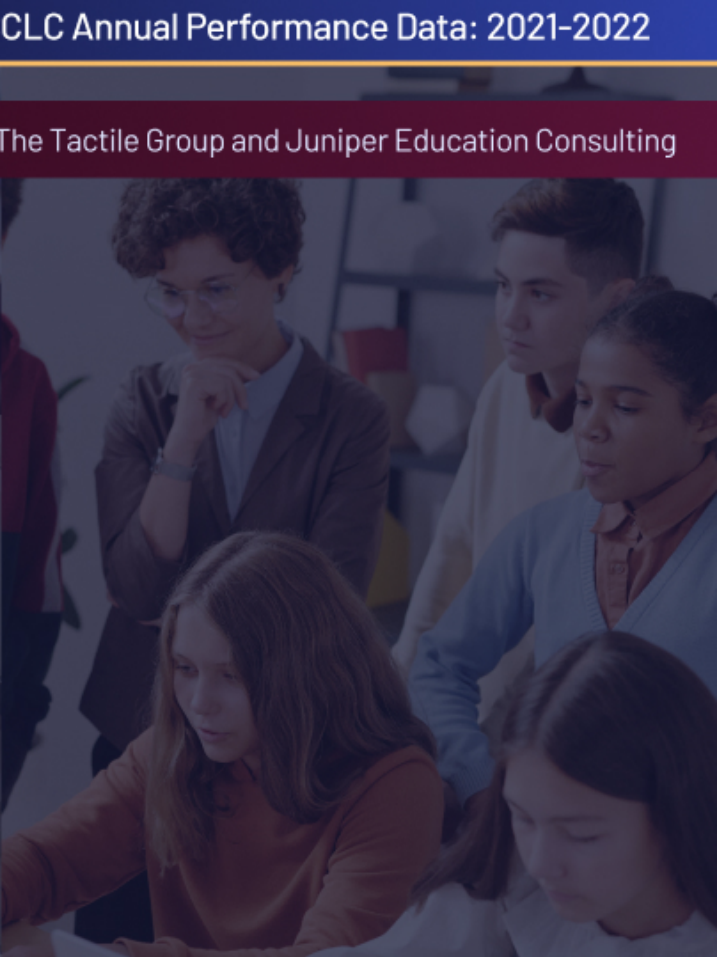
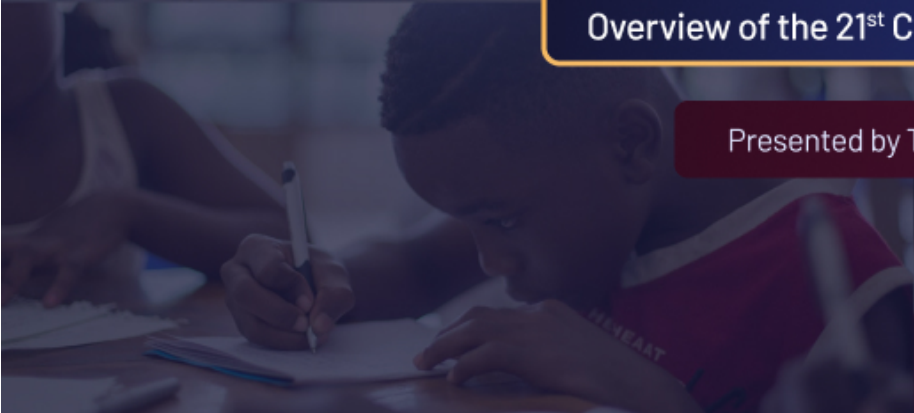




Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)

Overview of the 21st CCLC Annual Performance Data: 2021-2022

Presented by The Tactile Group and Juniper Education Consulting



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

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EXECUTIVE SUMMARY.....	1
INTRODUCTION.....	4
<i>Program Background and Authorization</i>	<i>4</i>
<i>2021-2022 Annual Performance Report.....</i>	<i>5</i>
<i>Methodology.....</i>	<i>6</i>
New GPRA Adoption	6
Data Collection	6
Data Analysis and Limitations	6
SECTION 1: PROGRAM AND STUDENT CHARACTERISTICS	7
<i>Types of Organizations with 21st Century Community Learning Centers.....</i>	<i>7</i>
<i>People Served.....</i>	<i>8</i>
<i>Attendance Frequency.....</i>	<i>11</i>
<i>Demographic Profile of Students Participating in 21st CCLC Programming.....</i>	<i>15</i>
<i>Activities Within 21st CCLC Programming.....</i>	<i>20</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>34</i>
<i>Engagement in Learning.....</i>	<i>36</i>
SUMMARY.....	38
APPENDIX A.....	39
APPENDIX B.....	40

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 2021-2022 school year, the U.S. Department of Education (Department) awarded grants to State educational agencies (SEAs), which in turn provided subgrants to 10,479 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 population served, and the extent to which students improved in specific areas.

Highlights

In 2021-2022, over 1.7 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 data presented for each of these three types of programs.

- Total student participation (1,382,476)
- Program participation for 12-month programs (600,554)
- Program participation for 10-month programs (601,205)
- Summer program participation for 2021 (180,717)
- Total adult and family member participation (353,311)

12-Month Programs

Participation by sex:

- Male participation (294,536)
- Female participation (302,858)
- Participation not reported in male or female (1,270)

Participation by race/ethnicity:

- Native American or Alaska Native (12,791)
- Asian (15,162)
- Black or African American (134,644)
- Hispanic (240,411)
- Native Hawaiian or Pacific Islander (4,079)
- White (159,265)
- Two or more races (15,460)
- Data not provided (18,742)

Program Outcomes:

- For participants in grades 4–8, 45.3 percent demonstrated growth on State reading/language arts assessments and 45.9 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, 50.7 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, 45.9 percent demonstrated an improved attendance rate in the current school year.
- For participants in grades 1–12, 60.3 percent experienced a decrease in in-school suspensions compared to the previous school year.
- For participants in grades 1–5, 68.8 percent of participants demonstrated an improvement in teacher-reported engagement in learning.

10-Month Programs

Participation by sex:

- Male participation (287,919)
- Female participation (290,400)
- Participation not reported in male or female (5,352)

Participation by race/ethnicity:

- Native American or Alaska Native (12,151)
- Asian (22,964)
- Black (107,186)
- Hispanic (238,883)
- Native Hawaiian or Pacific Islander (11,791)
- White (140,119)
- Two or more races 34,249)
- Data not provided (33,862)

Program Outcomes:

- For participants in grades 4–8, 38.3 percent demonstrated growth on State reading/language arts assessments and 38.7 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, 57.6 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, 55.1 percent demonstrated an improved attendance rate in the current school year.
- For participants in grades 1–12, 28.8 percent experienced a decrease in in-school suspensions compared to the previous school year.
- For participants in grades 1–5, 72.5 percent demonstrated an improvement in teacher-reported engagement in learning.

Summer Programs

Participation by sex:

- Male participation (83,133)
- Female participation (84,923)

- Participation not reported in male or female (5,117)

Participation by race/ethnicity:

- Native American or Alaska Native (4,905)
- Asian (4,165)
- Black (35,164)
- Hispanic (62,990)
- Native Hawaiian or Pacific Islander (8,412)
- White (41,451)
- Two or more races (10,105)
- Data not provided (13,525)

Program Outcomes:

- For participants in grades 4-8, 34.5 percent demonstrated growth on State reading and language arts assessments and 33.6 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, 54.5 percent demonstrated an improved GPA.
- For participants in grades 1-12, 26.7 percent experienced a decrease in in-school suspensions compared to the previous school year.
- For participants in grades 1-5, 69.1 percent demonstrated an improvement in teacher-reported engagement in learning.

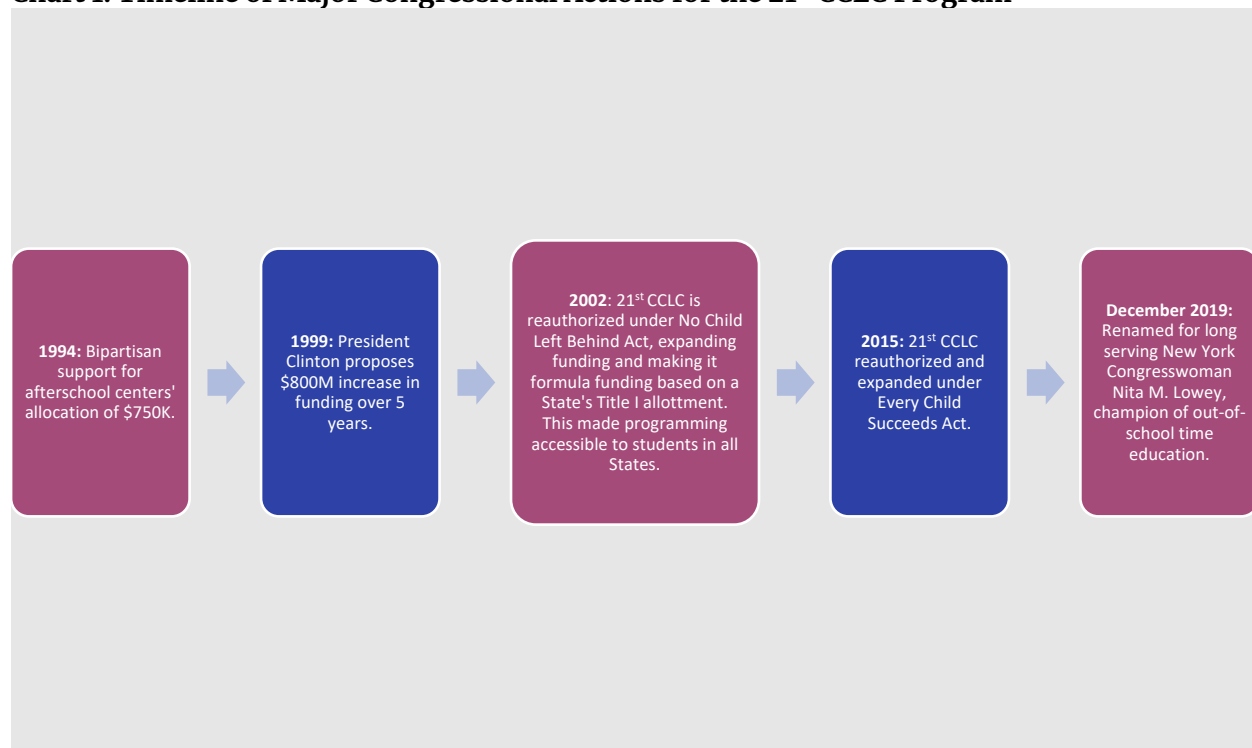
INTRODUCTION

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 2021-2022 performance period, the Department awarded grants to State educational agencies, which in turn provided subgrants to 10,479 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 their role 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.

2021-2022 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 2021-2022 school year,¹ the data show that most funded centers were classified as school districts, followed by community-based organizations (CBOs). In 2021-2022, the 21st CCLC program served more than 1.7 million people, employed 150,797 staff, and hosted 27,509 volunteers. Most of the paid staff were school-day teachers and most of the volunteers were community members and parents. While these numbers are consistent with previous years, it

¹ In this report, we use "2021-2022 school year" to include programs operated during the 2021-2022 school year and/or in summer 2021.

is important to note that these data report on programming that was impacted by the COVID-19 pandemic.

Methodology

New GPRA Adoption

In 2019, the Department began a year-long process involving multiple listening sessions with key stakeholders and consultation with research experts to design the new GPRA indicators. The 2021-2022 school year is the first year States reported on the new measures. While in the past States had discretion to select from a menu of indicators, now all SEAs must report on each of the GPRA indicators (Appendix A lists the indicators). In addition, in the past, each State reported data for all participants but the GPRA measures focused on the subset of participants who participated for at least a minimum number of days. Starting this year, the measures are based on all participants, regardless of the number of hours they attend the program.

As part of the process of adopting the new GPRA, several other changes were made to reporting requirements. The list of possible activities and activity categories was updated. SEAs had the flexibility to choose whether to report data for 12-month programs – meaning all their programs operated throughout the year including the summer – or whether they would report data for 10-month programs and then separately report summer programming data. (Refer to Appendix B – All Year or School Year/Summer Reporting.)

Data Collection

To help SEAs transition to the new GPRA, the Department provided extensive technical assistance (TA) as each State developed policies to ensure data were collected and reported accurately and consistently. As with the previous GPRA, some data definitions were 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 30 TA sessions between the adoption of the new GPRA in the spring of 2020 and the collection of the new GPRA measures for APR reporting, beginning in the summer of 2022, to assist SEAs in making these policy decisions.

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 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.”

Finally, of note this year, in addition to this being the first reporting cycle of the newly adopted GPRA, these data were collected during a time when some areas of the country were still impacted by COVID-19. The impact of COVID-19 was particularly evident in the number of SEAs that could not report on some GPRA indicators because baseline data necessary for the calculation was not available from the previous (2020-2021) performance period. Overall, it is likely that these data have some inconsistencies given this context. These inconsistencies may not be fully realized until future years of data are analyzed.

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

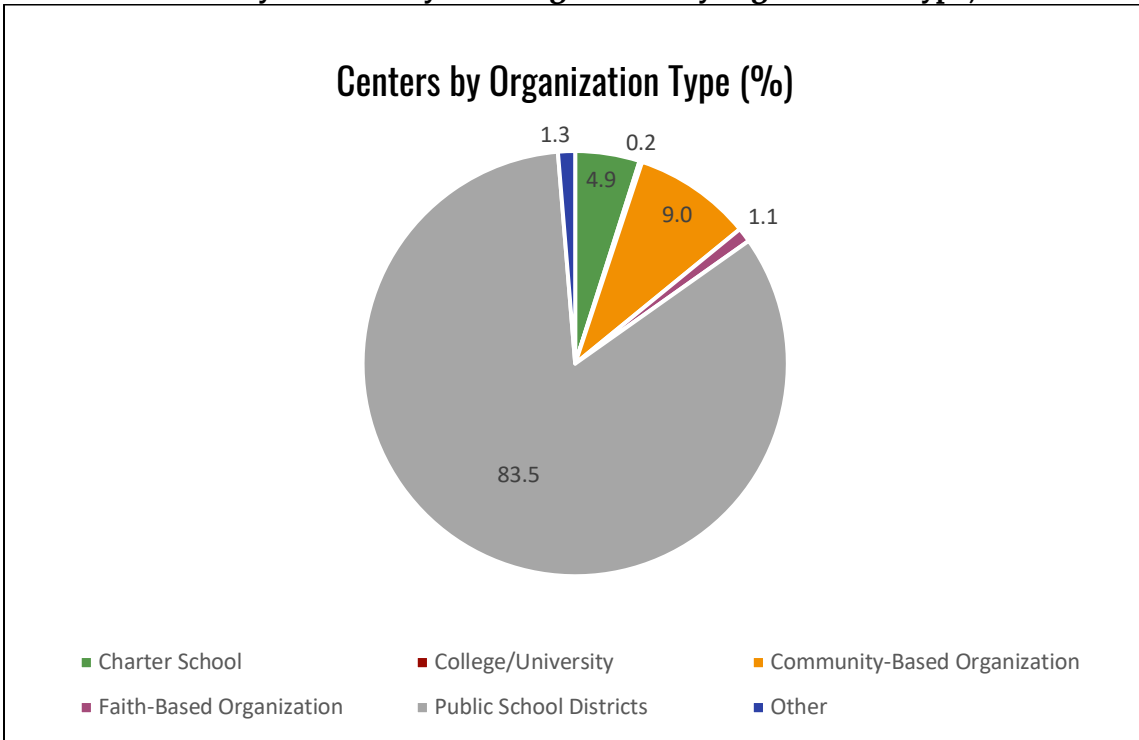
Table 1 displays the results of the organization type of centers for all 54 SEAs. Of the 10,479 centers, 83.5 percent were classified as school districts (8,750) and 9.0 percent as CBOs (946). This is represented graphically in Chart 2 below.

Table 1. Centers by Organization Type

Center Type	Number	Percentage
Charter School	509	4.9
College/University	21	0.2
Community-Based Organization	946	9.0
Faith-Based Organization	112	1.1
Public School Districts	8,750	83.5
Other	141	1.3
Total	10,479	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.

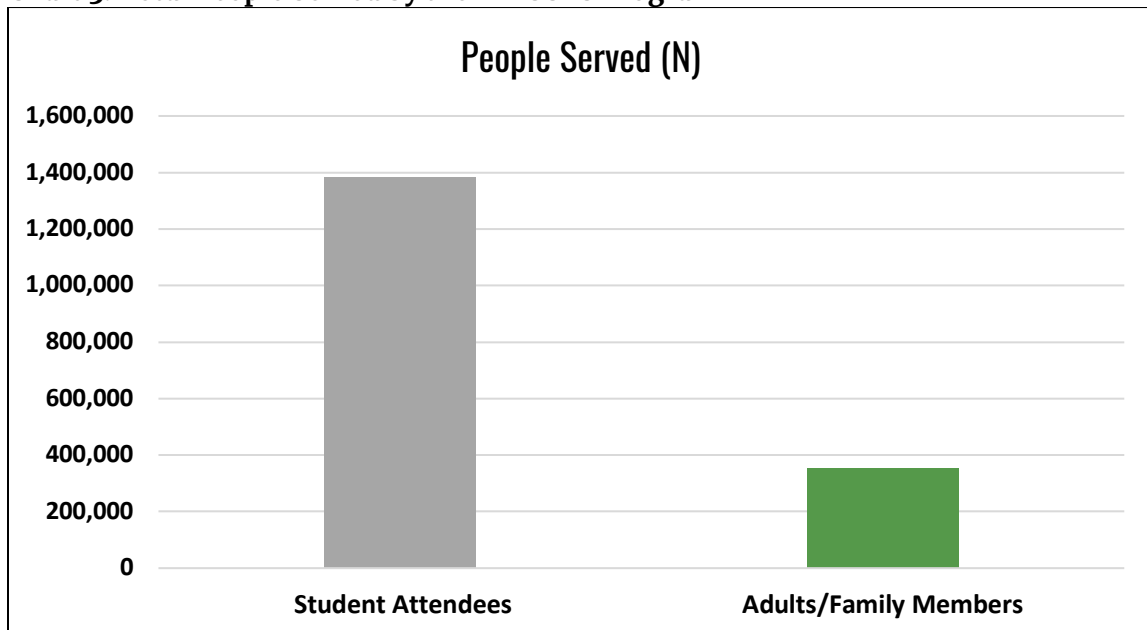
Chart 2. 21st Century Community Learning Centers by Organization Type, Percent



People Served

The 21st CCLC program has as its core mission to serve both students and their families. During 2021-2022, over 1.7 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 attendees served by the program was calculated by combining the number of student attendees from the school year, the number of summer attendees, and the number of adults/family members served. Tables 2 and 3 show the number of attendees in each of these categories. Chart 4 graphically displays these data.

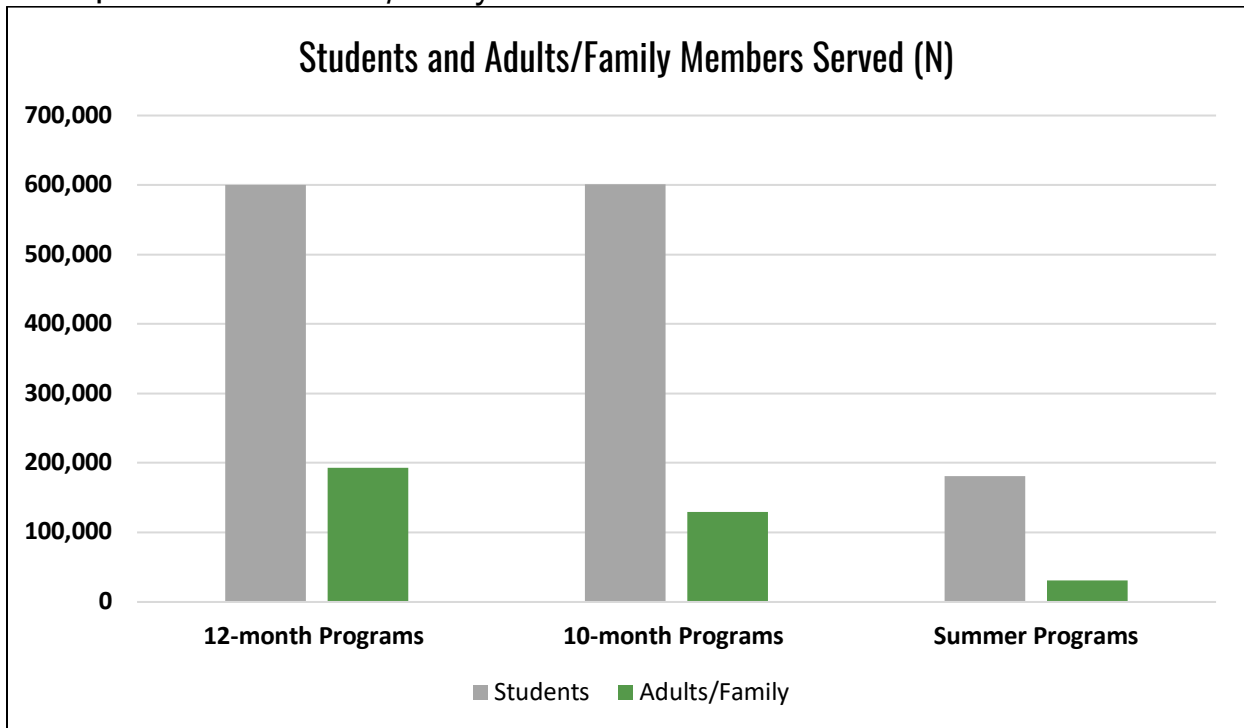
Table 2. Student Attendees Served

Student Attendees Served	Number	Percentage
12-month programs	600,554	43.4
10-month programs	601,205	43.5
Summer programs	180,717	13.1
<i>Total Student Attendees</i>	1,382,476	100.0

Table 3. Adults/Family Members Served

Adults/Family Members Served	Number	Percentage
12-month programs	192,711	54.5
10-month programs	129,504	36.7
Summer programs	31,096	8.8
<i>Total Adult/Family Members</i>	353,311	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 Attendees by Center Organization Type

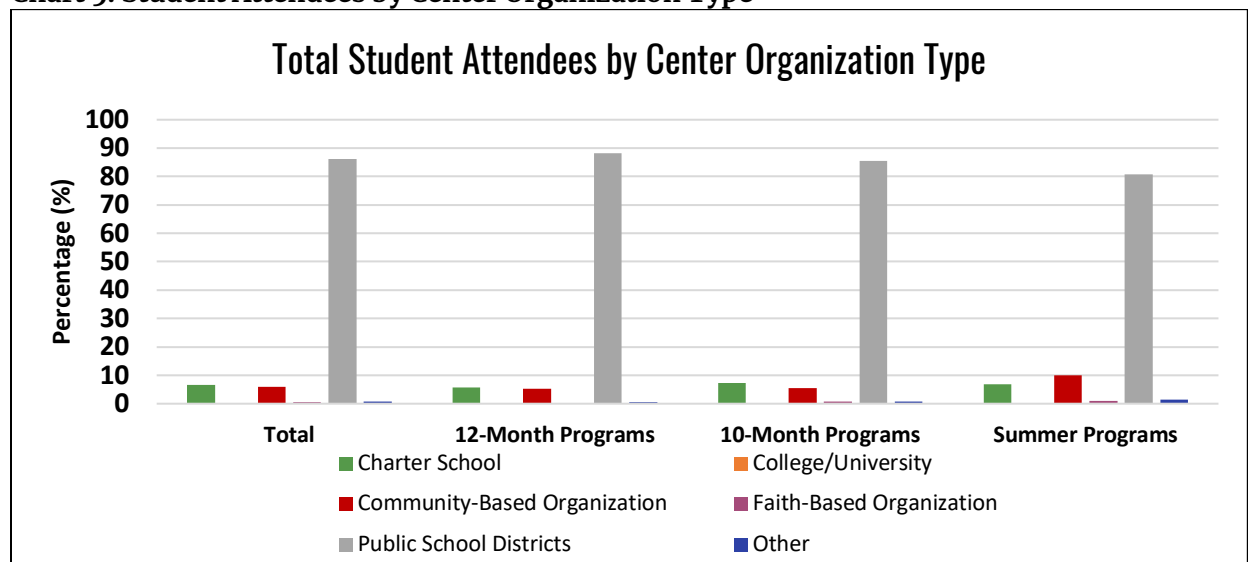
Center Type	Number	Percentage
Charter School	91,460	6.6
College / University	920	0.1
Community-Based Organization	83,015	6.0
Faith-Based Organization	6,525	0.5
Public School Districts	1,189,929	86.1
Other	10,627	0.8
Total	1,382,476	100.0

Table 5. Student Attendees by Center 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	34,896	5.8	44,160	7.3	12,404	6.9
College / University	485	0.1	284	0.1	151	0.1
Community-Based Organization	31,189	5.2	33,683	5.6	18,143	10.0
Faith-Based Organization	1,070	0.2	3,906	0.6	1,549	0.9
Public School Districts	529,162	88.1	514,914	85.6	145,853	80.7
Other	3,752	0.6	4,258	0.7	2,617	1.4
Total	600,554	100.0	601,205	100.0	180,717	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 Attendees by Center Organization Type



Attendance Frequency

In this section, the report provides a look at attendance 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 attendance based on these grade groupings.

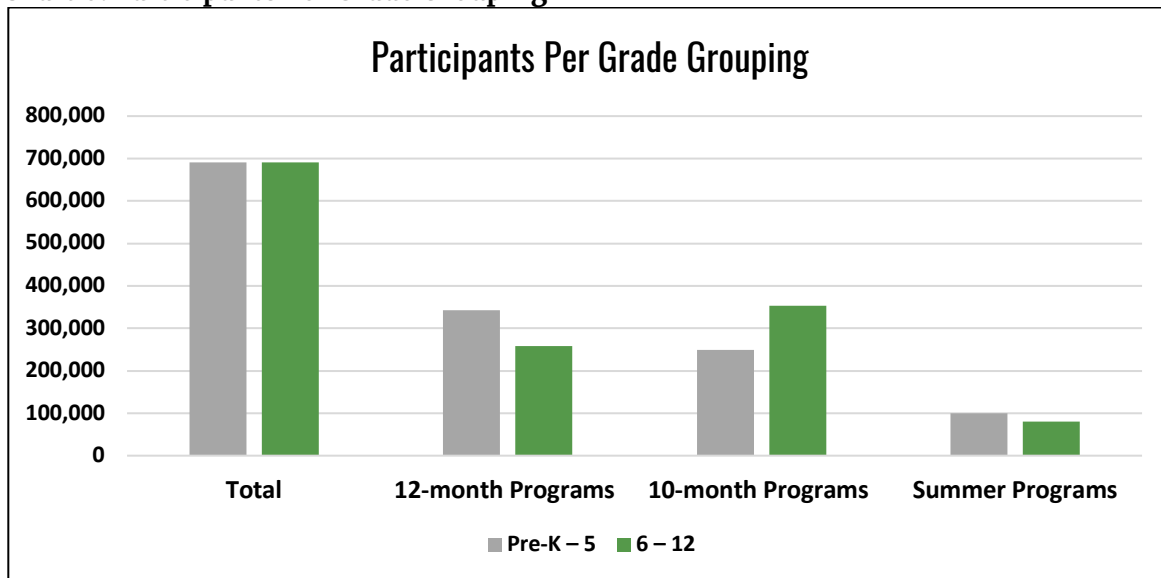
Table 6. Total Participants per Grade Grouping

Grade Grouping	Number	Percentage
Pre-Kindergarten – 5	691,422	50.0
6 – 12	691,054	50.0
Total	1,382,476	100.0

Table 7. Participants per 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	342,174	57.0	248,721	41.4	100,527	55.6
6 – 12	258,380	43.0	352,484	58.6	80,190	44.4
Total	600,554	100.0	601,205	100.0	180,717	100.0

Chart 6. Participants Per Grade Grouping



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. All Student Participation by Hours

All Participants	Number	Percentage
Less than 15 hours	282,033	20.4
15-44 hours	265,348	19.2
45-89 hours	246,000	17.8
90-179 hours	266,702	19.3
180-269 hours	140,601	10.2
Greater than 269 hours	181,792	13.1
Total	1,382,476	100.0

Table 9. All Student Participation by Hours and Program Type

All Participants	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	93,536	15.6	155,080	25.8	33,417	18.5
15-44 hours	113,319	18.9	109,906	18.3	42,123	23.3
45-89 hours	115,918	19.3	85,653	14.2	44,429	24.6
90-179 hours	129,766	21.6	96,198	16.0	40,738	22.5
180-269 hours	69,127	11.5	58,064	9.7	13,410	7.4
Greater than 269 hours	78,888	13.1	96,304	16.0	6,600	3.7
Total	600,554	100.0	601,205	100.0	180,717	100.0

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

Pre-Kindergarten-5 th Participants	Number	Percentage
Less than 15 hours	62,772	9.1
15-44 hours	107,280	15.5
45-89 hours	124,836	18.1
90-179 hours	161,005	23.3
180-269 hours	97,907	14.2
Greater than 269 hours	137,622	19.9
Total	691,422	100.0

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

Pre-Kindergarten-5 th Participants	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	30,630	9.0	23,013	9.3	9,129	9.1
15-44 hours	52,832	15.4	32,833	13.2	21,615	21.5
45-89 hours	64,286	18.8	33,318	13.4	27,232	27.1
90-179 hours	82,136	24.0	51,431	20.7	27,438	27.3
180-269 hours	49,998	14.6	37,833	15.2	10,076	10.0
Greater than 269 hours	62,292	18.2	70,293	28.3	5,037	5.0
Total	342,174	100.0	248,721	100.0	100,527	100.0

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

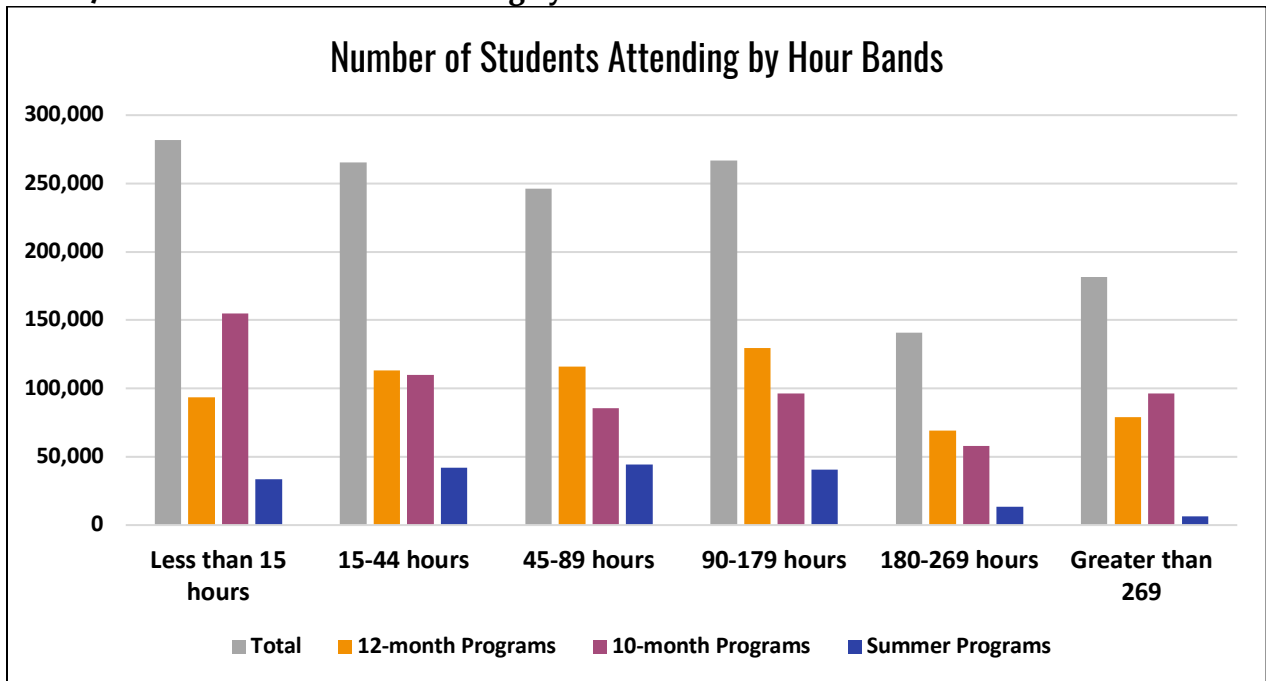
6 th -12 th Participants	Number	Percentage
Less than 15 hours	219,260	31.7
15-44 hours	158,068	22.9
45-89 hours	121,163	17.5
90-179 hours	105,694	15.3
180-269 hours	42,707	6.2
Greater than 269 hours	44,162	6.4
Total	691,054	100.0

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

6 th -12 th Participants	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	62,906	24.3	132,066	37.5	24,288	30.3
15-44 hours	60,487	23.4	77,073	21.9	20,508	25.6
45-89 hours	51,632	20.0	52,334	14.8	17,197	21.4
90-179 hours	47,630	18.4	44,764	12.7	13,300	16.6
180-269 hours	19,129	7.4	20,244	5.7	3,334	4.2
Greater than 269 hours	16,596	6.4	26,003	7.4	1,563	1.9
Total	258,380	100.0	352,484	100.0	80,190	100.0

Looking at the numbers in the above tables visually, Chart 7 illuminates strong attendee participation across all the hour bands.

Chart 7. Number of Students Attending by Hour Bands



Beyond the broad distribution of hour bands across all programming, Charts 8 and 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 finding tracks with secondary 21st CCLC programs often offering short-term programs such as credit recovery.

Chart 8. Number of Pre-Kindergarten-5th Grade Students Attending by Hour Bands

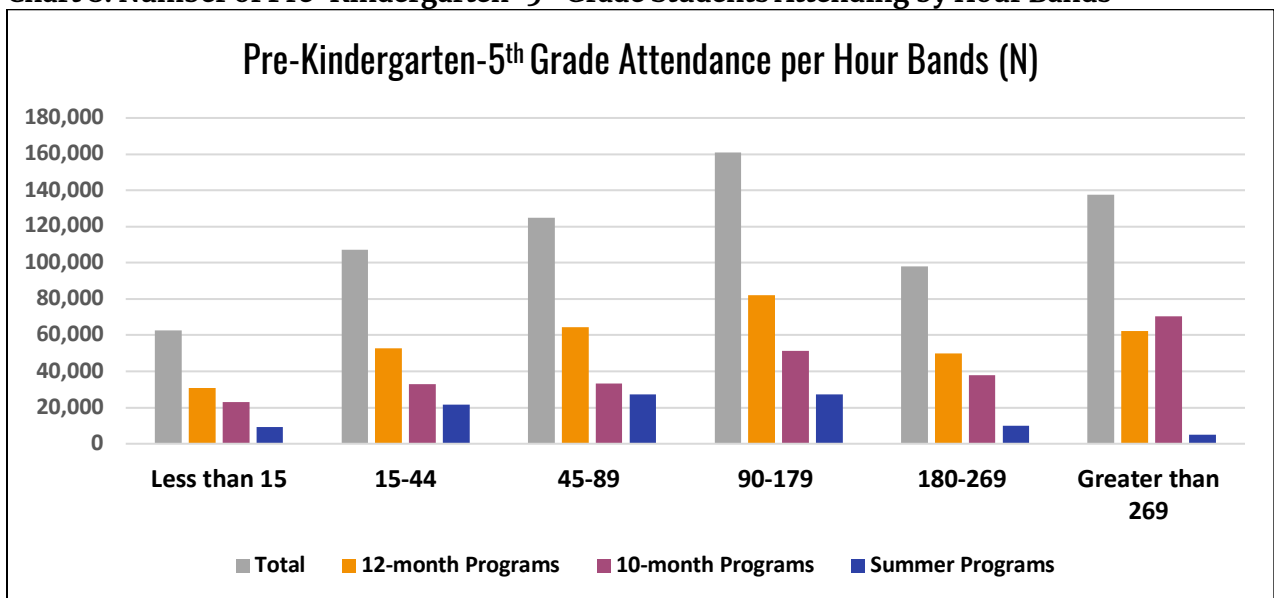
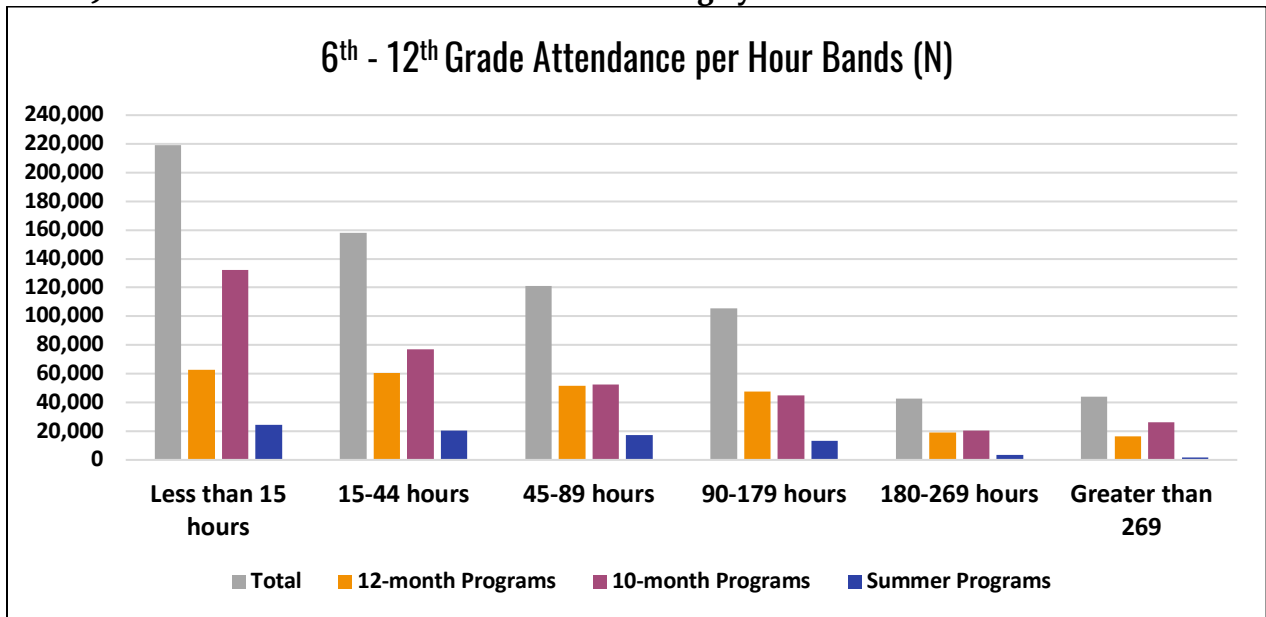


Chart 9. Number of 6th-12th Grade Students Attending by Hour Bands



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 2021-2022 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.

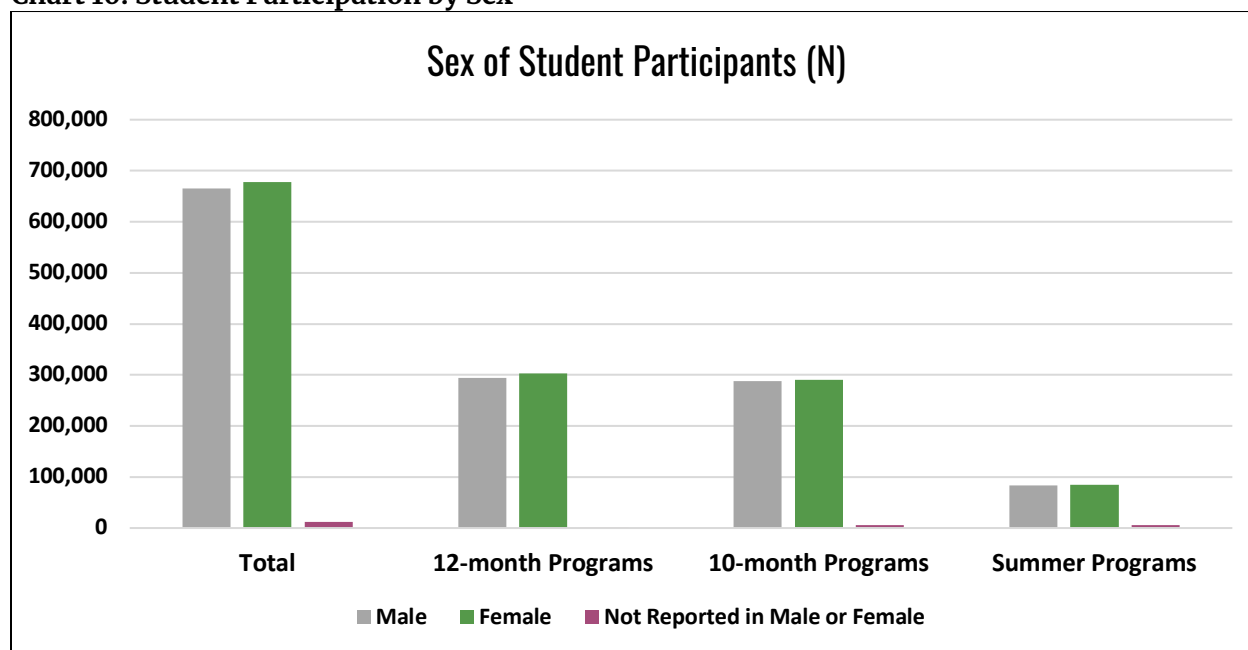
Table 14. Total Student Participation by Sex

Sex	Number	Percentage
Male	665,588	48.1
Female	678,181	49.1
Not Reported in Male or Female	11,739	0.8
Data Not Provided	26,968	2.0
Total	1,382,476	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	294,536	49.1	287,919	47.9	83,133	46.0
Female	302,858	50.4	290,400	48.3	84,923	47.0
Not Reported in Male or Female	1,270	0.2	5,352	0.9	5,117	2.8
Data Not Provided	1,890	0.3	17,534	2.9	7,544	4.2
Total	600,554	100.0	601,205	100.0	180,717	100.0

Chart 10. Student Participation by Sex



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 students.

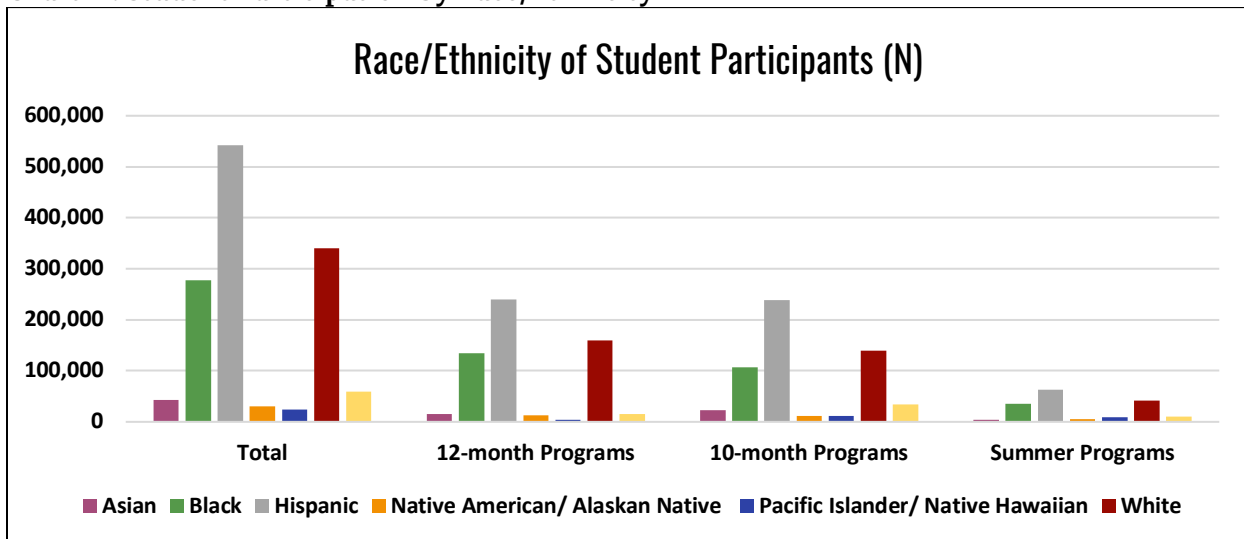
Table 16. Total Student Participation by Race/Ethnicity

Race/Ethnicity	Number	Percentage
Asian	42,291	3.1
Black	276,994	20.0
Hispanic	542,284	39.2
Native American/ Alaskan Native	29,847	2.2
Pacific Islander/ Native Hawaiian	24,282	1.8
White	340,835	24.7
Two or More Races	59,814	4.3
Data Not Provided	66,129	4.8
Total	1,382,476	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	15,162	2.5	22,964	3.8	4,165	2.3
Black	134,644	22.4	107,186	17.8	35,164	19.5
Hispanic	240,411	40.0	238,883	39.7	62,990	34.9
Native American/ Alaskan Native	12,791	2.1	12,151	2.0	4,905	2.7
Pacific Islander/ Native Hawaiian	4,079	0.7	11,791	2.0	8,412	4.7
White	159,265	26.5	140,119	23.3	41,451	22.9
Two or More Races	15,460	2.6	34,249	5.7	10,105	5.6
Data Not Provided	18,742	3.1	33,862	5.6	13,525	7.5
Total	600,554	100.0	601,205	100.0	180,717	100.0

Chart 11. Student Participation by Race/Ethnicity



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

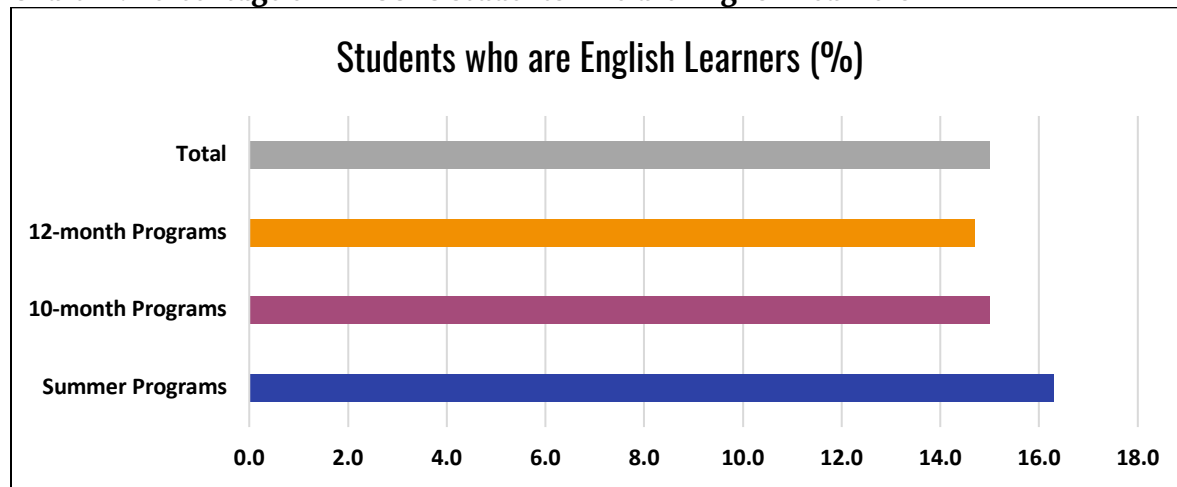
Population Specifics	Number	Percentage
Students who are English learners*	207,491	15.0
Students who are economically disadvantaged*	926,392	67.0
Students with disabilities ^{2*}	160,165	11.6

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*	88,000	14.7	90,082	15.0	29,409	16.3
Students who are economically disadvantaged*	418,705	69.7	394,179	65.6	113,508	62.8
Students with disabilities ^{3*}	74,286	12.4	64,333	10.7	21,546	11.9

*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 21st CCLC Students who are English Learners



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.

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 21st CCLC Students who are Economically Disadvantaged

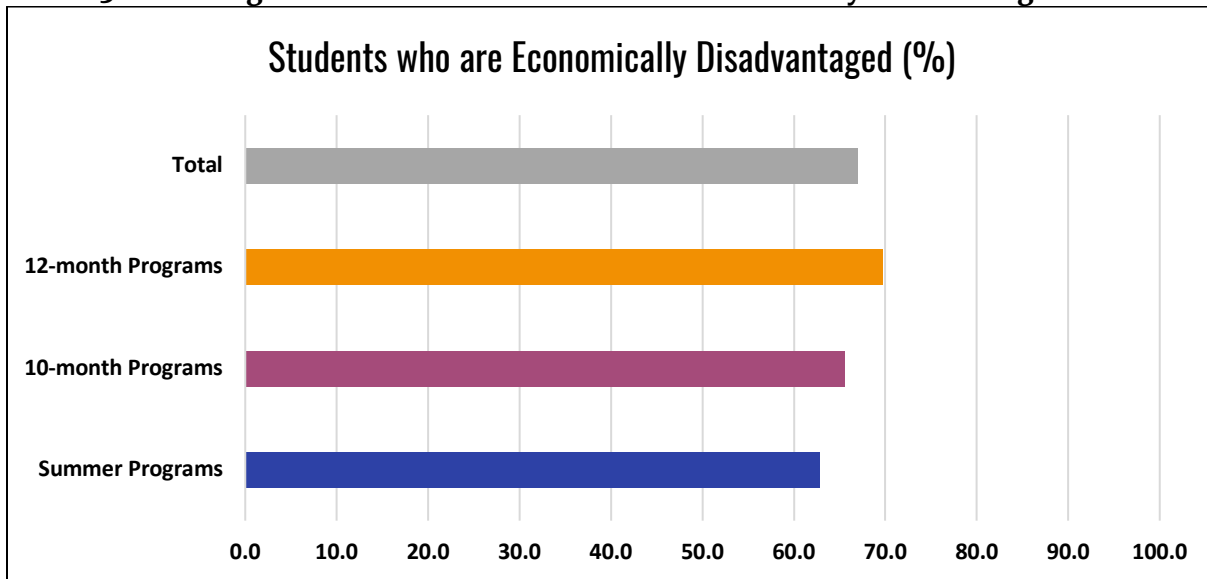
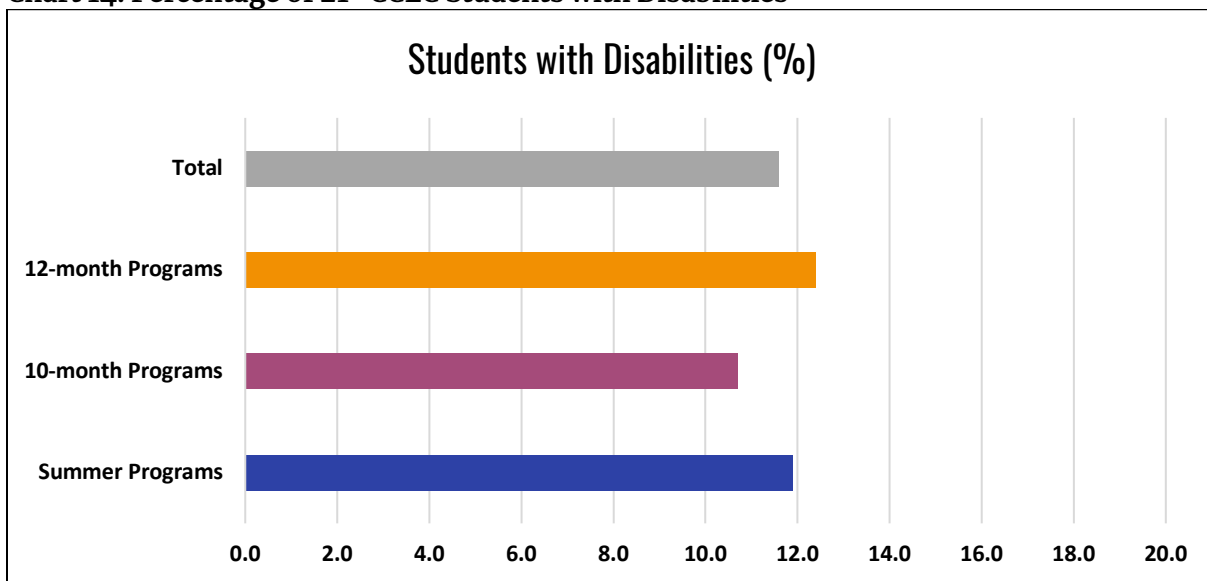


Chart 14. Percentage of 21st CCLC Students with Disabilities



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 9 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 Attendees and Total Program Hours

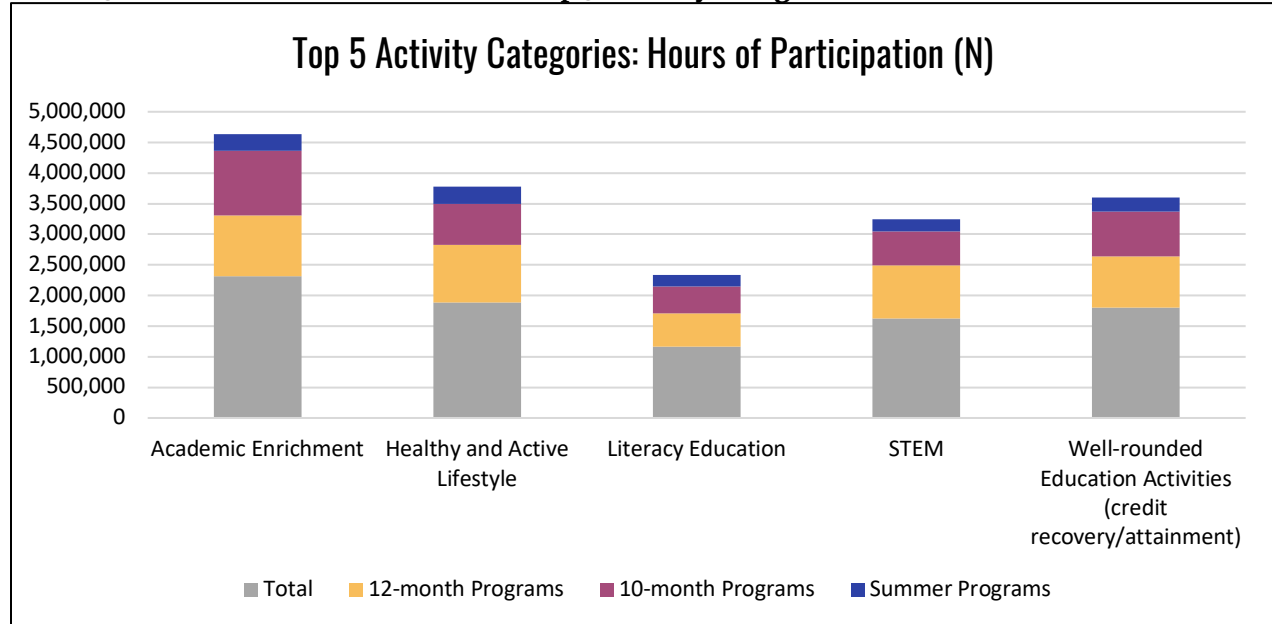
Activity Category	Attendees	Hours
Academic Enrichment	922,932	2,319,171
Activities for English Learners	86,392	280,020
Assistance to Students who have been Truant, Suspended, or Expelled	65,551	113,769
Career Competencies and Career Readiness	249,276	409,469
Cultural Programs	243,491	302,758
Drug and Violence Prevention and Counseling	221,516	283,521
Expanded Library Service Hours	76,316	79,205
Healthy and Active Lifestyle	857,116	1,889,934
Literacy Education	532,544	1,165,680
Parenting Skills and Family Literacy	116,751	59,743
STEM (Science, technology, engineering, and mathematics)	704,764	1,624,637
Services for Individuals with Disabilities	26,538	181,255
Telecommunications and Technology Education	112,452	192,926
Well-rounded Education Activities, including credit recovery or attainment	710,876	1,798,829

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

Activity Category	12-month Programs Attendees	12-month Programs Hours	10-month Programs Attendees	10-month Programs Hours	Summer Programs Attendees	Summer Programs Hours
Academic Enrichment	342,429	985,205	457,192	1,053,276	123,311	280,690
Activities for English Learners	23,449	89,426	45,786	128,465	17,157	62,129
Assistance to Students who have been Truant, Suspended, or Expelled	33,360	48,183	26,307	56,043	5,884	9,543
Career Competencies and Career Readiness	96,643	184,905	122,819	164,588	29,814	59,976
Cultural Programs	75,236	110,365	130,360	164,665	37,895	27,728
Drug and Violence Prevention and Counseling	85,542	118,725	98,265	90,601	37,709	74,195
Expanded Library Service Hours	21,876	27,338	42,039	43,955	12,401	7,912
Healthy and Active Lifestyle	309,979	931,892	407,447	671,030	139,690	287,012
Literacy Education	212,208	539,025	230,194	444,951	90,142	181,704
Parenting Skills and Family Literacy	61,142	32,813	48,574	24,310	7,035	2,620
STEM (Science, technology, engineering, and mathematics)	300,455	867,386	291,581	556,402	112,728	200,849
Services for Individuals with Disabilities	9,358	67,471	14,838	93,633	2,342	20,151
Telecommunications and Technology Education	36,441	60,640	63,747	115,328	12,264	16,958
Well-rounded Education Activities, including credit recovery or attainment	245,706	843,117	359,708	725,871	105,462	229,841

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 related to credit recovery or attainment.

Chart 15. Number of Hours Offered for Top 5 Activity Categories



Staffing Within 21st CCLC Programming

Participating centers utilized paid and volunteer staff to assist with 21st CCLC programming. There were a reported 150,797 paid staff and 27,509 volunteer staff in 2021–2022. Tables 21 – 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 (40.7 percent, or 61,406) followed by other non-teaching school staff (17.6 percent, or 26,490). Community members were the plurality of volunteers (23.2 percent, or 6,393) used by the centers followed by parents (19.4 percent, or 5,324).

Table 22. Total Staffing Type by Number and Percentage

Staffing Type	Total Staff Number	Total Staff Percentage
Center Administrators	15,707	8.8
College Students	13,253	7.4
Community Members	12,828	7.2
High School Students	7,969	4.5
Parents	6,278	3.5
School-Day Teachers	64,638	36.3
Other Non-Teaching School Staff	28,163	15.8
Subcontracted	15,404	8.6
Other	14,066	7.9
Total	178,306	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	9.1	10.0
College Students	6.4	8.6	7.5
Community Members	6.4	8.1	7.1
High School Students	4.4	4.3	5.2
Parents	3.3	4.3	2.3
School-Day Teachers	40.9	32.9	31.9
Other Non-Teaching School Staff	16.0	15.3	16.3
Subcontracted	7.0	9.4	11.0
Other	7.5	8.0	8.7
Total	100.0	100.0	100.0

Table 24. Staffing Type Numbers per Program

Staffing Type	12-Month Programs Total Staff Number	10-Month Programs Total Staff Number	Summer Programs Total Staff Number
Center Administrators	6,319	6,173	3,215
College Students	5,025	5,843	2,385
Community Members	5,025	5,526	2,277
High School Students	3,418	2,901	1,650
Parents	2,606	2,936	736
School-Day Teachers	32,095	22,323	10,220
Other Non-Teaching School Staff	12,550	10,405	5,208
Subcontracted	5,523	6,349	3,532
Other	5,860	5,423	2,783
Total	78,421	67,879	32,006

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	5,604	8.6	715	5.5
College Students	3,531	5.4	1,494	11.4
Community Members	2,291	3.5	2,734	20.8
High School Students	1,814	2.8	1,604	12.2
Parents	414	0.6	2,192	16.7
School-Day Teachers	29,873	45.7	2,222	16.9
Other Non-Teaching School Staff	11,777	18.0	773	5.9
Subcontracted	4,613	7.1	910	6.9
Other	5,386	8.2	474	3.6
Total	65,303	100.0	13,118	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	5,592	9.8	581	5.4
College Students	3,590	6.3	2,253	21.1
Community Members	2,899	5.1	2,627	24.6
High School Students	1,969	3.4	932	8.7
Parents	377	0.7	2,559	23.9
School Day Teachers	21,651	37.9	672	6.3
Other Non-Teaching School Staff	9,847	17.2	558	5.2
Subcontracted	6,120	10.7	229	2.1
Other	5,143	9.0	280	2.6
Total	57,188	100.0	10,691	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	2,921	10.3	294	7.9
College Students	2,045	7.2	340	9.2
Community Members	1,245	4.4	1,032	27.9
High School Students	1,191	4.2	459	12.4
Parents	163	0.6	573	15.5
School Day Teachers	9,882	34.9	338	9.1
Other Non-Teaching School Staff	4,866	17.2	342	9.2
Subcontracted	3,408	12.0	124	3.4
Other	2,585	9.1	198	5.4
Total	28,306	100.0	3,700	100.0

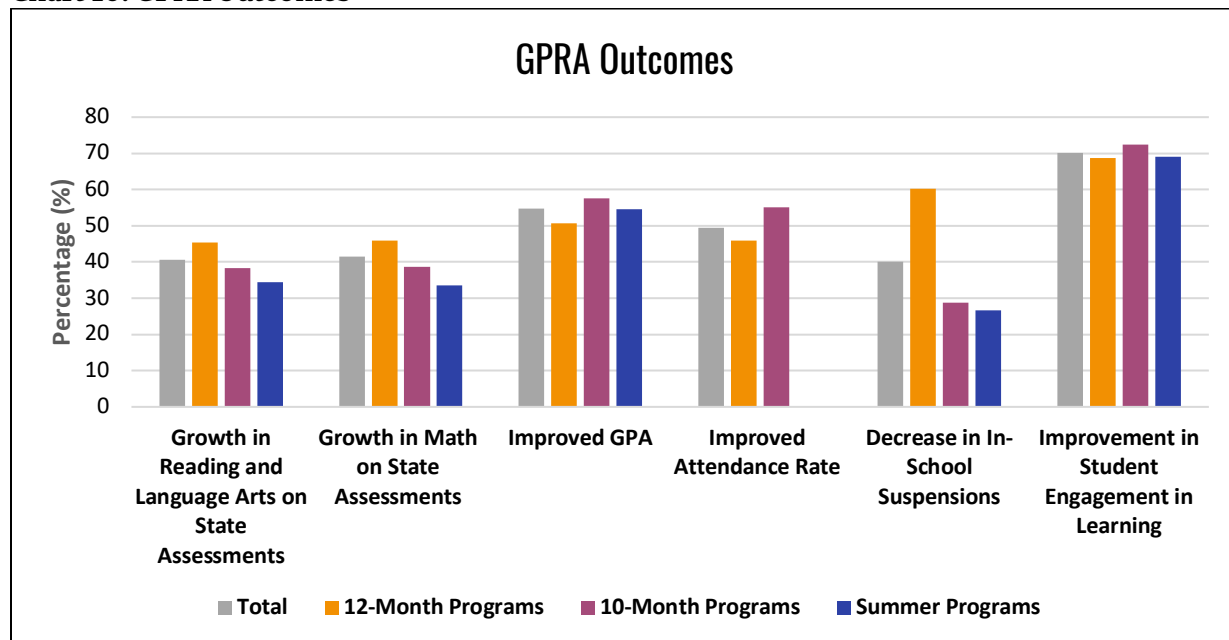
SECTION 2: PROGRAM OUTCOMES

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 GPRA measure number 3 on School Day Attendance, “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.	40.6	45.3	38.3	34.5
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.	41.5	45.9	38.7	33.6
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.	54.7	50.7	57.6	54.5
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.	49.4	45.9	55.1	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.	40.1	60.3	28.8	26.7
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.	70.1	68.8	72.5	69.1

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: 29 States reported having 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 45.3 percent of participants in grades 4–8 demonstrated growth on State reading/language arts assessments, and 45.9 percent demonstrated growth on State mathematics assessments.

10-Month Programs: 25 States reporting data separately for 10-month and summer programs. Of those, 20 reported on growth in reading/language arts on state assessments and 19 reported on growth on mathematics 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 38.7 percent demonstrated growth on State mathematics assessments.

Summer Programs: 19 States reported data on growth in reading/language arts and mathematics on State assessments. Overall, these States reported that 34.5 percent of participants in grades 4–8 demonstrated growth on State reading/language arts assessments, and 33.6 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	56.8		
Alaska		No Data	No Data
Arizona	49.1		
Arkansas		71.9	69.3
Bureau of Indian Education		44.4	No Data
California		51.2	54.2
Colorado	48.9		
Connecticut	33.9		
Delaware	66.0		
District of Columbia		44.6	76.2
Florida		25.7	25.2
Georgia	20.5		
Hawaii	53.8		
Idaho	53.8		
Illinois		4.3	4.7
Indiana		44.9	44.8
Iowa		48.4	38.4
Kansas		42.0	42.1
Kentucky	41.0		
Louisiana	52.6		
Maine	57.8		
Maryland		No Data	No Data
Massachusetts	29.9		
Michigan	No Data		
Minnesota	38.4		
Mississippi	67.4		
Missouri		39.0	20.9
Montana		86.2	85.8
Nebraska		No Data	No Data
Nevada		No Data	No Data
New Hampshire	23.3		
New Jersey	65.9		
New Mexico	No Data		
New York	53.3		
North Carolina		56.7	1.3
North Dakota		68.7	69.4
Ohio		46.6	49.5
Oklahoma	91.4		
Oregon		No Data	No Data
Pennsylvania		29.9	30.9

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	No Data		
Rhode Island	37.3		
South Carolina	23.1		
South Dakota		48.3	38.7
Tennessee	29.4		
Texas	41.2		
Utah		47.1	45.1
Vermont	26.7		
Virgin Islands	51.7		
Virginia		76.0	75.2
Washington	No Data		
West Virginia		67.0	63.0
Wisconsin		20.7	8.4
Wyoming	62.5		
Overall	45.3	38.3	34.5

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	55.8		
Alaska		No Data	No Data
Arizona	50.5		
Arkansas		69.0	63.1
Bureau of Indian Education		No Data	No Data
California		47.6	50.9
Colorado	42.0		
Connecticut	35.7		
Delaware	68.7		
District of Columbia		51.8	65.1
Florida		28.0	27.4

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
Georgia	20.9		
Hawaii	44.3		
Idaho	43.5		
Illinois		2.3	2.5
Indiana		47.0	46.6
Iowa		54.7	38.4
Kansas		40.5	41.8
Kentucky	41.9		
Louisiana	51.5		
Maine	57.0		
Maryland		No Data	No Data
Massachusetts	45.0		
Michigan	No Data		
Minnesota	46.6		
Mississippi	66.5		
Missouri		37.1	21.6
Montana		89.1	88.9
Nebraska		No Data	No Data
Nevada		No Data	No Data
New Hampshire	25.9		
New Jersey	63.8		
New Mexico	No Data		
New York	53.5		
North Carolina		81.5	1.3
North Dakota		74.4	79.2
Ohio		47.4	44.3
Oklahoma	87.0		
Oregon		No Data	No Data
Pennsylvania		25.2	25.1
Puerto Rico	No Data		
Rhode Island	59.6		
South Carolina	20.1		
South Dakota		44.4	33.5
Tennessee	28.3		
Texas	40.1		
Utah		41.1	37.1
Vermont	27.6		
Virgin Islands	35.0		
Virginia		75.6	74.9
Washington	No Data		
West Virginia		69.1	69.2
Wisconsin		20.3	9.5
Wyoming	68.3		
Overall	45.9	38.7	33.6

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.

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 29 States that reported data for 12-month programs, 25 reported data on this measure. Overall, these States reported that 50.7 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 25 States that reported data for 10-month programs, 22 reported on this measure. Overall, these States reported that 57.6 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 25 States that reported data for summer programs, 21 reported on this measure. Overall, these States reported that 54.5 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	40.9		
Alaska		68.9	66.7
Arizona	68.3		
Arkansas		54.0	65.0
Bureau of Indian Education		38.6	93.8
California		59.1	56.1
Colorado	56.6		
Connecticut	No Data		
Delaware	58.3		
District of Columbia		70.2	69.7
Florida		18.8	8.9
Georgia	52.8		
Hawaii	68.9		

State/Territory	12-Month Programs GPA Percent Improved	10-Month Programs GPA Percent Improved	Summer Programs GPA Percent Improved
Idaho	51.3		
Illinois		No Data	No Data
Indiana		54.5	53.6
Iowa		44.0	69.4
Kansas		53.9	19.3
Kentucky	6.1		
Louisiana	77.7		
Maine	No Data		
Maryland		67.3	53.3
Massachusetts	No Data		
Michigan	54.4		
Minnesota	61.5		
Mississippi	65.3		
Missouri		54.3	59.5
Montana		68.6	60.0
Nebraska		No Data	No Data
Nevada		No Data	No Data
New Hampshire	59.8		
New Jersey	58.4		
New Mexico	29.3		
New York	27.5		
North Carolina		12.9	41.0
North Dakota		63.6	No Data
Ohio		52.0	42.3
Oklahoma	62.6		
Oregon		64.0	61.2
Pennsylvania		58.7	46.2
Puerto Rico	64.2		
Rhode Island	No Data		
South Carolina	32.1		
South Dakota		52.9	53.4
Tennessee	50.0		
Texas	45.2		
Utah		47.7	42.6
Vermont	46.8		
Virgin Islands	90.3		
Virginia		57.2	48.3
Washington	52.7		
West Virginia		75.2	78.0
Wisconsin		65.3	48.6
Wyoming	43.5		
Overall	50.7	57.6	54.5

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 29 States that reported data for 12-month programs, 28 reported data on this measure. Overall, these States reported that 45.9 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 25 States that reported data for 10-month programs, 23 reported on this measure. Overall, these States reported that 55.1 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	61.2	
Alaska		58.6
Arizona	7.7	
Arkansas		67.6
Bureau of Indian Education		25.9
California		46.8
Colorado	68.3	
Connecticut	81.5	
Delaware	73.8	
District of Columbia		73.1
Florida		59.5
Georgia	75.6	
Hawaii	62.6	
Idaho	68.2	
Illinois		65.5
Indiana		72.4
Iowa		70.0
Kansas		44.9

State/Territory	12-Month Programs School Day Attendance Percent Improved	10-Month Programs School Day Attendance Percent Improved
Kentucky	80.9	
Louisiana	85.2	
Maine	23.7	
Maryland		56.7
Massachusetts	13.2	
Michigan	69.5	
Minnesota	No Data	
Mississippi	67.9	
Missouri		62.5
Montana		65.0
Nebraska		No Data
Nevada		8.6
New Hampshire	75.1	
New Jersey	62.8	
New Mexico	28.5	
New York	68.4	
North Carolina		82.0
North Dakota		25.9
Ohio		57.5
Oklahoma	77.5	
Oregon		No Data
Pennsylvania		57.0
Puerto Rico	70.1	
Rhode Island	74.2	
South Carolina	76.8	
South Dakota		40.4
Tennessee	41.1	
Texas	64.0	
Utah		44.3
Vermont	38.7	
Virgin Islands	74.9	
Virginia		69.6
Washington	74.7	
West Virginia		56.8
Wisconsin		66.0
Wyoming	64.5	
Overall	45.9	55.1

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.

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 29 States that reported data for 12-month programs, 24 reported data on this measure. Overall, these States reported that 60.3 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.

10-Month Programs: Of the 25 States that reported data for 10-month programs, 20 reported on this measure. Overall, these States reported that 28.8 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 25 States that reported data for summer programs, 20 reported on this measure. Overall, these States reported that 26.7 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	72.2		
Alaska		63.6	66.7
Arizona	68.1		
Arkansas		58.2	57.5
Bureau of Indian Education		No Data	No Data
California		14.6	10.8
Colorado	41.1		
Connecticut	60.5		
Delaware	76.4		
District of Columbia		6.9	100.0
Florida		83.7	75.6
Georgia	21.9		
Hawaii	No Data		
Idaho	68.2		
Illinois		No Data	No Data
Indiana		100.0	100.0
Iowa		85.0	62.8
Kansas		59.8	58.4
Kentucky	46.9		

State/Territory	12-Month Programs Student Behavior Percent Improved	10-Month Programs Student Behavior Percent Improved	Summer Programs Student Behavior Percent Improved
Louisiana	79.3		
Maine	No Data		
Maryland		89.8	95.4
Massachusetts	9.2		
Michigan	60.0		
Minnesota	80.0		
Mississippi	85.0		
Missouri		31.4	9.0
Montana		85.4	91.7
Nebraska		No Data	No Data
Nevada		No Data	No Data
New Hampshire	60.0		
New Jersey	67.7		
New Mexico	No Data		
New York	64.1		
North Carolina		46.9	43.6
North Dakota		2.4	50.5
Ohio		46.8	33.5
Oklahoma	No Data		
Oregon		No Data	No Data
Pennsylvania		13.0	11.1
Puerto Rico	No Data		
Rhode Island	85.7		
South Carolina	49.2		
South Dakota		23.3	21.9
Tennessee	29.0		
Texas	59.6		
Utah		21.8	6.6
Vermont	23.2		
Virgin Islands	23.4		
Virginia		33.3	100.0
Washington	80.0		
West Virginia		100.0	66.7
Wisconsin		61.8	40.0
Wyoming	59.1		
Overall	60.3	28.8	26.7

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 29 States reporting information on 12-month programs, 28 reported data on this measure. Overall, these States reported that 68.8 percent of participants in grades 1–5 demonstrated an improvement in teacher-reported engagement in learning.

10-Month Programs: Of the 25 States reporting information on 10-month programs, 25 reported on this measure. Overall, these States reported that 72.5 percent of participants in grades 1–5 demonstrated an improvement in teacher-reported engagement in learning.

Summer Programs: Of the 25 States reporting information on summer programs, 22 reported on this measure. Overall, these States reported that 69.1 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 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	95.1		
Alaska		77.1	68.1
Arizona	74.1		
Arkansas		91.7	92.7
Bureau of Indian Education		100.0	100.0
California		69.8	71.6
Colorado	83.2		
Connecticut	54.2		
Delaware	60.0		
District of Columbia		68.2	85.4
Florida		69.9	71.0
Georgia	76.0		
Hawaii	53.4		
Idaho	90.5		
Illinois		68.7	No Data
Indiana		66.9	No Data
Iowa		86.1	84.4
Kansas		69.8	63.1

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
Kentucky	No Data		
Louisiana	87.4		
Maine	21.9		
Maryland		60.7	47.9
Massachusetts	29.6		
Michigan	73.1		
Minnesota	82.8		
Mississippi	77.5		
Missouri		73.7	60.8
Montana		54.4	52.0
Nebraska		63.4	No Data
Nevada		75.6	76.4
New Hampshire	84.4		
New Jersey	77.6		
New Mexico	88.1		
New York	81.9		
North Carolina		88.8	91.2
North Dakota		73.5	89.2
Ohio		83.2	81.3
Oklahoma	92.6		
Oregon		81.7	83.2
Pennsylvania		54.5	53.9
Puerto Rico	78.5		
Rhode Island	70.7		
South Carolina	100.0		
South Dakota		63.6	73.8
Tennessee	71.0		
Texas	72.4		
Utah		74.6	67.7
Vermont	31.4		
Virgin Islands	79.4		
Virginia		95.9	96.7
Washington	69.7		
West Virginia		60.7	55.2
Wisconsin		76.2	81.0
Wyoming	78.3		
Overall	68.8	72.5	69.1

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.

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. Data provided in this annual performance report show students improving in all GPRA areas. Of note, over 60 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

Nita M. Lowey 21st Century Community Learning Centers Government Performance and Results Act (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

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	12-month 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	10-month + Summer 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	12-month 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	12-month 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	12-month 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