

# Title IV Part B/21<sup>st</sup> Century Community Learning Centers

## — What is Title IV Part B?

**This program supports 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 student 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. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) initiative is the only federal funding source dedicated exclusively to supporting local afterschool, before-school and summer learning programs. The program serves nearly 2 million youth, through grants awarded by state education agencies.

## — What is a 21<sup>st</sup> Century Learning Center?

For more than 20 years, 21<sup>st</sup> Century Community Learning Centers have been providing high quality programming to a wide range of children grades pre-K to 12<sup>th</sup> grade in communities nationwide. 21<sup>st</sup> Century Community Learning Centers provide afterschool and summer learning opportunities in every state. Programs are selected for funding based on their ability to meet the needs of students and families and their connection to education priorities in the state.

However, the demand for these programs far exceeds the supply. Nationwide, only 1 in 3 families who want afterschool for their children has access to programs. This [downloadable fact sheet](#) is a great primer on who is served and key outcomes of local programs.

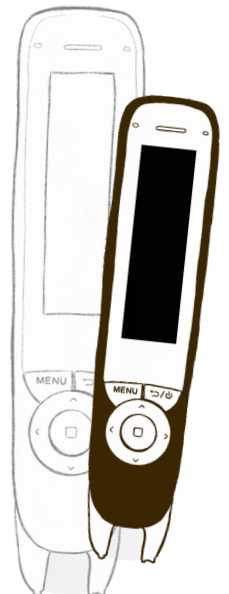
## — How do the ReaderPen™ and LingoPen™ successfully align to the goals of a 21<sup>st</sup> Century Learning Center?

Afterschool programs inspire kids to learn, help them make better decisions, and give parents peace of mind. These programs spark greater interest in school so students attend more often, get better grades, and are more likely to graduate.

Use of the ReaderPen™ and LingoPen™ lead to innovative practices both in and out of the classroom that will have an impact on achievement. We build confidence that allows learners to take ownership and shoot for greater goals via independence.

The ReaderPen™ impacts student progress by:

- promoting independence
- closing achievement and equity gaps
- building better study habits
- helping students take ownership of their learning
- inspiring struggling readers to access more challenging content



## — Other Additional Resources for Impactful Programs

**Administration for Children and Families (ACF)** is responsible for federal programs which promote the economic and social well-being of families, children, individuals, and communities.

**Afterschool Alliance** is an organization that works to ensure that all children have access to affordable, quality afterschool programs.

**After School @ HFRP**, an initiative of the Harvard Family Research Project, works to identify areas of challenge and opportunity in the emerging after school field. It focuses especially on issues related to after school evaluation, research, and accountability. HFRP also houses an OST evaluation database. The database is a tool for evaluators who are planning an OST program evaluation, allowing them to quickly get detailed information about previous OST evaluations by searching the database using relevant criteria. Practitioners can read the profiles to better understand evaluation options and methodologies. Follow this [link](#) for more information.

**Forum for Youth Investment (FYI)** is self-described as an “action tank.” FYI’s goals revolve around the idea that all youth should be “Ready by 21” in the education, work and life spheres. FYI provides members of the afterschool field with information and tools in order to expand and create greater opportunities for the youth population.

**National Afterschool Association (NAA)** is a professional association dedicated to improving afterschool programs and providing a forum for new education and developments in the field. They participate in the advocacy, public policy, and professional development arenas.

**National Center for Quality Afterschool** aims to improve the teaching and learning aspect of afterschool programs in order to encourage student achievement. On their website they provide learning tools, lesson plans, and curriculum guides.

**National Network of Statewide Afterschool Networks** is a place for state networks to connect and collaborate in order to promote their collective mission of sustainability, quality, and growth of afterschool programs, particularly in underserved communities.

**Program in Education, Afterschool and Resiliency (PEAR)** continuously integrates research, theory, and practice for lasting connections between youth development, school reform, and mental health.

**The After-School Corporation** advocates for sustainable public funding in the afterschool field by developing strategies for afterschool growth, training afterschool educators, and conducting research.

**The Wallace Foundation** supports and promotes education programs, with a special emphasis on out-of-school time learning.