The 21st Century Community Learning Centers (21st CCLC) initiative funds afterschool programs across the country. These programs, which operate during nonschool hours (i.e., before and after school or during summer, holidays, and weekends), offer children academic enrichment opportunities and other activities that support school-day learning and positive development. Programs with 21st CCLC funds also serve the families of participating children through such services as family literacy programs.

About this Bibliography

The 21st CCLC initiative provides funding for both programs that self-identify as 21st CCLC programs, as well as existing community-based programs that use 21st CCLC funds in conjunction with other funding sources. 21st CCLC-funded afterschool programs vary in their scope, from local (city, district, or county), to statewide and national programs. This bibliography is organized into subcategories by scope and type of program (self-identified 21st CCLC or receiving 21st CCLC funding) to ease navigation through the various resources.

Some of the programs that appear below have also been profiled in Harvard Family Research Project's Out-of-School (OST) Time Research and Evaluation Database, and are noted as such. This database is an online resource that contains profiles of OST program evaluations and research studies. Its purpose is to provide accessible information about evaluations and research studies to support the development of high quality evaluations, research, and programs in the OST field. Each profile contains detailed information about the evaluations and/or research studies as well as an overview of the OST program or initiative itself. Access the database at: [www.hfrp.org/OSTdatabase](http://www.hfrp.org/OSTdatabase).

LOCAL 21st CCLCs

21st Century After Hours Program

Initially funded in 1999, this program provides expanded learning and enrichment opportunities outside the regular school hours for children and adults in junior high and elementary schools in Fort Collins, Colorado.


21st Century Community Learning Centers—Louisville, Kentucky

This program, located at three schools in Louisville, Kentucky, provides elementary, middle, and high school youth with a range of educational, developmental, and recreational activities, as well as community involvement and services to parents and adult community members.


Do you know of other 21st CCLC programs that have been evaluated?

Since programs that receive 21st CCLC funding may not advertise this fact, this list is far from comprehensive. If you know of other programs with 21st CCLC funding that have been evaluated, please contact us, and we will add them to the bibliography.

Email your suggestions to Erin Harris at erin_harris@harvard.edu.
21st Century Community Learning Centers After-School Programs—Harris County, Texas

Implemented by school sites in the Harris County Department of Education Cooperative for After-School Enrichment Program, these programs provide afterschool enrichment and program services to students in Houston, Texas-area school districts.


21st Century Community Learning Centers—Portland Public Schools

Begun in 2000 in four Portland, Oregon, middle schools, these programs were designed to help youth succeed academically and socially and develop a service ethic; increase parents’ school involvement; support parents, families, and community residents; and share public assets and resources by expanded use of schools and partner resources to achieve a more comprehensive and coordinated service delivery system for all community residents.


21st Century Community Learning Centers Program—Boys & Girls Clubs of Chicago

Implemented in 2003 in six public schools in Chicago, Illinois, this comprehensive youth development program provides challenging and engaging academic afterschool programming, parent services/instruction, and staff development.


21st Century Community Learning Centers Program—Mobile Magnet After School Program

This afterschool program in Sumter County, South Carolina, is designed to increase academic achievement, self-esteem, and telecommunications and technology skills.


21st Century Community Learning Centers—Brockton Summer School Programs

These programs provide summer math and English instruction to students in grades K–9 in Brockton, Massachusetts, who are struggling learners.


21st Century Community Learning Centers—Broward County, Florida

This program expands services (such as extended learning opportunities, recreational and cultural activities, tutorials, and health services) provided to middle school students and their parents in Broward County, Florida. The goal is to improve behavior and academic performance and prevent or reduce drug use and violence.


21st Century Community Learning Centers—Bryan, Texas

This program for elementary and middle school youth began in 2004 in Bryan, Texas, and provides afterschool and summer programming to disadvantaged youth, including tutorial and academic enrichment, parent literacy, computer technology, and enrichment activities.


21st Century Community Learning Centers—Children’s Aid Society

This program provides health, mental health, after school, parent, Head Start, Early Head Start, weekend and summer programs in 21 New York City community schools. Programs offer academic enrichment and youth development activities. Each site is a 21st Century Community Learning Center and has a different specific focus.


21st Century Community Learning Centers—Chinatown/ YMCA of Greater New York

This program includes an afterschool program, leadership clubs, and homework assistance for middle school students at risk of school failure, in addition to a family program designed to increase parent and family capacity for involvement.


21st Century Community Learning Centers—Evanston/ Skokie School Direct 65

First funded in 2004, these afterschool programs in Evanston and Skokie, Illinois, include tutoring, homework help, and academic enrichment focusing on improving reading and math skills through activities involving science, social studies, and the arts.


21st Century Community Learning Centers—Evansville-Vanderburgh School Corporation

Begun in 2001 in Evansville, Indiana, these programs provide enriched learning opportunities in a safe, healthy, and drug-free environment during before school, after school, and summer hours. The goals are to increase youth academic achievement through educational enhancement, community services, and family intervention; and to reduce drug use and violence.


21st Century Community Learning Centers—Fort Worth, Texas

Begun in Fort Worth, Texas, in 2001, these centers work to foster a community of lifelong learners. The centers aim to (a) serve children and community members who have the greatest need for expanded learning opportunities; (b) offer a range of high quality educational, developmental, and recreational services; (c) provide participants with educational and social benefits and positive behavioral changes.

21st Century Community Learning Centers—Four Counties for Kids

Funded in 2001, this comprehensive community learning center project provides afterschool programming including academic tutoring, recreation and life-skills training, family and adult programming, and a computer lab in four rural counties in western Illinois. It is designed to (a) extend learning beyond the school day, (b) offer alternatives to drug use and violence, (c) coordinate services among local agencies, (d) coordinate programs among school districts, and (e) improve families’ access to services and technology.


21st Century Community Learning Centers—Houston, San Antonio, and Ben Wheeler, Texas

The program, implemented in three Texas districts in 1998, is designed to address the community’s educational needs after school, on weekends, and during summers. Each program aims to provide school-linked services to build individual skills and local opportunities.


21st Century Community Learning Centers—L.A. Cops

Begun in 1999–2000, this initiative was formed to address the need for meaningful afterschool programming serving at-risk high school youth in Los Angeles.


21st Century Community Learning Centers—Milwaukee, Wisconsin

Begun in 1998, these centers use neighborhood schools and facilities to provide a wide variety of programs and services to local children, families, and residents in Milwaukee, Wisconsin. The centers aim to help children become high academic achievers, provide opportunities for adult lifelong learning, and help the community create safe and viable neighborhoods.


21st Century Community Learning Centers—Northeast Kansas Education Service Center

Begun in 1999, these afterschool programs run in elementary schools in five rural Kansas school districts. Based on resiliency research and social development theory, the programs mission is to improve academic skills, build healthy human relationships, and widen student horizons.

21st Century Community Learning Centers—Orleans Southwest Supervisory Union

Begun in 2001 in Orleans County, Vermont, these centers are designed to improve the academic and social well-being of area residents through expanded and integrated education, health, safety, social services, cultural, and recreation program opportunities for youth and adults. Centers provide summer programs, after school programs, evening programs, and family-oriented cultural and recreational programs.


21st Century Community Learning Centers—Owensboro Public Schools

Begun in August 2000 and scheduled to run through June 2003, this year-round program consists of five Community Learning Centers that provide safe, supervised, and fun learning opportunities to children (kindergarten to 12th grade) in Owensboro, Kentucky.


21st Century Community Learning Centers—Palm Beach County

This program offers activities to at-risk elementary students in Palm Beach County, Florida, designed to provide opportunities to improve reading and math skills, develop positive social skills, share recreational activities, and share art and cultural experiences.


21st Century Community Learning Centers—Pathways to Progress

Funded in 2000–2003, these community learning centers in elementary and middle schools provided coordinated expanded-day and expanded-year community-learning activities for students, families, and community members in St. Paul, Minnesota. The goals were to increase student academic achievement, reduce drug use and violence among youth, and increase parental capacity to support their children's education.


21st Century Community Learning Centers—Pittsburg, California, Unified School District

Initiated in Pittsburg, California, in 2002, this 21st CCLC program provides students with a variety of academic, recreation, and enrichment activities at five schools in the district, including three elementary schools, one junior high school, and one high school.


21st Century Community Learning Centers—San Francisco

This program, initiated in 1998 in San Francisco, California, allows schools to stay open longer and provides a safe place for homework centers, intensive basic skills mentoring, drug and violence prevention counseling, academic enrichment activities, recreational activities, arts, technology, and services for disabled youth.

**21st Century Community Learning Centers—Springfield, Illinois**

Funded in 2001, this program is a comprehensive afterschool/community learning center project in Springfield, Illinois. The vision is to improve the academic achievement and behaviors of at-risk youth living in inner-city communities by providing programs that address identified community needs in the areas of education, health, social services, recreation, and cultural enrichment.


**21st Century Community Learning Centers—St. Louis, Missouri**

This program was implemented in 1998 in seven St. Louis, Missouri, public elementary and middle schools to effect major changes in student performance. Activities generally address academic tutoring, recreational activities, and social/behavioral issues.


**21st Century Mathematics Center for Urban High Schools**

Begun as a pilot in 1989 in Philadelphia, Pennsylvania, this summer mathematics program provides a model for upgrading the mathematics skills of urban high school students.


**STATEWIDE 21st CCLCs**

**21st Century Community Learning Centers—Colorado**

Begun in 2004, these programs offer students in Colorado: (a) academic enrichment, including tutorial services; and (b) a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, fitness and recreation, technology education, and character education. They also offer literacy and related educational development for families of youth participants.


**21st Century Community Learning Centers—Delaware**

These out-of-school time programs in Delaware offer students and their families opportunities for academic and cultural enrichment and assist students in meeting state academic standards in core subjects.


**21st Century Community Learning Centers—District of Columbia**

This program ran from 1999 to 2002, and included afterschool, summer, and weekend programs for youth in Washington, D.C.


### 21st Century Community Learning Centers—Florida

This program provides expanded academic enrichment and tutorial activities to help youth attending low-performing schools in Florida to meet local and state academic standards. Other services provided include youth development activities; drug and violence prevention programs; technology education programs; art, music, and recreational programs; counseling; and character education.


### 21st Century Community Learning Centers—Georgia

These community learning centers in Georgia operate during out-of-school hours. They aim to (a) provide opportunities for academic enrichment and tutorial services; (b) offer students a broad array of additional services, programs, and activities to reinforce and complement the regular academic program; and (c) offer families opportunities for literacy and related educational development.


#### 21st Century Community Learning Centers—Hawaii

First funded in 2002 in Hawaii, this program provides a broad array of out-of-school services to youth and community members in the state.


### 21st Century Community Learning Centers—Illinois

Begun in Illinois in 2003, this program provides opportunities for students and their families to continue to learn new skills and discover new abilities after the school day has ended.


21st Century Community Learning Centers—Indiana
Located in Indiana, these afterschool programs provide a range of services to support student learning and development, including academic enrichment, tutoring and mentoring, and homework help, as well as music, arts, sports and cultural activities. They also offer literacy and other educational services to the families of participating children.


21st Century Community Learning Centers—Kentucky
Begun in 2003, these programs offer students in Kentucky academic enrichment, including tutorial services and a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, fitness and recreation, technology education, and character education. They also offer literacy and related educational development for families of youth participants.


21st Century Community Learning Centers—Louisiana
Started in 2003, these centers provide opportunities for academic enrichment, including tutorial services, especially for students in low-performing schools who need help meeting state and local student academic standards in core subjects such as math and reading.


21st Century Community Learning Centers—Massachusetts
Operating in Massachusetts, this program seeks to establish or expand community learning centers that operate during out-of-school hours and provide students with academic enrichment opportunities along with other activities designed to complement the students’ regular academic program.


www.doe.mass.edu/21cclc/reports.htm

21st Century Community Learning Centers—Michigan
These afterschool programs in Michigan offer homework help, tutoring, and academic enrichment activities to help students meet state academic standards in subjects such as reading and math. They also provide other enrichment activities focused on youth development, drug and violence prevention, technology, art, music, recreation, and character education.


### 21st Century Community Learning Centers—Midwestern State

These centers in an unspecified Midwestern state endeavor to offer quality out-of-school time programs to children in high-need communities. These centers are typically housed in schools that: serve underachieving students; have high rates of juvenile crime, school violence, and student drug abuse; and lack the resources to establish afterschool centers.


### 21st Century Community Learning Centers—Nebraska

The Nebraska Department of Education administers these grants for projects to offer students a broad array of services, programs, and activities during nonschool hours. The goals of this program are to (a) improve student learning performance in one or more core academic areas, (b) increase social benefits and positive behavioral changes, and (c) increase family and community engagement in supporting students’ education.


[http://nde.ne.gov/21stcclc/ProgramEvaluationMain.htm](http://nde.ne.gov/21stcclc/ProgramEvaluationMain.htm)
21st Century Community Learning Centers—North Carolina
This program establishes programs in North Carolina during nonschool hours that provide youth with academic enrichment opportunities along with activities designed to complement students’ regular academic program.


[www.ncpublicschools.org/21cclc/evaluation](http://www.ncpublicschools.org/21cclc/evaluation)

21st Century Community Learning Centers—Ohio
This program provides expanded academic enrichment opportunities for children attending low-performing schools in Ohio. Tutoring and academic enrichment activities are designed to help students meet local and state standards in core subjects (i.e., reading and math).


21st Century Community Learning Centers—South Carolina
This program in South Carolina provides academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session.


[www.swsolutionsinc.com/education.html](http://www.swsolutionsinc.com/education.html)

21st Century Community Learning Centers—Texas
First funded in 2003, these programs throughout the state of Texas are designed to: (a) provide opportunities for academic enrichment; (b) offer students a wide variety of additional services, programs, and activities; and (c) offer families opportunities for literacy and related educational development.


21st Century Community Learning Centers—Virginia
This program in Virginia provides opportunities outside of the regular school day for academic enrichment to help students meet state and local performance standards in core academic subjects.


21st Century Community Learning Centers—West Virginia
This program was begun in West Virginia to help establish local community learning centers that provide academic enrichment opportunities for children to: (a) meet state and local student standards in core academic subjects, (b) offer students a broad array of enrichment activities that can complement their regular academic programs, and (c) offer literacy and other educational services to the families of participating children.


21st Century Community Learning Centers—Wisconsin
These programs in Wisconsin provide tutoring, direct instruction, or academic enrichment activities in reading and math during nonschool hours.


21st Century Community Learning Centers—Wyoming
This program in Wyoming supports community learning centers that provide academic enrichment opportunities during nonschool hours for children, particularly those who attend high-poverty and low-performing schools.


California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program
Initiated in 2003, this program provides incentives for establishing out-of-school time enrichment programs in California that partner schools and communities to provide academic support; safe, constructive alternatives for high school students; and assistance in passing the state high school exit exam. Each program must consist of three elements: academic assistance, educational enrichment, and family literacy services.


APPENDIX TO RESEARCH UPDATE NO. 4: THE 21ST CCLC BIBLIOGRAPHY

NATIONAL 21st CCLC

21st Century Community Learning Centers—National
Begun in 1997 and authorized under the federal Elementary and Secondary Education Act, this program provides expanded learning opportunities for participating elementary and middle school children in a safe, drug-free, and supervised environment. States receive funding, administered by the U.S. Department of Education, to allocate to local educational agencies.


LOCAL INITIATIVES THAT RECEIVE 21st CCLC FUNDING

Afterschool Literacy Coaching Initiative of Boston
Begun in 2002, this initiative provides staff at afterschool programs with literacy coaches in an effort to increase the literacy content of programs serving elementary and middle school students in Boston, Massachusetts, in two key areas: interactive read-alouds and independent reading.


AfterZone Initiative
This citywide system-building effort in Providence, Rhode Island aims to provide high-quality, accessible out-of-school-time services to middle school youth. The program model is built on a network of “neighborhood campuses” (each campus includes multiple sites in a geographically clustered area).


VISIT US ONLINE AT WWW.HFRP.ORG
**Baltimore’s After School Strategy—YouthPlaces Initiative**

Begun in 1999, this initiative is part of an effort to improve the quality and increase the quantity of afterschool programs in Baltimore, Maryland. It provides training, technical assistance, and implementation funds to meet established quality standards and demonstrate the effectiveness of high quality afterschool programs in producing positive youth outcomes.


**Beacons Initiative—San Francisco California**

This initiative, begun in 1994, aims to help youth in San Francisco, California, develop competencies that will help them become responsible adults.


**CincyAfterSchool**

This program aims to engage youth, parents, and the community in Cincinnati, Ohio to improve academic achievement and build healthy futures through afterschool and summer programming. It consists of nine components: tutoring and mentoring, telecommunication and technology, career exploration, service learning, fine arts, leadership development, health and wellness, nonschool-day programs, and family sessions.


**Cooke Middle School After School Recreation Program**

Begun in 1999, this afterschool recreation program offers activities designed to promote the physical, emotional, and social well-being of students at a middle school in Philadelphia, Pennsylvania.

Fort Worth After School Program

Initiated in 2000, this initiative provides afterschool programs for youth at elementary and middle school sites in Fort Worth, Texas. Program goals revolve around educational competence, physical and social development, and crime reduction. Services include homework assistance, tutoring, snacks, cultural and recreational activities, and mentoring.


Generacion Diez

Begun in 1998, this afterschool program provides migrant Latino children in grades 1–6 in rural Pennsylvania with snacks, homework help, and group activities ranging from indoor games and outdoor play to field trips and specialized curricula promoting academic achievement and social/emotional competence.


KindergARTen Summer Camp

Begun in 2004, this summer program for low-income children in Baltimore, Maryland, provides kindergarteners with enrichment experiences in literacy and fine arts.


Los Angeles Better Educated Students for Tomorrow Program

Begun in 1988, this program has five goals: providing a safe environment, enhanced opportunities through the integration of an educational support structure, educational enrichment activities to supplement and deepen the regular program, recreational activities, and interpersonal skills and self-esteem development.


New York City Department of Youth and Community Development’s Out-of-School Time Programs for Youth Initiative

Begun in 2005, this out-of-school time initiative provides funds to support OST programs across New York City. This initiative is designed to address a broad range of developmental objectives for youth and to serve the needs of New York City’s families and communities.


Project for Neighborhood Aftercare Program

Begun in 1997, the program is a school-based afterschool program in Nashville, Tennessee, serving the children in the neighborhood of each sponsoring school from 3pm to 6pm on school days.


Project HOPE

This project works with five community-based afterschool programs in Durham, North Carolina, to provide direct tutoring services to youth in grades K–11 who attend those programs.


Read to Achieve Summer Literacy Day Camp

Run from 2001 through 2003, this summer day camp in south Los Angeles, California, was designed to prevent economically disadvantaged children from losing academic ground in reading when school was not in session.


---

1 One of the 5 sites in the 2004 evaluation was associated with a 21st CCLC program.
San Diego’s “6 to 6” Extended School Day Program
Begun in 1998, this program provides access to high quality, affordable enrichment programs before and after school to every elementary and middle school student in the city of San Diego, California.


Schools Uniting Neighborhoods Initiative
Begun in 1999, this initiative’s mission is to improve the lives of children, their families, and the community through partnering with local school communities in the City of Portland and Multnomah County in Oregon, to extend the school day and develop schools as “community centers” in their neighborhoods.


Sustainability in School-Linked After-School Programs
Conducted in 2001, this study examined strategies for sustaining school-linked afterschool programs, in order to help understand the challenges of sustaining these emerging programs.


The After-School Corporation (TASC)
Begun in 1998, the organization has a two-part mission: (a) to enhance the quality of afterschool programs in New York State by emphasizing program components associated with student success and program sustainability and (b) to increase the availability of afterschool opportunities in New York by providing resources and strategies for establishing and expanding afterschool projects.


**Walnut Street Elementary After School Program**

This program, which operated 2000–2003, provided elementary-school-age youth in Philadelphia, Pennsylvania, with academic programming, homework help, clubs, and special events.


**Woodcraft Rangers’ Nvision After School Program**

Founded in 1915, this afterschool program in Los Angeles, California, consists of school-based clubs for youth age 6–18, designed in concert with local schools to promote youth’s academic, social, and physical development.


**Yale Study of Children’s After-School Time**

Began in 2002 and scheduled to run through 2007, this study involves a 4-year longitudinal investigation of a representative sample of children in a northeastern city. The study’s main goal is to understand how the variety of afterschool care arrangements these children experience relates to their overall development and well-being over time.


**YouthNet**

Initiated in 1998, this collaboration brings new afterschool programs to inner city youth in Waterbury, Connecticut. Programs offer a mix of art, recreation, and enrichment activities to underserved middle school students aged 11–14.


**STATE INITIATIVES THAT RECEIVE 21st CCLC FUNDING**

**3:00 Project**

Begun in 1994, this program is a statewide afterschool initiative in Georgia for middle school students. The program has three key goals: provide safety for children when they are out of school, encourage the collaboration of community resources, and build skills and improve the academic success of participating students


**Communities Organizing Resources to Advance Learning (CORAL) Initiative**

Begun in 2001, this initiative in California works to link communities, institutions, and residents around the common goal of improving youth academic achievement through the provision of structured literacy programming and enriching out-of-school time opportunities.


---

2 Several districts received 21st CCLC funding to keep their programs operational.

3 Four of the five cities involved in the initiative received 21st CCLC grants.
Massachusetts Department of Education’s After-School and Out-of-School Time Program

The Massachusetts Department of Education offers two out-school time initiatives: the After-School and Out-of-School Time Program and 21st Century Community Learning Centers Program. These initiatives aim to establish and expand programs in Massachusetts that operate during out-of-school hours and provide students with academic enrichment opportunities along with other activities designed to complement the students’ regular academic program.


Extended Learning Time Programs—South Carolina

These programs in South Carolina include extended-day and extended-year programming operating during out-of-school time.


NATIONAL INITIATIVES THAT RECEIVE 21st CCLC FUNDING

Citizen Schools

Begun in 1995, this program operates a national network of apprenticeship programs for middle school students that connects adult volunteers to youth in hands-on afterschool learning projects. The program aims to help youth develop academic and leadership skills needed to succeed in school, get into college, and become leaders in their careers and their communities.


Enhanced Academic Instruction in After-School Programs

This study examines two interventions that provide 45 minutes of formal academic instruction during afterschool programs to students who need help meeting local academic standards. The enhanced instruction was implemented in 2005 in 50 afterschool centers in 13 states.


---

4 Some sites receive 21st CCLC funds.
5 Most of the centers in the study were 21st CCLC grantees.

**Family Participation in After-School**

Conducted 2003–2004, this nationwide study examines programs that provide expanded learning opportunities for youth in a safe, drug-free, and supervised environment.


**Foundations School-Age Enrichment Program**

Begun in 1992, this private, nonprofit organization operates before- and afterschool enrichment programs for children in prekindergarten through 12th grade.


**Impact of After-School Programs that Promote Personal and Social Skills**

Conducted in 2007, this study attempts to systematically evaluate the impact of afterschool programs nationally that strive to enhance youth’s personal and social skills. This study identifies the nature and magnitude of the outcomes of such programs and describes the features that characterize effective programs.


**Promising After-School Programs Study**

Begun in 2002, this national study seeks to determine the short-term and long-term impacts of high-quality afterschool programs on the cognitive, academic, social, and emotional development of youth who are growing up in high-poverty communities.


---

6 This study examined family involvement efforts in Cohort 5 of the 21st CCLC program.

7 The study includes programs with 21st CCLC funding, among others.

8 The study includes programs with 21st CCLC funding, among others.
www.policystudies.com/studies/youth/promising%20after-school%20programs.html

**Voyager Summer Program**

Begun in 1994, the program—an 80-hour, 4-week summer intervention—is provided by Voyager Expanded Learning, a private company. Its core curriculum is a strategic intervention for struggling readers with the goal of closing the achievement gap.


© 2010 President & Fellows of Harvard College. Published by Harvard Family Research Project, Harvard Graduate School of Education. All rights reserved. No part of this publication may be reproduced in any way without permission of the publisher.

**ABOUT HARVARD FAMILY RESEARCH PROJECT**

Since 1983, we have helped stakeholders develop and evaluate strategies to promote the well-being of children, youth, families, and communities. Our work focuses primarily on three areas that support children’s learning and development—early childhood education, out-of-school time programming, and family and community support in education. Building on our knowledge that schools cannot do it alone, we also focus national attention on complementary learning. Complementary learning is the idea that a systemic approach, which integrates school and nonschool supports, can better ensure that all children have the skills they need to succeed. Underpinning all our work is our commitment to evaluation for strategic decision making, learning, and accountability.

Harvard Family Research Project

3 Garden Street, Cambridge, MA 02138  
Tel: 617-495-9108 Fax 617-495-8594  
Email: hfrp_pubs@gse.harvard.edu  
Website: www.hfrp.org

© 2010 President & Fellows of Harvard College. Published by Harvard Family Research Project, Harvard Graduate School of Education. All rights reserved. No part of this publication may be reproduced in any way without permission of the publisher.

VISIT US ONLINE AT WWW.HFRP.ORG