

# Archived Information

## 21ST CENTURY COMMUNITY LEARNING CENTERS

<b>Goal:</b> To enable public elementary and secondary schools to plan, implement, or expand extended learning opportunities for the benefit of the educational, health, social service, cultural, and recreational needs of their communities.  <b>Legislation:</b> Elementary and Secondary Education Act (ESEA) of 1965, Title X, Part 1 (20 U.S.C. 8241 et. seq.).	<b>Funding History</b> (\$ in millions)			
	<b>Fiscal Year</b>	<b>Appropriation</b>	<b>Fiscal Year</b>	<b>Appropriation</b>
	1985	\$0	2000	\$453
	1990	\$0	2001	\$846
	1995	\$0	2002 (Requested)	\$846

### Program Description

The purpose of this program is to provide grants to inner-city and rural schools and school districts, that work in close cooperation with community organizations and other educational and youth development agencies to provide expanded learning opportunities and other activities outside of the regular school hours for children and adults in a safe and healthy environment.

The Department makes competitive three-year grants directly to eligible local education agencies (LEAs). Although, by statute, applicants are required to describe in their applications “the collaborative efforts to be undertaken by community-based organizations, related public agencies, businesses, or other appropriate organizations,” only public schools or LEAs can receive or administer a grant.

During the 2000-2001 school year, the program provides support for 903 communities and 3,600 schools across the country. These 21<sup>st</sup> Century Community Learning Centers will serve about 615,000 children and youth and 215,000 adults during the 2000-2001 school year. Schools served by the program had, compared to the average school, much larger proportions of minority students and a far greater likelihood of being considered high poverty schools. Nearly all centers were open ten or more hours a week, and a third were open 20 or more. The vast majority of centers provided reading, math, and science activities. Also common were enrichment and support activities, including art and music, technology, and social studies.

In 2000, the average grant size was approximately \$500,000 and the typical grant supported four centers, at an average cost per center of approximately \$125,000. Annual costs per center generally ranged from \$35,000 to \$200,000, depending on the number of individuals served, the array of proposed activities, and the availability of additional resources.

The 21<sup>st</sup> Century Community Learning Centers program has been supported by a unique public-private partnership between the U.S. Department of Education and the Charles Stewart Mott Foundation of Flint, Michigan. The Charles Stewart Mott Foundation complements federal funding and the Department’s efforts by underwriting training and technical assistance. Activities include help with: 1) the application process, to increase the quality and diversity of applicants; and 2) implementing quality programming and working toward long-term sustainability of local projects. In addition, the Charles Stewart Mott Foundation funds program evaluations, access and equity analyses, and public awareness and outreach initiatives.

## Program Performance

OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

**Indicator 1.1 Achievement: Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.**

Targets and Performance Data							Assessment of Progress	Sources and Data Quality	
<i>Percentage of regular program participants whose Math/English grades increased from fall to spring.</i>							<p><b>Status:</b> Data establish baseline. Progress toward goal is likely.</p> <p><b>Explanation:</b> All three measures (grades, achievement test scores, and teacher reports) suggest encouraging progress for regular program participants. Grades improved for nearly 40 percent of the regular K-12 program participants (39 percent and 41 percent of the participants increased their Math and English grades respectively). Of those grantees reporting achievement test scores, 4.8 percent more program participants scored "at or above grade level" in math than in the previous year. A similar improvement of 4.5 percent was reported on English achievement tests. It should be noted that improving by a proficiency level represents significant academic progress. Overall, teachers reported 69 percent of the regular program participants showed improvement in homework completion and class participation over the 1999-00 school year.</p>	<p><b>Source:</b> Grantee performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2001.</p> <p><b>Validation Procedure:</b> Data supplied by grantees. No formal verification procedure applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> Achievement test scores are available from only about 20 percent of the grantees. The use of teacher reports is only one measure of student improvement. Data from grantee reports will be compared with the National Evaluation results for the 21st Century Community Learning Centers program.</p>	
Year	Actual Performance								Performance Targets
	Elementary		Middle or High School		Overall				
	Math	English	Math	English	Math	English			
2000:	43%	45%	36%	37%	39%	41%			Baseline
2001:									Continuing improvement
2002:									Continuing improvement
<i>Percentage of regular program participants whose achievement test scores improved from below grade level to at or above grade level.</i>									
Year	Actual Performance								Performance Targets
	Elementary		Middle or High School		Overall				
	Math	English	Math	English	Math	English			
2000:	5.8%	5.1%	3.9%	3.9%	4.8%	4.5%	Baseline		
2001:							Continuing improvement		
2002:							Continuing improvement		
<i>Percentage of regular program participants with teacher-reported improvement in homework completion and class participation.</i>									
Year*	Actual Performance			Performance Targets					
	Elementary	Middle or High School	Overall						
2000 :	76%	64%	69%	Baseline					
2001:				Continuing improvement					
2002:				Continuing improvement					
*1999 data in last year's report were based on reports from a subset of grantees that voluntarily followed a standardized reporting form. 2000 is the first year in which all grantees were required to report performance data.									

**Indicator 1.2 Behavior: Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.**

Targets and Performance Data				Assessment of Progress	Sources and Data Quality	
<i>Percentage of students with teacher-reported improvements in student behavior</i>				<p><b>Status:</b> Baseline established. Progress toward goal is likely.</p> <p><b>Explanation:</b> According to teacher reports in 2000, 59 percent of the students who regularly participated in 21st Century Community Learning Center programs showed behavioral improvements.</p>	<p><b>Source:</b> Grantee reports <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2001.</p> <p><b>Validation Procedure:</b> Data supplied by grantees. No formal verification procedure applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> Teacher reports are subjective and thus subject to variation over time and across sites. Data will be compared to teacher survey results from the National Evaluation of the 21<sup>st</sup> Century Community Learning Centers program.</p>	
Year*	Actual Performance					Performance Targets
	Elementary	Middle or High School	Overall			
2000:	62%	57%	59%			Baseline
2001:						Continuing improvement
2002:				Continuing improvement		
<p>*1999 data in last year's report were based on reports from a subset of grantees that voluntarily followed a standardized reporting form. 2000 is the first year in which all grantees were required to report performance data.</p>						

**OBJECTIVE 2: 21ST CENTURY COMMUNITY LEARNING CENTERS WILL OFFER A RANGE OF HIGH-QUALITY EDUCATIONAL, DEVELOPMENTAL, AND RECREATIONAL SERVICES.**

**Indicator 2.1 Core educational services: More than 85 percent of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of 21st Century Centers reporting emphasis in at least one core academic area</i>			<p><b>Status:</b> Target is exceeded.</p> <p><b>Explanation:</b> Nearly all of the grantees (97 percent) provided at least one core educational service (e.g., supplementary help in reading, mathematics, or science).</p>	<p><b>Source:</b> Grantee performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2001.</p> <p><b>Validation Procedure:</b> Data supplied by grantees. No formal verification procedure applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> Information on core program content and delivery will be available from the National Evaluation of the 21<sup>st</sup> Century Community Learning Centers program.</p>
Year*	Actual Performance	Performance Targets		
2000:	97%	85% or higher		
2001:		85% or higher		
2002:		85% or higher		
<p>*1999 data in last year's report were based on reports from a subset of grantees that voluntarily followed a standardized reporting form. 2000 is the first year in which all grantees were required to report performance data.</p>				

**Indicator 2.2 Enrichment and support activities: More than 85 percent of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of 21st Century Centers offering enrichment and support activities in technology</i>			<p><b>Status:</b> Target for enrichment and support activities exceeded. Positive movement toward target for technology services.</p> <p><b>Explanation:</b> The vast majority of the centers (97 percent) offer enrichment and support services with a significant proportion (70 percent) offering computer- or technology-related activities.</p>	<p><b>Source:</b> Grantee performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2001.</p> <p><b>Validation Procedure:</b> Data supplied by grantees. No formal verification procedure applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> Information on enrichment and support activities will be available from the National Evaluation of the 21<sup>st</sup> Century Community Learning Centers program.</p>
Year*	Actual Performance	Performance Targets		
2000:	70%	85% or higher		
2001:		85% or higher		
2002:		85% or higher		
*1999 data in last year's report were based on reports from a subset of grantees that voluntarily followed a standardized reporting form. 2000 is the first year in which all grantees were required to report performance data.				
<i>Percentage of 21st Century Centers offering enrichment and support activities in other areas</i>				
Year*	Actual Performance	Performance Targets		
2000:	97%	85% or higher		
2001:		85% or higher		
2002:		85% or higher		
*1999 data in last year's report were based on reports from a subset of grantees that voluntarily followed a standardized reporting form. 2000 is the first year in which all grantees were required to report performance data.				

**Indicator 2.3 Community involvement: Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Average number of community partners reported</i>			<p><b>Status:</b> Data establish baseline. Progress toward goal is likely.</p> <p><b>Explanation:</b> The average number of community partners (6) is a proxy measure of community involvement.</p>	<p><b>Source:</b> Grantee performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2001.</p> <p><b>Validation Procedure:</b> Data supplied by grantees. No formal verification procedure applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> In the future, the annual performance report will ask for number of active partners. The National Evaluation of the 21<sup>st</sup> Century Community Learning Centers program. will collect more detailed information on the quality of collaboration.</p>
Year*	Actual Performance	Performance Targets		
2000:	6	Baseline		
2001:				
2002:				
*1999 data in last year's report were based on reports from a subset of grantees that voluntarily followed a standardized reporting form. 2000 is the first year in which all grantees were required to report performance data.				

**Indicator 2.4 Services to parents and other adult community members: More than 85 percent of centers will offer services to parents, senior citizens, and other adult community members.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of 21st Century Centers offering services to parents and other adult community members:</i>			<p><b>Status:</b> Target not met.</p> <p><b>Explanation:</b> Less than half (40 percent) of the grantees offered services to parents, senior citizens, or other adult community members in 2000. The Department intends to emphasize this aspect of the program in the future.</p>	<p><b>Source:</b> Grantee performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2001.</p> <p><b>Validation Procedure:</b> Data supplied by grantees. No formal verification procedure applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> None.</p>
Year*	Actual Performance	Performance Targets		
2000:	40%	85% or higher		
2001:		85% or higher		
2002:		85% or higher		
<p>*1999 data in last year's report were based on reports from a subset of grantees that voluntarily followed a standardized reporting form. 2000 is the first year in which all grantees were required to report performance data.</p>				

**Indicator 2.5 Extended hours: More than 75 percent of centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and holidays.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of 21st Century Centers offering 15 or more hours per week during the school year in:</i>			<p><b>Status:</b> Target for summer hours met. Target for hours during the school year not met.</p> <p><b>Explanation:</b> The percentages of centers offering extended hours during the school year and the summer sessions are 59 percent and 89 percent, respectively. The Department intends to emphasize this aspect of the program in the future.</p>	<p><b>Source:</b> Grantee performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2001.</p> <p><b>Validation Procedure:</b> Data supplied by grantees. No formal verification procedure applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> None.</p>
Year*	Actual Performance	Performance Targets		
2000:	59%	75% or higher		
2001:		75% or higher		
2002:		75% or higher		
<i>Percentage of 21st Century Centers offering 15 or more hours per week during the summer:</i>				
Year*	Actual Performance	Performance Targets		
2000:	89%	75% or higher		
2001:		75% or higher		
2002:		75% or higher		
<p>*1999 data in last year's report were based on reports from a subset of grantees that voluntarily followed a standardized reporting form. 2000 is the first year in which all grantees were required to report performance data.</p>				

OBJECTIVE 3: 21ST CENTURY COMMUNITY LEARNING CENTERS WILL SERVE CHILDREN AND COMMUNITY MEMBERS WITH THE GREATEST NEEDS FOR EXPANDED LEARNING OPPORTUNITIES.

<b>Indicator 3.1 High-need communities: More than 80 percent of Centers are located in high-poverty communities.</b>				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>Percentage of 21st Century Centers located in schools with at least 50 percent of students eligible for free or reduced-price lunch:</i>		<b>Status:</b> Target not met.  <b>Explanation:</b> 66 percent of the grantees are in schools in which more than 50 percent of students are eligible for free or reduced-price lunch.	<b>Source:</b> Grantee performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2001.  <b>Validation Procedure:</b> Data supplied by grantees. No formal verification procedure applied.  <b>Limitations of Data and Planned Improvements:</b> None.	
<b>Year</b>	<b>Actual Performance</b>			<b>Performance Targets</b>
<b>2000:</b>	<b>66%</b>			<b>80% or higher</b>
2001:				80% or higher
2002:				