

Title IV, Part B

— Background

The 21st Century Community Learning Centers (21st CCLC) initiative is a key component of the Every Student Succeeds Act (ESSA). Authorized under Title IV, Part B, the specific purposes of this program include:

- Providing opportunities during non-school hours for academic enrichment
- Offering students a broad array of additional services, programs, and activities during non-school hours
- Offering families of students served by community learning centers opportunities for active and meaningful engagement in their children's education

— How Do Reading Pens Align With the Goals of a 21st CCLC?

Afterschool programs such as, a 21st Century Community Learning Center, inspire students 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.

Using our pens leads to innovative practices in and out of the classroom. They can build confidence, allowing learners to take ownership and shoot for more significant goals via independence. More specifically, they can:

- Promote independence
- Close achievement and equity gaps
- Build better study habits
- Help students take ownership of their learning
- Inspire struggling readers to access more challenging content

— Additional Resources to Support 21st CCLC

[Administration for Children and Families \(ACF\)](#)

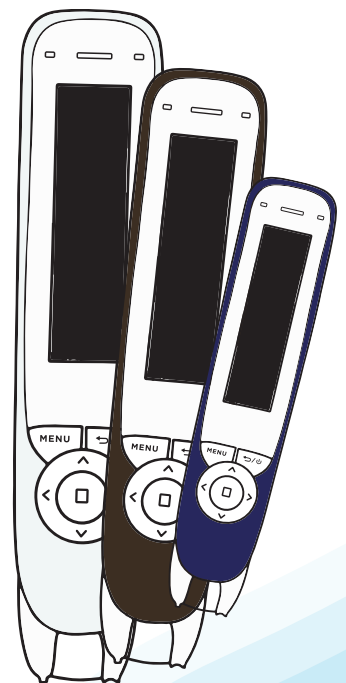
ACF is responsible for federal programs which promote the economic and social well-being of families, children, individuals, and communities.

[Afterschool Alliance](#)

This is an organization that ensures that all children have access to affordable, quality after-school programs.

[Global Family Research Project](#)

The Global Family Research Project is an initiative of the Harvard Family Research Project, provides critical opportunities to extend learning and promote family engagement.



— Additional Resources to Support 21st CCLC

[Forum for Youth Investment \(FYI\)](#)

FYI works to “beat the odds” and ensure that all children and youth are prepared for college, work, and life.

[National Afterschool Association \(NAA\)](#)

The NAA is a professional association dedicated to improving after-school programs and providing a forum for new education and developments in the field. They participate in the advocacy, public policy, and professional development arenas.

[The National Center for Quality Afterschool](#)

This organization aims to help local practitioners and State Education Agencies (SEA) develop quality and balanced programs. Their website provides learning tools, lesson plans, and curriculum guides.

[50 State Afterschool Networks](#) This resource is a place for state networks to connect and collaborate to promote their collective mission of sustainability, quality, and growth of after-school programs, particularly in underserved communities.

[Partnerships in Education and Resilience \(PEAR\)](#)

PEAR continuously integrates research, theory, and practice for lasting connections between youth development, school reform, and mental health.

[The After-School Corporation \(TASC\)](#)

TASC helps urban schools give kids more time, ways, and opportunities to learn and succeed. It works to shape public policy and funding to maintain expanded learning opportunities across the country.

[The Wallace Foundation](#)

This organization fosters equity and improvements in learning and enrichment for youth.



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