



Ohio's 21st Century Community Learning Centers 2024-25 Annual Report

PREPARED FOR

Ohio Department of Education & Workforce

Executive Summary

21st Century Community Learning Centers (21st CCLC) provide academic enrichment and positive youth development opportunities through out-of-school time programming for students in Ohio. In 2024-25, **286 programs** offered a wide range of opportunities during the summer and after school, which focused on providing academic and enrichment programming.

Ohio's 21st CCLC programs served **9,924 students in summer 2024** and over **20,176 students during the 2024-25 school year**.

Key Outcomes for Ohio's 21st Century Community Learning Centers in 2024-25



Program Participation

57% of programs

met goal for at least 60% of students attending regularly (90+ hours)

58% of students

regularly attended 21st CCLC programs during the school year (90+ hours)

45 programs

were identified as high performers* in program participation. High performing programs were those that had 88% or more of their total program participants attend regularly (90+ hours).



Chronic Absenteeism

60% of students

regularly participating in 21st CCLC programs who were chronically absent in 2023-24 demonstrated an improvement in school day attendance in 2024-25

28 programs

were identified as high performers* in improving chronic absenteeism. High performing programs were those that reported 86% or more of their students who had previously been chronically absent demonstrate improvement.

**High performers identified as programs whose outcome means were one standard deviation above the mean*



Literacy Achievement

52% of students

regularly participating in 21st CCLC programming demonstrated any growth in literacy

30 programs

were identified as high performers* in improving literacy growth. High performing programs were those that had 78% or more of their regularly attending program participants demonstrate improvement.



Math Achievement

73% of students

regularly participating in 21st CCLC programming demonstrated any growth in math

30 programs

were identified as high performers* in improving math growth. High performing programs were those that had 81% or more of their regularly attending program participants demonstrate improvement.



Grade Point Average (GPA)

60% of students

regularly participating in 21st CCLC programming demonstrated any growth in GPA from the prior year

14 programs

were identified as high performers* in improving GPA. High performing programs were those that had 80% or more of their regularly attending students demonstrate improvement.

Conclusion

Across all core outcomes for 21st CCLC programs (chronic absenteeism, literacy, math, and GPA), students that regularly participated in the program demonstrated the greatest improvements.

These results underscore the importance of students regularly attending to obtain the maximum benefits of out-of-school time programming.

**High performers identified as programs whose outcome means were one standard deviation above the mean*

Report Overview

This report describes how Ohio Department of Education & Workforce supported 21st CCLC programs across the state, the students who participated in these programs, the types of activities provided, and the outcomes the program participants achieved. The University of Cincinnati Evaluation Services Center (UCESC) currently serves as the statewide evaluator for Ohio to measure the impact of programs across the state.

The 21st CCLC 2024-25 annual report is organized into the following sections, guided by the evaluation questions:

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Data Sources, Methodology, & Limitations

Data included in this statewide evaluation report are derived from quantitative data reported by grantees in their annual performance reports (APRs). Submitted through an online data portal by grantees, APR data are obtained from the Ohio Department of Education and Workforce, by UCESC. Data are collected to align with indicator measures developed by the U.S. Department of Education and are common amongst 21st Century programs across the country.¹ Quantitative data were analyzed by UCESC with descriptive statistics, using SPSS Statistics (version 30.0.0.0).

It is important to note that these data are self-reported from programs, therefore the reliability and fidelity of these data cannot be fully determined. For instance, some programs reported a lack of data availability for some outcomes by reporting 0s and then providing a rationale for the lack of data. Other limitations stem from suspected data entry errors within the online survey system. Exploratory analyses were conducted to identify suspected data entry errors (e.g., reporting more students improving in literacy than the total number of students served) prior to conducting analyses for each outcome. Programs with suspected data entry errors were contacted and were given an opportunity to correct the data entry errors. Data from four programs are not included in the analysis due to lack of data or due to the inability to correct data entry errors in time for the analysis to be completed. Some programs had partial data and are included in some of the analysis, but not all. Program sample sizes are provided throughout to aid in interpretation of the results. Taken together, these limitations should be kept in mind when interpreting the findings in this report.

High performing programs were identified for the following student outcomes: programs with the largest percentage of students participating regularly, improvement in school day attendance for students who were previously chronically absent, student growth in literacy and math, and improved GPA. The high performing programs were identified through the following process:

- For each of the different outcomes, programs with actual or suspected data errors were removed from the analysis. By cleaning data separately for each outcome, programs that may have an identified data error in one category were still included in the analysis for other categories. In other words, programs were included as much as possible in the analysis.
- The mean was calculated for each outcome across programs, and programs whose outcome means were one standard deviation above the mean were designated as high performers for that outcome. By doing so, program student outcomes were being compared to one another, not to an external standard.
- Programs with five or less participants whose outcome means were one standard deviation above the mean were removed from the high performer list due to small sample size.

Introduction

The Ohio Department of Education and Workforce Office of Whole Child Supports administers the federally funded Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant program to support out-of-school and expanded learning time opportunities for students in Ohio.

Across the state of Ohio, eligible organizations may apply for 21st CCLC funds through a competitive bidding process. Eligible organizations include schools, districts, community-based organizations, faith-based organizations, institutions of higher education, city or county government agencies, for-profit corporations, and other public or private entities.

According to the U.S. Department of Education,² the goal of the 21st CCLC grant program is to:

“Support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local academic standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.”

- U.S. Department of Education

21st CCLC Program Purpose

The purposes of 21st CCLC programs include:

Provide opportunities for academic enrichment to assist students in meeting the state academic standards.

Offer students positive youth development through positive behavioral interventions and supports (PBIS), social-emotional learning practices, prevention education programs, mental health programming, civic engagement, and nutritional and physical health.

Offer adult family members of program participants opportunities for educational development and engagement in their children’s education.

How did Ohio support 21st CCLC programs across the state in 2024-25?

The Ohio Department of Education and Workforce funds programs that “support high-quality, out-of-school time learning opportunities and related activities for students who attend eligible schools.”³ Grants are awarded through a competitive bidding process with priorities for applicants providing programming for students in Title I schools, programming targeted towards College/Career Entrepreneurial Readiness, programming for positive youth development, and/or family engagement, and programming focused on achieving fair geographic distribution. In 2024-25, Ohio provided:

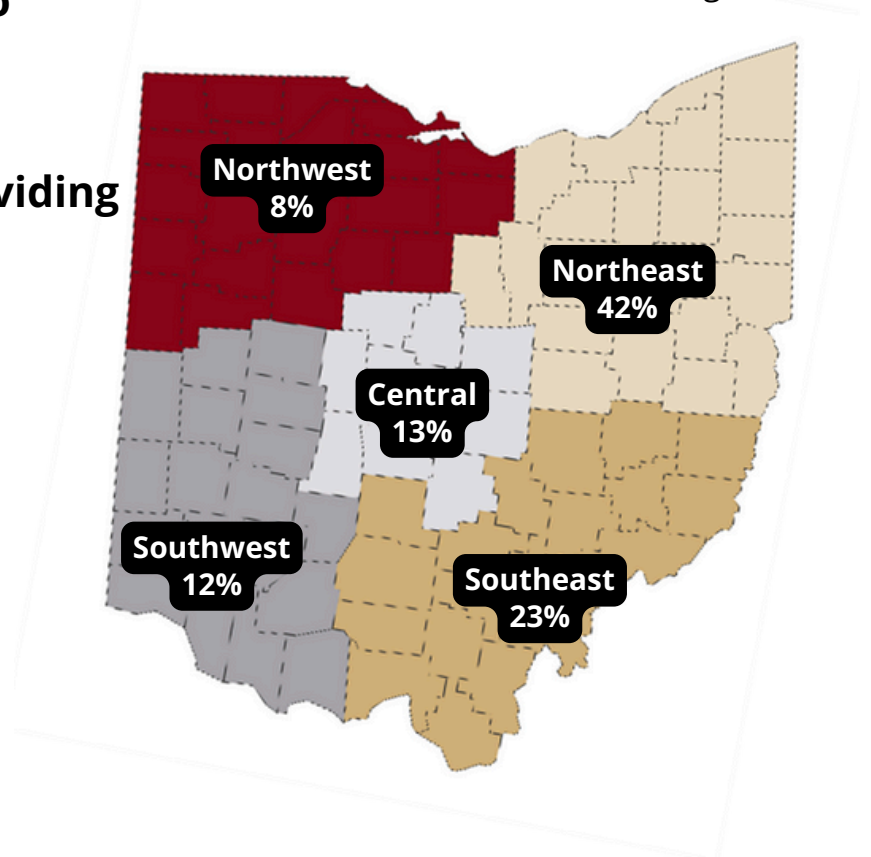
\$51 million
federal dollars allocated to

138
grantee organizations providing

286
21st CCLC programs

Regions Served

The largest proportion of 21st CCLC grantees serve the **Northeast and Southeast** regions.



Who participated in Ohio's 21st CCLC programming in 2024-25?

Program participation is one of the most important metrics of success for 21st CCLC programs as students who participate regularly (defined as 90+ hours) receive the maximum benefits of the program. The table below summarizes total participants in the 2024-25 school year and 2024 summer.

		School Year	Summer
Total Participants		20,176	9,924
Regular Participants (90+ hours)		11,672	4,449
Race & Ethnicity	American Indian or Alaska Native	0%	0%
	Asian	1%	1%
	Black or African American	27%	28%
	Hispanic or Latino	7%	8%
	Native Hawaiian or Pacific Islander	0%	0%
	White	54%	50%
	Two or more Races	10%	10%
	Data not provided	2%	2%
Sex	Female	50%	50%
	Male	47%	48%
	Not reported	2%	1%
Population Specifics	Students who are...		
	English learners	11%	12%
	Economically disadvantaged	82%	80%
	Students with...		
Disabilities	16%	15%	

Note. Data source is from 21APR. Any programs with data discrepancies are removed. For the school year, this reflects data from 282 programs. For summer, this reflects data from 239 programs. Percentages do not add up to 100% for Sex Category due to rounding and for Race & Ethnicity Category due to rounding and non-mutually exclusive categories.

Regular Program Participation

Ohio has set a participation goal for all 21st CCLC programs to have at least 60% of their students participate in programming regularly (90+ hours) to receive the maximum benefits of the program.

57% of programs

met Ohio's regular participation goal of 60% regular attendees

(n = 162 programs)

58% of students

regularly participated in 21st CCLC programs during the 2024-25 school year

(n = 11,672 students)

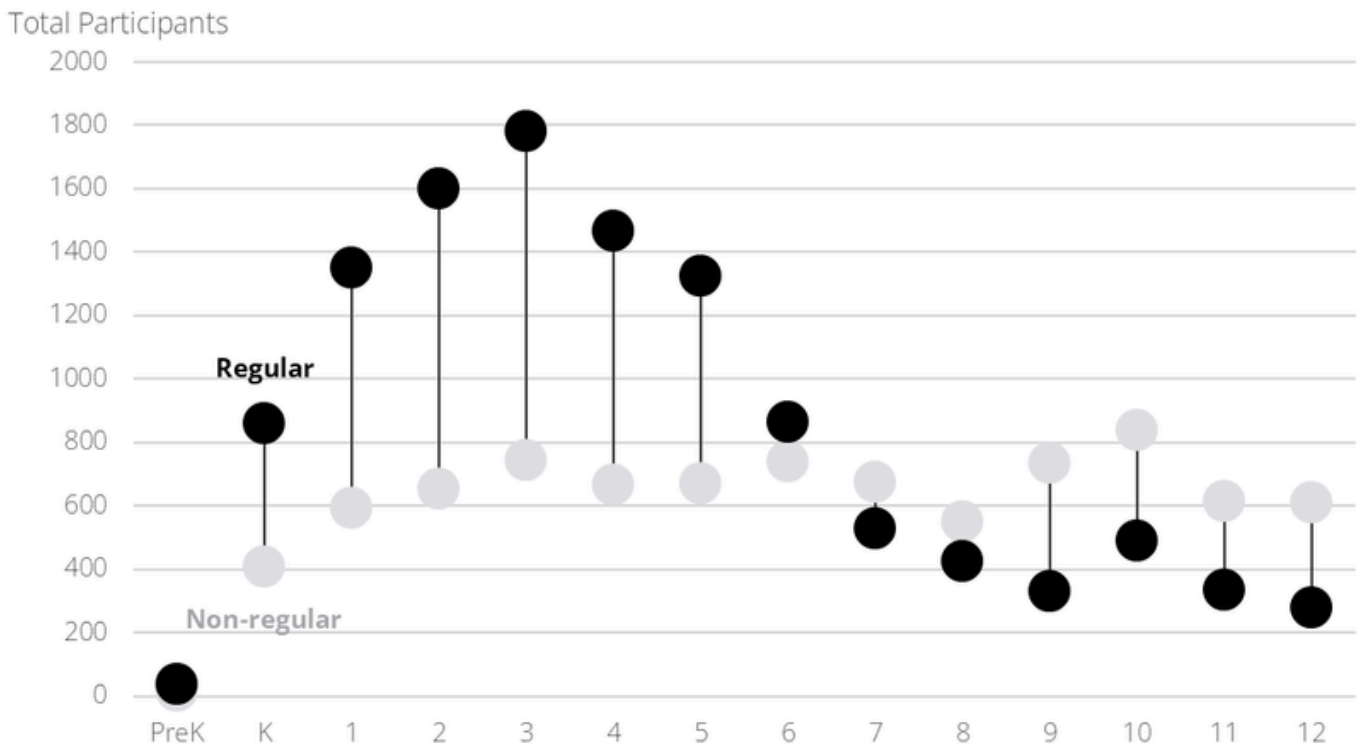
45 programs

were identified as high performers in program participation

High performing programs were those that had 88% or more of their total program participants attend regularly (90+ hours)

Program Participation by Grade Level

Programs serving students in elementary school (grades 1-5) reported higher rates of regularly participating students in 21st CCLC programs (90+ hours), compared to programs serving middle and high school students (grades 6-12).



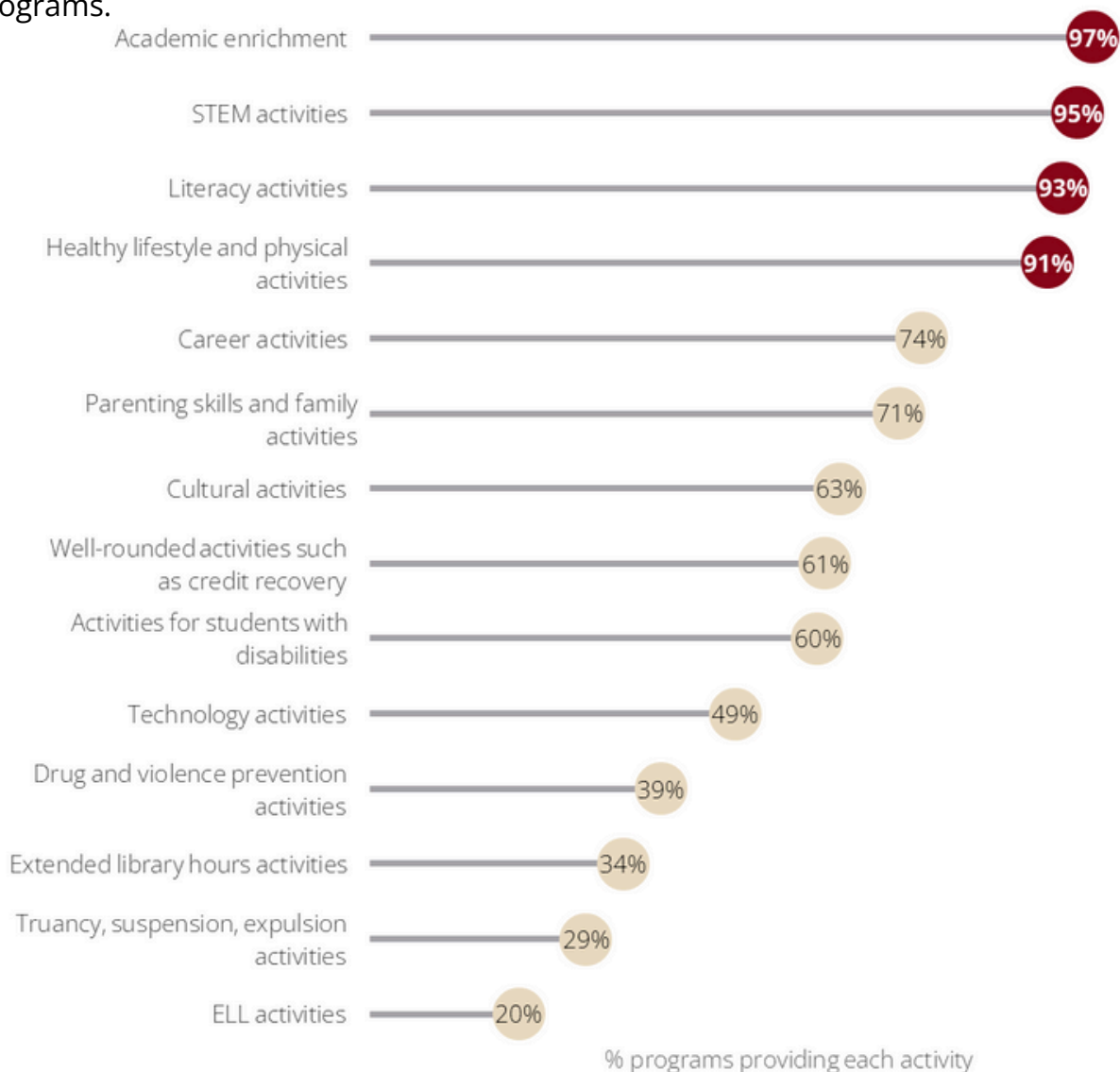
Note. n = 282 programs.

What enrichment opportunities did 21st CCLC programs provide?

21st CCLC programs provide a variety of opportunities and activities to support positive youth development and other social or behavioral benefits. These activities may include art instruction, entrepreneurial education, language skills development, service learning, recreation or physical education, expanded library access hours, health and nutrition, and other mental health and wellness programming.⁴

Enrichment Activities Provided

Academic enrichment, STEM, literacy, and physical activity programming were offered by almost all programs.



What are the key outcomes for 2024-25?

Ohio 21st CCLC programs are designed specifically to provide academic enrichment and youth development to demonstrate educational and social benefits and positive behavioral changes for students. To measure these areas, Ohio 21st CCLC programs measure outcomes for participants to meet state and federal outcome requirements.¹ Key findings for the following outcomes are described in the sections that follow:



Chronic Absenteeism



Literacy Achievement



Math Achievement



Grade Point Average





Chronic Absenteeism

21st CCLC programs encourage school day attendance because students must be present at school to participate in afterschool enrichment activities. Federal guidance requires 21st CCLC programs to report on school day attendance using the following indicator¹:

“Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.”

To examine the impact of regular program participation on chronic absenteeism, a matched sample of programs was created that included both regular and non-regular participants with chronic absenteeism data.

2,235 total students

attending 21st CCLC programs who were chronically absent in 2023-24 demonstrated improvement in school day attendance in 2024-25.

60% of regularly participating students demonstrated improvement

Students who regularly attended 21st CCLC programs (90+ hours) that demonstrated improvement in school day attendance
(n = 1,296 / 2,170 students)

50% of non-regularly participating students demonstrated improvement

Students who did not regularly attend 21st CCLC programs (<90 hours) that demonstrated improvement in school day attendance
(n = 939 / 1,890 students)

28 programs were identified as high performers in improving chronic absenteeism

High performing programs were those that had 86% or more of their regularly attending students that were chronically absent in 2023-24 improve in their school-day attendance in 2024-25

Chronic Absenteeism Improvements

On average, **regularly participating students** (90+ hours) achieved greater improvements in chronic absenteeism than those that were **non-regularly participating students**.



Note. Findings reflect data from 284 programs (34 programs reported no chronically absent students, and four programs' data were removed due to missing data or data errors).



Literacy Achievement

21st CCLC programs measure literacy achievement by measuring any growth in literacy for students in grades 4-8, as demonstrated by growth on Ohio's approved literacy assessments.

To examine the impact of regular program participation on academic outcomes, a matched sample of programs was created that included both regular and non-regular participants with literacy achievement data.

52% of regularly participating students demonstrated improvement

Students in grades 4-8 who regularly attended 21st CCLC programs (90+ hours) demonstrated any growth in literacy achievement
(n = 1,953 / 3,760 students)

44% of non-regularly participating students demonstrated improvement

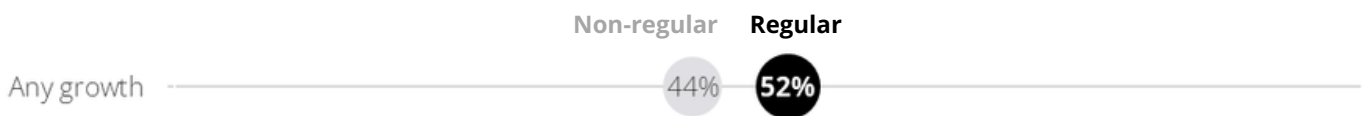
Students in grades 4-8 who did not regularly attend 21st CCLC programs (<90 hours) demonstrated any growth in literacy achievement
(n = 1,193 / 2,715 students)

30 programs were identified as high performers in improving literacy

High performing programs were those that had 78% or more of regularly attending program participants in grades 4-8 demonstrate improvement in literacy.

Literacy Improvements

On average, **regularly participating students** (90+ hours) in grades 4-8 achieved greater growth in literacy than those that were **non-regularly participating students**.



Note. Findings reflect data from programs with the matched sample (those that had both non-regular and regular participants) and that also had literacy data, resulting in data from 210 programs. Fifty-nine programs did not serve students in grades 4-8 and therefore have no literacy data.



Math Achievement

21st CCLC programs measure math achievement by measuring any growth in math for students in grades 4-8, as demonstrated by growth on Ohio’s approved math assessments.

To examine the impact of regular program participation on academic outcomes, a matched sample of programs was created that included both regular and non-regular participants with math achievement data.

52% of regularly participating students demonstrated improvement

Students in grades 4-8 who regularly attended 21st CCLC programs (90+ hours) demonstrated any growth in math achievement
(n = 1,968 / 3,806 students)

49% of non-regularly participating students demonstrated improvement

Students in grades 4-8 who did not regularly attend 21st CCLC programs (<90 hours) demonstrated any growth in math achievement
(n = 1,232 / 2,519 students)

34 programs were identified as high performers in improving math

High performing programs were those that had 81% or more of regularly attending program participants in grades 4-8 demonstrate improvement in math.

Math Improvements

On average, **regularly participating students** (90+ hours) in grades 4-8 achieved greater growth in math than those that were **non-regularly participating students**.



Note. Findings reflect data from programs with matched sample (those that had both non-regular and regular participants) and that also had math data, resulting in data from 209 programs. Fifty-nine programs did not serve students in grades 4-8 and therefore have no math data.



Grade Point Average (GPA)

For students in grades 7-8 and 10-12, federal guidance requires 21st CCLC programs to report on Grade Point Average (GPA) using the following indicator¹:

“Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.”

To examine the impact of regular program participation on academic outcomes, a matched sample of programs was created that included both regular and non-regular participants with GPA data.

60% of regularly participating students demonstrated improvement

Students in grades 7-8 and 10-12 who regularly attended 21st CCLC programs (90+ hours) demonstrated any growth in GPA
(n = 490 / 823 students)

57% of non-regularly participating students demonstrated improvement

Students in grades 7-8 and 10-12 who did not regularly attend 21st CCLC programs (<90 hours) demonstrated any growth in GPA
(n = 672 / 1,177 students)

14 programs were identified as high performers in improving GPA

High performing programs were those that had 80% or more of regularly attending program participants in grades 7-8 and 10-12 demonstrate improvement in GPA.

GPA Improvements

On average, **regularly participating students** (90+ hours) in grades 7-8 and 10-12 achieved greater growth in GPA than those that were **non-regularly participating students**.



Note. Findings reflect data from programs with matched sample (those that had both non-regular and regular participants) and that also had GPA data, resulting in data from 109 programs. Forty-eight programs had no Grades 7-8 and 10-12 students with low GPA and 125 programs did not serve grades 7-8 and 10-12 students and therefore have no GPA data.



Conclusion

Ohio's 21st CCLC programs provided academic and enrichment opportunities to **20,176 students during the school year** and over **9,924 students during the summer programming**. Outcomes in this report provide a snapshot of the different areas of impact that are aligned with priorities established by the U.S. Department of Education and the Ohio Department of Education and Workforce.

Aligned with Ohio's theory of change for out-of-school time programs, the results of this evaluation suggest that students who regularly attend 21st CCLC programs are more likely to attend the school during the day, thus have a greater likelihood of gains in academic outcomes. Specifically, over half of the students attending 21st CCLC programs in 2024-25 who had previously been chronically absent saw an improvement in school day attendance. In response to the findings of this report, the statewide evaluation will continue to evolve to collect the necessary data to assess the effectiveness of Ohio's 21st CCLC programs.

References

- ¹ [Government Performance and Results Act \(GPRA\) Measure Indicators](#) | US Department of Education
- ² [Nita M. Lowey 21st Century Community Learning Centers](#) | US Department of Education
- ³ [Ohio's 21st Century Community Learning Centers \(CCLC\)](#) | Ohio Department of Education & Workforce
- ⁴ [21APR-SEA-Data-Guide](#) | US Department of Education

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University of Cincinnati Evaluation Services Center

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The University of Cincinnati Evaluation Services Center (UCESC) currently serves as the statewide evaluator for Ohio's 21st Century Community Learning Center program and has served as an independent evaluator for hundreds of projects in Ohio and nationally since its founding in 1996. The UCESC team of specialists has expertise in statistics, measurement, assessment, and qualitative research methods within the fields of education and public health.



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