

THE CREP REPORT

The Center for Research in Educational Policy (CREP) at the UofM is a State of Tennessee Center of Excellence, committed to improving education by informing policy and practice through rigorous, high-quality, evidence-based research. As a nonprofit University-based research center affiliated with the College of Education, CREP takes pride in serving as a valuable resource in educational research, evaluation and consultation.

PROJECT BRIEF

The Center for Research in Educational Policy (CREP) has partnered with the Virginia Department of Education since 2005 to evaluate the Commonwealth's 21st Century Community Learning Centers program. The CREP evaluation team is comprised of research faculty members Dr. Todd Zoblotzky and Dr. Brenda Gallagher, project manager/researcher Cindy Muzzi, and Dan Strahl, CREP associate director. The 21st Century Community Learning Centers (CCLC) is a federal grant program established by Congress as Title X, Part 1, of the Elementary and Secondary Education Act (ESEA).

To address the 21st CCLC objectives, outlined in the findings immediately below, CREP employed a mixed-methods approach that utilized perceptual data from study participants as well as school-day attendance data, and proficiency level and scaled scores from reading and math statewide assessments. Participants included 21st CCLC grantees in Virginia, school-day teachers at participating schools, student participants in center programs, and the parents of student participants. The following represents the most recent findings for the federal grant objectives and Virginia's performance indicators:

Federal 21st CCLC Program Objectives and Results 2017-18

- 1. To provide academic enrichment opportunities** outside of the regular school day to help students, particularly students who attend high-poverty and low-performing schools, meet state and local performance standards in core academic subjects.
 - Centers substantially served (minimum of 30 days) approximately **10,000** Pre-K through 12th-grade students, with the majority served in grades 3-8.
 - Over three-fourths (78%)** of the 21st CCLC students were eligible for free or reduced-price lunch.

- When compared to the Commonwealth, the 21st CCLC program had a much higher number of students at an **economic disadvantage** and served a larger percentage of **African-American** students.
- Almost all grantees' overall goal was to "improve academic achievement in reading/English" or "improve academic achievement in math" as well as "enrich opportunities for students."

2. To offer students a broad array of services, programs, and activities to complement academics such as drug and violence prevention; counseling programs; art, music and recreation programs; technology education; and character education.

- 2017-18 had the highest total number of activities reported in nearly **10 years (n = 1,241)**.
- Student activities in 2017-18 included:
 - (a) academic remediation, (b) academic enrichment, (c) tutoring, (d) homework help, (e) mentoring, (f) assistance for Limited English Proficient students, (g) recreation, (h) social skills instruction for students demonstrating inappropriate behavior (for example, truancy, violation of school rules), (i) career training, (j) expanded library hours, and (k) community service and youth leadership training.

3. To offer families of students served by community learning centers opportunities for active and meaningful engagement in their child's education.

- Programs included (a) GED classes, (b) family nights at the center where parents worked with their children on projects, (c) volunteer opportunities at the school, (d) training in parenting skills, (e) computer classes, (f) English as a Second Language courses, and (g) community resource referrals.
- Opportunities for parent/child interaction in academic activities was the sub-objective selected most commonly by centers and nearly all (**97%**) reported meeting this subobjective.
- See "Provide opportunities for parental education" in Virginia's Performance Indicator results below

Overview of Findings for the Virginia 21st CCLC 2017-18 Performance Indicators

Improve student academic achievement in reading	64% and 72% of students respectively reported the program has helped them "be a better reader" and "get better grades in school."	63% of CCLC students' academic performance improved in 2017-18 according to school-day teachers.	Higher reading proficiency levels for 21st CCLC students receiving special education services.
Improve student academic achievement in mathematics	71% and 73% of students respectively reported the program has helped them to "be better at math" and "prepare them for trade school or college."	Higher mathematics proficiency levels for 21st CCLC students receiving special education services compared to controls.	Higher mathematics SOL scores for 21st CCLC students who were economically disadvantaged compared to controls.
Provide opportunities for parental education	4,800 parents and adult family members served.	Opportunities for parent/child interaction in academic activities was the sub-objective selected most commonly (84%) by grantees.	19% of center activities were provided for both students and adult family members, and 7% of activities were provided just for adult family members.
Improve student school-day attendance.	67% of students reported that going to the program has helped them to "attend class regularly."	30% of CCLC students improved in "attending class regularly" according to school-day teachers.	Higher school-day attendance for 21st CCLC students overall, not LEP, special education (SE), not SE, and economically disadvantaged.