

21st Century Community Learning Centers

Statewide Evaluation Academic Highlights



Afterschool and summer programs are locally-based school and community solutions that keep children and teenagers safe, inspire young people to learn, and support working families. Programs not only provide hands-on learning, workforce development, and STEM learning opportunities, they also provide nutritious snacks and meals; physical activity; and opportunities to build self-confidence, leadership skills, and connections with supportive adults. Moreover, these programs support school-day learning and encourage academic improvement as measured by test scores, graduation rates, and grade promotion.

Below is a sampling of academic outcomes from statewide evaluation studies of the federally-funded 21st Century Community Learning Centers Programs (information on school day attendance and behavior impacts are also available):

TEXAS: A 2016 evaluation of Texas 21st Century Community Learning Centers, known as the Afterschool Centers on Education (ACE), found that the program positively impacted students' school-day performance. Students with high levels of attendance in the program saw gains in their math performance, improved their school-day attendance, and saw a decrease in school-day disciplinary incidents. These findings are consistent with previous positive outcomes associated with the program. For example, a 2013 evaluation found that students attending the program were more likely to be promoted to the next grade. For high school students, participation in an ACE program increased the likelihood of grade promotion by 79 percent for low-attending students and 97 percent for students with high levels of attendance. The report stated that "the magnitude of this effect size is large." ACE students also saw improvements in their Texas

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Assessment of Knowledge and Skills (TAKS) reading and math scores and their school-day attendance, and a decrease in the number of disciplinary incidents. (American Institutes for Research, 2016; American Institutes for Research, 2013)

CALIFORNIA: A statewide longitudinal evaluation of the After School Safety and Enrichment for Teens (ASSETs) program—California’s high school component of the Community Learning Centers program—found that students participating in the ASSETs program received higher ELA and math assessment scores, and performed better on the ELA and math sections of the California High School Exit Examination than non-participants. Students participating in the program also saw improvements in their school-day attendance, and students who regularly attended the program were less likely to be suspended at school. (CRESST, 2012)

WASHINGTON: Students regularly attending Washington State’s 21st CCLC afterschool programs saw improvements in their reading and math achievement, as well as a positive impact on their overall GPA, compared to their non-participating peers. (American Institutes for Research, 2014)

WISCONSIN: Teachers of students participating in Wisconsin Community Learning Centers programs reported more than two-thirds improved their class participation, 60 percent saw improvements in their motivation to learn and 55 percent improved their behavior in class. (Wisconsin Department of Instruction, 2014)

Additionally, there is a significant body of research demonstrating the positive outcomes associated with participation in quality afterschool programs overall.

- An evaluation of high-quality afterschool programs (including 21st Century Community Learning Centers) serving 3,000 low-income elementary and middle school students found that regular participation in high-quality afterschool programs by low-income youth resulted in significant gains in math test scores and work habits and reductions in behavioral problems. (Vandell, et.al., 2007)
- A meta-analysis by the Collaborative for Academic, Social and Emotional Learning (CASEL) that examined 75 studies of 68 afterschool programs found that students who participated in an afterschool program exhibited improved behavior and performed better academically than students who did not participate in a program. (Durlak, et.al., 2010)

Citations

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