

21st Century Community Learning Centers Program 2023-24 State Evaluation Report

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Forum Building, 607 South Drive
Harrisburg, PA 17120
www.education.pa.gov



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Bureau of Teaching and Learning
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Voice: (717) 787-8913, Fax: (717) 783-6617
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Executive Summary

The **Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)** program provides federal funds to provide academic, artistic, and cultural enrichment opportunities for students and their families in high-poverty, low-performing schools. These programs take place during non-school hours or periods when school is not in session, helping students meet state and local academic standards in core subjects while offering a wide range of supplemental activities and educational services for families.

In the 2023-24 program year, which includes summer 2023 and school year 2023-24, Pennsylvania had **145 grantees** across three funding cohorts:

- Cohort 9: 32 grantees (operating through September 30, 2024)
- Cohort 10: 67 grantees
- Cohort 11: 46 grantees

Cohorts 10 and 11 operated a full program year (summer 2023 through the end of the 2023-24 school year) while Cohort 9 grantees operated for part of the program year because their grant contracts ended on September 30, 2024.

EVALUATION DESIGN

The state evaluation of Pennsylvania's 21st CCLC program examined three primary performance areas: academic, social, and behavioral outcomes. Data sources included the federal 21APR system, Pennsylvania 21st CCLC Implementation Survey, Center Operations data, Student Data Spreadsheets, and other data from the Pennsylvania Department of Education (PDE) and the Center for Schools and Communities¹.

The Allegheny Intermediate Unit (AIU) was contracted by PDE to conduct a comprehensive external evaluation of the 21st CCLC program in accordance with federal requirements under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended, Sections 4202 (C) and 4203 (A) and Section H-5 of the *21st Century Community Learning Centers Non-Regulatory Guidance*.

GRANTEE CHARACTERISTICS

During the 2023-24 program year, the PA 21st CCLC initiative included 145 grantees funded across three distinct funding cycles, known as cohorts. These grantees represented a diverse range of organizational types including schools, school districts, charter schools, and career and technical schools (46 percent); community-based and nonprofit organizations (40 percent); intermediate units (8 percent); and institutions of higher education (6 percent). The composition of grantees varied somewhat by cohort. Cohort 11 had a higher proportion of schools, districts, charter, or career/technical schools at 54 percent, while Cohort 10 had a slightly larger percentage of intermediate unit (10 percent) and higher education institutions (8 percent).

Collectively, these grantees operated 556 21st CCLC centers across the Commonwealth. The distribution of centers varied by cohort (102 Cohort 9 centers, 269 Cohort 10 centers, and 185 Cohort 11 centers). Sub-grantees operated between one and seventeen centers each, with

¹ PDE contracts with the Center for Schools and Communities for technical assistance provision to 21st CCLC grantees.

most grantees operating a single center, and an average of four centers per sub-grantee overall.

Fifty-four percent of grantees reported that their operating environment was urban, followed by 24 percent rural, 9 percent suburban, and 13 percent as a combination of these types.

PROGRAM IMPLEMENTATION

Grantees are afforded considerable flexibility in designing out-of-school-time programs that provide students with both supplemental academic support and enrichment opportunities. The following section outlines how grantees implemented their programs during the 2023-24 program year.

Program Operations

Grantees operated programs during the summer of 2023, the 2023-24 school year, or both,² with flexible date ranges to accommodate various local school year start and end dates. Programs were required to offer a minimum of 12-15 hours per week for 30-36 weeks per school year unless approved otherwise (depending on cohort) and reported operations data in the state's 21st CCLC online dashboard.

Program Design

Over half of grantees (64 percent) served students in grades 1-6, with the most common grade levels served being grades 3 – 5 (68 to 73 percent of grantees, or between 99 and 107 grantees).

All grantees completed an annual Implementation Survey, indicating which of the 15 program areas outlined in state guidance they offered. Nearly all grantees reported providing academic enrichment (97 percent) and science, technology, engineering, and mathematics (STEM) activities (94 percent). Most also offered healthy and active lifestyle activities (89 percent), literacy education (88 percent), cultural programs (76 percent), and social emotional learning (SEL) activities (65 percent).

The least commonly program areas included expanded library hours (15 percent), assistance to students who have been truant, suspended, or expelled (27 percent), well-rounded education activities (35 percent), and activities for English learners (38 percent). These patterns are consistent with those reported in previous years.

Adult Family Member Activities

Almost all grantees (97 percent) reported that parents or adult family members participated in at least one activity during this program year. Participation counts ranged widely, from just one adult to as many as 450 per grantee. On average, each grantee served 79 adult participants. In total, grantees reported 11,180 adult family members participating in program activities, marking a four percent increase compared to the prior year.

² Generally, grantees were required to operate during both summer and school year or school year only, depending on their contract. In some cases, a grantee contract ended early making them eligible to operate during a portion of the year.

Program Participation

During the summer 2023 and school year 2023-24 program year, grantees served 28,924 students – a 10 percent decrease from the previous year. Considering Pennsylvania’s public school enrollment of 1,685,859 students³ in 2023-24, 21st CCLC programs served approximately 1.7 percent of the state’s public school population, a slight decline compared to the prior year. On average, students attended 132 hours of programming throughout the year.

Among the 28,853 students with available grade level data:

- 52 percent were in grades 1-5,
- 26 percent were in grades 6 to 8, and
- 18 percent were in grades 9 to 12.

Student participation per grantee ranged from eight to 873 students, with an average of 202 students per program.

Program attendance was categorized into six hours bands:

- 20 percent attended 90-179 hours,
- 19 percent attended 45-89 hours,
- 18 percent attended 15-44 hours,
- 16 percent attended 270+ hours,
- 14 percent attended 180-269 hours, and
- 13 percent attended fewer than 15 hours.

Most students (67 percent) attended programming during the school year only, while 20 percent participated only during summer 2023, and 13 percent attended during both program terms.

Overall, grantees served 14 percent more students than proposed in their grant applications (25,275 proposed vs. 28,924 actual).⁴ Seventy-one grantees exceeded their proposed number, ranging from one additional student (2 percent increase) to 648 more (288 percent increase), with an average increase of 111 students (65 percent). One grantee met their target exactly. The remaining 71 grantees fell short of their targeted enrollment by 2 to 205 students, with an average shortfall of 60 students (33 percent).

STUDENT OUTCOMES

Since summer of 2021, student outcomes have been measured by five GPRA indicators: state assessments in math and reading, school year GPA, school day attendance, behavior (in-school suspensions), and student engagement in learning. The results for each are summarized below.

Academics

Among 14,102 students in grades 4-8, 43 percent had comparable state assessment data from the prior and current year. After excluding students who did not need to improve:

³ This number is based on PDE 2023-24 academic year public enrollment records.

⁴ Some duplication may be present in the overall count of students served. If a student was served by more than one grantee, they may be entered the dataset more than once if lack of identifying information made it impossible to determine whether an entry was a true duplicate.

- 15 percent improved in math,
- 22 percent improved in reading,
- Most had no change in their score level (67 percent in math; 61 percent in reading), and
- 8 percent declined in math and 17 percent declined in reading.

Across all students in grades 4 through 8, 89 percent had 2023-24 state assessment scores. Performance was stronger in reading, with 32 percent scoring Proficient or Advanced, compared to 19 percent in math. Conversely, 81 percent scored Basic or Below Basic in math, and 68 in reading. Overall, math proficiency levels showed improvement over prior years, while reading scores remained stable.

There is also evidence of a relationship between 21st CCLC program attendance and assessment scores. Those who attended more often were also more likely to have proficient or advanced assessment levels and less likely to score at the basic or below basic levels. This trend was stronger for math assessments than reading assessments, though students historically performed better in reading overall.

GPA data was available for 5,367 students in grades 7-8 and 10-12 (66 percent of students in those grades). The average GPA remained at 2.6 from 2022-23 to 2023-24. Excluding students who did not need to improve (45 percent):

- 50 percent improved,
- 36 percent declined, and
- 14 percent showed no change.

As with 21st CCLC program attendance and state assessment scores, higher program attendance correlated with GPA improvement. After excluding students who did not need to improve, students with more 21st CCLC program hours were more likely to improve their GPA and less likely to experience no change in their GPA. Further, students attending both summer and school year terms had slightly higher GPA improvement rates (56 percent) compared to summer only (49 percent) and school year only (51 percent).

Additionally, 89 percent (5,512) of 6,213 students in grades 7, 8, and 10-12 finished the school year with a passing GPA (1.3/C-).⁵

The 21st CCLC Teacher Survey, administered to classroom teachers of regularly attending students in grades 1-5, included an indicator for teachers to report student change in academics. Teachers reported that the number of students who improved (4,778) was more than 16 times greater than the number who declined (296):

- 60 percent of students needing academic improvements made gains,
- 36 percent showed no change, and
- 4 percent declined.

Again, the percentage of students who steadily improved increased with the number of hours they attended 21st CCLC programming. The percentages of students who declined were similar across hour bands, and the percentage of students who experienced no change decreased with more program hours.

⁵ This calculation is based on the standard 4.0 GPA scale, where a 1.3/C- score is considered passing. Schools may use their own scales to determine passing levels, but the standard scale is used in state calculations.

Behavior

The 21st CCLC Teacher Survey asked teachers to rate students on 7 behavioral data points. Teacher survey results for 9,758 to 9,822 students in grades 1–5 indicated positive behavioral outcomes. Excluding those not needing improvement:

- 57 percent improved homework completion to their teacher’s satisfaction,
- 61 percent improved class participation,
- 48 percent improved volunteering in class,
- 53 percent improved class attentiveness,
- 48 percent improved class behavior,
- 53 percent improved motivation to learn, and
- 58 percent improved engagement in learning.

For the GPRA measure tracking in-school suspensions, of the 604 students who received an in-school suspension in 2022-23, 74 percent decreased their total number of suspensions in 2023-24, of which 60 percent received no in-school suspensions at all.

School day attendance was available for 86 percent of students in grades 1-12, of which 29 percent had a 2023-24 attendance rate at or below 90 percent and therefore needed to improve. Of these 7,149 students, 66 percent improved, 29 percent declined, and five percent experienced no change in attendance rate. Again, greater 21st CCLC program attendance was associated with improved school day attendance.⁶

Promotion

Promotion data was available for 88 percent of 21st CCLC participants (25,451 students), with 98 percent promoted to the next grade level at the end of the 2023-24 school year.

High School Credit/Course Recovery

Twenty-two grantees (15 percent) reported that one or more high school students engaged in 2023-24 credit recovery programming. Instruction was delivered through face-to-face instruction (70 percent) or blended (a combination of face-to-face instruction and computer-based instruction) formats (30 percent). Data provided by 20 grantees (91 percent) shows that 866 students (3 percent) participated in credit recovery. Overall, 684 (79 percent) students recovered one or more credits – a one percent increase over the prior year. The total number of credits recovered was 1,226.5.

Some students recovered credits in more than one subject area. Of the 866 students:

- 30 percent recovered literacy-related credits,
- 33 percent recovered math-related credits, and
- 49 percent recovered credits for other subjects.

⁶ Results were also analyzed by cohort, grade level, and years of participation in 21st CCLC programming. However, there was no evidence that these factors impacted student attendance outcomes.

CONCLUSION

Pennsylvania's 21st CCLC programs provided a wide range of academic and enrichment services that supported both students and their families. As in prior years, a significant number of students demonstrated improvements in academic performance, behavior, and school engagement. Evaluation results suggest that consistent, sustained participation is associated with the most positive outcomes.

While these gains are encouraging, students continue to have substantial needs. Based on evaluation findings, it is recommended that grantees work closely with their local evaluators to use state and local data for continuous program improvement. Emphasis should be placed on strategies to increase student retention, address learning loss, and support students in preparation for future state assessments.

At the state level, it is recommended to align state performance measures with current GPRA indicators, establish benchmarks and timelines for each measure, and continue refining data collection, reporting, and monitoring processes to improve efficiency and ease for grantees. Additionally, the state should continue prioritizing training and technical assistance on best practices to increase student retention and address attendance barriers. This includes working collaboratively with grantees to identify attendance challenges and develop evidence-based, innovative solutions. Systems should also be enhanced to help grantees more accurately track daily attendance. Finally, it is recommended that evaluators incorporate longitudinal data analysis in future reports to assess student outcomes over time and better understand long-term program impacts.

Program Highlights

This section of the report presents program highlights that showcase the success and progress of Pennsylvania's 21st CCLC programs during the 2023-24 program year. Program areas for improvement are addressed in the [Reflections, Implications, and Recommendations](#) section at the end of this report.

- Nearly 29,000 students benefited from structured, safe, and educational after-school programming. Grantees served 28,924 students during the summer 2023 and school year 2023-24 program year, representing approximately 1.7 percent of Pennsylvania's K-12 public school population (1.7 million students).
- The majority of grantees prioritized STEM and literacy programming with over three-fourths (84 percent) providing them as part of their 2023-24 programs.
- Daily academic enrichment was a core program component with 77 percent of grantees implementing daily literacy-related activities and 66 percent implementing daily math activities.
- Programs reflected diverse geographic contexts. Among grantees, 54 percent classified their context as urban, 24 percent as rural, 9 percent as suburban, and 13 percent as a combination of these settings.
- High school students made meaningful academic progress toward credit recovery. Eight hundred sixty-six students recovered 1,226.5 credits toward graduation, including 256 literacy, 285 math, and 423 other subject area credits. Credit recovery students comprised 3 of total program participants.
- One in three students demonstrated academic improvement with 9,146 students (32%) improving in at least one academic measure (reading/math state assessments, GPA, or teacher-reported academic performance).
- Strong partnerships with schools supported student success. Nearly all grantees maintained ongoing communication with school administrators (99 percent) and/or classroom teachers (97 percent) and 82 percent employed school-day teachers in program roles, creating a strong link between the school day and afterschool programming.
- Among students in grades 4-8 needing improvement, 15 percent improved in math and 22 percent improved in reading on their state assessments.
- Fifty percent of students who needed to improve their GPA did so. On average, their GPAs increased 32 percent, from 1.9 to 2.5. Additionally, higher program attendance hours were associated with greater GPA gains.
- Most students maintained passing GPAs. Eighty-nine percent of students completed the 2023-24 school year with a passing GPA of at least 1.3 (C-).
- Teacher survey results reflected broad student growth. Classroom teachers consistently reported improvements across multiple areas, with large percentages of students

improving on each measure, and more than half of regular attendees (who needed improvement) showing gains on five of the seven survey indicators:

- 61 percent improved class participation,
 - 60 percent improved academic performance,
 - 58 percent increased engagement in learning,
 - 57 percent improved homework completion,
 - 53 percent improved class attentiveness,
 - 53 percent improved motivation to learn,
 - 48 percent improved class behavior, and
 - 48 percent improved volunteering in class.
- Two-thirds of students who needed to improve their school attendance did so. Sixty-six percent increased their school day attendance rates, with data indicating that greater program attendance hours had a positive impact on these rates.
- Programs engaged 11,180 adult family members of participating students, extending program benefits beyond students to their families.

Introduction

PROGRAM DESCRIPTION⁷

The 21st Century Community Learning Centers program (21st CCLC) provides federal funding to establish community learning centers that offer academic and enrichment and support services to children, particularly those attending high-poverty and low-performing schools. Programs are designed to help students meet state and local academic standards through a broad range of activities that complement, but do not replicate, the regular school day. Additionally, literacy and educational services for the families of participating students are required. The program is authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended.

The primary goal of Pennsylvania's 21st CCLC program is to help youth achieve state standards in core academic subjects by providing them with engaging, evidence-based academic and enrichment opportunities during out-of-school hours. In addition to academics, programs are encouraged to offer services such as art, music, recreation, character education, career and technical training, violence prevention, and technology education. Family engagement is a key component, with programs providing educational services such as literacy instruction, computer training, and cultural enrichment for adult family members.

Programs are expected to employ innovative, research-based instructional strategies, align academics with local curricula and assessments, and use data to inform instruction and evaluate outcomes. Academic programming should extend beyond homework assistance to include enriching, standards-aligned learning experiences that support student growth.

Further, Pennsylvania's 21st CCLC initiative emphasizes active youth and family involvement in program planning, implementation, and evaluation. Programs must offer quarterly open house meetings and maintain an open-door policy to encourage ongoing family participation and decision-making.

Finally, all program activities must be grounded in rigorous, evidence-based practices. To this end, PDE provides "principles of effectiveness" to guide grantees in selecting and implementing activities that enhance student learning. Programs must address the specific needs of their local schools and communities and conduct continuous local-level evaluation to assess and improve effectiveness.

Grantee Eligibility

Per section 4203 (a)(3) of federal law, any public or private organization may apply for 21st CCLC funding if it proposes to serve students who primarily attend schools eligible for school-wide programs under Title I section 1114, or schools in which at least 40 percent of students come from low-income families, along with families of those students. Non-school applicant agencies must collaborate with local education agencies when applying for funds and may establish memoranda of understanding, formal contracts, or informal agreements to facilitate program implementation, coordination, and data collection.

⁷ Program information and requirements were adapted from 21st CCLC application and program guidance documentation.

Participant Eligibility

Eligible participants in the 21st CCLC program include public and private/nonpublic school students in pre-kindergarten through grade 12, as well as their families. Programs are expected to prioritize services for students and age groups identified as being at greatest risk and those performing below academic proficiency. At-risk factors may include, but are not limited to poor school performance, chronic absenteeism or poor school attendance, substance use concerns, involvement in criminal activity, and other risk indicators identified by the applicant organization as placing a student at increased need.

21ST CCLC DATA COLLECTION AND REPORTING

21 Annual Performance Report (21APR)

The 21st CCLC program is a federally authorized national initiative. As such, grantees are required to report program and outcomes data in the federal 21APR (Annual Performance Report) system.

The 21APR system collects data on grantees and their centers, including program staffing, activities offered, program attendance, student characteristics, and student outcomes based on federally defined measures. Student outcome measures include state reading and math assessment gains, student GPAs, school day attendance rates, in-school suspensions, and teacher-reported measures of student engagement in learning.

State Data Collection

In addition to federal reporting requirements, Pennsylvania collects state-level data through the PA Implementation Survey, Center Operations Report, and Student Data Spreadsheet. These tools capture program, staffing, and participant data at the state, cohort, and grantee levels. Public school student demographic and enrollment data are provided by the Pennsylvania Information Management System (PIMS), using student PASecureIDs collected through the Student Data Spreadsheet. The state-contracted evaluator, the Allegheny Intermediate Unit (AIU), aggregates and analyzes these data at the state, cohort, and grantee levels.

Other Data Sources

Additional program information is collected about grantees and their programs by PDE and its technical assistance subcontractor, the Center for Schools and Communities.

Each year, grantees also conduct local program evaluations in partnership with contracted external local evaluators. These local evaluation results are reported directly to PDE and reviewed by PDE program officers. Local grantee evaluation data are not included in the annual state-level evaluation report.

EVALUATION DESIGN

The 2023-24 evaluation of Pennsylvania's 21st CCLC program includes data from Cohort 9, 10, and 11. During the 2023-24 program year 145 grantees participated: 32 Cohort 9 grantees, 67 Cohort 10 grantees, and 46 Cohort 11 grantees. Cohorts 10 and 11 operated for the full program year, including summer 2023 and school year 2023-24. Since Cohort 9 funding

concluded on September 30, 2024, these grantees operated for only a portion of the program year.

The state evaluation examined grantee progress toward three performance measures, for which each grantee established its own performance indicators:

1. Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes,
2. Increasing percentages of students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math, and
3. Students participating in the program will show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals.

Data sources for this evaluation included the federal 21APR system, the Pennsylvania 21st CCLC Implementation Survey, Center Operations data, the Pennsylvania Student Data Spreadsheet, and other data from PDE and the Center for Schools and Communities.

To meet federal evaluation requirements under Title IV, Part B of the Elementary and Secondary Education Act, as amended, as well as Sections 4202(c), 4203(a), and Section H-5 of the 21st CCLC Non-Regulatory Guidance, the Pennsylvania Department of Education contracted the Allegheny Intermediate Unit (AIU) to conduct a comprehensive external evaluation.

The findings presented in this report reflect program activities and outcomes for the 2023-24 program year, including summer 2023 and school year 2023-24.

Findings

The findings presented in this report reflect information reported by grantees and state-level program staff for the **2023-24 program year, including summer 2023 and school year 2023-24**. The data collection and reporting methods used to compile these findings are described in the previous section.

GRANTEE CHARACTERISTICS

During the 2023-24 program year, 145 grantees participated across three funding cycles (cohorts). Grantees were primarily schools, school districts, charter schools, career/technical schools (46 percent) and community-based or nonprofit organizations (40 percent) (see Figure 1). Additional details on grantee organization types by cohort are provided in Figure 2.

Figure 1: PA 21st CCLC Grantees



Schools / districts: 67



Community organizations: 58



Intermediate units: 11

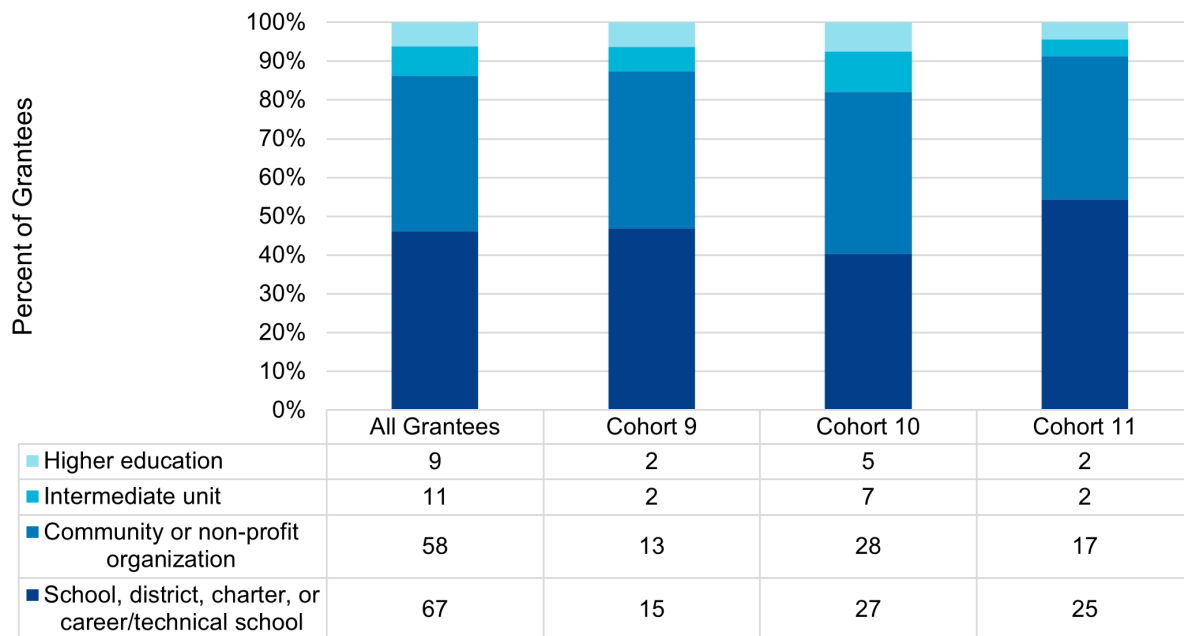


Higher education: 9

It is important to note that the grantee organization type indicates the entity holding fiscal and contractual responsibility for the program, but programming was delivered at one or more centers (locations), which could differ from the grantee type. For example, a community-based organization may have operated its program in local school buildings, while a school district could have offered programming at a community center or other partner facility.

Each grantee implemented its program according to the design and operating plan outlined in its approved grant application, tailored to meet the specific needs of the students, families, and communities it served.

Figure 2: Grantee organization type by cohort



Grantee operated programs at a total of 556 centers:

- 102 Cohort 9 centers,
- 269 Cohort 10 centers, and
- 185 Cohort 11 centers.

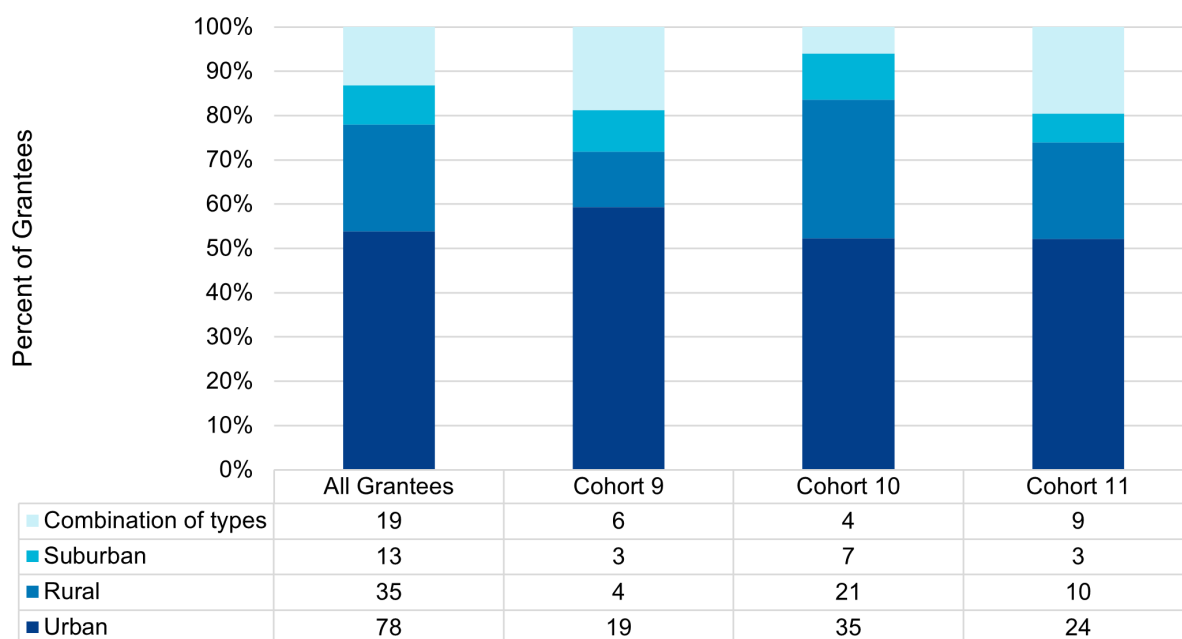
Grantees operated between one and 17 centers with an average of four centers per grantee. However, the majority of grantees operated just one center.

Geographically grantees classified their program settings as follows:

- 54 percent urban,
- 24 percent rural,
- 9 percent suburban, and
- 13 percent as a combination of these types.

When examined by cohort, findings reveal that Cohort 9 had a larger proportion of programs operating in an urban setting (61 percent), Cohort 10 had a larger proportion of programs operating in a rural setting (31 percent), and Cohort 10 had a larger proportion of programs operating in a combination of settings (20 percent). See Figure 3.

Figure 3: Grantee cohort by geographic location



In summary, Pennsylvania's 21st CCLC grantees represented a diverse mix of organization types, program sizes, and geographic settings during the 2023-24 program year. This diversity reflects the program's ability to adapt to local contexts and meet the unique needs of students, families, and communities across the Commonwealth.

PROGRAM IMPLEMENTATION

While there are operational requirements for 21st CCLC programs, grantees have flexibility to design their programs to meet the needs of their unique target populations.

Student demographics data was available for 88 percent of all students (25,500 students).⁸ Data was either extracted from Pennsylvania's Information Management System (PIMS) using students PAsureIDs⁹ or reported directly by grantees for students without a PAsureID or whose number was unknown. This demographic information is used by grantees to prioritize at-risk and low-income populations, as required by grant eligibility guidelines.

Among students with available demographic data:

- **Cohort Distribution:** 49 percent were from Cohort 10, 42 percent were from Cohort 11, and nine percent were from Cohort 9.
- **Gender:** Students were nearly evenly distributed by gender, with 52 percent identifying as female and 48 percent identifying as male. These figures differ slightly from the statewide public-school population, where males represent 51 percent and females 49 percent.
- **Economic Status:** Nearly three-fourths of students (74 percent) were classified as economically disadvantaged, indicating that 21st CCLC grantees are successfully prioritizing low-income populations.

⁸ This figure has been rounded to the nearest hundredth.

⁹ A unique number assigned to each student in Pennsylvania's public school system.

Race and Ethnicity data showed the following distribution:

- 37 percent identified as Black or African American,
- 35 percent as White, and
- 20 percent as Hispanic or Latino.

Other racial and ethnic groups represented less than ten percent of students. Overall, 21st CCLC programs served a significantly higher proportion of minority students than statewide public-school enrollment.

English Learner (EL) status:

Approximately 7 percent of students with available data (2,001) were classified as current or former English learners (ELs), compared to 6 percent statewide. Of these, one percent were former ELs whose language abilities were monitored, and less than 1 percent were former ELs whose abilities no longer required monitoring.

Disability status:

Among students with demographic data, 19 percent were reported as having special needs, comparable to the statewide rate of 20.1 percent. Of these students:

- 40 percent had a specific learning disability,
- 22 percent had speech or language impairments, and
- 18 percent had another health impairment.¹⁰

Other special needs were less common. Table 1 provides counts and percentages for each of the demographic categories.

¹⁰ Pennsylvania Information Management System (PIMS) data on disability type was available for 4,737 students, or 98 percent of participants who were designated as having a disability.

Table 1. Demographics of 21st CCLC Regular Attendees

Demographic	Count	Percentage	Statewide Percentage
Race/Ethnicity			
<i>American Indian / Alaskan Native</i>	56	<1%	<1%
<i>Asian</i>	403	2%	5%
<i>Black or African American</i>	9,390	37%	14%
<i>Hispanic</i>	5,245	20%	15%
<i>Two or more races</i>	1,484	6%	5%
<i>Native Hawaiian or other Pacific Islander (not Hispanic)</i>	21	<1%	<1%
<i>White</i>	9,085	35%	60%
Economically Disadvantaged			
Yes	18,807	74%	51%
No	6,639	26%	49%
Sex			
<i>Female</i>	13,290	52%	49%
<i>Male</i>	12,442	48%	51%
English Learners (ELs)			
<i>Total EL</i>	2,001	7%	6%
<i>Current EL</i>	1,692	6%	<i>Not available</i>
<i>Former EL (monitored)</i>	230	1%	<i>Not available</i>
<i>Former EL (unmonitored)</i>	79	<1%	<i>Not available</i>
Disability			
Yes	4,829	19%	20.1% ¹¹
No	20,594	81%	79.9%

Operations

Grantees were permitted to operate 21st CCLC programs during the summer of 2023, school year 2023-24, or both.¹² Specific date ranges were not prescribed to accommodate varying school calendars across localities. Program guidance required grantees to operate a minimum of 36 school year weeks (Cohorts 9 and 10) and 30 school year weeks (Cohort 11), for 12-15 hours per week after school, unless approved for an alternative schedule. Grantees reported operational through the state's 21st CCLC Dashboard. Grantees operated programs out of 556 centers.

Summer 2023 Operations

A total of 355 centers (64 percent of all centers) operated during summer 2023. Of these, 321 had detailed operational data available. These centers operated between 12 and 45 hours per

¹¹ Data obtained from the [Pennsylvania Department of Education's \(PDE\) Special Education Data Reporting 2023-2024 State Report](#).

¹² Generally, grantees were required to operate during both summer and school year or school year only, depending on their contract. In some cases, a grantee contract ended early making them eligible to operate during a portion of the year.

week, with nearly all programming occurring on weekdays during daytime hours (except for one grantee that operated on Saturdays). Summer 2023 operational results are as follows:

- The average number of hours per week was 22, with the most frequent schedule being 16 hours per week.
- Centers operated between three and five days per week, with 99 percent operating either four or five days per week.
- Programs ran between one and 11 weeks per center, with 219 centers (68 percent) operating for five or more weeks.

2023-24 School Year Operations

During the school year, programming was offered at 457 centers (82 percent of all centers). Detailed operations data was available for 418 of these centers.

Grantees provided school year programming between three and seven days per week, averaging four days per week. Total program hours ranged from six to 25 total hours per week, with an average of 12 hours per week.¹³ The minimum weekly requirement for was 12 hours, and 333 centers with data (80 percent) met or exceeded this requirement.

Centers operated between two and 43 total weeks during the school year:

- Nine Cohort 9 centers (27 percent of school year centers) and 220 Cohort 10 centers (88 percent) met or exceeded the required 36-week minimum.
- Almost all Cohort 11 centers (173, 99 percent) met the required 30-week minimum.
- Overall, 402 centers (88 percent) operated for the required number of weeks during the school year.
- On average, programming ran for 36 weeks.

Staffing and Student-Teacher Ratios

Grantees estimated average student-to-teacher ratios during programming.¹⁴ Among 134 respondents, the most common ratio was 10 students to one teacher (31 percent), followed by 12 students to one teacher (22 percent), and 15 students to one teacher (20 percent). The smallest reported ratio was three students to one teacher and the largest was 30 students to one teacher. On average, programs had a student-teacher ratio of 11 students to one teacher.

Transportation

In the Implementation Survey, grantees reported how transportation was provided during in-person programming:

- 60 percent indicated that parents most often provided transportation,
- 37 percent provided transportation during the school year,
- 37 percent offered transportation for field trips and special events,
- 36 percent provided transportation during summer programming,
- 35 percent reported that schools or districts provided transportation,
- 33 percent indicated that most students lived within walking distance of the program center,

¹³ Centers reported PreK and K12 program hours separately.

¹⁴ Some grantee responses included multiple student-to-staff ratios depending on summer- or school-operating years, grade levels, or types of programs offered.

- 22 percent provided weekday transportation,
- 20 percent noted that students used public transportation,
- 18 percent reported that no transportation was provided,
- 9 percent shared that transportation was unnecessary, and
- 4 percent provided transportation on weekends.

Overall, Pennsylvania's 21st CCLC programs demonstrated flexibility and responsiveness in program design, operations, and service delivery during the 2023-24 program year. Grantees successfully prioritized economically disadvantaged and minority students, maintained appropriate staffing ratios, and adapted schedules and transportation options to meet the diverse needs of their local communities. These efforts ensured that students and families across the Commonwealth had access to high-quality, supportive out-of-school time programming.

Program Design

Allowable Activities

PA 21st CCLC program guidance included a list of 15 allowable activities. In the PA Implementation Survey, grantees indicated which program areas they addressed. The largest percentages of grantees reported offering academic enrichment (97 percent), STEM activities (94 percent), healthy and active lifestyle (89 percent), and/or literacy education (88 percent). Less common service categories included expanded library service hours (15 percent), assistance to students who have been truant, suspended, or expelled (27 percent), well-rounded educational activities, including credit recovery and attainment (35 percent), and activities for English learners (38 percent).

Grade Levels Served

Grantees were most likely to serve students in grades 1-6, with between 62 and 73 percent of grantees selecting one or more of the grade levels in this range. Grades 3-5 had the highest percentages of participation, with 68 to 73 percent of grantees (99 and 107 grantees) serving these grades. Table 2 provides counts of grade levels served by each grantee center.

Table 2. Grantee Centers by Grade Level

Grade Level Range	All Grantees	Cohort 9	Cohort 10	Cohort 11
Pre-K	12	1	8	3
Kindergarten – 5 th Grade	360	46	196	118
6 th – 8 th Grade	246	52	100	94
9 th – 12 th Grade	92	26	34	32

Student Identification and Enrollment Strategies

Grantees indicated strategies used to identify students for enrollment. Most frequently, grantees relied on recommendations teachers or schools (91 percent), followed by enrolling siblings of currently enrolled students (78 percent) and parent referrals (77 percent).

Identifying Student Needs

Grantees used a variety of approaches to assess student needs. The most common methods included teacher or school referrals (97 percent), observation (86 percent), parent feedback (84 percent), and report card grades (77 percent).

Intervention Selection

When selecting interventions, grantees prioritized alignment with Pennsylvania academic standards (76 percent), followed by programming that complements district offerings (72 percent), demonstrated success with specific student groups (62 percent), and prior experience with a given program (62 percent).

Recruitment and Attendance Challenges

The most frequently reported challenges were securing parent commitment to consistent attendance (64 percent), competition with other programs (64 percent), and limited parent involvement or awareness (56 percent). Ten percent of grantees indicated they did not experience—or were unaware of—any such challenges.

Attendance Encouragement Strategies

Grantees employed various strategies to promote regular attendance, including offering high-interest activities (96 percent), contacting the parents of students who were absent from the program (88 percent) and requiring regular attendance for continued enrollment (66 percent).

Collaboration with Schools

Grantees reported strong collaboration with students' schools. Nearly all grantees maintained ongoing communication with school administrators (99 percent) and school day teachers (97 percent). Eighty-two percent of grantees reported employing school day teachers as program staff, strengthening alignment between school and program experiences.

Use of Academic Enrichment Programs

Grantees utilized a variety of pre-packaged academic programs, some available online or in app format, including (in order of frequency):

- Virtual learning platforms (e.g., IXL, MindWorks Resources, iReady, etc.),
- STEM/STEAM curricula and resources (e.g., Lego Education, Engineering is Elementary, Sphero, etc.),
- Literacy/ELA curricula and resources (e.g., Lexia Literacy, Scholastic Learning, Playbook Reader's Theater, etc.),
- Math curricula and resources (e.g., MANGO Math, Zearn, Go Math!, etc.), and
- SEL resources and programs, (e.g., Second Step Program, Positive Action Curriculum, Rachel's Challenge, etc.).

Less common programs focused on health and wellness education, environmental education, college and career readiness, drug and alcohol prevention, federal/state standard-aligned curriculum, and test preparation resources.

School Day Integration Strategies

Grantees used several strategies to integrate the school day curricula into 21st CCLC program activities and to support regular school-day learning. Most often, programs collaborated with school day teachers and administrators to develop their programming. Other strategies used included (in order of frequency):

- Designing programming aligned to school-day curricula and state standards,
- Hiring school day teachers as program staff,
- Providing engaging, curriculum-reinforcing activities,
- Communicating with school staff (teachers, administration, counselors) and families about student needs and goals,
- Providing academic support to students, such as tutoring or homework assistance, and
- Using data-driven decision-making to inform programming and services.

Positive Student Behavior Strategies

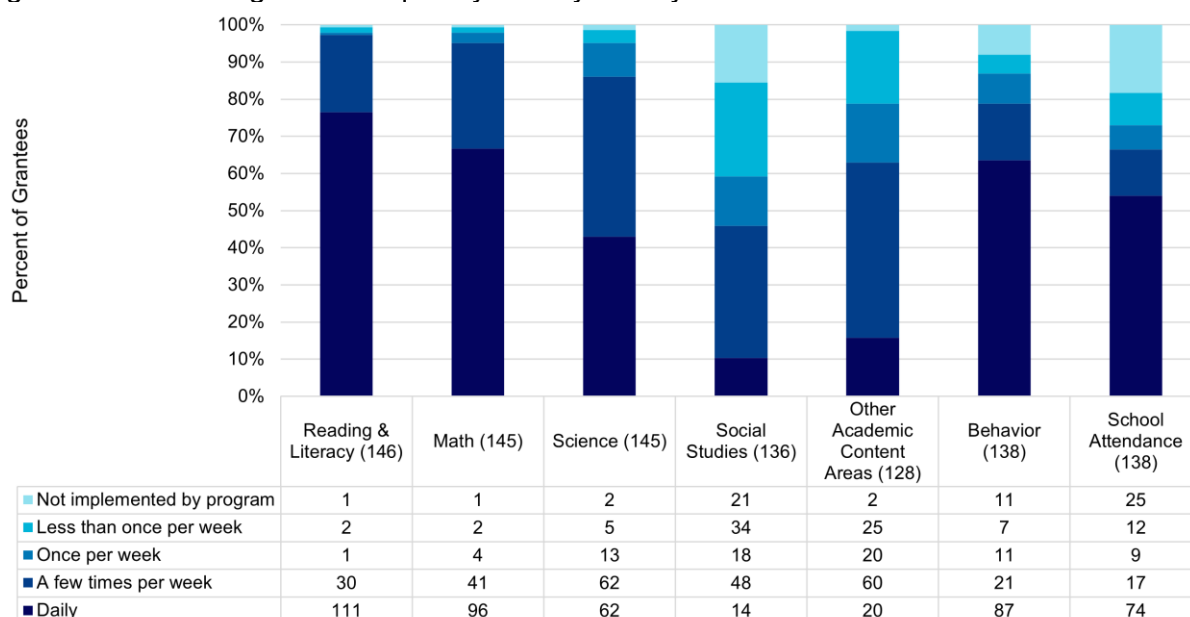
Most grantees used SEL-based activities, curricula, or models. Additional commonly reported strategies included:

- Frequent reminders of program rules and expectations,
- Supportive staff-student relationships,
- Regular communication with families and/or staff regarding student behavior,
- Substance use and/or violence prevention education and skill development,
- Reinforcement for consistent attendance and appropriate conduct,
- Peer interaction opportunities,
- Art therapy activities,
- One-on-one and small group academic supports,
- Creation of “safe spaces” for open communication,
- Frequent “check-ins” with student’s academic performance and/or mental well-being,
- Teamwork and problem-solving activities,
- Data-driven and individualized learning plans,
- SEL education through guest speakers and/or mentors,
- Trauma-informed counseling sessions,
- Student/family code of conduct contracts,
- Student leadership opportunities, and
- Behavior modification systems and/or tools.

Activity Frequency

In a typical program week, reading and math were the most commonly offered daily activities. Specifically, 77 percent of grantees provided daily reading or literacy activities, and 66 percent provided daily math activities. Science, social studies, and other content areas were offered less frequently. See Figure 4.

Figure 4: 21st CCLC grantee frequency of daily activity content



Student Behavior and School Attendance Strategies

The most common strategies for influencing positive student behavior included communication with parents (97 percent), communication with school staff (92 percent), and implementing a Student Code of Conduct or discipline protocol (79 percent). Seven percent of grantees indicated that improving behavior was not a focus of their program.

To improve school-day attendance, grantees most frequently reported communicating with parents (89 percent), communicating with school staff (86 percent), and requiring school-day attendance for continued program participation (79 percent). Six percent of grantees did not prioritize school attendance as a program goal.

Adult Family Member Activities

Family engagement is a key component of 21st CCLC programming, supporting student success by fostering strong school-family-community partnerships. Programs are required to offer activities for parents and adult family members of participating students to strengthen family-school partnerships, enhance academic and social-emotional development, and provide opportunities for family literacy and educational growth.

In the 2023-24 program year, grantees reported a range of opportunities for parents and families through the PA Implementation Survey. The most commonly offered activities were open-house events (86 percent of grantees), family literacy nights (55 percent), and health, nutrition, fitness, or wellness activities (46 percent). Other types of activities, such as cultural events, parent workshops, and career training opportunities, were offered to a lesser extent. Table 3 details the full range of adult family member activities and their prevalence among grantees.

Table 3. Grantees' Adult Family Member Activity Types and Prevalence

Activity Type	Number of Grantees Offering Such Activities	Percentage of Grantees Offering Such Activities
Adult education opportunities and/or GED classes	19	13%
Adult ESL services	8	5%
Career/job training	24	16%
Computer/technology training	22	15%
Cultural events	53	36%
Family literacy nights	80	55%
Health, nutrition, fitness, or wellness activities	67	46%
Open House	125	86%
Parent reinforcement of the importance of school and education	54	37%
Parent training on how to help their children with schoolwork	42	29%
Parent training on post-secondary options and planning	15	10%
Parent volunteering at the program	20	14%
Parent/Center staff meetings	58	40%
Parenting skills classes	31	21%
Structured family recreation	49	34%
Other	17	12%

To promote awareness and participation in these opportunities, grantees used multiple communication methods. The most frequently reported strategies included fliers, newsletters, and other promotional materials (96 percent), informal conversations (92 percent), open house and family night events (91 percent), and phone calls (86 percent).

Nearly all grantees (142 of 145, or 98 percent) reported serving parents or adult family members during the program year. Participation in at least one activity of any type ranged widely, from one adult to as many as 450 per grantee, with an average of 79 adults per program. Collectively, grantees served 11,180 adult family members, a 4 percent increase from the prior year.

Grantees offered both parent education/engagement activities and parent involvement activities throughout the year. Fifty-five percent of grantees (80) provided parent education or engagement opportunities, such as adult ESL classes, computer training, parenting workshops, and health education. These activities served a total of 3,729 adults, with participation ranging from one to 300 adults per program and an average of 47 participants per grantee.

Additionally, 79 percent of grantees (115) reported offering family involvement activities such as open houses, family nights, and cultural events. These activities reached a total of 8,137 adult family members, with individual program participation ranging from one to 450 adults and an average of 71 participants per grantee.

Grantee Provision of Professional Learning Opportunities

Of the 145 grantees, 97 percent (141) indicated that professional learning opportunities were available to staff, either through the grantee or their home school/agency. The most common forms of professional learning included staff orientations (91 percent), health and safety training (79 percent), and participation in state/national afterschool conferences (76 percent).

Professional development sessions and training sessions were typically facilitated by grantee staff (79 percent), presenters at conferences (64 percent), contractors and/or vendors (50 percent), the school district/LEA (49 percent), and/or community partners (48 percent). In addition to locally determined offerings, grantees were contractually required to participate in specific professional learning and conference opportunities detailed in the following section.

When asked to indicate how professional development learning, information, and resources were shared with program staff, email was the most common answer (95 percent), followed by staff meetings (92 percent) and informal conversations (79 percent), among other methods to a lesser extent.

State Provision of Professional Learning Opportunities

PDE and the Center for Schools and Communities offered and facilitated grantee access to numerous professional development opportunities in the 2023-2024 academic year. These opportunities occurred in four capacities: the Extra Learning Opportunities: Promising Practices – Proven Strategies Conference, the annual 21st CCLC Grantees' Meeting, Regional Trainings, and webinars throughout the year. The Center for Schools and Communities was primarily responsible for state-level training opportunities and submitted a full report about all training events to PDE. Included here is an overview intended to provide a synopsis of the scope and reach of state-offered professional development opportunities.

The 2024 Extra Learning Opportunities (ELO) Conference, held in person from February 27–29 at the Hilton Harrisburg, featured five 3-hour institutes, nine 90-minute workshops, and three 2-hour deep dive sessions. Highlights included a keynote by Dr. Joe Johnson titled “Pursue Your Purpose, Your Dreams: The Hidden Education Curriculum That All Students Need to Know” and a plenary session by Sharise Nance on “When Helping Hurts: Understanding the Impact of Compassion Fatigue.” Presenters represented education agencies and leading organizations, with attendees rating the conference and sessions positively overall. Among those institutes, workshops, or deep dive sessions with the highest ratings:

- *“Emotional Intelligence and Workplace Stress Among Afterschool Supervisors in Low-Income Communities.”*
- *“Culturally Responsive Social Emotional Learning”*
- *“My Students Love Me!”*
- *“Elevate Your Afterschool Programming with Environmental Action Civics”*
- *“Exploring Careers in STEM with LEGO® Education”*
- *“How to Make Better Decisions”*
- *“Using United Nations’ Sustainable Development Goals to Foster Global and Hopeful Youth”*

The 21st CCLC Grantees' Meeting was held on February 29, 2024. The meeting began with a welcome and updates from the PA Department of Education, followed by an introduction of the PA 21st CCLC Statewide Advisory Board. The meeting concluded with information about new

non-regulatory guidance provided by the PA Department of Education. One hundred and twenty-nine were in attendance.

Three in-person Regional Trainings took place on October 3, 4, and 5, 2023, at PaTTAN locations in Pittsburgh, Harrisburg, and Malvern, respectively. Each day featured two concurrent sessions: “*The Promise of Play: Using LEGO® Education in Afterschool*,” offered consistently across all days, and “*Networking with Guided Purpose*,” which facilitated small-group discussions among grantees on specific topics. Attendees participated in one session in the morning and the other in the afternoon, with a total of 211 grantees attending across the three days.

Of the eight professional development webinar opportunities offered, the session titled “*21APR Updates*” was the most highly attended, with 246 participants, followed by “*21st CCLC Cohort 10 Grant Closeout*” with 142 participants, followed closely by “*Cohort 12 Grant Writing for LEAs*” with 86 participants and “*Cohort 12 Grant Writing for Non-LEAs*” with 92 participants. These four grant-specific sessions were essential for understanding 21st CCLC program requirements. See Table 4 for more details.

Table 4. 21st CCLC 2023-24 Webinars

Webinar Title	Presenter(s)	Month/Year	Participants
<i>21APR Updates</i>	PDE 21 st CCLC Program Supervisor and Program Officer AIU 21 st CCLC Evaluation and Reporting Staff	July 26, 2023	246
<i>Cohort 12 Grant Writing for LEAs</i>	PDE 21 st CCLC Program Supervisor	September 28, 2023	86
<i>Cohort 12 Grant Writing for Non-LEAs</i>	PDE 21 st CCLC Program Supervisor	September 29, 2023	92
<i>Thriving Together: Navigating Overload, Building Resilience, and Fostering Belonging in our Programs</i>	Stephanie Colvin-Roy, Training and Organizational Development Associate at CPSEL	January 24, 2024	54
<i>Harnessing the Power of Artificial Intelligence: Using Chatbots and Generative AI in Education</i>	Dr. Monica Burns, Class Tech Tips, Inc.	March 26, 2024	35
<i>21st CCLC Cohort 10 Grant Closeout</i>	PDE 21 st CCLC Program Supervisor AIU 21 st CCLC Evaluation and Reporting Staff	April 17, 2024	142

Webinar Title	Presenter(s)	Month/Year	Participants
<i>A People-Focused Approach to Staff Acquisition and Retention</i>	Hillary Jones, Foundations, Inc. Andrew Francis, Foundations, Inc.	April 18, 2024	32
<i>Evidence as Your OST Ally: Using Evidence-Based Practices and the ERC for Out-of-School Time Programming</i>	Laura Mikowychok, PA Evidence Resource Center	May 15, 2024	30

Professional Learning and Support Needs

As part of the PA Implementation Survey, grantees had the opportunity to share their needs or interests in additional training or support. Approximately 46 percent of grantees provided a substantive response. These needs and interests are summarized in the following pages organized by topic area but not by priority. Common themes included staff and student recruitment and retention strategies, parent engagement and involvement with 21st CCLC programming, staff training in social/emotional learning (SEL) and other areas, and general best practices for implementing 21st CCLC programming.

Identification, Recruitment, and Retention

- Strategies for recruiting and retaining students, particularly those with competing interests.
- Approaches for increasing family engagement and involvement in 21st CCLC programs.
- Building and maintaining positive relationships with school administrators, staff, and community partners.
- Effective methods for identifying students for program recruitment.
- Strategies for reducing or sustaining program budget costs.

Operations and Implementation

- Training opportunities for both new and returning staff.
- Best practices for 21st CCLC program implementation.
- Classroom management training and strategies for addressing challenging student behaviors.
- Ongoing, continuous professional development opportunities.
- Solutions for addressing transportation challenges and barriers to participation.
- Increased access to PDE webinars and resources for program staff.
- Strategies to promote and sustain staff motivation.
- Additional program resources, materials, and tools for teachers and program staff.

- Networking opportunities with other grantees to exchange ideas and share best practices.
- Guidance for identifying engaging- evidence-based activities and programs for students.
- Approaches for balancing academic standards with 21st CCLC program goals.
- Staff training on trauma-informed care and mental health response strategies.
- Best practices for supporting students with academic delays.
- Strategies to increase student participation and sustained engagement.
- Staff training on social-emotional learning (SEL) tools, strategies, and implementation techniques.

Data and Evaluation

- Training in data collection and reporting processes using the with state 21st CCLC Dashboard and 21APR system.
- Opportunities for professional development in program evaluation.
- Strategies for using data to inform daily program operations, improvement efforts and reporting.

Overall, grantee feedback highlighted a strong interest in professional learning opportunities to enhance program quality, staff capacity, and student outcomes. Priorities included strategies for student and family engagement, staff training in SEL and trauma-informed practices, operational best practices, and effective use of data for continuous improvement. These insights will help inform future technical assistance and professional development offerings to better support Pennsylvania's 21st CCLC programs.

Creative and Innovative Strategies

Over two-thirds of grantees (72 percent) reported implementation of one or more creative/innovative strategies to engage students and address student needs. The most common approach involved identifying student needs and interests through surveys, focus groups, assessment data, and informal feedback from students and families. Additional strategies, presented in no particular order, included:

- Offering STEM/STEAM enrichment activities.
- Involving students in curriculum and activity planning.
- Implementing themed program days or weeks.
- Providing unique, high-interest classes (e.g., robotics, cooking, career development).
- Creating opportunities for students to interact with peers from different grades or schools.
- Maintaining consistent communication with students, families, and school administrators regarding program implementation and operations.
- Partnering with community providers to develop or enhance curriculum offerings.
- Offering specialized education and support for students with academic delays or deficiencies.
- Organizing after-school events (e.g., family and student orientations, fairs, Open Houses, Lights on Afterschool).
- Using incentive and reward systems to encourage consistent attendance and positive behavior.
- Developing individual, personalized learning plans for students.

- Hosting activities that celebrate cultural diversity and promote inclusion.
- Providing informal lunchtime connections between students and program staff.
- Using enrollment packages to collect student data and family goals.
- Offering community service opportunities and student-led projects.
- Incorporating hands-on, experiential activities to increase engagement.
- Providing one-on-one or small group tutoring.
- Establishing partnerships with community and educational organizations.
- Integrating social-emotional learning (SEL) and wellness activities into programming.
- Creating high-interest student clubs based on participant interests.
- Distributing promotional flyers and handouts to raise awareness and increase participation.

Social Emotional Learning and Environmental Education Program Funding

During the 2023–24 program year, PDE offered Cohort 9 grantees the opportunity to apply for supplemental mini-grants to implement social-emotional learning (SEL) programs and/or environmental education programs. Fifteen grantees reported receiving these funds and provided details about their implementation through the Implementation Survey.

Of the fifteen Cohort 9 grantees that were approved:

- Ten grantees operated SEL programs,
- Four grantees operated environmental education programs, and
- One grantee operated both SEL and environmental education programs.

Grantees delivered mini-grant activities through a combination of program staff, school or LEA staff, community partners, and private contractors. Programming was offered to students in grades K-12.

Of the 11 grantees that provided SEL programs, six (55 percent) offered daily SEL activities; four (36 percent) offered them several times per week; and one (9 percent) offered them two to three times per week.

Of the five grantees that provided environmental education programs, one (20 percent) offered activities several times a week; one (20 percent) offered them 2-3 times a week; two (40 percent) offered them once a week; and one (20 percent) offered them once a month.

Social emotional learning program topics included:

- Utilizing SEL-focused curriculums,
- Positive social-emotional activities (e.g., coping strategies, emotion regulation, stress awareness and relief, self-expression, etc.),
- Student check-ins on emotional well-being,
- Group discussions and peer emotional support groups,
- Physical education (yoga, sports, mindfulness activities),
- Arts-based activities, and
- Drug and violence prevention awareness and efforts.

Environmental education program topics included:

- Outdoor learning opportunities (e.g., field trips to environmental centers, fishing, hiking, etc.),

- Environmental systems education (e.g., understanding organic practices, different ecosystems, the importance of maintaining a clean environment, etc.), and
- Gardening skills.

Program Participation

Grantees served 28,924 students during the summer 2023 and school year 2023-24 program year, a 10 percent decrease in students served compared to the prior year. In 2023-24, Pennsylvania's public school enrollment was 1,685,859 students, based on PDE 2023-24 public enrollment records. As such, 21st CCLC programs served approximately 1.7 percent of the state's public school population, slightly lower than the previous year.

Of the 28,853 students with grade level data, just over half (52 percent) were in 1st to 5th grade, 26 percent were in grades 6 to 8, and 18 percent were in grades 9 to 12. Table 5 provides counts and percentages of students by grade level.

Table 5. Program Participants by Grade Level

Grade Level	Count	Percentage
Pre-K	58	<1%
Kindergarten	1,034	4%
1 st Grade	2,374	8%
2 nd Grade	2,987	10%
3 rd Grade	3,164	11%
4 th Grade	3,249	11%
5 th Grade	3,297	12%
6 th Grade	2,971	10%
7 th Grade	2,593	9%
8 th Grade	1,992	7%
9 th Grade	1,639	6%
10 th Grade	1,270	5%
11 th Grade	1,260	4%
12 th Grade	965	3%
TOTAL	28,853	100%

It is important to note that while students typically participate in only one program, it is possible for students to be served by multiple programs for reasons such as grade progression, program closures, or relocation. In 2023–24, approximately 33 students across 13 grantees were served by more than one program. As a result, the total count served that is provided above (28,924) includes 66 duplicated instances. However, since these account for less than one percent of total participants, their effect on overall results is negligible.

Participation by Cohort

Across cohorts, Cohort 10 had the largest portion of students (49 percent), followed by Cohort 11 (42 percent), and Cohort 9 (9 percent). Participation ranged from eight to 873 students per grantee, with an average of 202 students per grantee.

Across all programs, students attended an average of 132 program hours, with a median of 88 hours—indicating that the average was skewed by a small group of high-attending students.

Attendance Hours Distribution

Attendance hours were grouped into six participation hours bands, or categories, determined by GPRA requirements. Distribution of students across these categories was fairly even across all cohorts with the largest percentages in:

- 90-179 hours (20%)
- 45-89 hours (19%)
- 15-44 hours (18%)

Sixteen percent of students attended more than 270 hours and fourteen percent attended 180-269 hours, while thirteen percent attended less than 15 hours.

Approximately 50 percent of students attended 90 hours or more, the research-based threshold associated with positive outcomes under federal guidelines. This proportion was consistent across cohorts, except for Cohort 9, where 70 percent attended less than 90 hours — likely due to a shorter program cycle.

Strategies to Encourage Attendance

To encourage regular and repeated program attendance, grantees conducted high interest activities (96 percent) and parent outreach following absences (88 percent). Sixty-six percent also required regular attendance for program enrollment. Additional details about program participation are provided in Figures 5, 6 and 7.

Figure 5: 21st CCLC students served by hours attended

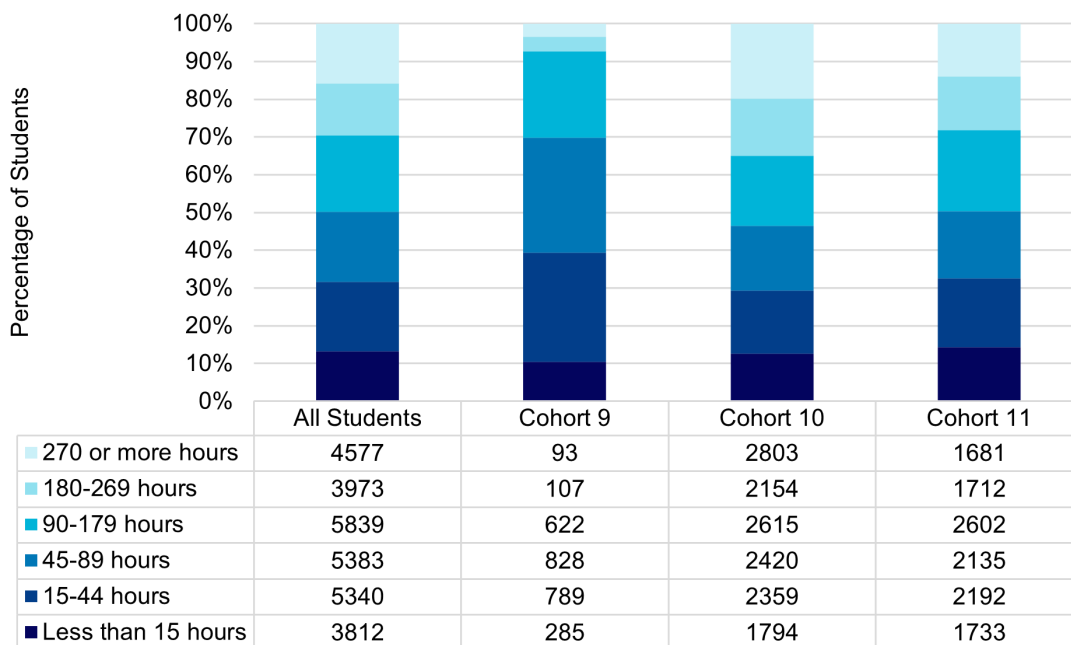


Figure 6: Total number of 21st CCLC students served by cohort

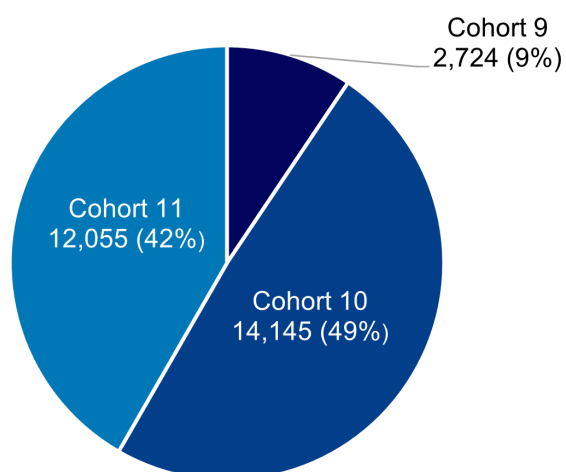
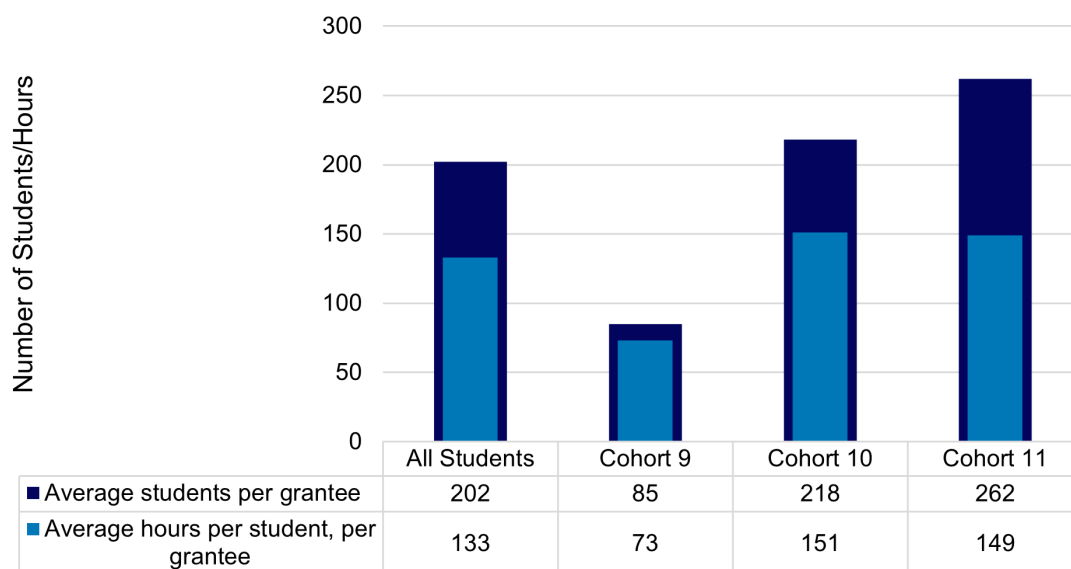


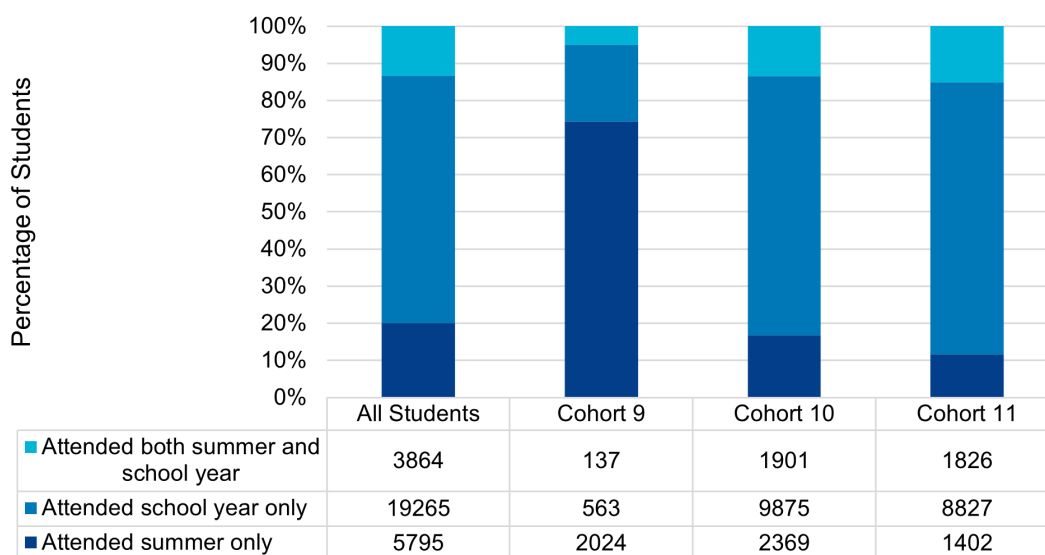
Figure 7: Comparison of average number of students by average total hours served by cohort



Program Term Participation

Over half of participating students (67 percent) attended 21st CCLC programming during the school year only. Twenty percent attended during summer 2023 only and 13 percent attended both summer 2023 and school year 2023-24 terms. See Figure 8.

Figure 8: Total number of 21st CCLC students served by program term



Proposed vs. Actual Participation

Comparisons were made with the number of students grantees proposed to serve in their grant applications with the actual number they served. The 143 grantees proposed to serve 25,275 and served 28,924 students—3,649, more students than planned (14% over target).¹⁵

- 71 grantees exceeded their target by 1 to 648 students, averaging 111 more per grantee. This ranged from 2% to 288% above target, averaging 65% over.
- One grantee met their exact target.
- The remaining 71 grantees fell short by 2 to 205 students, averaging 60 fewer than proposed. This ranged from 1% to 88% under target, averaging 33% below.

Average Daily Attendance

Grantees are required to meet 85% of their proposed Average Daily Attendance (ADA) each month (or summer cycle):

- Of 123 grantees offering summer programming, 32 percent met the ADA target. Percentages ranged from 0 to 303 percent, averaging 67 percent of target students daily.
- Of 111 grantees offering at least seven months of school-year programming, 23 percent met the ADA benchmark.
- Fifty-seven percent of grantees did not meet the ADA target in any month of the school year, while 10 percent met the requirement every month they operated.

Overall, while total student participation declined slightly compared to the prior year, 21st CCLC programs in Pennsylvania continued to exceed proposed participation targets and engage a substantial number of students in extended learning opportunities, with half of participants receiving the federally recommended dosage associated with positive student outcomes.

¹⁵ Some duplication may be present in the overall count of students served, as students served by multiple grantees may be counted more than once. While duplicates are removed, if identifying information is missing from a student's record, it is not possible to verify that the record is truly a duplicate, and it remains in the dataset.

STUDENT OUTCOMES

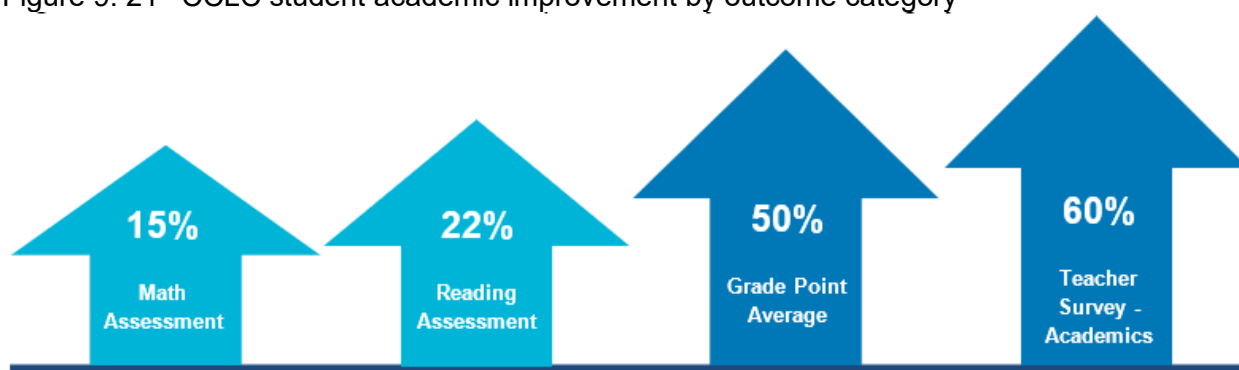
Grantees collected student outcome data on GPA, teacher survey results, credit recovery, school day attendance, school behavior, and PSSA/PASA assessment results. results.¹⁶

Academics

Results provided in this section address the program performance measure: “Increasing percentages of students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math.”

Figure 9 illustrates the percentage of students who demonstrated improvement on each outcome measure, excluding those who did not need to improve.

Figure 9: 21st CCLC student academic improvement by outcome category



State Reading and Math Assessments

State reading and math assessment performance measures were evaluated using the following two GPRA measures:

- **GPRA #1. Academic Achievement – State Assessments (Reading and Language Arts)** - *Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.*
- **GPRA #1. Academic Achievement – State Assessments (Mathematics)** - *Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.*

¹⁶ Results described in this report include all students having data reported that could be analyzed and may not represent all students served by the program. Relevant percentages describe the portion of students served who were included in analysis.

Among the 14,102 21st CCLC students in grades 4–8, approximately 43 percent had both prior and current year assessment data in math, reading, or both for comparison.¹⁷ Students were classified as "improved" if they moved up in the score range (below basic, basic, proficient, advanced) from the 2022-23 to the 2023-24 assessments. Students who scored at the advanced level in 2022-23 were considered as not needing improvement.

After excluding students who did not need to improve, the results showed that 15 percent of students improved on the math assessment, while 22 percent improved in reading. Over half of the students had no change in their score level (67 percent for math and 61 percent for reading). Eighteen percent of students declined in math, and 17 percent declined in reading.

Math and Reading Assessment Results by Participation Hours

Math state assessment scores were disaggregated and analyzed across different participation hour bands. These results showed slight improvement in math as participation hours increased (14 percent for those who participated for less than 15 hours to 17 percent for those who participated for 270 or more hours). Roughly two-thirds of students (ranging from 64 percent to 69 percent) had no change in their test score level.¹⁸

For reading, there was little difference in the percentage of students who improved once they reached 15 hours of program attendance (ranging from 20 percent to 24 percent). Therefore, this difference is not large enough to confidently indicate that increased attendance correlates with higher reading test scores. Most students (ranging from 59 percent to 63 percent) across the hour bands had no change in their score.

See Tables 6 and 7 for additional details on test scores by hour bands attended. Students who did not need to improve were excluded from these calculations.

Table 6. State Math Assessment Improvement Results for 2023-24

Score Level	All students	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
<i>Improved</i>	15%	14%	15%	15%	15%	15%	17%
<i>No change</i>	67%	67%	66%	68%	69%	66%	64%
<i>Declined</i>	18%	19%	19%	17%	16%	19%	19%

Table 7. State Reading Assessment Improvement Results for 2023-24

Score Level	All students	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
<i>Improved</i>	22%	20%	24%	22%	23%	21%	20%
<i>No change</i>	61%	59%	61%	63%	60%	61%	61%
<i>Declined</i>	17%	21%	15%	15%	18%	18%	19%

¹⁷ The 2022-23 21st CCLC program year had 80 percent of 4th to 8th grade students with prior and current year data, a notable difference compared to only 40 percent this year with comparable data. This could be due to students being absent during PSSA testing windows or students not enrolled in school during PSSA testing windows.

¹⁸ Note: students are also given a numerical composite score on state assessments, which is then placed in one of the four score levels. Therefore, students may not have moved from one level to the next but may have made positive gains within a level.

Results by Term

Test score results were also analyzed by attendance terms (summer only, school year only, both summer and school year). Results were similar across all terms, indicating that the terms of attendance did not significantly impact scores.

State Assessment Score Level Results

While comparative data was not available for all students in grades 4–8, approximately 89 percent of students had 2023-24 state assessment score data. In reading, 32 percent of students scored at the proficient or advanced level, compared to 19 percent in math. In contrast, 68 percent of students scored at the basic or below basic level in reading, while 81 percent did so in math. These results indicate slightly higher levels of proficient or advanced students in math than in prior years, and similar levels of reading scores compared to prior years. Complete results by score level are provided in Table 8.

Table 8. State Math and Reading Assessments Score Level Results for 2023-24

	Math	Reading
<i>Advanced</i>	5%	5%
<i>Proficient</i>	14%	27%
Total	19%	32%
<i>Basic</i>	30%	46%
<i>Below Basic</i>	51%	22%
Total	81%	68%

Relationship Between Attendance and Assessment Results

There is evidence of a correlation between increased attendance and an increased percentage of students scoring at the proficient or advanced level on the math assessment, as well as a decrease in the percentage of students scoring at the basic or below basic level, as shown in Figure 10. This trend is especially evident for students scoring at the below basic level in math. Among those who attended 15 hours or less of programming, 59 percent scored below basic, which steadily decreased to 45 percent for those who attended 270 hours or more.

For reading, there is little to no evidence of a correlation between higher scores and increased program attendance, as shown in Figure 11. The percentage of students with advanced and proficient reading scores did not change between those who attended less than 15 hours and those who attended more than 270 hours (both at 5 percent). Notably, the percentage of students with a below basic reading score was slightly higher for those with 270 or more hours of attendance (23 percent) than for those with fewer than 15 hours (21 percent). However, students tend to perform better in reading overall, which may explain why gains related to the program were more pronounced for math scores. Additionally, reading-based content is more frequently implemented in programming than math-based content. Complete results are shared in the data table of [Appendix A](#).

Figure 10: Math assessment score level by program hours attended for 21st CCLC students in grades 4-8

Students in Grades 4-8 who attended more 21st CCLC programming were **less likely to score at the "Below Basic" level on math state assessments.**

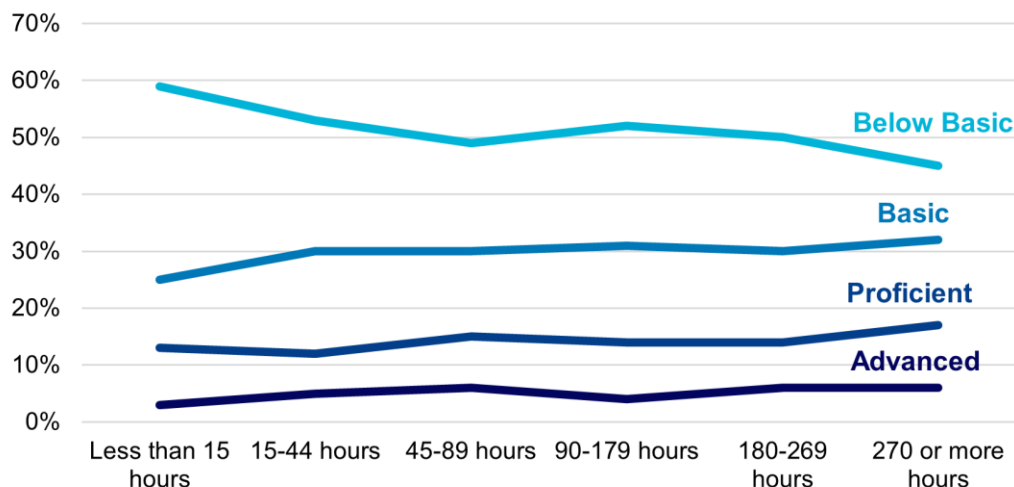
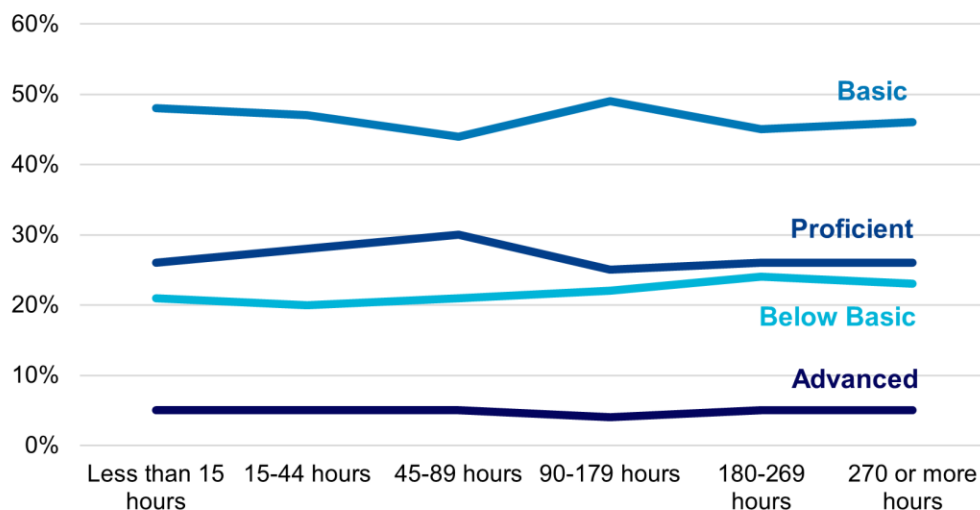


Figure 11: Reading assessment score level by program hours attended for 21st CCLC students in grades 4-8

The amount of 21st CCLC programming attended by 4th to 8th grade students had **little to no impact on their reading state assessments.**



State Assessment Scores by Program Cohort

State assessment scores and improvement percentages were also analyzed by each program cohort. Cohort results generally reflected those of the overall student population, with no significant trends or outliers observed.

Student GPA Results¹⁹

Student GPS was evaluated using the following GPRA measure:

- **GPRA #2. 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 Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.*

To count as an improvement, students had to increase their GPA by at least one-tenth between the 2022-23 and 2023-24 school years. According to the federal GPRA measure, students who had a GPA of 3.0 or higher were considered as not needing improvement.

A total of 5,367 students in grades 7-8 and 10-12 had GPA data that could be compared, representing 66 percent of students in these grades. Across these students, the average GPA remained unchanged, with a 2.6 GPA average for both years. No significant GPA changes were observed across all cohorts, except for Cohort 10, which experienced a slight decline. See Table 9.

Table 9. Change in Average GPA for Students in Grades 7, 8, and 10-12

	2022-23	2023-24	GPA Change	Percent Change
<i>All Students</i>	2.6	2.6	0	0%
<i>Cohort 9</i>	2.4	2.4	0	0%
<i>Cohort 10</i>	2.6	2.5	-0.1	4%
<i>Cohort 11</i>	2.7	2.7	0	0%

Of the students with comparable GPA data (5,367), 55 percent needed to improve their GPA between 2022-23 and 2023-24. Among these students, 50 percent showed improvement, 36 percent declined, and 14 percent experienced no change in their GPA. On average, students who improved their GPA saw a 32 percent increase, from 1.9 to 2.5. Including students who did not need to improve, 40 percent of all students showed GPA improvement.

GPA Results by Program Attendance

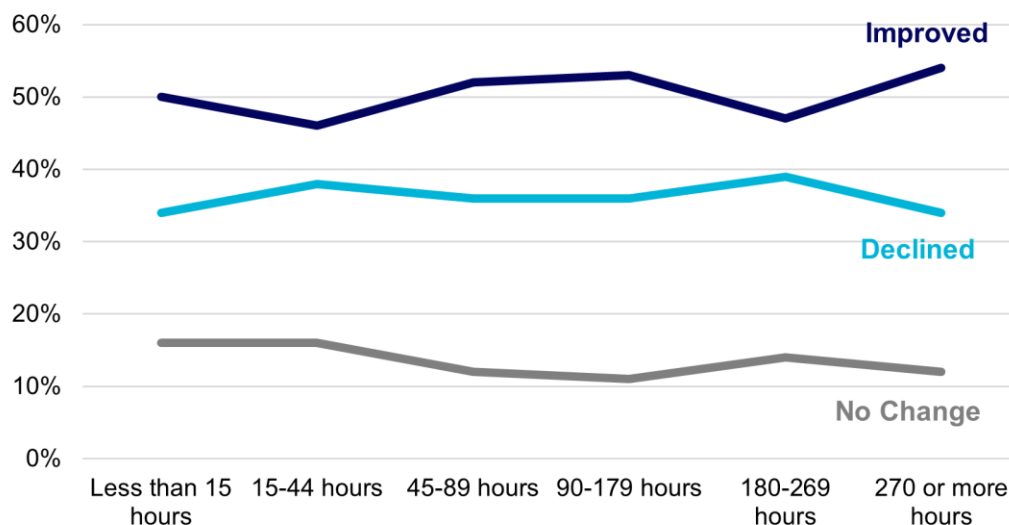
Results were disaggregated by program attendance category, as shown in Figure 12. After excluding students who did not need to improve, those with higher attendance hours were more likely to have improved their GPA and less likely to have no change. This trend was most

¹⁹ Grantees reported individual student GPAs using the state de-identified student data workbook. In cases where a school provided only report card grades, grantees were required to convert those grades into a GPA using a provided calculator or their own method.

pronounced among students who attended at least 270 hours, where 54 percent improved, and 34 percent declined. Comparatively, 50 percent of students who attended less than 15 hours improved, with 34 percent declining. Among students attending less than 90 hours, 49 percent improved their GPA, whereas 52 percent of students attending 90 hours or more showed improvement.

Figure 12: GPA results for grades 7, 8, and 10 -12 by total program attendance

Students were **more likely to improve their GPA than decline**, regardless of time spent attending 21st CCLC programming.



GPA Results by Cohort

GPA results were also analyzed by cohort, revealing that Cohort 10 students were more likely to improve their GPA compared to the overall population. However, they were also more likely to have declined in GPA. On the other hand, Cohort 9 students were less likely to improve their GPA compared to the overall population, which can be attributed to the fact that Cohort 9 ended programming in September 2023, limiting the program's impact on their GPA. Cohort 11 students showed results most closely aligned with those of the entire program population.

GPA Results by Attendance Term

When comparing GPA results by attendance terms, students who attended both the summer and school year had the highest improvement rates (56 percent) and the lowest decline rates (34 percent). They also had the fewest students with no change (10 percent). There was little difference in GPA results between students who attended only during the summer (49 percent improved) and those who attended only during the school year (50 percent improved).

GPA Completion Rates

A total of 6,213 students in grades 7, 8, or 10-12 had 2023-24 GPA data, representing 77 percent of all students in these grades. Among these students, 89 percent (5,512 students) completed the 2023-24 school year with a passing GPA (1.3/C-). By cohort, Cohort 11 had the

highest proportion of passing students at 93 percent, followed by Cohort 9 at 86 percent and Cohort 10 at 86 percent.²⁰

Academic Performance

Teachers assessed students' overall academic performance through the annual Teacher Survey. Among students identified as needing improvement, 60 percent demonstrated improved academic performance, 4 percent experienced a decline, and 36 percent showed no change. Additionally, 19 percent of students with available data were determined not to need improvement and were excluded from these calculations. For a complete analysis of this measure, please see the [Teacher Survey](#) section of this report.

Behavior

Results provided in this section address the following performance measures:

1. Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes and
2. Students participating in the program will show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals.

21st CCLC Teacher Survey

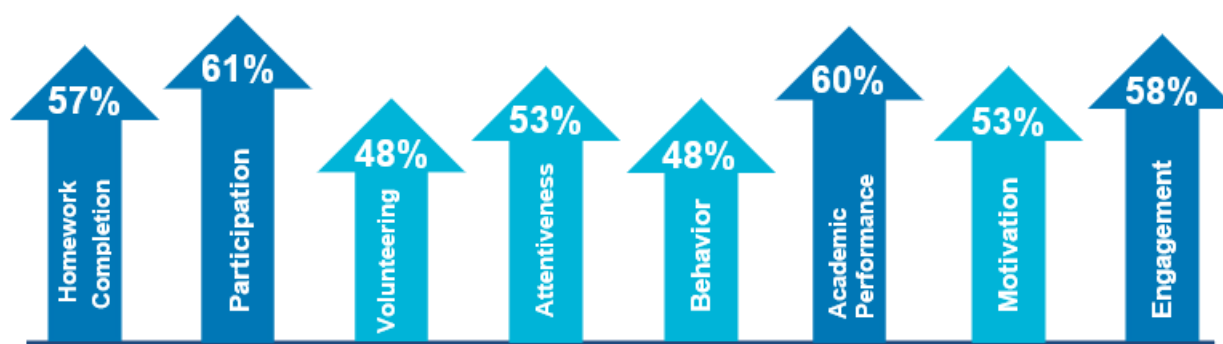
Teachers rated students on eight key indicators of classroom behavior through the annual 21st CCLC Teacher Survey, using the following scale: *did not need to improve, improved, no change, and declined*. Surveys were completed for students in grades 1-5 (n=15,071).

For each indicator, between 9,758 and 9,822 responses were collected, representing approximately 65% of all attendees in grades 1–5. The number of responses varied by item, as some teachers did not provide a rating for every indicator for each student. Complete percentages for all indicators are available [Appendix B](#).

Figure 13 illustrates the overall percentage of students who improved based on each survey question, excluding those rated as not needing improvement.

²⁰ It should be noted that more students may have passed their courses, as these calculations are based on conversions to the standard 4.0 GPA scale with a C- grade considered passing.

Figure 13: 21st CCLC students who improved by teacher survey indicator



Indicator Summaries

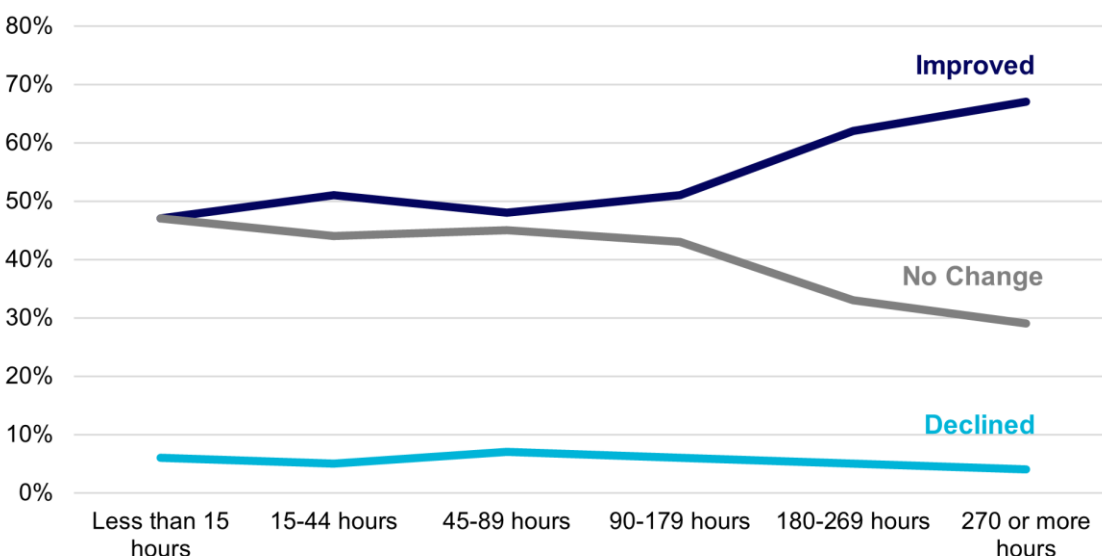
Across all eight indicators, cohort-level results closely mirrored overall state outcomes. Additionally, higher hours of program attendance consistently correlated with greater improvement in each behavioral measure.

Indicator 1: Satisfactory Homework Completion

Among students needing improvement, 57% improved, 38% showed no change, and 5% declined. Students not needing improvement (27%) were excluded from these calculations. The number of students who improved (4,038) was more than 10 times the number who declined (372). Improvement percentages increased with more program hours — from 47% (under 15 hours) to 67% (270+ hours). See Figure 14.

Figure 14: 21st CCLC student satisfactory homework completion by hours attended

Students with more 21st CCLC program hours were **more likely to complete their homework**.

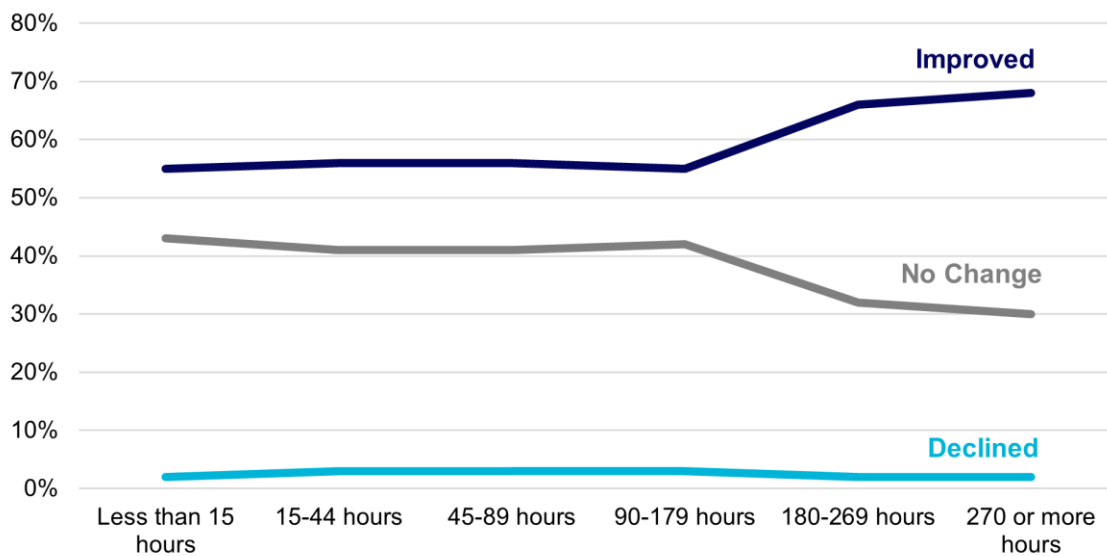


Indicator 2: Class Participation

Sixty-one percent of students needing improvement showed gains in class participation, 37% had no change, and 2% declined. Twenty-three percent of students did not need improvement. The number of students who improved class participation (4,606) was over 26 times greater than the number who declined (177). Improvement rates rose with hours attended, from 55% (under 15 hours) to 68% (270+ hours). See Figure 15.

Figure 15: 21st CCLC class participation by hours attended

Students with more 21st CCLC program hours were **more likely to participate in class**.

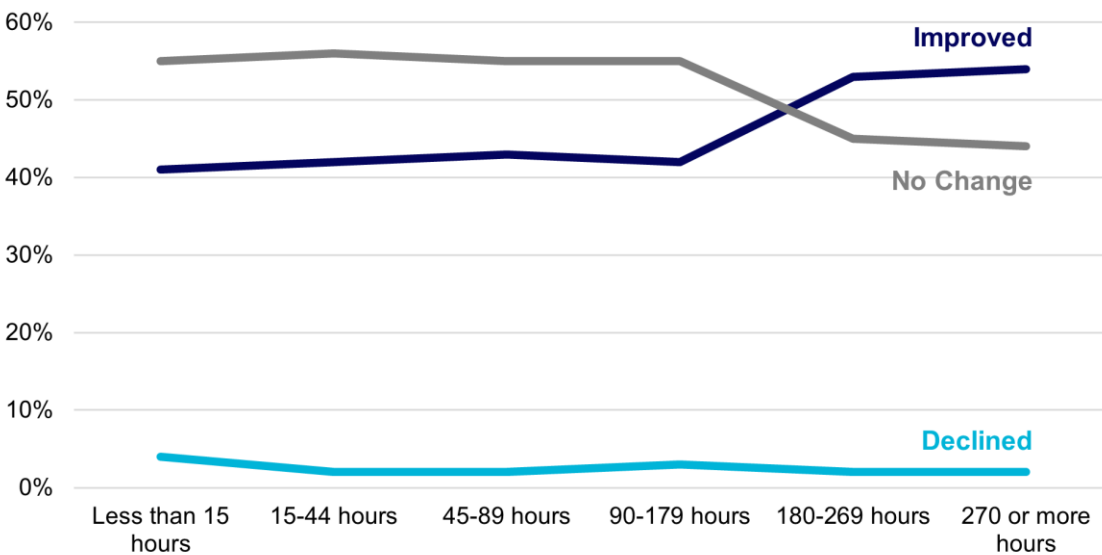


Indicator 3: Student Volunteering in Class

Of students needing improvement with volunteering in the classroom, 48% improved, 50% showed no change, and 2% declined. Twenty-five percent of students were rated as not needing improvement. The number of students who improved volunteering in class (3,508) was over 22 times greater than the number who declined (156). Improvement on this indicator increased with program hours attended, ranging from 41% (under 15 hours) to 54% (270+ hours). See Figure 16.

Figure 16: 21st CCLC student volunteering in class by hours attended

Students were **more likely to volunteer in class** as they attended more 21st CCLC program hours.

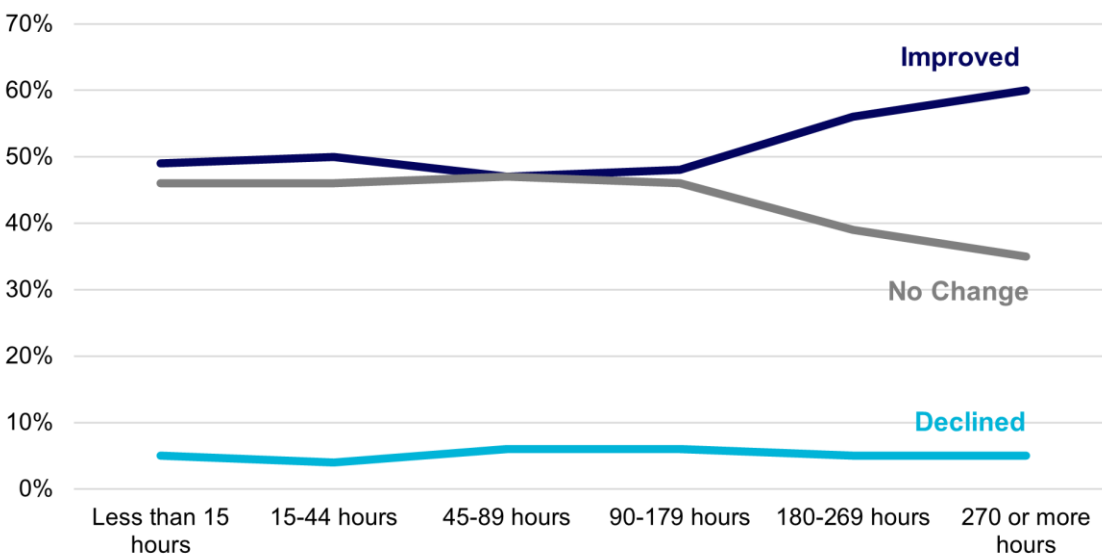


Indicator 4: Student Attentiveness in Class

Fifty-three percent of students needing improvement in class attentiveness showed gains, 42% had no change, and 5% declined. Twenty-four percent did not need improvement. The number of students who improved class attentiveness (3,981) was more than 9 times greater than the number who declined (421). Improvement rates increased with attendance, ranging from 47% (45–89 hours) to 60% (270+ hours). See Figure 17.

Figure 17: 21st CCLC student class attentiveness by hours attended

Students with more 21st CCLC program hours were **more likely to improve their attention during class.**

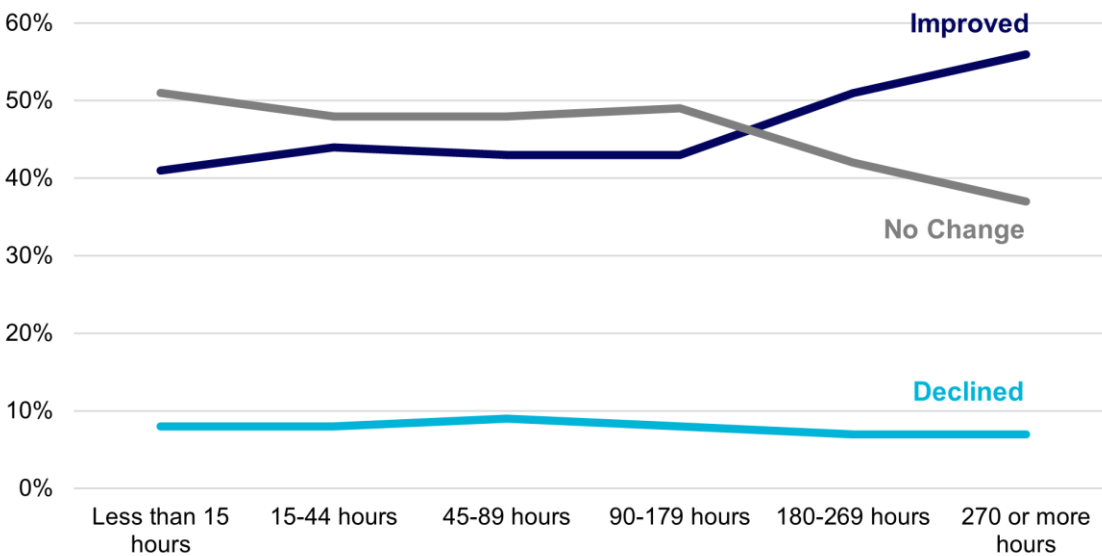


Indicator 5: Class Behavior

Among those needing improvement in class behavior, 48% improved, 44% had no change, and 8% declined. Thirty-two percent of students were rated as not needing improvement. The number of students who improved their class behavior (3,198) was more than 6 times greater than the number who declined (514). As program attendance increased, so did improvement rates which rose from 41% (under 15 hours) to 56% (270+ hours). See Figure 18.

Figure 18: 21st CCLC student classroom behavior by hours attended

Students with 90 or more hours of 21st CCLC programming were **more likely to improve their class behavior.**

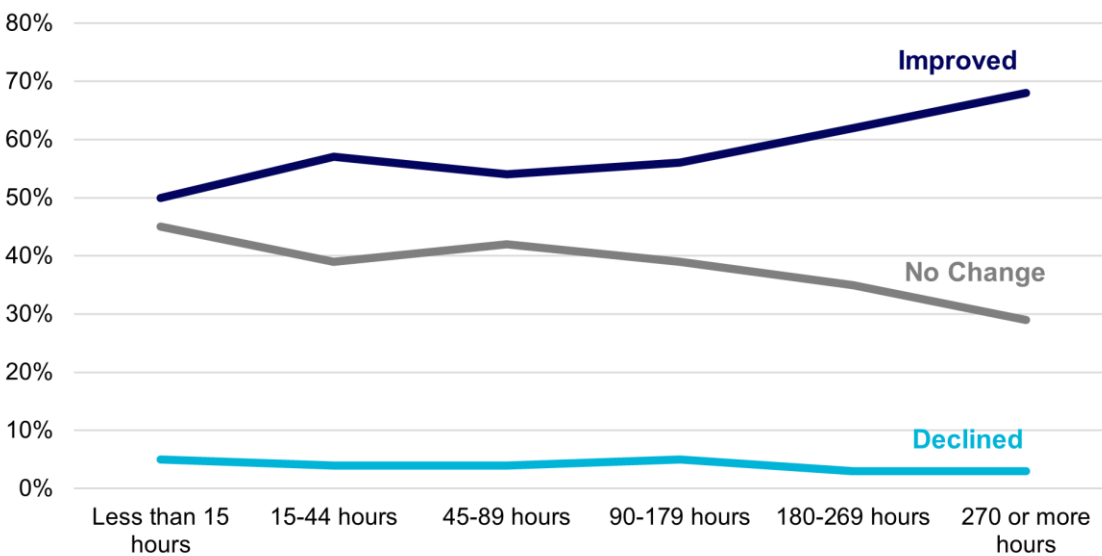


Indicator 6: Academic Performance

Sixty percent of students needing academic improvement demonstrated gains, while 36% showed no change and 4% declined. Nineteen percent of students did not need improvement. The number of students who improved their academic performance (4,778) was more than 16 times greater than the number who declined (296). Improvement increased with program attendance, from 50% (under 15 hours) to 68% (270+ hours). See Figure 19.

Figure 19: 21st CCLC student academic improvement by hours attended

Students with more 21st CCLC program hours were **more likely to improve on their academics.**

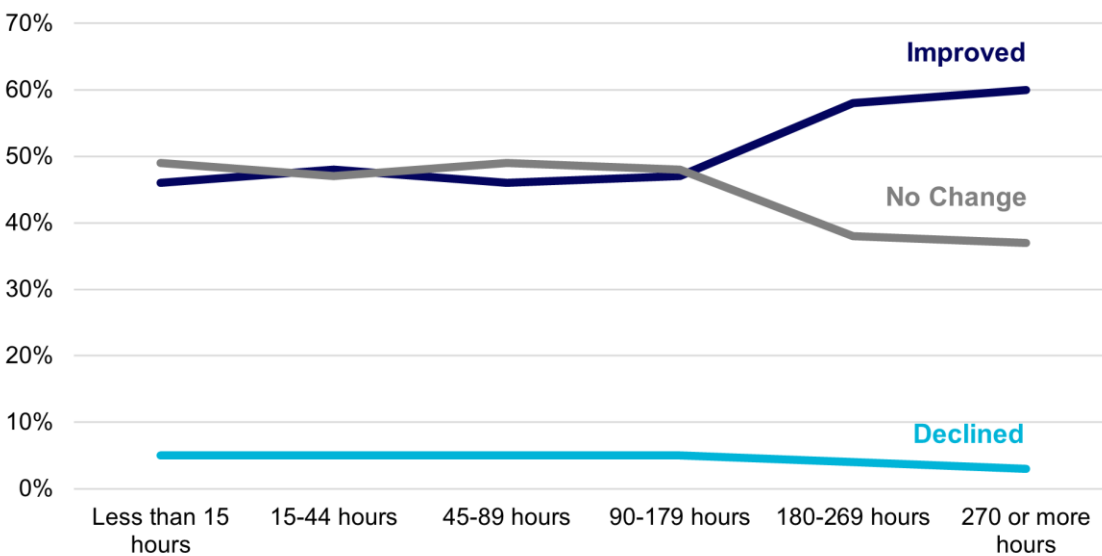


Indicator 7: Coming to School Motivated to Learn

Fifty-three percent of students needing improvement in their motivation to learn showed gains, 43% had no change, and 4% declined. Twenty-six percent of students did not need improvement. The number of students who improved their motivation (3,828) was more than 12 times greater than the number of students who declined (303). Improvement increased with program hours, from 46% (under 15 hours) to 60% (270+ hours). See Figure 20.

Figure 20: 21st CCLC student motivation to learn by hours attended

Students with 90 or more hours of 21st CCLC programming had a **higher motivation to learn**.

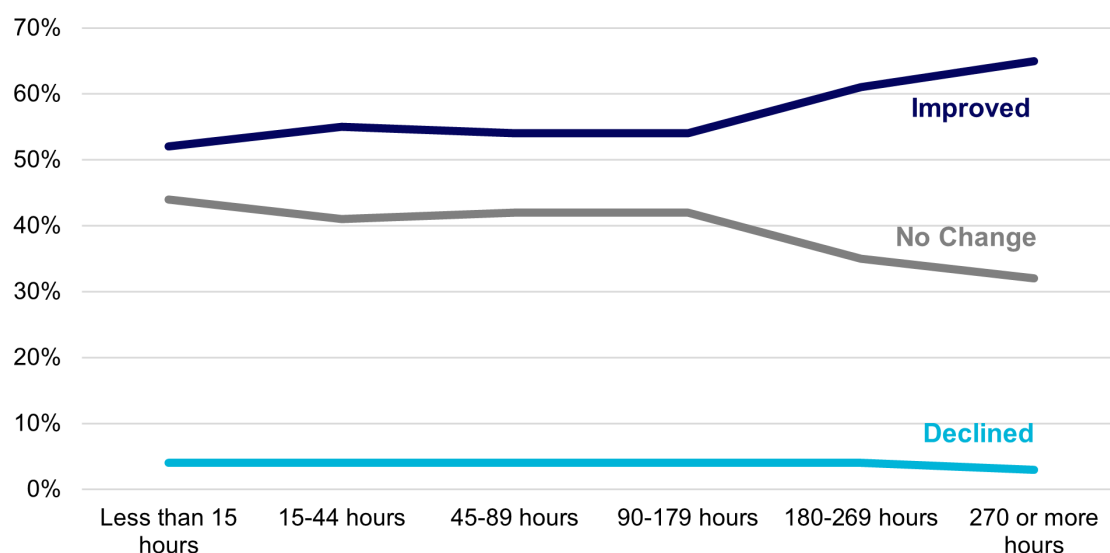


Indicator 8: Engagement in Learning

Fifty-eight percent of students needing to improve their engagement in learning were able to do so, 38% showed no change, and 4% declined. Twenty-three percent of students did not need improvement. The number of students who improved their engagement in learning (4,407) was more than 14 times greater than the number who declined (298). Improvement rose from 52% (under 15 hours) to 65% (270+ hours). See Figure 21.

Figure 21: 21st CCLC student engagement in learning by hours attended

Students with more 21st CCLC program hours were **more likely to be engaged in their learning.**



School Behavior/Discipline and Attendance

This section evaluates the performance measure: *Students participating in the program will show improvement in school attendance, classroom performance, and reduced disciplinary referrals*, using the following GPRA measures:

- **GPRA #3. School Day Attendance** - Percentage of students in grades 1-12 participating in 21st CCLC programming during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.
- **GPRA #4. 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.

In-School Suspensions

During 2022-23 and 2023-24, only four percent of students in grades 1-12 received at least one in-school suspension. Of the 609 students with suspensions in 2022-23, 74 percent decreased their suspensions in 2023-24, of which 60 percent receive no suspensions.

Due to the small number of students affected, in-school suspension data is not a reliable statewide measure of behavioral improvement. It remains unclear whether reductions reflect actual behavior change or variations in school disciplinary practices. For a more relevant analysis, refer to the behavior question in the [Teacher Survey](#) section of this report.

Attendance

Attendance data was available for 86% of students in grades 1–12. Of these, 29% had prior-year attendance at or below 90% (n=7,149). Among this group:

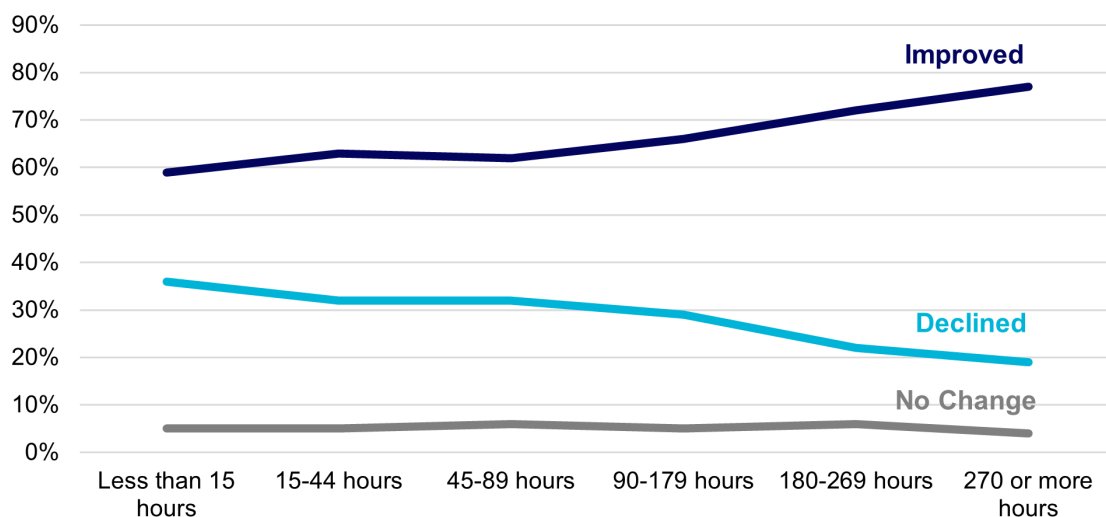
- 66% improved their attendance in 2023–24,
- 29% experienced a decline, and
- 5% showed no change.

There is evidence that a greater volume of 21st CCLC program attendance has had a positive effect on attendance rates, with percentages of improvement increasing and percentages of decline decreasing steadily with each hour band (with the exception of the 45–89 hour band to the 90–179-hour band). This trend is most obvious between students who attended 270 or more hours, of which 77 percent improved their attendance, and students who attended less than 15 hours, of which 59 percent improved. Complete results by hour bands are provided in [Appendix C](#).

Analyses by cohort, grade level, and years of participation revealed no meaningful differences in attendance outcomes.

Figure 22: 21st CCLC student school day attendance by hours attended

Students who attended more 21st CCLC programming were more likely to **improve their school day attendance**.



Promotion

Promotion status was reported for 25,451 students (88 percent of all 21st CCLC participants). Of these students, 98 percent were promoted at the end of the 2023-24 school year. Given the consistently high promotion rate, further disaggregation was not conducted, as it would not provide meaningful differentiation.

High School Credit/Course Recovery

Credit recovery data was collected through the PA Implementation Survey and the grantee Student Data workbook. Overall, 22 grantees (15 percent) offered credit recovery programs in 2023-24, reporting participation from one or more high school students.

Most grantees delivered credit recovery instruction through face-to-face instruction (70%) or a blend of face-to-face and computer-based instruction (30%).

Sixteen grantees indicated that students participating in credit recovery also took part in other 21st CCLC activities. The most common reasons students did not engage in additional 21st CCLC activities included: grantees targeting a different population than regular 21st CCLC programming, and students having other family, home, school, or work obligations.

Nineteen grantees offered credit recovery programs during the summer. Among these, 68% reported that it typically took less than the length of the summer program for a student to recover a single course or credit, while 32% indicated it typically took the full summer term.

Eleven grantees provided credit recovery programs during the school year. Of these:

- 36 percent reported that students typically recovered one credit in less than a semester,
- 36 percent reported that students typically recovered one credit in less than a full school year, and
- 27 percent reported that students typically recovered one credit in less than one month.

Among the 22 grantees who offered credit recovery, 20 (91 percent) reported additional details for 866 students (3 percent of all program participants). Of these students, 684 (79 percent) recovered one or more credits, representing a one percentage point increase from the previous program year. The total number of credits recovered was 1,226.5.

Some students also recovered credits in more than one subject area. Among the 866 students:

- 256 (30 percent) recovered literacy-related credits,
- 285 (33 percent) recovered math-related credits, and
- 423 (49 percent) recovered credits for other subjects.

Results by Locale Type

The 21st CCLC program has recently prioritized engaging rural and underserved communities across the Commonwealth. As described earlier in this report, 54 percent of grantees identified their programs as operating in an urban setting, 24 percent in a rural setting, 9 percent in a suburban setting, and 13 percent in a combination of these settings. By student count, 53 percent of students were served in urban settings, 25 percent in rural settings, 8 percent in suburban settings, and 14 percent in combined settings.

When compared to Pennsylvania's public school student population, the distribution of 21st CCLC participants varied notably by locale. According to National Center for Education Statistics (NCES) classifications²¹, approximately 54 percent of public school students in Pennsylvania attend suburban schools (compared to 9 percent of program participants), 22 percent attend urban schools (53 percent of program participants), and 24 percent attend schools in town/rural settings (25 percent of participants)²². These results suggest that while 21st CCLC programs have successfully engaged students in urban and rural areas, they have reached a disproportionately lower share of students in suburban areas. However, it is important to note that student need — rather than geographic distribution — is the primary consideration for grantee selection and service delivery.

Grantees self-identified their program's locale type, as program operations may differ from a grantee's official mailing address. For example, a school district might offer programming at select schools within its boundaries, with individual sites located in different settings. This self-report offers insight into how programs perceive and classify their operational environments.

Academic Performance by Locale Type

Academic performance was assessed by each locale type, including only students identified as needing to improve. Results varied somewhat by locale:

- **Math State Assessments:**
Rural students had the highest percentage of improvement (18 percent), while suburban students had the lowest (12 percent). Urban students had the lowest percentage of decline (16 percent), whereas suburban students had the highest percentage of students with no change in score level (70 percent).
- **Reading State Assessments:**
Urban students had the highest percentage of improvement (22 percent), the lowest percentage of decline (14 percent), and the highest percentage of students with no score change (60 percent). Suburban and combined locale students had the highest decline percentages (20 percent each).
- **Student GPAs:**
Students from combined locales had the highest percentage of GPA improvement (54 percent). Urban and suburban students shared the highest decline rates (37 percent each), while urban students had the lowest percentage of unchanged GPAs (12 percent).
- **Teacher Ratings of Academic Performance:**
Rural students had the highest improvement rate (62 percent). Suburban grantees had both the highest percentage of decline (6 percent) and the lowest percentage of students with no change (33 percent).

While some trends emerged — particularly stronger outcomes in rural settings for math and teacher ratings and in urban settings for reading — the majority of students across all locale types experienced no change in state assessment score levels. This limits the strength of

²¹ Source : <https://www.education.pa.gov/DataAndReporting/SchoolLocale/Pages/default.aspx>. 'Rural' and 'town' designations were combined into 'rural' for analysis. Student locale status was determined based on the locale status of the grantee program(s) they attended.

²² Students who were served by a grantee who self-classified as operating in a combination of locales were unable to be compared to the NCES data.

conclusions that can be drawn from these comparisons. Additional analysis is recommended to further explore potential correlations between student outcomes and the program locale.

See Figures 23, 24, 25 and 26.

Figure 23: 21st CCLC student math assessment results by program locale

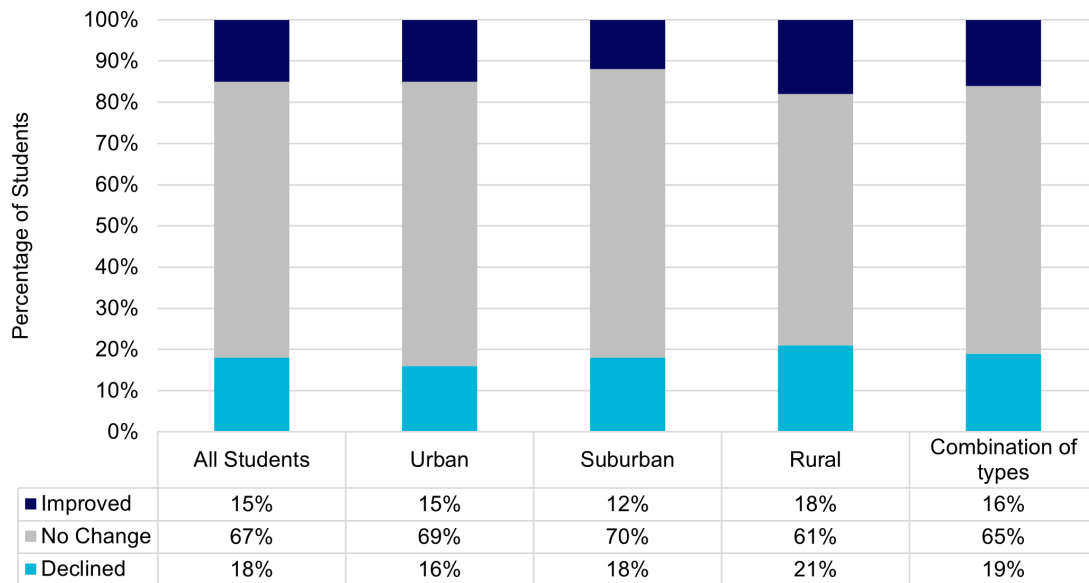


Figure 24: 21st CCLC student reading assessment results by program locale

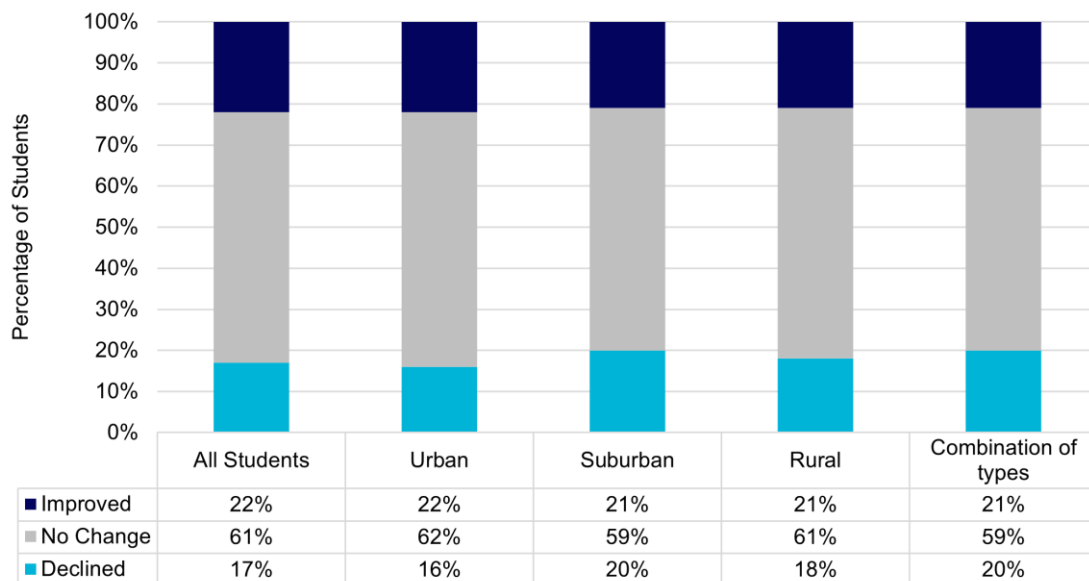


Figure 25: 21st CCLC student GPA results by program locale.

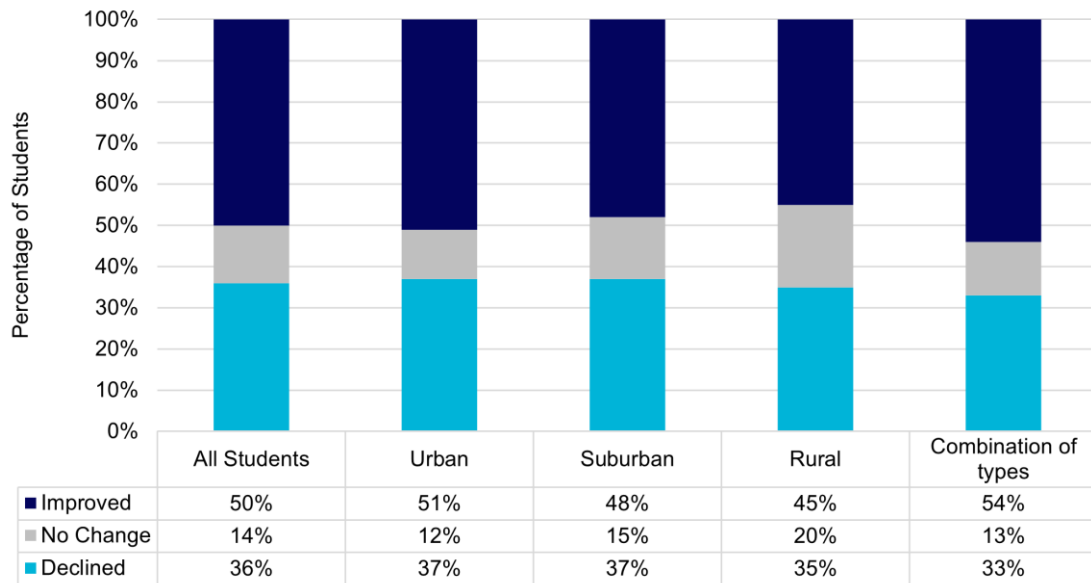
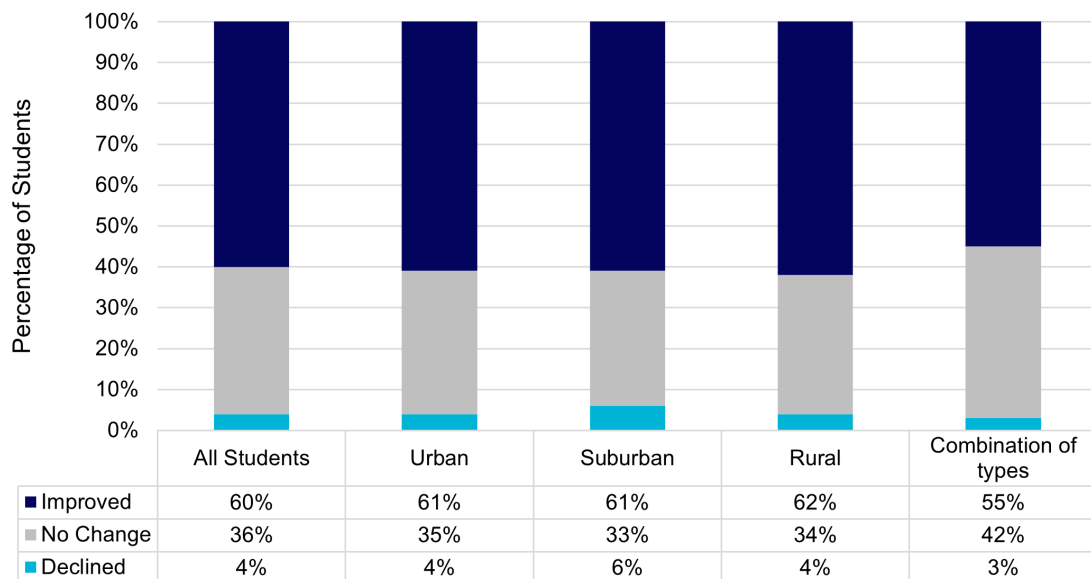


Figure 26: 21st CCLC student academic performance results by program locale



2023-24 Government Performance and Results Act

The federal 21st CCLC program established performance objectives under the Government Performance and Results Act (GPRA). The indicators addressed here align with and relate to Pennsylvania's three performance measures

1. Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes,
2. Increasing percentages of students *regularly*²³ participating in the program will meet or exceed state and local academic achievement standards in reading and math, and
3. Students participating in the program will show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals.

These results are based on state-level calculations, which may differ from federal results. State evaluators collected and analyzed individual student data submitted by grantees, while grantees reported aggregate counts of students by category in the 21APR system. As analysis methods or calculation logic used at the federal level have not been made available to Pennsylvania, results may vary slightly²⁴. Additionally, as grantee-entered data in 21APR are not exportable in a format suitable for in-depth analysis, it is not currently possible to determine how closely grantee-reported 21APR counts align with the individual student data submitted to state evaluators.

Federal Performance Objective 1: *Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.* See Table 10.

Table 10. GPRA Results (2021-2024)*

GPRA Measure	2021-22 Result (Baseline)	2022-23 Result	2023-24 Result
1.1 Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments .	22%	25%	22%
1.2 Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments .	18%	18%	15%
2.1 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 Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA .	56%	52%	50%
3.1 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% in the prior school year and demonstrated an improved attendance rate in the current school year .	72%	72%	66%
4.1 Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and	62%	83%	74%

²³ Beginning with 2021-22, the concept of regular attendees is no longer used for the federal GPRA measures. This objective will be revisited and updated.

²⁴ The PA evaluation team used analysis methods provided under the previous federal evaluator American Institutes for Research.

GPRA Measure	2021-22 Result (Baseline)	2022-23 Result	2023-24 Result
summer who experienced a decrease in in-school suspensions compared to the previous school year.			
5.1 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 .	46%	58%	58%

*This table will be updated each year for comparison.

Federal Performance Objective 2: *21st CCLC will offer high-quality enrichment opportunities that positively affect student outcomes, such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.*

Indicator 2.1: The percentage of 21st CCLC centers reporting emphasis in at least one core academic area.

Indicator 2.2: The percentage of 21st CCLC centers offering enrichment and support activities in other areas.

It should be noted that Indicator 2.2 is particularly broad. Given the wide range of activities offered by 21st CCLC grantees, it could be reasonably argued that 100 percent of grantees provide some form of enrichment and support activity. Further clarification and definition of this indicator at the federal level would also help improve consistency in reporting and evaluation.

Reflections, Implications, and Recommendations

The findings from the 2023–24 statewide evaluation of Pennsylvania’s 21st CCLC program reaffirm several ongoing strengths while identifying opportunities for strategic improvements at both the state and local levels. Building on last year’s recommendations, this year’s evaluation highlights continued challenges in student attendance, academic recovery, data-driven decision-making, and program capacity. Additionally, new insights emerged around the relationship between attendance dosage and student outcomes, the performance of credit recovery students, and differing program results by community locale.

The following recommendations are designed to help the Pennsylvania Department of Education’s 21st CCLC team and its grantees strengthen program performance, increase consistency in data use, enhance student outcomes, and better position programs for long-term success and sustainability. Where appropriate, last year’s recommendations have been refined to reflect progress and emerging needs, while new recommendations address gaps identified in this year’s findings.

CONSIDERATIONS FOR THE STATE TEAM

1. Update State Performance Measures and Setting GPRA Benchmarks

Recommendation: The state team and evaluators should prioritize revising the three state performance measures, as necessary, to align with federal GPRAs. Additionally, the state should consider setting clear benchmarks for each GPRA measure as well as establishing multi-year targets for each measure, so evaluators and grantees can monitor progress, recognize trends, and adjust strategies.

2. Continue to Modernize the PA 21st CCLC Monitoring Process

Recommendation: The state team and evaluators should consider the incorporation of a score-based, rubric-style system to improve monitoring objectivity, standardization, and ease of reporting. Aggregate monitoring results could also be published in the state’s annual 21st CCLC report to highlight grantee strengths, challenges, and state-level trends for consideration. Finally, the state should consider piloting a streamlined “grantee report card” concept in 2025-26 for programs with multiple years of successful compliance.

3. Conduct Training and Deeper Analysis of Attendance Impact on Outcomes

Recommendation: The state team should consider prioritizing guidance and training for grantees in best practices to encourage consistent and repeated attendance. The state should work closely with grantees to identify barriers to attendance and develop evidence-based, creative solutions to address them. Solutions should also be developed to better allow grantees to accurately track their daily attendance. Additionally, state evaluators should conduct longitudinal and regression analyses to quantify the impact of attendance on dosage on academic and behavioral outcomes so the state can set evidence-based participation goals (e.g., targeting 60% of students at 90+ hours) and tailor attendance guidance to grantees accordingly.

4. Advocate for Federal Clarifications and Consistency

Recommendation: Work with other states and federal partners to improve transparency and consistency in GPRA indicators (particularly Objective 2.1 and 2.2 definitions), 21APR exportability, and federal data logic for better alignment with state practices.

5. Provide Training on GPA and State Assessment Support Strategies

Recommendation: Offer annual or biannual statewide workshops on effective practices for academic intervention, GPA recovery support, and assessment readiness — including high-dosage tutoring, summer bridge programs, and multi-tiered systems of support.

CONSIDERATIONS FOR GRANTEES

1. Refine Student Identification Methods Using Objective Data

Recommendation: Grantees should prioritize a mix of objective indicators (attendance, GPA, test scores) alongside teacher/parent recommendations to identify students with the highest need. Further, where possible, grantees should analyze feeder school data to flag students without other afterschool support.

2. Prioritize Student Retention and Consistent Attendance

Recommendation: Grantees should focus on boosting the percentage of students reaching 90+ hours and conduct site-level cost-benefit analyses to discontinue or restructure persistently under-attended sites.

3. Strengthening Programming that Addresses Learning Loss and State Assessment Readiness

Recommendation: Grantees should consider integrating academic progress monitoring tools into programming and focus on grade bands with historically lower gains, using multi-year data trends.

4. Regularly Analyze and Act on Program Data

Recommendation: Grantees should conduct at least one mid-year data review with local evaluators and use findings to adjust programming if needed. They should also consider sharing data trends with stakeholders quarterly, not just at year-end, to improve responsiveness and program sustainability planning.

5. Collaborate with Peers by Locale Type

Recommendation: Grantees should consider coordinating peer communities of practice segmented by urban, rural, suburban, or mixed locales to share strategies tailored to community-specific challenges and strengths.

As Pennsylvania's 21st CCLC program continues to navigate the challenges of pandemic recovery, student engagement, and evolving federal reporting requirements, it remains essential to foster a culture of continuous improvement at both the state and local levels. The recommendations provided in this report aim to support data-informed decision-making, promote access to high-quality programming, and enhance positive outcomes for the commonwealth's highest-need students. By working collaboratively to implement these strategies, the state team and grantees can ensure that Pennsylvania's 21st CCLC programs remain responsive, effective, and impactful for the communities they serve.

Appendix A: 2023-24 PSSA Math and Reading State Assessment Measures by Attendance Categories

State Assessments	15 or less hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours	Total Number of Students
Math State Assessments							
<i>Below Basic</i>	59%	53%	49%	52%	50%	45%	6,445
<i>Basic</i>	25%	30%	30%	31%	30%	32%	3,768
<i>Proficient</i>	13%	12%	15%	14%	14%	17%	1,787
<i>Advanced</i>	3%	5%	6%	4%	6%	6%	642
Total # of Students	1,558	2,256	2,401	2,586	1,851	1,990	12,642
Reading State Assessments							
<i>Below Basic</i>	21%	20%	21%	22%	24%	23%	2,696
<i>Basic</i>	48%	47%	44%	49%	45%	46%	5,821
<i>Proficient</i>	26%	28%	30%	25%	26%	26%	3,400
<i>Advanced</i>	5%	5%	5%	4%	5%	5%	614
Total # of Students	1,538	2,230	2,387	2,562	1,838	1,976	12,531

Appendix B: Teacher Survey Responses by Attendance Categories

Teacher Survey Measure	<15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270+ hours	Total # of Students
Completing Homework to Satisfaction							
<i>Improved</i>	47%	51%	48%	51%	62%	67%	4,038
<i>No Change</i>	47%	44%	45%	43%	33%	29%	2,668
<i>Declined</i>	6%	5%	7%	6%	5%	4%	372
Participating in Class							
<i>Improved</i>	55%	56%	56%	55%	66%	68%	4,606
<i>No Change</i>	43%	41%	41%	42%	32%	30%	2,749
<i>Declined</i>	2%	3%	3%	3%	2%	2%	177
Volunteering (e.g., for extra credit, etc.)							
<i>Improved</i>	41%	42%	43%	42%	53%	54%	3,508
<i>No Change</i>	55%	56%	55%	55%	45%	44%	3,712
<i>Declined</i>	4%	2%	2%	3%	2%	2%	156
Being Attentive in Class							
<i>Improved</i>	49%	50%	47%	48%	56%	60%	3,957
<i>No Change</i>	46%	46%	47%	46%	39%	35%	3,118
<i>Declined</i>	5%	4%	6%	6%	5%	5%	398
Behaving in Class							
<i>Improved</i>	41%	44%	43%	43%	51%	56%	3,198
<i>No Change</i>	51%	48%	48%	49%	42%	37%	2,921
<i>Declined</i>	8%	8%	9%	8%	7%	7%	514
Academic Performance							
<i>Improved</i>	50%	57%	54%	56%	62%	68%	4,778
<i>No Change</i>	45%	39%	42%	39%	35%	29%	2,894
<i>Declined</i>	5%	4%	4%	5%	3%	3%	296
Coming to School Motivated to Learn							
<i>Improved</i>	46%	48%	46%	47%	58%	60%	3,828
<i>No Change</i>	49%	47%	49%	48%	38%	37%	3,120
<i>Declined</i>	5%	5%	5%	5%	4%	3%	303
Engagement in Learning							
<i>Improved</i>	52%	55%	54%	54%	61%	65%	4,407
<i>No Change</i>	44%	41%	42%	42%	35%	32%	2,854
<i>Declined</i>	4%	4%	4%	4%	4%	3%	299

Appendix C: School Day Attendance Results by Total 21st CCLC Program Attendance (For Students Who Needed to Improve)

School Day Attendance	<15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270+ hours	Total # of Students
Improved	59%	63%	62%	66%	72%	77%	4,694
No Change	5%	5%	6%	5%	6%	4%	2,072
Declined	36%	32%	32%	29%	22%	19%	383
Total # of Students	1,204	1,585	1,271	1,383	893	813	11,077