



21st CLCC Bibliography

Evaluations and Research Studies of Out-of-School Time Programs
That Receive 21st Century Community Learning Center Funding

APPENDIX TO RESEARCH UPDATE NO. 4

NOVEMBER 2010

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.

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.

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.

Albright, L. (2002). *Evaluation of the 21st Century After Hours Program: Poudre school district*. Fort Collins, CO: Research and Development Center for the Advancement of Student Learning.

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.

Munoz, M. A. (2002). *Outcome-based community-schools partnerships: The impact of the after-school programs on non-academic and academic indicators*. Louisville, KY: Jefferson County Public Schools.

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.

Montecel, M. R. (2003). *21st Century Community Learning Centers After-School Program 2002–03 final evaluation report: An evaluation of after-school programs implemented by Harris County Department of Education Cooperative for After-School Enrichment (CASE) Program*. San Antonio, TX: Intercultural Development Research Association.

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.

Suggs, J. (2004). *Portland Public Schools 21st Century Learning Centers evaluation report*. Portland, OR: Portland Public Schools Department of Research, Evaluation, and Assessment.

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.

Center for Prevention Research & Development. (2004). *Boys & Girls Clubs of Chicago: The implementation of the 21st Century Community Learning Centers Program: First year evaluation report*. Chicago, IL: University of Illinois Institute of Government and Public Affairs.

Center for Prevention Research & Development. (2005). *Boys & Girls Clubs of Chicago: The implementation of the 21st Century Community Learning Centers Program: Second year evaluation report*. Chicago, IL: University of Illinois Institute of Government and Public Affairs.

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.

Clemson University's Youth Learning Institute and System Wide Solutions, Inc. (2005). *Evaluation of the Mobile Magnet After-School Program In Sumter County School Districts 2 and 17 for the academic year 2004–2005*. Columbia, SC: System Wide Solutions, Inc. www.swsolutionsinc.com/des/ed_4.html

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.

DosRemedios, T. (2008). *Brockton Public Schools' 21st Century Summer School Programs: An evaluation of implementation*. Unpublished manuscript.

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.

Redulic, P., & Green, M. (2002). *21st Century Community Learning Centers evaluation report*. Broward County, FL: School Board of Broward County Office of Research and Evaluation. www.broward.k12.fl.us/research_evaluation/Evaluations/21century%20community%20learning%20centers.PDF

Younkin, B. (2010). *21st Century Community Learning Centers: Evaluation report*. Broward County, FL: School Board of Broward County Office of Research and Evaluation. www.broward.k12.fl.us/research_evaluation/Evaluations/21stCCLCEvaluationReport032210.pdf

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.

Witt, P. (2005). *First year evaluation: Bryan ISD 21st Century Community Learning Centers Program*. College Station, TX: Author.

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.

Krenichyn, K., Clark, H., Schaefer-McDaniel, N., & Benitez, L. (2006). *21st Century Community Learning Centers at six New York City middle schools: Year one report*. New York: The Children's Aid Society.

Krenichyn, K., Clark, H., & Schaefer-McDaniel, N. (2007). *21st Century Community Learning Centers at six New York City middle schools: Year two report*. New York: The Children's Aid Society.

21st Century Community Learning Centers—Chinatown/ YMCA of Greater New York[VIEW PROFILE](#)

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.

Bennett, E. T. (2004). *Family involvement and school performance in the Chinatown YMCA 21st Century Community Learning Center*. Unpublished master's thesis, Fordham University, New York.

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.

Kappaz, C. (2006). *Evanston/Skokie School Direct 65 21st Century Community Learning Centers: Evaluation of 2005/2006 academic year*. Chicago: Millennia Consulting.

Kappaz, C. (2007). *Evanston/Skokie School District 65 Lighthouse 21st Century Community Learning Centers: Evaluation of the 2006/2007 academic year*. Chicago: Millennia Consulting.

Kappaz, C. (2008). *Evanston/Skokie School District 65 Lighthouse 21st Century Community Learning Centers: Evaluation 2007/2008 academic year*. Chicago: Millennia Consulting.

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.

Diehl, D. (2005). *Evaluation of the Evansville-Vanderburgh School Corporation: 21st Century Community Learning Centers*. Evansville, IN: Author.

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.

Arce-Agans, I., Ware, A., Stegall, T., Witt, P. A., & King, T. (2003). *21st Century Community Learning Centers year 2 (2002–2003) evaluation report*. Fort Worth, TX: Fort Worth Independent School District.

21st Century Community Learning Centers—Four Counties for Kids[VIEW PROFILE](#)

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.

University of Illinois, Urbana-Champaign Center for Prevention Research and Development. (2003). *4C4K 21st Century Community Learning Center: The second year evaluation report*. Champaign, IL: Author.

University of Illinois, Urbana-Champaign Center for Prevention Research and Development. (2004). *4 Counties for Kids—The implementation of the 21st Century Community Learning Centers program: Final evaluation report*. Champaign, IL: Author.

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.

Reyna, R. A. (2001). *The effects of the 21st Century Community Learning Centers on parental involvement and student classroom performance as perceived by K-8 teachers and parents in first cycle funded projects in selected Texas public schools* (Unpublished doctoral dissertation). Texas A&M University, College Station.

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.

Butler, M., Marx, P. Jesse, G., & Villanueva, V. (2002). *LA COPS 21st Century Community Learning Centers Program: Evaluation of after-school program implementation, 2001–2002*. Pasadena, CA: Public Works.

Butler, M., Jesse, G., & Villanueva, V. (2003). *LA COPS 21st Century Community Learning Centers Program: Evaluation of after-school program implementation, 2002–2003*. Pasadena, CA: Public Works.

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.

The School/Community Integrated Services Network Evaluation Committee. (2001). *A report to the Milwaukee community 21st Century Community Learning Centers*. Milwaukee, WI: Author.

The School/Community Integrated Services Network Evaluation Committee. (2002). *Milwaukee Public Schools 21st Century Community Learning Centers 2001–02: A report to the community*. Milwaukee, WI: Author.

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.

Kraft, N. (2001). *Critical characteristics of successful after-school programs: An evaluation of the 21st Century initiative*. Paper presented at the annual meeting of American Educational Research Association, Seattle, WA. www.kcresearch.org/cgi-bin/showfile.exe?CISOROOT=/coll&CISOPTR=2326&filename=2327.pdf

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.

Teran, G. A., & Koliba, C. (2002). *Creating learning communities: 21st Century Community Learning Centers first year evaluation report, Orleans Southwest Supervisory Union*. Burlington: University of Vermont, College of Education and Social Services, John Dewey Project on Progressive Education.

21st Century Community Learning Centers—Owensboro Public Schools**VIEW PROFILE**

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.

Illback, R. J., & Birkby, B. W. (2001). *Formative evaluation of the 21st Century Community Learning Centers, year 1*. Louisville, KY: REACH of Louisville.

Birkby, B. W., & Illback, R. J. (2002). *Evaluation of the 21st Century Community Learning Centers Program: Year 2*. Louisville, KY: REACH of Louisville.

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.

Lacey, C. H., & LeBlanc, P. R. (2001). *Advocacy for all: A 21st Century Community Learning Center for at-risk students*. Paper presented at the 81st annual meeting of the Association for Teacher Educators, New Orleans, LA.

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.

Wahlstrom, K., Sheldon, T., Anderson, R., & Zorka, H. (2001). *Annual evaluation report: 21st Century Community Learning Centers Pathways to Progress Project, Saint Paul public schools*. St. Paul: University of Minnesota, Center for Applied Research and Educational Improvement.

Wahlstrom, K., Sheldon, T., & Lewis, A. (2004). *Final evaluation report: 21st Century Community Learning Centers Pathways to Progress, Saint Paul Public Schools*. St. Paul, MN: University of Minnesota, Center for Applied Research and Educational Improvement. <http://cehd.umn.edu/CAREI/Reports/docs/PathwaysFinalEvalReport-2004.pdf>

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.

Center for Evaluation and Research. (2002). *2002 evaluation report: year 1*. Redding, CA: Author.

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.

Trousdale, D. (2000). First-year evaluation of an after-school program for middle school youth. *ERS Spectrum*, 18, 3–11.

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.

University of Illinois, Urbana-Champaign Center for Prevention Research and Development. (2003). *Springfield 21st Century Community Learning Center: Report on the relationship between program attendance and academic performance*. Champaign, IL: Author.

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.

Nance, E. E., Moore, D. H., & Lewis, C. F. (1999/2000). 21st Century Community Learning Centers: Do they affect student achievement? *Community Education Journal*, 27 (1–2), 7–11. http://ncea.com/files/ncea/files/21stCCLCAffect_Student_Achievement.doc

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.

Riley, A. H. J. (1997). *Student achievement and attitudes in mathematics: An evaluation of the Twenty-First Century Mathematics Center for Urban High Schools* (Unpublished doctoral dissertation). Temple University, Philadelphia.

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.

Colorado Department of Education. (2006). *Overview (characteristics and outcomes) of the Colorado 21st Century Community Learning Centers Program 2003–2004*. Denver: Author. www.cde.state.co.us/cdecomp/21stCCLC/downloads/21stCCLC_Overview.pdf

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.

Jurich, S., Russell, W., & Frye, M. (2006). *Delaware 21st Century Community Learning Centers: Evaluation report (SY 2003–04–SY 2005–06)*. Arlington, VA: RMC Research Corporation. http://elo.ccsso.org/alfresco/d/d/workspace/SpacesStore/3ad702a8-b9a3-11dd-84ce-1bf8a914463c/DE_2005-06.pdf

Jurich, S., & Frye, M. (2009). *Evaluation report: Delaware 21st Century Community of Learning Centers*. Arlington, VA: RMC Research Corporation.

21st Century Community Learning Centers—District of Columbia

[VIEW PROFILE](#)

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

Raphael, J., Chaplin, D., & Redd, Z. (2000). *Formative report on the District of Columbia 21st Century Community Learning Center summer program*. Washington, DC: The Urban Institute. www.urban.org/url.cfm?ID=409651

Raphael, J., Chaplin, D., Miller, L., & Redd, Z. (2000). *Formative report on the DC 21st Century Community Learning Center after-school program*. Washington, DC: The Urban Institute. www.urban.org/url.cfm?ID=410440

Liu, M., Russell, V., Chaplin, D., Raphael, J., Fu, H., & Anthony, E. (2002). *Using technology to improve academic achievement in out-of-school-time programs in Washington, D.C.* Washington, DC: The Urban Institute. www.urban.org/url.cfm?ID=410578

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.

Zhang, J. J., Fleming, D. S., & Bartol, B. L. (2004). *The sunshine state does great things for its children: Assessing the effectiveness of 21st Century Community Learning Centers (21st CCLC) program*. Tallahassee, FL: Florida Department of Education. www.learningpt.org/gateway/sea/FL_2004GeneralReport.pdf

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.

Gowen, S., Furlow, C., Skelton, S., & Krug, B. (2005). *Evaluation of Georgia's 21st Century Community Learning Centers and the implementation of a data management system: Phase I formative evaluation report*. Atlanta: Georgia State University.

Gowen, S., Furlow, C., Skelton, S., Krug, B., Lingle, J., & Van De Water, E. (2006). *Evaluation of Georgia's 21st Century Community Learning Centers and the implementation of a data management system: Phase I report*. Atlanta: Georgia State University.

www.doe.k12.ga.us/ci_iap_learning.aspx

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.

Kaulukukui, S. W. (2007). *Performance results for 21st Century Community Learning Centers program year 2006–2007*. (Revised). Honolulu, HI: Pacific Resources for Education and Learning. http://elo.ccsso.org/alfresco/d/d/workspace/SpacesStore/5f99e91b-dd5a-11dd-84ce-1bf8a914463c/HI_2006-07.pdf

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.

Billman, P., & Smith, J. H. (2006). *21st Century Community Learning Centers Illinois Statewide formative evaluation: Program year 2005–2006*. DeKalb: Northern Illinois University.

Billman, P., & Smith, J. H. (2007). *21st Century Community Learning Centers: Illinois statewide evaluation, program year 2006–2007*. DeKalb: Northern Illinois University.

Billman, P., & Smith, J. H. (2008). *21st Century Community Learning Centers Illinois annual statewide evaluation: Program year 2007–2008*. DeKalb: Northern Illinois University.

Billman, P., & Smith, J. H. (2009). *21st Century Community Learning Centers Illinois annual statewide evaluation: Program year 2008–2009*. Final version. DeKalb: Northern Illinois University.

www.isbe.state.il.us/21cclc/default.htm

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.

King, M. H., Farmer, M., & Holstead, J. (2008). *Evaluation of the Indiana 21st Century Community Learning Centers Initiative: 2007–2008 summative data analysis*. Bloomington, IN: Center for Evaluation & Education Policy.

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.

King, H. M., Kemp, A. M., Muller, P. A., Simmons, A. B., & Gorrell, L. L. (2005). *Evaluation of Kentucky 21st Century Community Learning Centers year 2 interim report*. Bloomington, IN: Center for Evaluation and Education Policy.

<http://education.ky.gov/NR/rdonlyres/086C8EE9-500C-4548-9FCB-8326DA233AAF/0/Year2EvaluationReport.pdf>

21st Century Community Learning Centers—Louisiana

[VIEW PROFILE](#)

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.

Jenner, L. W. (2004). *Academic outcomes in Louisiana's 21st Century Community Learning Centers*. Baton Rouge, LA: Policy & Research Group.

Jenner, E., & Jenner, L. W. (2007). Results from a first-year evaluation of academic impacts on an after-school program for at-risk students. *Journal of Education for Students Placed At Risk*, 12(2), 213–237.

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.

Massachusetts Department of Education. (2006). *No Child Left Behind (NCLB) Title IVB 21st Century Community Learning Centers Massachusetts Grant Programs year end report—Fiscal year 2005*. Malden, MA: Author.

Massachusetts Department of Education. (2007). *No Child Left Behind (NCLB) Title IVB 21st Century Community Learning Centers year end report—Fiscal year 2006*. Malden, MA: Author.

Massachusetts Department of Education. (2008). *No Child Left Behind (NCLB) Title IVB 21st Century Community Learning Centers year end report—Fiscal year 2007*. Malden, MA: Author.

Massachusetts Department of Education. (2009). *No Child Left Behind (NCLB) Title IVB 21st Century Community Learning Centers year end report—Fiscal year 2008*. Malden, MA: Author.

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

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.

Van Egeren, L. A., Bates, L., & Reed, C. S. (2003). *21st Century Community Learning Centers state evaluation report: Implementation of the state evaluation/baseline data*. East Lansing: University Outreach & Engagement, Michigan State University. http://outreach.msu.edu/CERC/documents/21stCentury_2003_baseline.pdf

Reed, C. S., Bates, L. V., Van Egeren, L. A., Baker, D., Dunbar, C., Smith, B., et al. (2004). *21st Century Community Learning Centers state evaluation: Implementation report, January–June 2003*. East Lansing: University Outreach & Engagement, Michigan State University. http://outreach.msu.edu/CERC/documents/21stCentury_2003.pdf

Bates, L. V., Reed, C. S., Donahue, T. S., Prince, B., Smith, A., & Van Egeren, L. A. (2004). *21st Century Community Learning Centers state evaluation: Mid-year implementation report, July 2003–February 2004*. East Lansing: University Outreach & Engagement, Michigan State University. http://outreach.msu.edu/CERC/documents/21stCCLC_2004_midyear_Final.pdf

Reed, C. S., Van Egeren, L. A., & Bates, L. V. (2008). *21st Century Community Learning Centers state evaluation annual report, 2005–2006*. East Lansing: University Outreach & Engagement, Michigan State University. http://outreach.msu.edu/CERC/documents/ARF_report_2005-06-FINAL.pdf

Reed, C. S., Van Egeren, L. A., & Bates, L. V. (2009). *21st Century Community Learning Centers state evaluation annual report, 2006–2007*. East Lansing: University Outreach & Engagement, Michigan State University. http://outreach.msu.edu/CERC/documents/08_ARF_Report_to_MDE_for_06-07.pdf

Reed, C. S., Van Egeren, L. A., & Bates, L. V. (2009). *Michigan 21st Century Community Learning Centers state evaluation annual report, 2007–2008*. East Lansing: University Outreach & Engagement, Michigan State University. http://outreach.msu.edu/CERC/documents/09-09-08_Final.pdf

Reed, C. S., Van Egeren, L. A., & Bates, L. V. (2009). *Michigan 21st Century Community Learning Centers state evaluation annual report, 2008–2009*. East Lansing: University Outreach & Engagement, Michigan State University. http://outreach.msu.edu/CERC/documents/08-9_Final_Annual_Report.pdf

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.

Mollenkopf, D. L. (2002). *Students with disabilities in 21st Century Community Learning Centers: Inclusion issues for after-school programs*. Unpublished doctoral dissertation, University of Kansas, Lawrence.

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.

Nebraska Department of Education. (2005). *Annual evaluation report: Nebraska 21st Century Community Learning Centers, July 2004–June 2005*. Lincoln, NE: Author.

Nebraska Department of Education. (2006). *Annual evaluation report: Nebraska 21st Century Community Learning Centers, July 2005 to June 2006*. Lincoln, NE: Author.

Nebraska Department of Education. (2007). *Annual evaluation report: Nebraska 21st Century Community Learning Centers, July 2006 to June 2007*. Lincoln, NE: Author.

Nebraska Department of Education. (2008). *Annual evaluation report, 2007–2008 school year: Nebraska 21st Century Community Learning Centers*. Lincoln, NE: Author.

Nebraska Department of Education. (2009). *Annual evaluation report, 2008–2009 school year: Nebraska 21st Century Community Learning Centers*. Lincoln, NE: Author.

<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.

North Carolina Department of Public Instruction. (2006). *21st Century Community Learning Centers 2004–05 APR and cross-year analysis of performance data*. Raleigh, NC: Author.

North Carolina Department of Public Instruction. (2008). *21st Century Community Learning Centers 2006–07 APR and cross-year analysis of performance data*. Raleigh, NC: Author.

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).

Beers, M., Carr, K., & Moore, M. (2005). *Final report: Ohio's 21st Century Community Learning Centers (CCLC) statewide evaluation: Program year 2004–05*. Columbus, OH: Strategic Research Group, Inc. www.learningpt.org/gateway/sea/OH_Evaluation.pdf

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.

System Wide Solutions, Inc. (2007). *The 2006–2007 evaluation of the South Carolina 21st Century Community Learning Center Program Volume I: Federal objectives and evaluation requirements*. Columbia, SC: Author.

Appenzeller, G. W., Nelson, M., Meadows, S., & Powell, T. (2008). *The 2006–2007 evaluation of the South Carolina 21st Century Community Learning Center Program Volume II: Identification of best practices*. Columbia, SC: System Wide Solutions, Inc.

System Wide Solutions, Inc. (2009). *The 2007–2008 evaluation of the South Carolina 21st Century Community Learning Center Program Volume I: Federal objectives and evaluation requirements*. Columbia, SC: Author.

Appenzeller, G. W., Nelson, M., Meadows, S., & Powell, T. (2009). *The 2007–2008 evaluation of the South Carolina 21st Century Community Learning Center Program Volume IV: An examination of differences in outcomes among South Carolina 21st CCLC service provision organizations*. Columbia, SC: System Wide Solutions, Inc.

www.swsolutionsinc.com/education.html

21st Century Community Learning Centers—Texas

[VIEW PROFILE](#)

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.

Texas Education Agency. (2004). *21st Century Community Learning Centers: Evaluation of projects funded for the 2003–04 school year*. Austin, TX: Author.

Dodson, M., & McCann, E. (2006). *The evaluation of Texas 21st Century Community Learning Center projects: Case study report*. Austin, TX: Southwest Educational Development Laboratory Evaluation Services.

Dodson, M., & McCann, E. (2006). *The evaluation of Texas 21st Century Community Learning Center projects: Common features of promising afterschool programs in Texas*. Austin, TX: Southwest Educational Development Laboratory Evaluation Services.

Moellmer, A., Rapaport, A., Adachi, E., & Sievert, J. (2007). *21st Century Community Learning Centers: Evaluation of projects funded during the 2004–2005 school year*. Austin: Texas Education Agency.

Farris, J., Nunnery, J. A., Ross, S. M., & Zoblotsky, T. A. (2008). *Texas 21st Century Community Learning Centers: Annual report 2006–07*. Naperville, IL: Learning Points Associates.

Burgette, J., Zoblotsky, T., Neergaard, L., Akerstrom, J., Gibbs, C., Naftzger, N., Vinson, M., & Nunnery, J. (2009). *Texas 21st Century Community Learning Centers evaluation 2007–2008*. Memphis, TN: Center for Research in Educational Policy.

http://ritter.tea.state.tx.us/opge/progeval/OutOfSchoolLearning/21CCLS_Final_0809.pdf

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.

Faris, J., Hilgeman, M., Huang, Y., & Zoblotsky, T. (2008). *Virginia Department of Education evaluation of 21st Century Community Learning Centers 2006–2007*. Memphis, TN: Center for Research in Educational Policy.

Layton, E., Zoblotsky, T., & Huang, Y. (2010). *Virginia Department of Education Evaluation of 21st Century Community Learning Centers 2007–2008*. Memphis, TN: Center for Research in Educational Policy. www.doe.virginia.gov/federal_programs/esea/title4/part_b/evaluations/2007-2008.pdf

Zoblotsky, T., & Huang, Y. (2010). *Virginia Department of Education Evaluation of 21st Century Community Learning Centers 2007–2008. Supplemental technical report analysis for Grades 3–8*. Memphis, TN: Center for Research in Educational Policy. www.doe.virginia.gov/federal_programs/esea/title4/part_b/evaluations/2007-2008_supplement.pdf

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.

White, L. (2008). *21st Century Community Learning Centers 2007 annual evaluation report*. Charleston: West Virginia Department of Education. http://elo.ccsso.org/alfresco/d/d/workspace/SpacesStore/63e09e0b-dd5b-11dd-84ce-1bf8a914463c/WV_2007_21stCCLC.pdf

Layton, E., Zoblotsky, T., & Huang, Y. (2010). *Virginia Department of Education Evaluation of 21st Century Community Learning Centers 2007–2008*. Memphis, TN: Center for Research in Educational Policy. www.doe.virginia.gov/federal_programs/esea/title4/part_b/evaluations/2007-2008.pdf

Zoblotsky, T., & Huang, Y. (2010). *Virginia Department of Education Evaluation of 21st Century Community Learning Centers 2007–2008. Supplemental technical report analysis for Grades 3–8*. Memphis, TN: Center for Research in Educational Policy. www.doe.virginia.gov/federal_programs/esea/title4/part_b/evaluations/2007-2008_supplement.pdf

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.

Wisconsin Department of Public Instruction. (2008). *21st Century Community Learning Centers executive summary 2006–2007*. Madison, WI: Author. <http://dpi.wi.gov/sspw/pdf/clcexecsumm.pdf>

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.

Drever, A. I., & Jenniges, R. (2008). *21st Century Community Learning Centers: Annual report 2008*. Laramie: Wyoming Survey & Analysis Center, University of Wyoming.

California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program

[VIEW PROFILE](#)

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.

Hipps, J., Diaz, M., & Wingren, G. (2006). *California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program independent evaluation: Interim report*. San Francisco: WestEd. www.wested.org/online_pubs/assets_interim_report.pdf

Hipps, J., & Diaz, M. (2007). *ASSETs final evaluation report: California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program*. San Francisco: WestEd. www.wested.org/cs/we/view/rs/840

NATIONAL 21st CCLC

21st Century Community Learning Centers—National

[VIEW PROFILE](#)

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.

U.S. Department of Education, Office of the Under Secretary. (2003). *When schools stay open late: The national evaluation of the 21st Century Learning Centers program, first year findings*. Washington, DC: Author. www.ed.gov/pubs/21cent/firstyear

Dynarski, M., James-Burdumy, S., Moore, M., Rosenberge, L., Deke, J., & Mansfield, W. (2004). *When schools stay open late: The national evaluation of the 21st Century Community Learning Centers Program: New findings*. Washington, DC: U.S. Department of Education, National Center for Education Evaluation and Regional Assistance, U.S. Government Printing Office. www.ed.gov/rschstat/eval/other/learningcenters/index.html

James-Burdumy, S., Dynarski, M., Moore, M., Deke, J., Mansfield, W., & Pistorino, C. (2005). *When schools stay open late: The national evaluation of the 21st Century Community Learning Centers Program: Final report*. Washington, DC: U.S. Department of Education, National Center for Education Evaluation and Regional Assistance, U.S. Government Printing Office. www.mathematica-mpr.com/publications/pdfs/21stfinal.pdf

James-Burdumy, S., Dyanarski, M., & Deke, J. (2008). After-school program effects on behavior: Results from the 21st Century Community Learning Centers Program national evaluation. *Economic Inquiry*, 46(1): 13–18. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1105979

Huang, D., Cho, J., Mostafavi, S., Nam, H., Oh, C., Harven, A., & Leon, S. (2009). *What works? Common practices in high functioning afterschool programs across the nation in math, reading, science, arts, technology, and homework—A study by the National Partnership. The afterschool program assessment guide (CRESST Report 768)*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST). www.cse.ucla.edu/products/summary.asp?report=768

LOCAL INITIATIVES THAT RECEIVE 21st CCLC FUNDING

Afterschool Literacy Coaching Initiative of Boston

[VIEW PROFILE](#)

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.

Miller, B. M., Brigham, R., & Perea, F. (2006). *Afterschool Literacy Coaching Initiative of Boston: Final evaluation report*. Boston: Massachusetts 2020.

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).

Kotloff, L. J. (2010). *AfterZones: Creating a citywide system to support and sustain high-quality after-school programs*. Philadelphia: Public/Private Ventures. www.ppv.org/ppv/publication.asp?section_id=23&search_id=&publication_id=318

Baltimore's After School Strategy—YouthPlaces Initiative[VIEW PROFILE](#)

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.

Marzke, C., & White, R. (2001). *Evaluation of the Baltimore Safe and Sound YouthPlaces Initiative, initial report*. Washington, DC: Policy Studies Associates.

Policy Studies Associates. (2001). *Youths' experiences in their YouthPlaces: Results of a youth survey conducted in thirty-six of Baltimore's YouthPlaces*. Washington, DC: Author.

Beacons Initiative—San Francisco California[VIEW PROFILE](#)

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

Walker, K. E., & Arbreton, A. J. A. (2001). *Working together to build Beacon Centers in San Francisco: Evaluation findings from 1998–2000*. Philadelphia: Public/Private Ventures. www.ppv.org/ppv/publications/assets/118_publication.pdf

Walker, K. E., & Arbreton, A. J. A. (2004). *After-school pursuits: An examination of outcomes in the San Francisco Beacon Initiative*. Philadelphia: Public/Private Ventures. www.ppv.org/ppv/publications/assets/168_publication.pdf

Tripp, F. L., Schwartz, J. L., & Bennett, R. W. (2004). *San Francisco Beacon Initiative: Individual Beacon profile June 2004 evaluation report*. Oakland, CA: Resource Development Associates. www.sfbeacon.org/00_Evaluations/Evaluations/2004_Annual_Evaluation_RDA.pdf

Schwartz, J. L., Reyes, P., Tharp, J., & Bennett, P. M. (2005). *San Francisco Beacon Initiative: Second year (2005) evaluation report*. Oakland, CA: Resource Development Associates. www.sfbeacon.org/00_Evaluations/Evaluations/2005_Evaluation_RDA.pdf

Moonka, N., Reyes, P., Tharp, J., & Bennett, P. M. (2006). *San Francisco Beacon Initiative: Third year (2006) evaluation report*. Oakland, CA: Resource Development Associates. www.sfbeacon.org/00_Evaluations/Evaluations/2006_Evaluation_RDA.pdf

Yu, H. C., Lea, C. Leufgen, J., & Rubin, A. (2008). *Evaluation of the San Francisco Beacon Initiative: Final report*. Oakland, CA: Social Policy Research Associates. www.sfbeacon.org/00_Evaluations/Evaluations/2008_Beacon_Evaluation_Report_SPR_Full_Report.pdf

Baker, A., & Tamasas, E. (2009). *Youth Development Institute's Beacons Young Adolescent Initiative: Evaluation update*. Philadelphia: Youth Development Institute, OMG Center for Collaborative Learning. www.sfbeacon.org/00_Evaluations/BYA_Evaluations/2009_BYA%20Evaluation_OMG.pdf

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.

Cincinnati Children's Hospital Medical Center, Division of Psychology. (2007). *Developmental assets: An evaluation of student needs and strengths: 2006–2007*. Cincinnati, OH: Author.

Cooke Middle School After School Recreation Program[VIEW PROFILE](#)

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.

Lauver, S. C. (2002). *Assessing the benefits of an after-school program for urban youth: An impact and process evaluation*. Philadelphia: University of Pennsylvania.

Fort Worth After School Program[VIEW PROFILE](#)

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.

Witt, P. A., & King, T. (2001). *Fort Worth After School Program: "A diamond in the rough." First year evaluation*. College Station: Texas A&M University.

Witt, P. A., King, T., & Lee, J. H. (2002). *Fort Worth After School second year evaluation*. College Station: Texas A&M University. www.rpts.tamu.edu/faculty/witt/Fortworthreports/FortWorth2002Report.pdf

Witt, P. A., King, T., & Montandoni, K. (2003). *Fort Worth After School third year evaluation*. College Station: Texas A&M University. www.rpts.tamu.edu/faculty/witt/Fortworthreports/FortWorth2003Report.pdf

Witt, P. A., King, T., & Cronan, M. (2004). *Fourth year evaluation: Fort Worth After School*. College Station: Texas A&M University. www.rpts.tamu.edu/faculty/witt/Fortworthreports/FortWorth2004Report.pdf

Witt, P. A., King T., Justice, L., Oh, J., & Brown B. (2005). *Fifth year evaluation: Fort Worth After School*. College Station: Texas A&M University.

Witt, P. A., & King, T. (2008). *Fort Worth After School 2007–08 evaluation report*. College Station: Texas A&M University. www.rpts.tamu.edu/Faculty/Witt/FWASREPORTFINA2008.pdf

Generacion Diez[VIEW PROFILE](#)

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.

Riggs, N. R., & Greenberg, M. T. (2004). Moderators in the academic development of migrant Latino children attending after-school programs. *Applied Developmental Psychology, 25*, 349–367.

Riggs, N. R., & Medina, C. (2005). The Generacion Diez after-school program and Latino parent involvement with schools. *Journal of Primary Prevention, 26*(6), 471–484.

Riggs, N. R. (2006). After-school program attendance and the social development of rural children of Latino immigrant families. *Journal of Community Psychology, 34*(1), 75–87.

KindergARTen Summer Camp[VIEW PROFILE](#)

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

Borman, G. D., Dowling, N. M., Fairchild, R., & Libit, J. (2005). *Halting the summer achievement slide: A randomized evaluation of the KindergARTen Summer Camp*. Baltimore: Johns Hopkins University Center for Summer Learning.

Borman, G. D., Dowling, N. M., Fairchild, R., & Libit, J. (2007). *Halting the summer achievement slide: The evaluation of the 2006 KindergARTen Summer Camp*. Baltimore: Johns Hopkins University Center for Summer Learning. www.summerlearning.org/resource/resmgr/publications/2006.haltingthesummerachieve.pdf

Los Angeles Better Educated Students for Tomorrow Program[VIEW PROFILE](#)

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.

Brooks, P. E., Valdes, R. M., Herman, J. L., & Baker, E. L. (1990). *Evaluation report, March 1, 1990: LA's BEST after school education and enrichment program*. Los Angeles: UCLA Center for the Study of Evaluation, Graduate School of Education & Information Studies, University of California–Los Angeles.

- Brooks, P. E., & Herman, J. L. (1991). *Evaluation report, July 31, 1991: LA's BEST an after school education and enrichment program*. Los Angeles: UCLA Center for the Study of Evaluation, Graduate School of Education & Information Studies, University of California–Los Angeles.
- Brooks, P. E., & Forman, R. (1993). *Final evaluation report, December 17, 1993: LA's BEST an after school education and enrichment program*. Los Angeles: UCLA Center for the Study of Evaluation, Graduate School of Education & Information Studies, University of California–Los Angeles.
- Brooks, P. E., Mojica, C. M., & Land, R. E. (1995). *Final evaluation report: Longitudinal study of LA's BEST after school education and enrichment program, 1992–94*. Los Angeles: UCLA Center for the Study of Evaluation, Graduate School of Education & Information Studies, University of California–Los Angeles.
- Huang, D., Gribbons, B., Kim, K. S., Lee, C., & Baker, E. L. (2000). *A decade of results: The impact of the LA's BEST after school enrichment initiative on subsequent student achievement and performance*. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California–Los Angeles. www.pasesetter.com/reframe/documents/uclaeval.pdf
- Huang, D., Choi, K., Davis, D., Henderson, T., Kim, K. Lin, S., et al. (2003). *Evaluating the impact of LA's BEST on students' social and academic development: Study of 74 LA's BEST Sites 2001–2002 draft final report*. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California–Los Angeles.
- Huang, D., Choi, K., Henderson, T., Howe, J., Kim, K., Vogel, M., et al. (2004). *Evaluating the impact of LA's BEST on students' social and academic development: Study of 100 LA's BEST Sites 2002–2003*. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California–Los Angeles.
- Huang, D. (2004). *Exploring the long-term impact of LA's BEST on students' social and academic development*. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California–Los Angeles.
- Huang, D., Kim, K. S., Marshall, A., & Perez, P. (2005). *Keeping kids in school: An LA's BEST example – A study examining the long-term impact of LA's BEST on students' dropout rates*. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California–Los Angeles.
- Huang, D. (2005). *Evaluating the effects of academic skills and academic enablers taught at LA's BEST on the achievement of student participants*. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California–Los Angeles.
- Peppler, K. A., & Catterall, J. S. (2006). *Year two evaluation of the LA's BEST After School Arts Program: Evaluating student learning in the arts*. Los Angeles: Graduate School of Education & Information Studies, University of California–Los Angeles.
- Goldsmidt, P., Huang, D., & Chinen, M. (2007). *The long-term effects of after-school programming on educational adjustment and juvenile crime: A study of the LA's BEST after-school program*. Washington, DC: U.S. Department of Justice. www.afterschoolnetwork.org/files/DOJ_Final%20Report_updated.pdf
- Huang, D., Coordt, A., La Torre, D., Leon, S., Miyoshi, J., Pérez, P., & Peterson, C. (2007). *The afterschool hours: Examining the relationship between afterschool staff-based social capital and student engagement in LA's BEST*. CSE Technical Report 712. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California–Los Angeles. www.cse.ucla.edu/products/reports/R712.pdf
- Huang, D., Miyoshi, J., La Torre, D., Marshall, A., Perez, P., & Peterson, C. (2007). *Exploring the intellectual, social and organizational capitals at LA's BEST*. CSE Technical Report 714. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California–Los Angeles. www.cse.ucla.edu/products/reports/R714.pdf
- Huang, D., Leon, S., La Torre, D., & Mostafavi, S. (2008). *Examining the relationship between LA's BEST program attendance and academic achievement of LA's BEST students*. CRESST Report 749. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California–Los Angeles. www.cse.ucla.edu/products/reports/R749.pdf
- Huang, D., La Torre, D., Duong, N., Huber, L. P., Leon, S., & Oh, C. (2009). *A circle of learning: Children and adults growing together in LA's BEST*. CRESST Report 758. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California–Los Angeles. www.cse.ucla.edu/products/reports/R758.pdf
- Huang, D., Leon, S., Harven, A. M., La Torre, D., & Mostafavi, S. (2009). *Exploring the relationships between LA's BEST Program attendance and cognitive gains of LA's BEST students*. CRESST Report 757. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California–Los Angeles. www.cse.ucla.edu/products/reports/R757.pdf

New York City Department of Youth and Community Development's Out-of-School Time Programs for Youth Initiative[VIEW PROFILE](#)

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.

Russell, C. A., Reisner, E. R., Pearson, L. M., Afolabi, K. P., Miller, T. D., & Mielke, M. B. (2006). *Evaluation of DYCD's Out-of-School Time Initiative: Report on the first year*. Washington, DC: Policy Studies Associates, Inc.

Pearson, L. M., Russell, C. A., & Reisner, E. R. (2007). *Evaluation of OST programs for youth: Patterns of youth retention in OST programs, 2005–06 to 2006–07*. Washington, DC: Policy Studies Associates, Inc. www.policystudies.com/studies/youth/OST.html

Russell, C. A., Mielke, M. B., & Reisner, E. R. (2008). *Evaluation of the New York City Department of Youth and Community Development Out-of-School Time Programs for Youth Initiative: Results of efforts to increase program quality and scale in year 2*. Washington, DC: Policy Studies Associates, Inc. www.nyc.gov/html/dycd/downloads/pdf/ost_evaluation_year_2%20_report.pdf

Russell, C. A., Vile, J. D., Reisner, E. R., Simko, C., Mielke, M. B., & Pechman, E. (2008). *Evaluation of the New York City Department of Youth and Community Development Out-of-School Time Programs for Youth Initiative: Implementation of programs for high school youth*. Washington, DC: Policy Studies Associates, Inc. www.policystudies.com/studies/youth/OST%20High%20School%20Programs.pdf

Russell, C. A., Mielke, M. B., & Reisner, E. R. (2009). *Evidence of program quality and youth outcomes in the DYCD out-of-school time initiative: Report on the initiative's first three years*. Washington, DC: Policy Studies Associates, Inc. www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/Out-Of-SchoolLearning/Pages/evidence-of-program-quality-and-youth-outcomes.aspx

Project for Neighborhood Aftercare Program[VIEW PROFILE](#)

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.

King, R. D., Lipsey, M. W., Shayne, M. W., & Hoskins, A. (1998). *Final report on a formative evaluation of the first year of the Project for Neighborhood Aftercare (PNA): A school-based after-school program*. Nashville, TN: Vanderbilt Institute for Public Policy Studies.

Project HOPE¹[VIEW PROFILE](#)

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.

Jentleson, B., & Westmoreland, H. (2004). *Project H.O.P.E. annual report, 2003–2004 school year*. Durham, NC: Duke University, Office of Community Affairs.

Upton, J., & Whittington, D. (2004). *External evaluation: On-site observations February–March 2004*. Durham, NC: Institutional Review Consultants.

Read to Achieve Summer Literacy Day Camp[VIEW PROFILE](#)

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.

Schacter, J. (2003). Preventing summer reading declines in children who are disadvantaged. *Journal of Early Intervention*, 26, 47–58.

Schacter, J., & Jo, B. (2005). Learning when school is not in session: A reading summer day-camp intervention to improve the achievement of exiting first-grade students who are economically disadvantaged. *Journal of Research in Reading*, 28, 158–169.

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[VIEW PROFILE](#)

Begun in 1998, this program provides access to high quality, affordable enrichment programs before and afterschool to every elementary and middle school student in the city of San Diego, California.

Hoffman, J. (2001). *San Diego After School Regional Consortium: Academic indicator report 1999–2000*. San Diego, CA: Hoffman, Clark & Associates.

McCormick, T., Bojorquez, J. C., & Tushnet, N. (2002). *Independent evaluation of San Diego's "6 to 6" Extended School Day Program: Final report*. Los Alamitos, CA: WestEd.

Schools Uniting Neighborhoods Initiative[VIEW PROFILE](#)

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.

The Sun Evaluation Workgroup. (2001). *Schools Uniting Neighborhoods Initiative: Baseline report*. Portland, OR: Author. www.co.multnomah.or.us/oscp/sunschools/pdf/baseline_eval_rep.pdf

Nave, G., Woo, A., & Kruger, R. (2006). *Multnomah County Department of School and Community Partnerships SUN service system: 2004–05 evaluation report*. Portland, OR: Northwest Regional Educational Laboratory. www2.co.multnomah.or.us/Public/EntryPoint?ct=736db699a37e1110VgnVCM1000003bc614acRCRD

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.

Policy Studies Associates. (2002). *Sustainability in school-linked after-school programs*. Washington, DC: Author. www.policystudies.com/studies/youth/FINAL%20Issue%20Brief%20Nov2002WEB.pdf

The After-School Corporation (TASC)[VIEW PROFILE](#)

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.

Fiester, L., White, R. N., Reisner, E. R., & Castle, A. M. (2000). *Increasing and improving after-school opportunities: Evaluation results from the TASC after-school program's first year*. Washington, DC: Policy Studies Associates.

Reisner, E. R., White, R. N., Birmingham, J., & Welsh, M. (2001). *Building quality and supporting expansion of after-school projects: Evaluation results from the TASC after-school program's second year*. Washington, DC: Policy Studies Associates.

White, R. N., Reisner, E. R., Welsh, M., & Russell, C. (2001). *Patterns of student-level change linked to TASC participation, based on TASC projects in year 2*. Washington, DC: Policy Studies Associates.

Reisner, E. R., Russell, C. A., Welsh, M. E., Birmingham, J., & White, R. N. (2002). *Supporting quality and scale in after-school services to urban youth: Evaluation of program implementation and student engagement in TASC after-school program's third year*. Washington, DC: Policy Studies Associates. www.policystudies.com/studies/youth/TASC%20Year%203%20Implementation%20Report.pdf

Welsh, M. E., Russell, C. A., Williams, I., Reisner, E. R., & White, R. N. (2002). *Promoting learning and school attendance through after-school programs: Student-level changes in educational performance across TASC's first three years*. Washington, DC: Policy Studies Associates. <http://tascorp.org/content/document/detail/1436/>

The After-School Corporation. (2003). *The After-School Corporation fifth-year report*. New York: Author. www.tascorp.org/content/document/detail/1439

Reisner, E. R., White, R. N., Russell, C. A., & Birmingham, J. (2004). *Building quality, scale, and effectiveness in after-school programs: Summary report of the TASC evaluation*. Washington, DC: Policy Studies Associates. www.policystudies.com/studies/youth/TASC%20Summary%20Report%20Final.pdf

Policy Studies Associates. (2004). *Building quality, scale, and effectiveness in after-school programs: Supplementary papers to accompany the summary report of the TASC Evaluation*. Washington, DC: Author.

www.policystudies.com/studies/youth/TASC%20Supplementary%20Papers%20Final.pdf

Birmingham, J., & White, R. N. (2005). *Promoting positive youth development for high school students after school: Services and outcomes for high school youth in TASC programs*. Washington, DC: Policy Studies Associates. www.policystudies.com/studies/youth/High%20School%20Final%20Report.pdf

Russell, C. A., & Reisner, E. R. (with Johnson, J. C., Rouk, Ü., & White, R. N.). (2005). *Supporting social and cognitive growth among disadvantaged middle-grades students in TASC after-school projects*. Washington, DC: Policy Studies Associates. www.policystudies.com/studies/youth/Middle-Grades%20Report.pdf

Russell, C. A., Mielke, M. B., & Johnson, J. C. (2007). *After-school programs and high school success: Analysis of post-program educational patterns of former middle-grades TASC participants*. Washington, DC: Policy Studies Associates. www.tascorp.org/content/document/detail/1758

Walnut Street Elementary After School Program

[VIEW PROFILE](#)

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

Zief, S. G. (2005). *A mixed-methods study of the impacts and processes of an after-school program for urban elementary youth* (Unpublished doctoral dissertation). University of Pennsylvania, Philadelphia.

Woodcraft Rangers' Nvision After School Program

[VIEW PROFILE](#)

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.

Kaiser, M., & Lyons, M. (2001). *Woodcraft Rangers: State of California After School Learning and Safe Neighborhoods Partnerships Program with the Los Angeles Unified School District. Annual evaluation report, 1999–2000*. Los Angeles: Lodestar Management/Research.

Lodestar Management/Research. (2002). *Woodcraft Rangers: State of California After School Learning and Safe Neighborhoods Partnerships Program with the Los Angeles Unified School District. Annual evaluation report, 2000–01*. Los Angeles: Author.

Lodestar Management/Research. (2003). *Woodcraft Rangers: Los Angeles Unified School District After School Education and Safety Program annual evaluation report 2001–02*. Los Angeles: Author.

Lodestar Management/Research (2004). *Woodcraft Rangers: Los Angeles Unified School District After School Education and Safety Program annual evaluation report for 2002–03*. Los Angeles: Author.

Lodestar Management/Research (2005). *Woodcraft Rangers: Annual evaluation report for 2003–04*. Los Angeles: Author.

Lodestar Management/Research. (2006). *Woodcraft Rangers After-School Program: Summary of program youth outcomes for middle school sites 2004–05*. Los Angeles: Author.

Lodestar Management/Research (2006). *Process evaluation report: Key factors related to program recruitment, retention, and outcomes*. Los Angeles: Author.

Lodestar Management/Research (2007). *Woodcraft Rangers: Annual evaluation report for 2005–06*. Los Angeles: Author.

Lodestar Management/Research (2008). *Woodcraft Rangers: Annual evaluation report for 2006–07 middle school programs*. Los Angeles: Author.

Yale Study of Children's After-School Time

[VIEW PROFILE](#)

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.

Mahoney, J. L., Lord, H., & Carryl, E. (2005). An ecological analysis of after-school program participation and the development of academic performance and motivational attributes for disadvantaged children. *Child Development*, 76(4), 811–825.

Mahoney, J. L., Lord, H., & Carryl, E. (2005). Afterschool program participation and the development of child obesity and peer acceptance. *Applied Developmental Science, 9*(4), 202–215. www.leanline.com/doi/abs/10.1207/s1532480xads0904_3

Mahoney, J. L., Parente, M. E., & Lord H. (2007). Afterschool program engagement: Links to child competence and program quality and content. *The Elementary School Journal, 107*, 385–494.

Lord, H., & Mahoney, J. L. (2007). Neighborhood crime and self care: Risks for aggression and lower academic performance. *Developmental Psychology, 43*(6), 1321–1333.

Lord, H. (2006). *Examining afterschool programs and self care as moderators in the association between neighborhood risk and children's academic performance and aggression* (Unpublished doctoral dissertation). Yale University, New Haven, CT.

YouthNet

[VIEW PROFILE](#)

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.

McGuirk, J., & O'Donnell, C. P. (2003). *YouthNET: 2001–2002: Findings and lessons learned*. Waterbury: Connecticut Community Foundation.

STATE INITIATIVES THAT RECEIVE 21st CCLC FUNDING

3:00 Project

[VIEW PROFILE](#)

Begun in 1994, this program is a statewide afterschool initiative in Georgia for middle school students.² 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

Carlisi, A. M. (1996). *The 3:00 Project® program evaluation: Executive summary September 1995–May 1996*. Decatur: Georgia School Age Care Association.

Manior, S. H. (1997). *Effects of a structured after school program on middle school students* (Unpublished doctoral dissertation). South Carolina State University, Orangeburg.

Lipana, J. A. (1998). *The 3:00 Project®: 1997/1998 program evaluation*. Decatur: Georgia School Age Care Association.

Bockrath, S. E. (1999). *The 3:00 Project®: 1998/1999 program evaluation*. Decatur: Georgia School Age Care Association.

Georgia School Age Care Association. (2000). *The 3:00 Project®: 1999/2000 program evaluation*. Decatur, GA: Author.

Communities Organizing Resources to Advance Learning (CORAL) Initiative³

[VIEW PROFILE](#)

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.

Arbreton, A. J. A., Goldsmith, J., & Sheldon, J. (2005). *Launching literacy in after-school programs: Early lessons from the CORAL Initiative*. Philadelphia: Public/Private Ventures. www.ppv.org/ppv/publications/assets/192_publication.pdf

Walker, G. (2007). *Midcourse corrections to a major initiative. A report on the James Irvine Foundation's CORAL Experience*. Philadelphia: Public/Private Ventures. www.irvine.org/assets/pdf/pubs/evaluation/Midcourse_Corrections.pdf

Arbreton, A., Sheldon, J., Bradshaw, M., & Goldsmith J. (with Jucovy, L., & Pepper, S.). (2008). *Advancing achievement findings from an independent evaluation of a major after-school initiative*. Philadelphia: Public/Private Ventures. www.ppv.org/ppv/publications/assets/225_publication.pdf

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-of-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.

Miller, B. M., Surr, W. B., Resnick, K., & Church, K. (2003). *Building an outcome evaluation system for the Massachusetts Department of Education's 21st Century Community Learning Centers & After-School and Out-of-School Time Grantees: Progress report on outcomes for FY '02*. Malden: Massachusetts Department of Education.

Resnick, K. (2004). *Building an outcome evaluation system: 21st Century Community Learning Centers & After-School and Out-of-School Time Programs report on outcomes for FY 2003*. Malden: Massachusetts Department of Education.

Extended Learning Time Programs—South Carolina

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

Learning Point Associates & Berkeley Policy Associates. (2006). *South Carolina Extended Learning Time Study: Final report*. Chicago: Learning Points Associates. http://elo.ccsso.org/alfresco/d/d/workspace/SpacesStore/242f8d14-c495-11dd-84ce-1bf8a914463c/SC_2006_ExtendedLearningTimeReport.pdf

NATIONAL INITIATIVES THAT RECEIVE 21st CCLC FUNDING

Citizen Schools⁴

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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.

Espino, J., Fabiano, L., & Pearson, L. M. (with Kirkwood, K. P., Afolabi, K., & Pasatta, K.). (2004). *Citizen Schools: Evidence from two student cohorts on the use of community resources to promote youth development. Phase II report of the Citizen Schools evaluation*. Washington, DC: Policy Studies Associates. www.policystudies.com/studies/youth/CS%20Phase%20II.html

Fabiano, L., Pearson, L. M., Williams, I. J. (2005). *Putting students on a pathway to academic and social success: Phase III findings of the Citizen Schools evaluation*. Washington, DC: Policy Studies Associates.

Fabiano, L., Pearson, L. M., Reisner, E. R., & Williams, I. J. (2006). *Preparing students in the middle grades to succeed in high school: Findings from Phase IV of the Citizen Schools evaluation*. Washington, DC: Policy Studies Associates. www.policystudies.com/studies/youth/Citizen%20Schools%20Phase%20IV%20Final%20Report_12-26-06.pdf

Pearson, L. M., Vile, J. D., & Reisner, E. R. (2008). *Establishing a foundation for progress toward high school graduation*. Washington, DC: Policy Studies Associates. www.policystudies.com/studies/youth/Citizen%20Schools%20Phase%20V%20Report.pdf

Woods, Y. M., & Reisner, E. R. (2009). *Citizen Schools' contribution to improved learning in expanded learning time schools: Research brief*. Washington, DC: Policy Studies Associates. www.policystudies.com/studies/youth/Citizen%20Schools%20ELT%20Research%20Brief.pdf

Enhanced Academic Instruction in After-School Programs⁵

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.

Black, A. R., Doolittle, F., Zhu, P., Unterman, R., & Grossman, J. B. (2008). *The evaluation of Enhanced Academic Instruction in After-School Programs: Findings after the first year of implementation*. Washington, DC: U.S. Department of Education. <http://ies.ed.gov/ncee/pdf/20084021.pdf>

⁴ Some sites receive 21st CCLC funds.

⁵ Most of the centers in the study were 21st CCLC grantees.

Black, A. R., Somers, M., Doolittle, F., Unterman, R., & Grossman, J. B. (2009). *The evaluation of Enhanced Academic Instruction in After-School Programs: Final report*. Washington, DC: U.S. Department of Education. <http://ies.ed.gov/ncee/pubs/20094077/pdf/20094077.pdf>

Family Participation in After-School⁶

[VIEW PROFILE](#)

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

Weiss, A. R., & Brigham, R. A. (2003). *The family participation in after-school study*. Boston, MA: Institute for Responsive Education.

Strickland, C. S. (with Jean, I.). (2005). *Promising Practices that promote family participation in after school programs: Another link to positive educational outcomes*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Quebec, Canada. Institute for Responsive Education.

Foundations School-Age Enrichment Program

[VIEW PROFILE](#)

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

Hamilton, L. S., Le, V., & Klein, S. P. (1999). *Foundations School-Age Enrichment Program: Evaluation of student achievement*. Santa Monica, CA: RAND Education.

Le, V., & Hamilton, L. S. (2001). *Examining test score gains among participants of the Foundations after-school program* (PM-1178-EDU). Santa Monica, CA: RAND Education.

Le, V., & Hamilton, L. S. (2001). *Achievement gains in math and reading by participants of the Foundations after-school enrichment program* (PM-1265-EDU). Santa Monica, CA: RAND Education.

Klein, S. P., & Bolus, R. (2002). *Improvements in math and reading scores of students who did and did not participate in the Foundations After School Enrichment Program during the 2001–2002 school year*. Santa Monica, CA: Gansk & Associates.

Impact of After-School Programs that Promote Personal and Social Skills⁷

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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.

Durlak, J. A., & Weissberg, R. P. (2007). *The impact of after-school programs that promote personal and social skills*. Chicago: Collaborative for Academic, Social, and Emotional Learning. www.casel.org/downloads/ASP-Full.pdf

Promising After-School Programs Study⁸

[VIEW PROFILE](#)

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.

Vandell, D. L., Reisner, E. R., Brown, B. B., Pierce, K., Dadisman, K., & Pechman, E. M. (2004). *The study of promising after-school programs: Descriptive report of the promising programs*. Madison: Wisconsin Center for Education Research.

Vandell, D. L., Reisner, E. R., Brown, B. B., Dadisman, K., Pierce, K. M., Lee, D., et al. (2005). *The study of promising after-school programs: Examination of intermediate outcomes in year 2*. Madison: Wisconsin Center for Education Research.

Vandell, D. L., Reisner, E. R., Pierce, K. M., Brown, B. B., Lee, D., Bolt, D., et al. (2006). *The study of promising after-school programs: Examination of longer term outcomes after two years of program experiences*. Madison: Wisconsin Center for Education Research.

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.

Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). *Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of Promising Afterschool Programs*. University of California–Irvine.

www.policystudies.com/studies/youth/promising%20after-school%20programs.html

Voyager Summer Program

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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.

Dossett, D. (1999). *Implementation evaluation—Voyager*. Jefferson County, KY: Jefferson County Public Schools.

Roberts, G. (2000). *Technical evaluation report on the impact of Voyager summer reading interventions*. Austin: The University of Texas at Austin.

Paepflow, C. G., Baenen, N. R., & Banks, K. E. (2002). *Voyager Summer Academy—2002 results* (E&R Rep. No. 03.02). Wake County, NC: Wake County Public School System, Department of Evaluation and Research.

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