

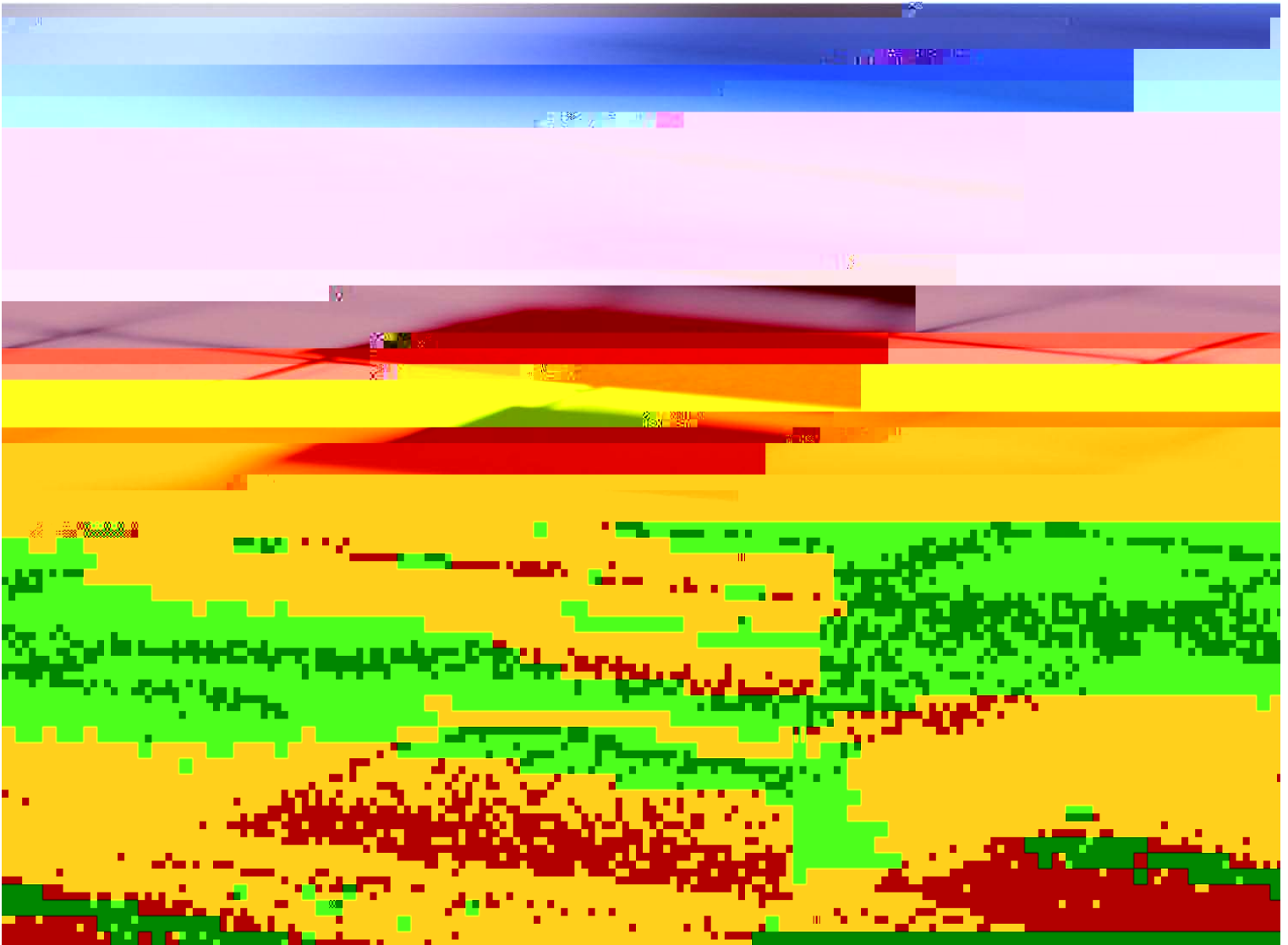


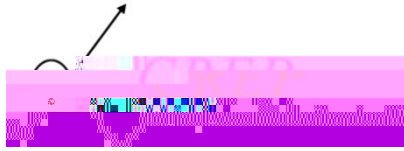
Center for Research in Educational Policy

The University of Memphis
325 Browning Hall
Memphis, Tennessee 38152
Toll Free: 1-866-670-6147

Texas 21st Century Community Learning Centers Evaluation

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John Burgette
Todd Zoblotsky
Laura Neergaard


Jenelle Akerstrom
Chloe Gibbs
Neil Naftzger
Matthew Vinson
 

John Nunnery




Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494
Phone: 512-463-9734




Texas Education Agency

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EXECUTIVE SUMMARY

The 21st Century Community Learning Centers (21st CCLC) program is a federal initiative authorized by the No Child Left Behind (NCLB) Act of 2001 that provides out of school time opportunities for academic enrichment to help students meet state and local performance standards in core academic subjects. Programs and activities are designed to reinforce and complement the regular academic program of participating students. Families of students are also offered opportunities for literacy and related educational development.

The purpose of this study was to provide a comprehensive description of the

Program Profile

The following section summarizes key findings from the program profile, which included results from the grantee and center directors, and about the program's impact on student attendance.

Program Planning and Goals

Grantee and center directors provided responses about their program planning efforts and the main goals of programming. Notably, nearly all center and grantee directors indicated that providing a safe environment for youth, helping youth improve their academic performance, and providing hands-on academic enrichment activities were

Program Activities

Data on the provision of program activities were gathered through both program surveys and administrative data:

- x The academic skill building focus of 21st CCLC emerged in analysis of both sources.
- x Nearly all center directors reported providing academic skills development frequently, and almost all grantee directors placed the provision of academic skills development as a primary priority.
- x For all other activities, greater discrepancies existed between what center directors reported providing and grantee directors prioritized.

Using information obtained from the Texas 21st CCLC Tracking & Reporting System, based on the activities offered in the 609 centers in 2008, the largest number of centers fell into the *Mostly Enrichment* activity cluster ($n=190$), while 163 centers were classified as *Mostly Homework Help and Enrichment* and 163 centers were classified as *Mostly Recreation and Enrichment*. The smallest cluster of centers was in the *Mostly Tutoring and Enrichment* category ($n=92$). Broadly defined, academic enrichment (i.e., Enrichment) activities expand students' learning opportunities in ways that differ from the m

- x Centers staffed mostly by college students
- x Centers staffed mostly by a combination of school day teachers and college students
- x Centers staffed mostly by school day teachers
- x Centers staffed mostly by school day teachers and other non-teaching school staff
- x Centers staffed mostly by school day teachers and individuals with some or no college
- x

Analysis: Effects of Center and Grantee Characteristics on 21st CCLC Student Achievement.

Key results were as follows:

Reading

x

cumulative effects. Likewise, 21st CCLC attendance tends to reduce the likelihood that a student will be retained in grade. Little or no effects were observed for reading.