 1-12 participating in 21 st CCLC during the school year who had a school day attendance rate at/or below 90 percent in the prior school year and demonstrated an improved attendance rate in the current school year.	1-12	Attendance
Percentage of students in grades 1-12 attending 21 st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	1-12	In-School Suspension
Percentage of students in grades 1-5 participating in 21 st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	1-5	Engagement in Learning

APPENDIX B

All Year or School Year/Summer Reporting by State

State	Type of Programming
Alabama	12-month programming
Alaska	10-month + Summer programming
Arizona	12-month programming
Arkansas	10-month + Summer programming
Bureau of Indian Education	10-month + Summer programming
California	10-month + Summer programming
Colorado	12-month programming
Connecticut	10-month + Summer programming
Delaware	12-month programming
District of Columbia	10-month + Summer programming
Florida	10-month + Summer programming
Georgia	12-month programming
Hawaii	12-month programming
Idaho	12-month programming
Illinois	10-month + Summer programming
Indiana	10-month + Summer programming
Iowa	10-month + Summer programming
Kansas	12-month programming
Kentucky	12-month programming
Louisiana	12-month programming
Maine	12-month programming
Maryland	10-month + Summer programming
Massachusetts	12-month programming
Michigan	12-month programming
Minnesota	12-month programming
Mississippi	10-month + Summer programming
Missouri	10-month + Summer programming
Montana	10-month + Summer programming
Nebraska	10-month + Summer programming
Nevada	10-month + Summer programming
New Hampshire	12-month programming
New Jersey	12-month programming
New Mexico	12-month programming
New York	12-month programming
North Carolina	10-month + Summer programming
North Dakota	10-month + Summer programming
Ohio	10-month + Summer programming
Oklahoma	12-month programming
Oregon	10-month + Summer programming
Pennsylvania	10-month + Summer programming
Puerto Rico	12-month programming
Rhode Island	12-month programming

South Carolina	10-month + Summer programming
South Dakota	10-month + Summer programming
Tennessee	12-month programming
Texas	12-month programming
Utah	10-month + Summer programming
Vermont	12-month programming
Virgin Islands	10-month + Summer programming
Virginia	10-month + Summer programming
Washington	12-month programming
West Virginia	10-month + Summer programming
Wisconsin	10-month + Summer programming
Wyoming	12-month programming