

Florida Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Statewide Evaluation

2022–23 Program Year Report

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Introduction and Summary of Findings

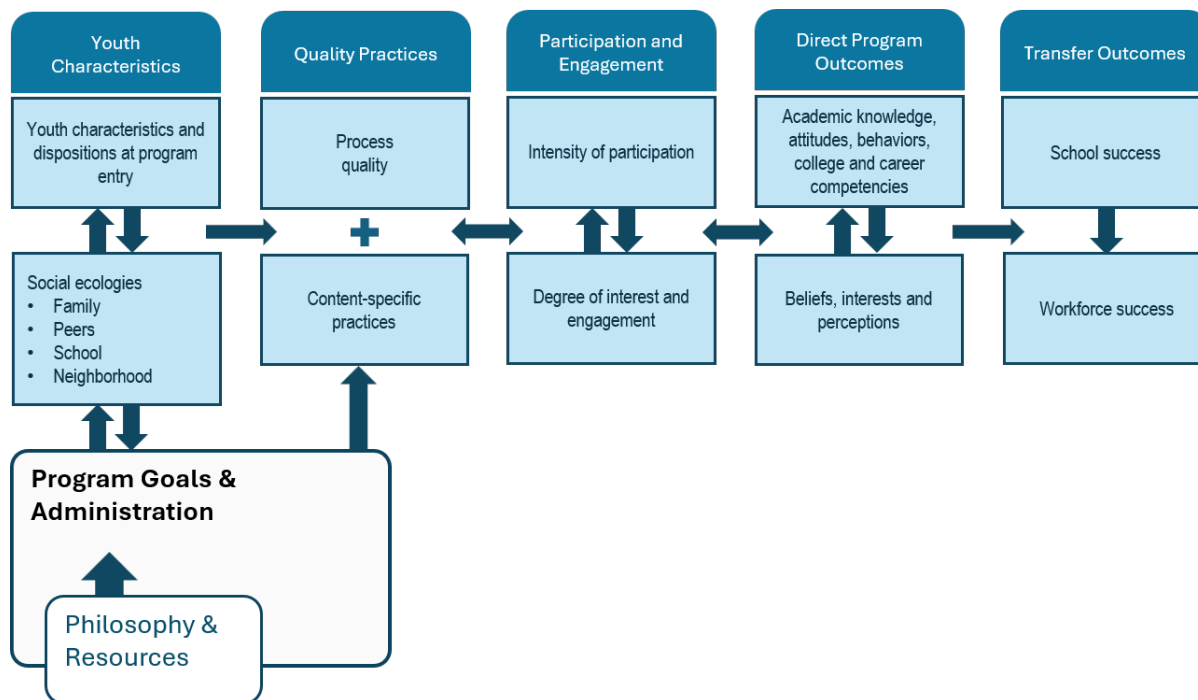
The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) statewide program administered by the Florida Department of Education (FDOE) provides afterschool and expanded learning programming for students who attend schools that are in need of improvement and commonly located in communities that experience high rates of poverty. FDOE contracted with the American Institutes for Research® (AIR®) to conduct a descriptive study of the statewide 21st CCLC program in Florida for the 2022–23 program year (summer 2022 and the 2022–23 school year).

In the following sections of this report, we outline the findings of our program evaluation. The topics outlined in this report align with our conceptual framework for how change happens in 21st CCLC, to which we turn first. We then detail the evaluation questions addressed in the report and provide a summary of overall findings. We next detail program characteristics, focusing on both grantees and centers, and then describe the characteristics of student participants and findings related to program attendance. We then turn to results of teacher-reported student engagement in learning and positive relationships. Last, we detail findings related to performance targets, including academic achievement, dropout prevention, behavior and student engagement.

Conceptual Framework for Understanding Afterschool Impact

AIR's evaluation activities were grounded in a research-based framework regarding how afterschool programs can have an impact on students. For more than a decade, researchers have explored how students benefit from participation in high-quality afterschool programs (Auger et al., 2013; Durlak, Weissberg, & Pachan, 2010; Eccles & Gootman, 2002; Vandell, 2024; Vandell et al., 2007). This conceptual framework for how afterschool programs can impact youth participants, outlined in Exhibit 1, guided the approach we used to conduct the statewide evaluation of the 21st CCLC program in Florida for the 2022–23 program year.

Exhibit 1. Conceptual framework for how afterschool programs can have an impact on youth participants.



The framework starts with youth characteristics; that is, how the environments in which youth live and go to school influence and support them. Past programming experiences, relationships with peers and teachers, the level of interest in programming topics and content, expectations regarding program experience and the level of choice in attending all have a bearing on how students will engage with and experience afterschool and summer programming (Durlak & Mahoney, et al., 2010; Naftzger et al., 2018). Programs are more likely to have an impact if they employ quality program practices (Durlak & Weissberg, et al., 2010; Naftzger et al., 2014; Vandell, 2024). For students to optimally benefit from programming, they need to participate and be engaged (Christenson et al., 2012; Fredricks & Eccles, 2006; Greene et al., 2013; Mohr-Schroeder et al., 2014; Naftzger & Sniegowski, 2018; Shernoff & Vandell, 2007; Vandell, 2024). When students are engaged and participating in program activities, they are more likely to develop key skills, knowledge and behaviors that are consistent with prior research (e.g., Birmingham et al., 2005; Durlak & Weissberg, 2007; Lauer et al., 2006; Naftzger et al., 2018; Vandell et al., 2007), suggesting that participation in afterschool and summer programs will contribute to increases in positive personal development and academic knowledge.

Our evaluation activities for the 2022–23 program period were guided by the key components in the conceptual framework, which we detailed above. Specifically, we explored elements of youth characteristics, participation and engagement and transfer outcomes using the evaluation questions defined in the next section.

Evaluation Questions

The evaluation of FDOE's 21st CCLC program for the 2022–23 program year was designed to answer a series of evaluation questions (EQs) related to program and participant characteristics, program participation and program performance targets and outcomes:

EQ Topic 1: Program and Participant Characteristics

EQ 1a. What were the characteristics of Florida 21st CCLC grantees and centers?

EQ 1b. What were the characteristics of students participating in the Florida 21st CCLC program?

EQ Topic 2: Program Participation

EQ 2. To what extent did students attend Florida 21st CCLC programming?

EQ Topic 3: Student Engagement and Relationships

EQ 3. To what extent did student learning engagement in the classroom and student relationships with peers and adults change?

EQ Topic 4: Performance Targets

EQ 4. To what extent did Florida 21st CCLC programs show improvement on state-defined performance indicators for the program?

To address each of the EQs, FDOE provided administrative data that had been submitted by 21st CCLC grantees directly through the EZReports Data Collection System. The data provided by FDOE were organized in the following categories:

- Grantees: Grantee Name and Type of Organization
- Centers: Site Name and Site Type
- Students: Demographic Information and School Enrollment
- Partners: Partner Organization Type and Associated Sites
- Activities: Activity Names and Activity Types
- Attendance: Student Program Attendance Information (Date and Time of Attendance, Activity Attended)
- Survey: Teacher Survey Questions and Responses
- Outcomes: Student School-Day Attendance, Florida Assessment of Student Thinking (FAST) Test Scores, Grade Point Average (GPA), Student Behavior
- Staff: Work Location and Job Type

An overall summary of key findings about program characteristics, student characteristics, program attendance, student engagement and relationships and performance targets is described in the following section. The full findings are described by evaluation question in later sections of the report.

Summary of Findings on Program Characteristics

During the 2022–23 program year, 99 grantees were actively administering 21st CCLC programming. Over half (61%) of these grantees were public school districts/local educational agencies (LEAs) and around one-third (34%) of grantees were Community-Based Organizations (CBOs), which include both local nonprofits and nationally affiliated nonprofit agencies. Each 21st CCLC grantee operated one or more centers where programs and services were delivered to participating students and their adult family members. In total, there were 493 centers associated with the 99 grantees active during the 2022–23 program year. More than three-quarters (82%) of centers active during this period were located in public school buildings. The majority of program staff were school-day teachers (52%) and noninstructional school staff (25%). A total of 170 partner agencies supported 21st CCLC programming during the 2022–23 program year, with an average of 4.5 partners per center. However, partner agencies were reported only for 91 centers (18.5%).

Summer programming was offered at 322 centers (67% of all centers). On average, these centers offered 6.2 weeks of programming during summer 2022. The most commonly reported activities offered in summer programming were health and nutrition programming and Science, Technology, Engineering and Mathematics (STEM) programming (with 87% of centers offering both of these activity types). Centers offering health and nutrition programming during the summer, on average, provided 75 hours of this programming, while centers offering STEM programming provided an average of 74 hours of this programming.

School-year programming for 2022–23 was offered at 420 centers (85% of all centers).¹ On average, these centers offered 39.8 weeks of programming during the school year. The most commonly reported activity offered was academic enrichment, with 75% of school-year centers offering this activity. Centers offering academic enrichment provided, on average, 237 hours of this activity during the school year.

Summary of Findings on Student Characteristics and Program Attendance

Florida's 21st CCLC programs served 45,460 students during the 2022–23 program year. Of these students, most were elementary school students (60%); the majority of total students

¹ Fifteen percent of centers offered 2022 summer programming after having operated during the 2021–22 school year and did not offer 2022–23 school-year programming.

were eligible for free or reduced-price lunch (94%); and smaller percentages were English language learners (13%) and students with disabilities (10%).

During summer 2022 and school year 2022–23, half of students participating in 21st CCLC programming (51%) attended activities for at least 180 hours. Thirty-five percent of students attended for 270 hours or more during the reporting period. Students spent the most time in academic enrichment activities, averaging 79 hours per student during the program year.

Summary of Findings on Student Engagement and Relationships and Performance Targets

The school-day teachers of students attending 21st CCLC programming during the 2022–23 school year were asked to complete individual student surveys to document improvement in targeted areas. Specifically, the surveys provided teachers with the opportunity to detail their perceptions regarding if their students participating in 21st CCLC programming demonstrated improvements in terms of engagement in learning and in safe and supportive relationships. Teachers reported that approximately 62% of students showed improvement both in their level of engagement while learning and in safe and supportive relationships with peers and adults over the 2022–23 school year.

To be in compliance with federal requirements, FDOE defined a series of performance targets and indicators as related to the achievement of desired student outcomes.² Because prior year data were only available for students who participated in both 2021–22 and 2022–23 program years, our analysis of academic achievement and dropout prevention across years relied on very small sample sizes and should be interpreted with caution. Therefore, we also examined students' spring 2023 outcomes for these indicators and reported findings descriptively by grade level. Key findings for these performance targets are below.

- **Academic Achievement (Reading and ELA, Mathematics, and GPA).** About one-third of participants in Grades 4–8 met ELA proficiency, and 43% met math proficiency. The average GPA across students in Grades 7–8 and 10–12 was 2.05.
- **Dropout Prevention.** The school-day attendance rate averaged 86% across grades, though middle schoolers attended less regularly than other students.
- **Behavior.** Almost all students (97%) maintained no in-school suspensions or demonstrated reduced in-school suspensions compared with the previous year.

² FDOE's performance targets and indicators include: (a) growth in ELA and math (Grades 4–8) on the Florida Assessment of Student Thinking (FAST) test; (b) GPA improvement for students in Grades 7–8 and 10–12 with prior GPAs lower than 3.0; (c) improved attendance for Grades 1–12 students with prior-year rates at or below 90%; (d) reduced or maintained low in-school suspensions (Grades 1–12); and (e) improved or sustained teacher-reported engagement in learning (Grades 1–5). See Exhibit 21 for more details.

- **School Engagement.** Sixty-eight percent of students in Grades 1–5 improved or sustained strong teacher-reported learning engagement.

Program Characteristics

EQ 1a: What were the characteristics of Florida 21st CCLC grantees and centers?

Grantee Characteristics

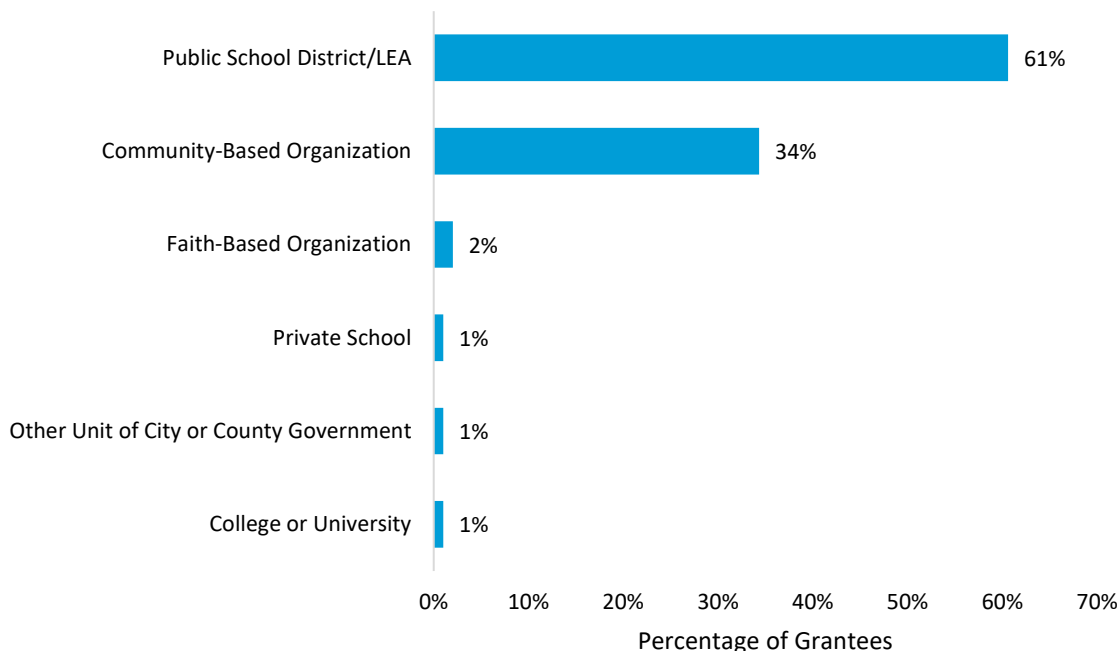
FDOE distributes 21st CCLC funds from the U.S. Department of Education through a competitive bidding process, through which applicants are selected to receive new grants to operate centers in communities that experience high rates of poverty and serve students attending schools in need of improvement. The term *grantee* in this report refers to an entity that applied for and received a 21st CCLC grant from FDOE and served as the fiscal agent for the grant in question. Overall, there were 99 active grantees in Florida during the 2022–23 program year (see Appendix A for a full list of grantees).

Grantee Organization Type

As established in the authorizing legislation for 21st CCLC programming, several types of grantee agencies may administer programs. The most relevant distinction is whether the grantee organization is a school-based entity. School-based organizations include public school districts/LEAs and private schools. Nonschool organizations include, among other entities, community-based organizations, faith-based organizations, health-based organizations and parks and recreation departments. School and nonschool organizations can look different from each other in their staffing models, how they recruit and enroll students in their programs and how they communicate throughout the school day.

Of the 21st CCLC grantees funded by Florida, public school districts/LEAs accounted for more than half of all grantees (61%). Community-Based Organizations (CBOs) made up 34% of all grantees, comprised of local and nationally affiliated nonprofits including, but not limited to, Boys and Girls Clubs, United Ways and the YMCAs (Exhibit 2).

Exhibit 2. During the 2022–23 program year, more than half of grantees were public school districts/LEAs.



Note. *N* = 99 grantees. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

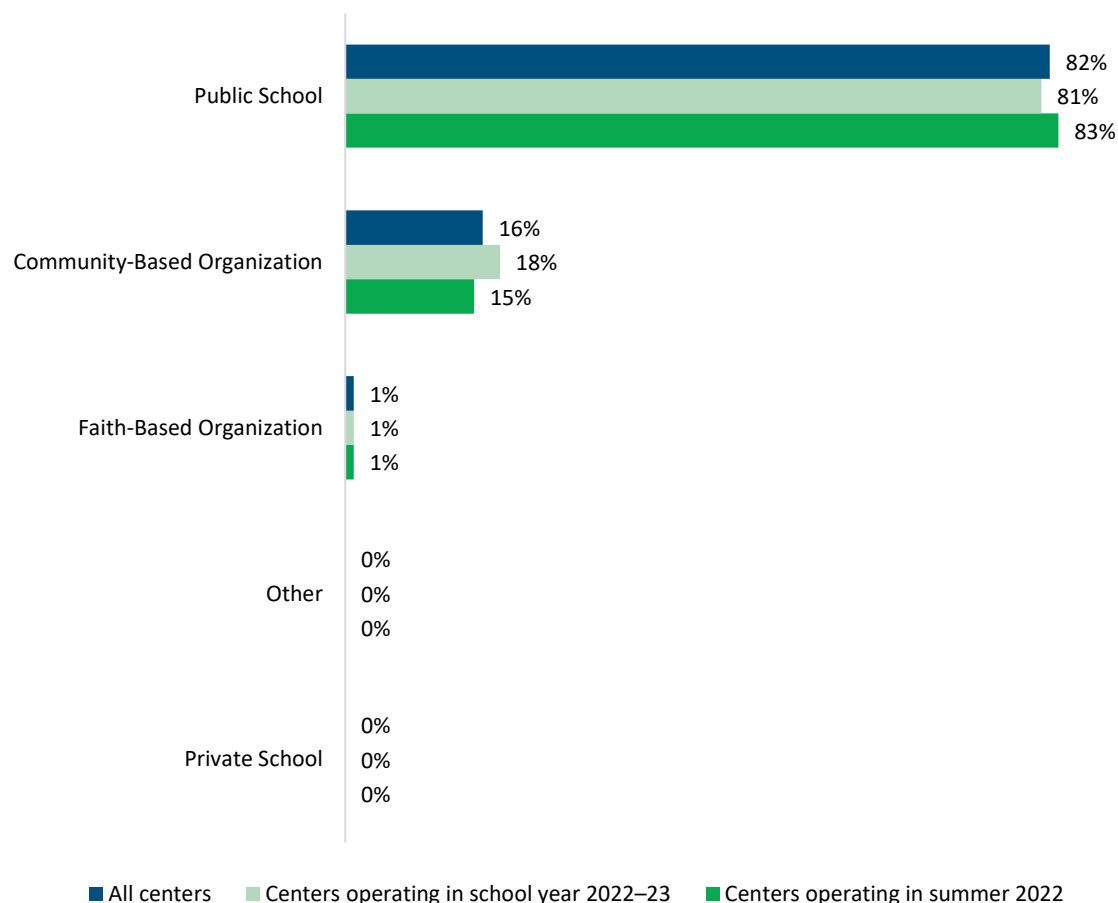
Center Characteristics

We use the term *center* in this report to refer to the physical location where 21st CCLC-funded services and activities take place. Centers have defined hours of operation, dedicated staff members, and (usually) site coordinators. Each 21st CCLC grantee in Florida has at least one center; many grantees have more than one center. During the 2022–23 program year, 493 centers were funded in Florida. Of these centers, 73 (15%) operated during the summer of 2022 (these centers also operated during the previous school year, 2021–22), 259 (53%) operated during both the summer of 2022 and the 2022–23 school year, and 161 (33%) operated during the 2022–23 school year only. Grantees funded during the 2022–23 program year managed, on average, five active centers.

Center Organization Type

Like grantees, centers can be either school-based (including public schools and private schools) or non-school-based (community-based organizations, faith-based organizations, parks and recreation departments, etc.) (Exhibit 3). During the 2022–23 program year, the majority of Florida’s 493 centers (82%) were located in public schools. About 16% operated in community-based organizations.

Exhibit 3. During 2022–23, most centers were based in schools.

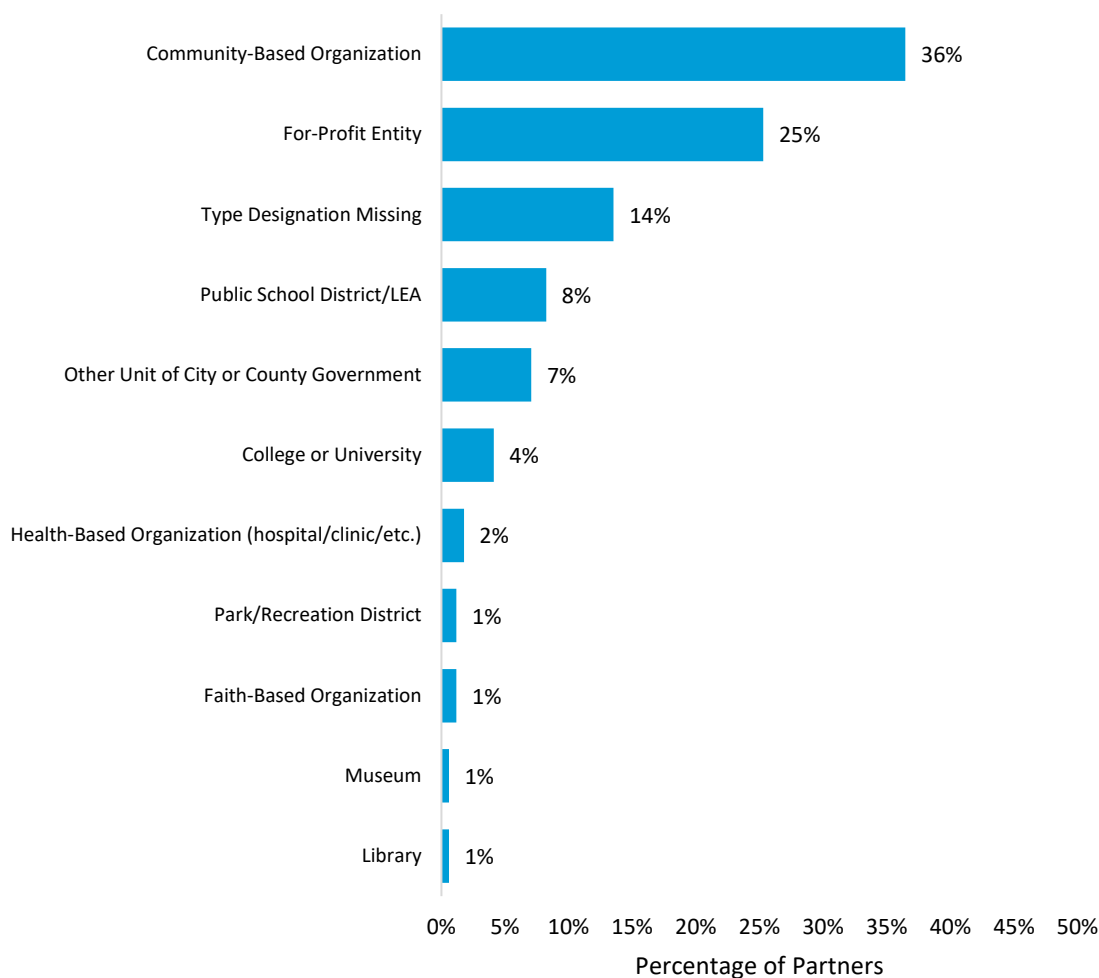


Note. $N = 493$ centers in all ($N = 420$ operating in the school year; $N = 332$ operating in the summer). Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Center Partners

The 21st CCLC programs in Florida work with several types of partner organizations. Partner organizations can help expand center activity offerings, provide space or equipment for programming, train staff or provide other supports to help 21st CCLC programs better serve students and their families. Partnerships are therefore an important aspect of 21st CCLC programming. In the 2022–23 program year, centers worked with a range of one to 17 partners, with an average of 4.5 partners per center (*Note:* Only 91 centers, or 18.5% of all active centers, had associated partner records; centers with no reported partners were excluded from this calculation). Overall, there was a total of 170 different partner organizations involved in supporting 21st CCLC-funded programs, the majority of which were community-based organizations (Exhibit 4).

Exhibit 4. The largest percentage of partner organizations in the 2022–23 program year were community-based organizations.



Note. $N = 170$ partners. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Summer and School Year Operations

In the 2022–23 program year, 420 centers (85%) offered school year programming during the 2022–23 school year while 332 (67%) offered additional programming during the summer of 2022. Fifteen percent of centers offered 2022 summer programming in addition to previously reported 2021–22 school year programming. On average, Florida centers that provided 2022–23 school-year programming operated for 39.8 weeks during the school year, while centers that provided 2022 summer programming offered an average of 6.2 weeks during summer 2022 (Exhibit 5).

Exhibit 5. Program weeks of operation by summer and school year.

Timeframe	<i>N</i>	Minimum weeks	Maximum weeks	Average weeks	<i>SD</i>
Summer 2022	332	0.4	10.7	6.2	1.7
School year 2022–23	420	3.0 ^a	52.0 ^b	39.8	4.9

Note. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection.

^a One center's start and end dates for the school year were both marked as August 22, 2022, resulting in a total weeks value of 0.0. This is likely a data-entry error.

^b Eleven centers had school year start and end dates that represented nearly a full calendar year (i.e., more than 48 weeks). The next highest maximum was 42.6 weeks.

Center Staffing

The quality of center staffing is crucial to the success of afterschool programming (Vandell et al., 2004). Many program improvement approaches used in the field emphasize the importance of staff for creating positive developmental settings for participating students. The success of afterschool programs depends on students forming personal connections with the staff—especially for programs serving older students, in which a much wider spectrum of activities and options is available to students in terms of how they spend their out-of-school time (Eccles & Gootman, 2002).

Florida 21st CCLC programs employed a variety of staff during the 2022–23 program year, including academic teachers, nonacademic teachers, college and high school students, counselors, paraprofessionals from the school day and other program staff who have a wide spectrum of backgrounds and training. Exhibit 6 illustrates the composition of center program staffing by staff type during the program year (summer and school year of 2022–23). School-day teachers were by far the most reported staff, constituting over half (51.6%) of all staff. Noninstructional school staff constituted the second-largest staff group reported (24.6%), indicating that 21st CCLCs in Florida rely heavily on school staff overall for programming. Note that the proportion of parents reported as staff was quite low, at just 0.1% of all staff. Overall, centers operating in Florida during 2022–23 had, on average, 13.6 total staff (*SD* 11.4).

Exhibit 6. In the 2022–23 program year, school staff comprised 75% or more of center program staff.

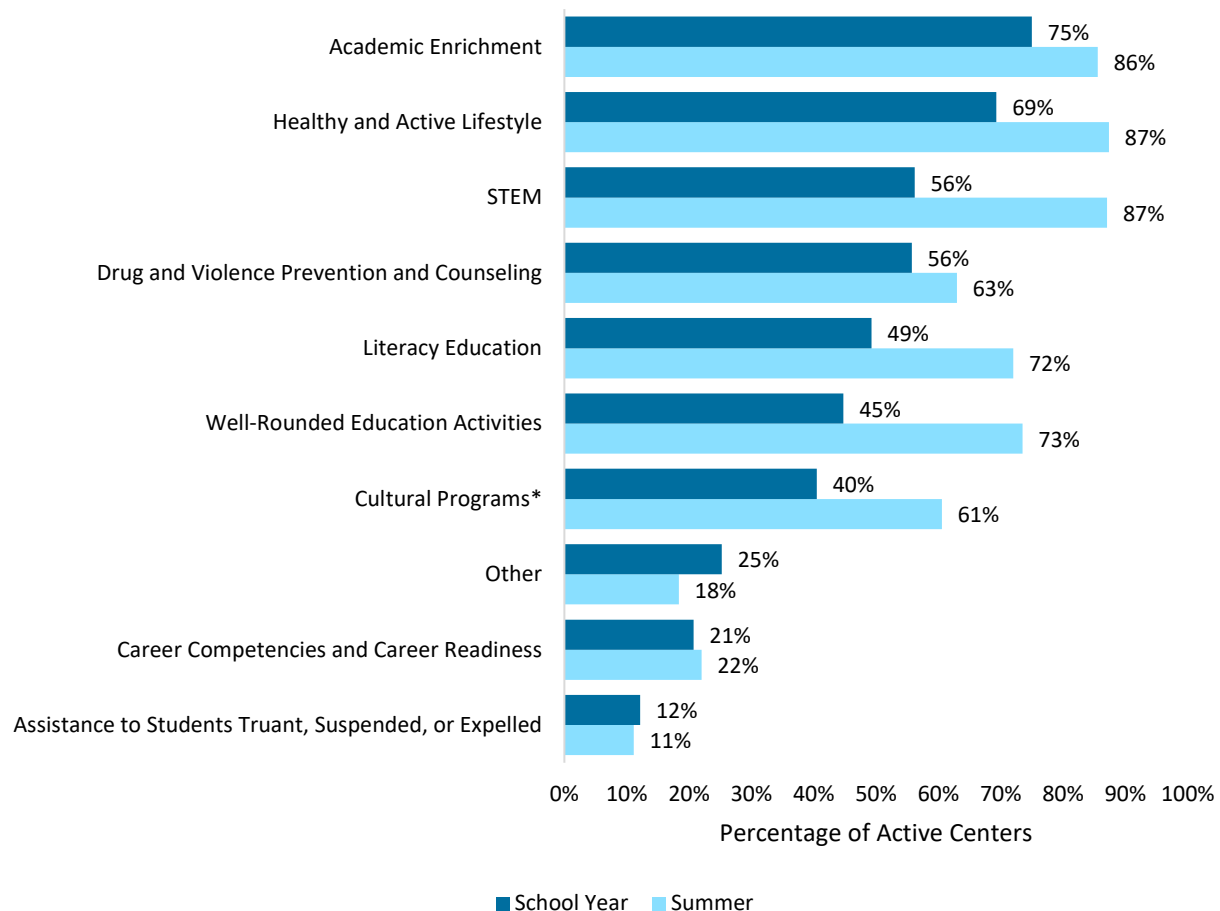
Program staff type	Number	Percentage
School-day teacher	3,453	51.6%
Noninstructional school staff	1,644	24.6%
Other	669	10.0%
Administrator	395	5.9%
College student	140	2.1%
Subcontracted staff	124	1.9%
Community member	112	1.7%
High school student	62	0.9%
Paraprofessional	51	0.8%
Teacher	32	0.5%
Parents	9	0.1%
Total	N = 6,691	100%

Note. N = 493 total centers with data for 6,691 total staff. The “other” program staff type includes, but is not limited to: Youth Development Workers, Coaches, Program Managers, Nurses and Substitutes. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Center Activities

The staff working at a 21st CCLC program, and the activities offered to students who attend, are critical elements of how students experience and potentially benefit from their participation in 21st CCLC programs. Nationally, the 21st CCLC programs provide academic and nonacademic enrichment activities that reinforce and complement the regular academic program of participating students. This overarching purpose encompasses multiple types of activities. During summer 2022, the majority of centers offered academic enrichment (86% of active centers), health and nutrition (87%), and STEM activities (87%). Personal enrichment and English language arts were also commonly offered (73% and 72%, respectively). During the 2022–23 school year, the majority of centers offered academic enrichment (75%), with 69% of centers offering health and nutrition activities. Conversely, centers were somewhat less likely to offer college and career readiness (21% for school year, and 22% for summer) or dropout prevention (12% for school year, and 11% for summer), though this is expected to some extent because these activities are more likely to be offered to older students (Exhibit 7).

Exhibit 7. More than 86% of centers offered academic enrichment, health and nutrition, and STEM activities to students in summer 2022, while 75% of school year programs offered academic enrichment.



Note. $N = 420$ centers with school-year activity data, and $N = 322$ with summer activity data. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

*Cultural programs include cultural, performing and visual arts programs (e.g., art education, dance, dramatic arts, music, pop culture, sewing).

Exhibit 7 offers one way to look at the extent activities were provided by centers, showing the proportion of centers offering different types of activities. Exhibit 8 offers another way, showing the amount of time for which centers offered different types of activities. Exhibit 8 presents average total hours of activity provided by activity category and by term. Notably, centers offering academic enrichment during the school year provided an average of 237 total hours across the school year and 67 hours during the summer. For health and nutrition, centers offering this activity provided 145 hours, on average, during the school year and 75 hours during the summer.

Exhibit 8. On average, centers offered 178 hours of enrichment activities across the school year and 57 hours during the summer.

	Average total hours across all active centers ^a		Average total hours for active centers offering the activity ^b	
	Summer	School year	Summer	School year
Academic enrichment	57	178	67	237
Healthy and active lifestyle	65	101	75	145
STEM	64	84	74	150
Drug and violence prevention and counseling	31	64	50	116
Literacy education	39	81	54	164
Well-rounded education activities	37	44	51	99
Cultural programs	29	30	48	75
Other	9	28	50	113
Career competencies and career readiness	8	12	37	60
Assistance to students who have been truant, suspended or expelled	4	10	35	81

Note. *N* = 420 centers with school year activity data. *N* = 322 with summer activity data. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

^a Hours reflect values of 0 for all centers that were active during the term (summer or school year) but did not provide data on the activity in question.

^b Hour averages reflect average values for those centers that offered at least 1 hour of the activity (i.e., values of 0 are excluded).

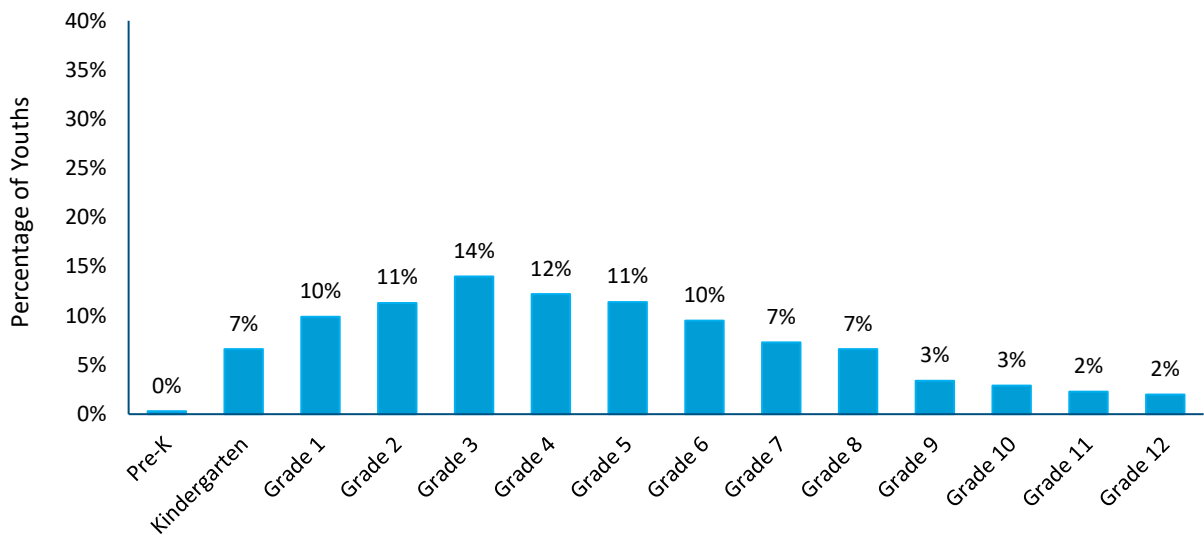
Student Characteristics

EQ 1b: What were the characteristics of students participating in the Florida 21st CCLC program?

Understanding the student population served in 21st CCLC programs in Florida is an important step in exploring the effectiveness of the program for student outcomes. During the 2022–23 program year, 21st CCLC programs in Florida served 45,460 students.

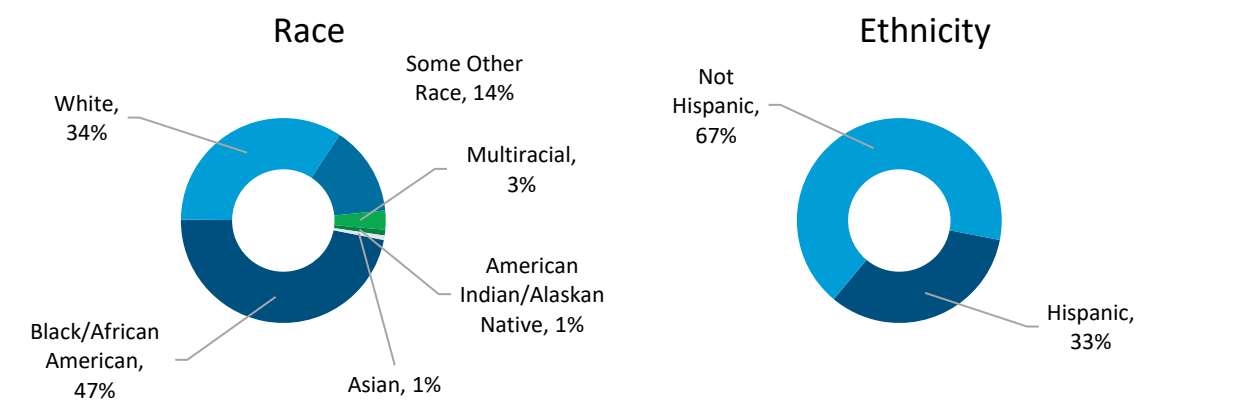
Exhibit 9 shows the percentage of program participants belonging to each grade level. Elementary school students (Grades K–5) made up the largest percentage of participants in the 2022–23 program year. Exhibit 10 shows the racial and ethnic composition of students attending 21st CCLC programming. Almost half of student participants identified as Black; approximately one-third identified as White, and approximately one-third identified as Hispanic or Latino. Exhibit 11 highlights the sex of students participating in programming and enrollment in particular educational programs and supports.

Exhibit 9. In 2022–23, more than 60% of students served were in elementary school.



Note. N = 45,319 students with grade-level data available. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Exhibit 10. In 2022–23, the majority of students attending programming identified as Black/African American and not Hispanic.



Note. *N* = 45,319 students with race/ethnicity data available. These data are based on the census and reporting data in 2022–23 EZReports, which separated reporting of race and ethnicity. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Exhibit 11. Characteristics of students participating in Florida 21st CCLC programs in 2022–23.

				
% male	% female	% eligible for free or reduced-price lunch	% English language learners	% students with disabilities
50%	50%	94%	13%	10%

Note. *N* = 45,319 students with demographic data available. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Student Program Attendance

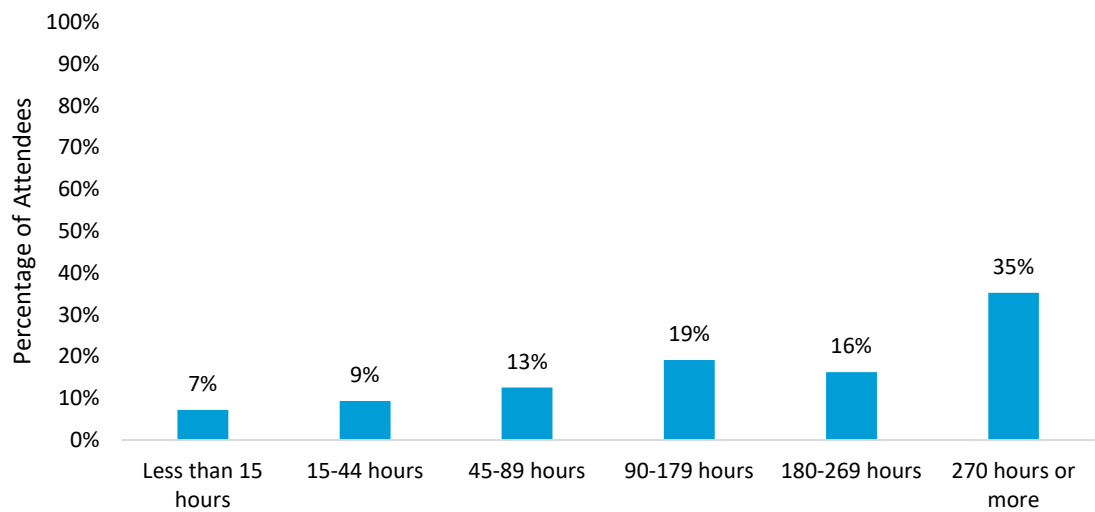
EQ 2: To what extent did students attend Florida 21st CCLC programming?

A key goal of community schooling is to maximize the degree to which students have the opportunity to participate in activities and services that will likely promote their positive development. Evidence from AIR’s statewide evaluation work in other states across the country supports the finding that students benefit more from 21st CCLC programming the more they participate (see Naftzger et al., 2015, for a summary). Keeping students enrolled in

programming is linked to both the underlying quality of a center’s activities and ensuring that students have access to developmentally appropriate activities across time that keep them interested and engaged. In this section, we examine overall student attendance in Florida 21st CCLC programming during the 2022–23 program period.

During the 2022–23 program period, 45,460 students participated in activities and services across Florida 21st CCLC programs. While 16% of students attended less than 45 hours of programming, 35% of students attended 270 hours or more during the reporting period (Exhibit 12).

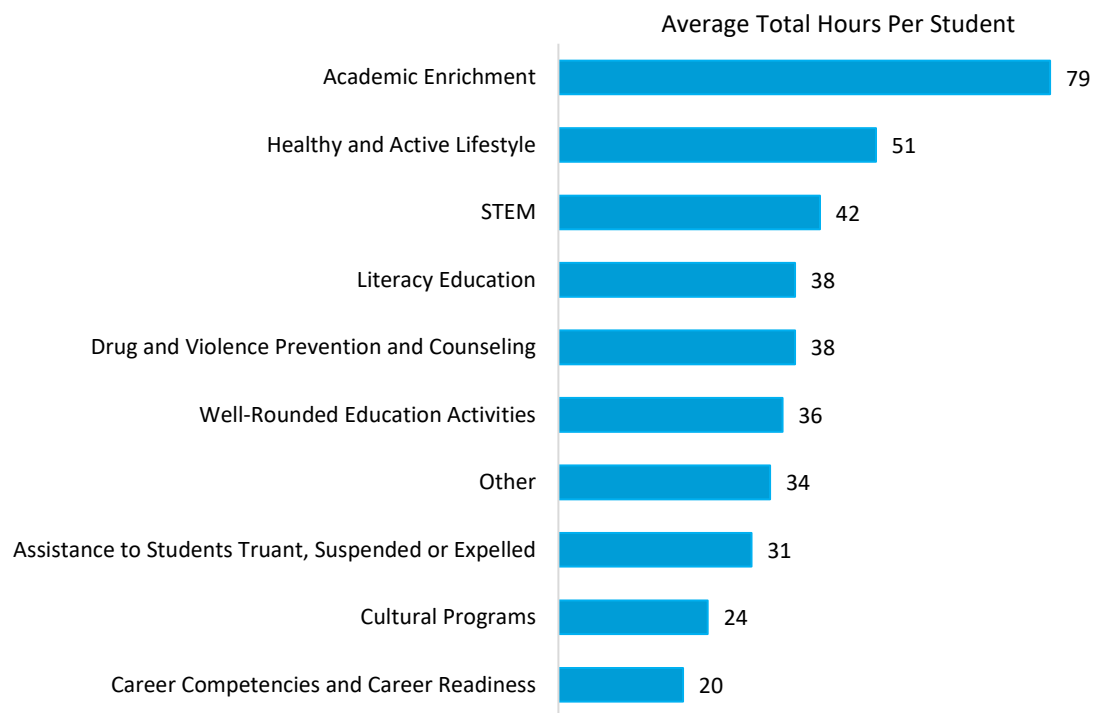
Exhibit 12. About one-third of all student attendees participated for 270 hours or more during the reporting period (summer 2022 and school year 2022–23).



Note. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

We also examined attendance across different activity categories to explore the types of activities that students spent the most time in, on average. We found that students averaged almost 80 total hours in academic enrichment programming and averaged about 50 hours in healthy and active lifestyle programming (Exhibit 13).

Exhibit 13. During the 2022–23 program year, students spent the most time in academic enrichment programming on average.



Note. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Teacher Survey on Student Engagement and Relationships

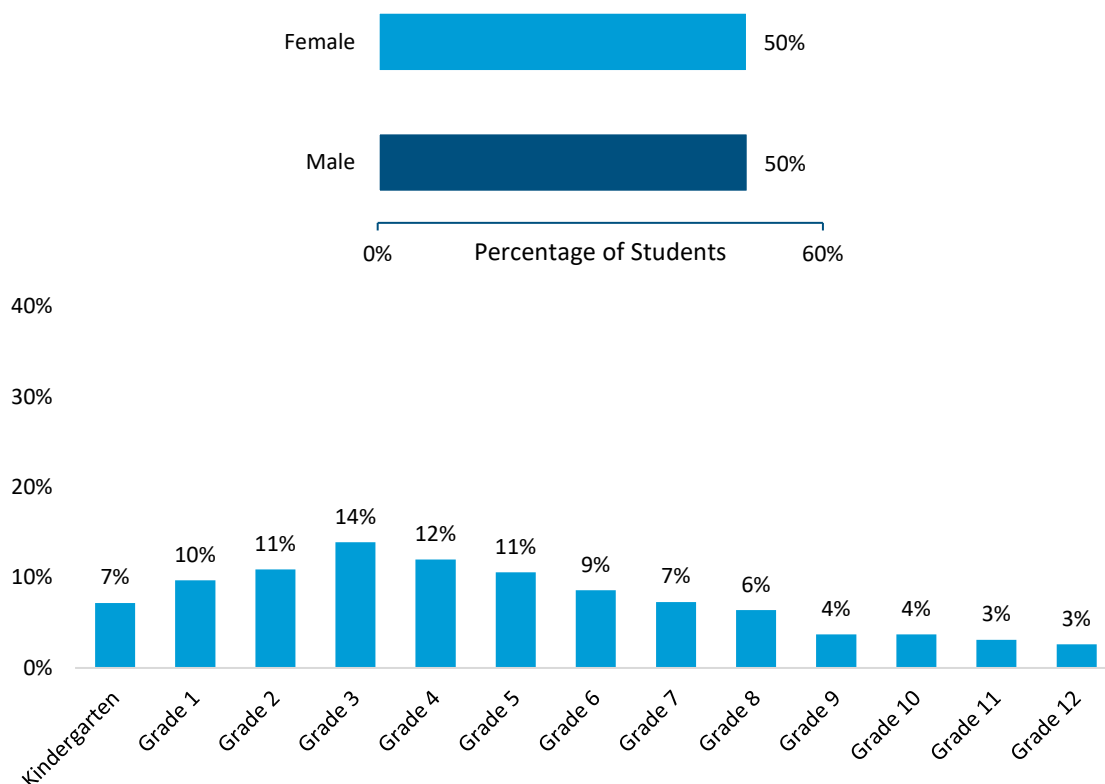
EQ 3: To what extent did student learning engagement in the classroom and student relationships with peers and adults change?

The school-day teachers of students attending Florida 21st CCLC programming during the 2022–23 school year were asked to complete individual student surveys to document improvement in targeted areas. Specifically, the surveys provided teachers with the opportunity to detail their perceptions regarding if their students participating in 21st CCLC programming demonstrated improvements in learning engagement and in safe and supportive relationships. All teachers of students in any grade level (Grades K–12) could complete a survey for each student participant. Teachers indicated whether a student’s behavior improved, declined, did not change or did not need to improve in the following survey items:

- Student engagement is the degree of attention, curiosity, and interest as well as the level of motivation students demonstrate while learning. How would you describe this student’s level of engagement for the 2022–2023 School Year?
- Safe and supportive relationships for students are cultivated by positive interactions and emotional support with peers and adults. How would you describe this student’s level of safe and supportive relationships with peers and adults for the 2022–2023 School Year?

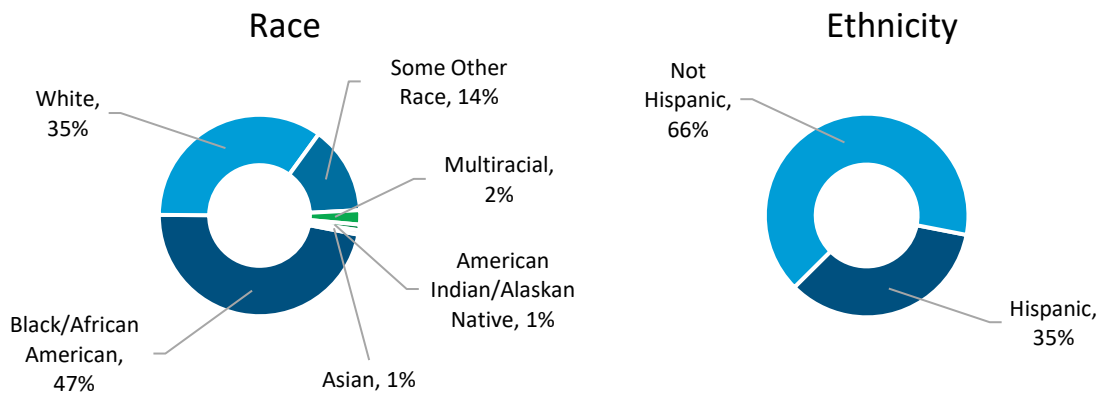
Exhibits 14 and 15 highlight the demographic information about the domain of students for whom teachers submitted surveys. Of the 45,460 program participants, 27,379 (60%) had a teacher survey completed for them. The demographic composition of these students roughly aligns with that of all Florida 21st CCLC program participants; that is, the majority of students were in Grades 1–5 and were evenly split between male and female students.

Exhibit 14. The majority of students for whom teachers completed a survey were enrolled in Grades 1–5, and were 50% female.



Note. $N = 27,379$ student-level teacher survey responses. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

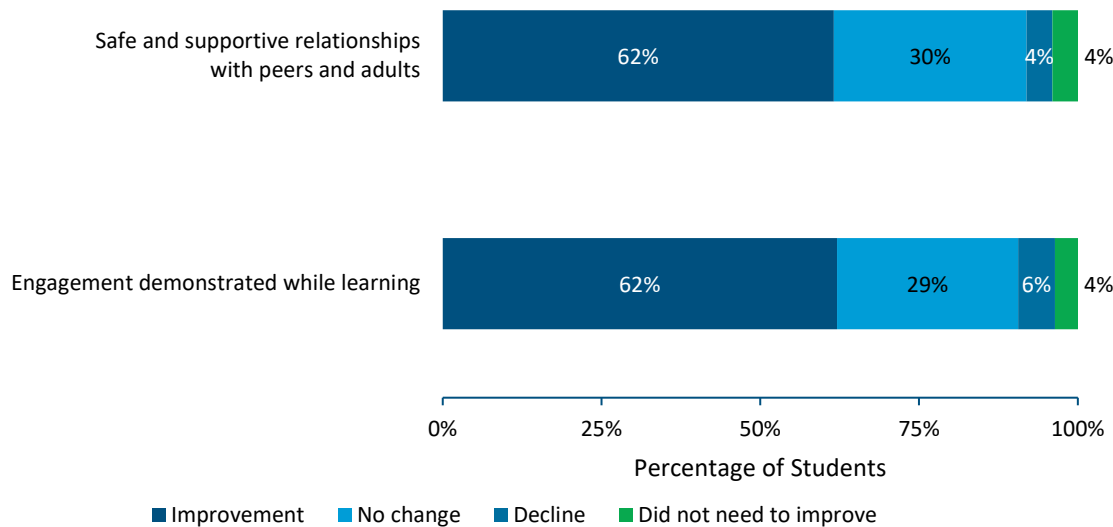
Exhibit 15. The majority of students for whom teachers completed a survey identified as Black/African American and not Hispanic.



Note. *N* = 27,379 student-level teacher survey responses. These data are based on the census and reporting data in 2022–23 EZReports, which separated reporting of race and ethnicity. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports.

Overall, teachers reported that almost two-thirds of their students showed improvements in their level of engagement while learning and in their safe and supportive relationships with peers and adults in the 2022–23 school year (Exhibit 16).

Exhibit 16. Teachers reported that 62% of students saw improvements in their engagement and relationships.



Note. *N* = 27,379 students. Data are from teacher survey as reported from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Performance Targets

EQ 4: To what extent are Florida 21st CCLC programs showing improvement on state-defined performance indicators for the program?

The last evaluation question that AIR explored is related to statewide performance on a series of indicators. The Florida 21st CCLC program establishes five performance indicators that align with the federal Government Performance and Results Act (GPRA; U.S. Department of Education, 2024). These indicators assess the progress of students participating in 21st CCLC programs by examining outcomes related to academic achievement (e.g., state assessments, GPA), dropout prevention (e.g., school-day attendance rate), behavior (e.g., in-school suspension), and engagement in learning. All students who attended 21st CCLC programming were considered participating students. It is important to examine performance indicator outcomes in order to have a more comprehensive and nuanced view of how students participating in 21st CCLC programming may have improved on school-related outcomes.

Our ability to analyze the performance indicators as they were originally defined was affected by the small number of students for whom outcome data were available. In particular, prior year data were only available for students who participated in Florida 21st CCLC programming in both 2021–22 and 2022–23, so the small sample sizes should be taken into consideration when considering the cross-year comparisons for the academic achievement and dropout prevention indicators. Because of this limitation, we also focused on students' spring 2023 outcomes for these indicators and next present the findings descriptively by grade level. This approach allows us to highlight students' performance patterns in spring 2023 while also providing results for the performance indicators with the data available. Exhibit 21 shows the Florida 21st CCLC state-level performance indicators for each category in the 2022–23 program year.

Academic Achievement

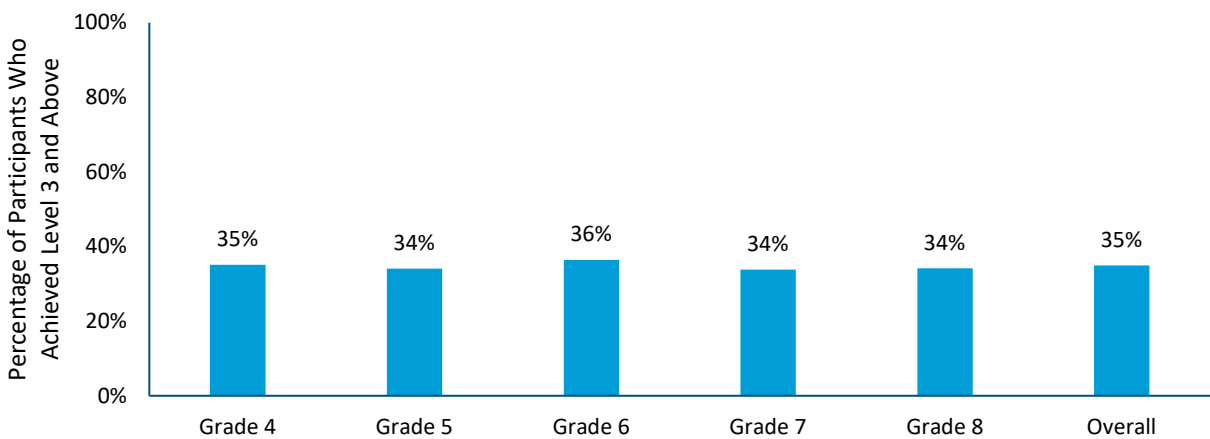
The academic achievement category includes three indicators related to (a) reading and ELA state assessments, (b) mathematics state assessments and (c) GPA. The reading and ELA and mathematics indicators were assessed using results from the Florida Assessment of Student Thinking (FAST) test. The FAST assessment was first administered in 2022–23, so prior year data were not available for comparison. Additionally, limited data were available from the fall 2022 assessment, so the analysis of the fall-to-spring change during the 2022–23 school year should be interpreted with caution. We thus analyzed students' spring 2023 state assessment outcomes and their 2022–23 GPA outcomes, which are presented descriptively by grade level.

Reading and ELA

The reading and ELA performance indicator looks at students in Grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrated growth in ELA on the FAST assessment. Because the FAST assessment was not administered in the prior year (2021–22), we instead looked at students who demonstrated growth from fall 2022 to spring 2023. Of students in Grades 4–8, 159 students had ELA FAST data available for both fall 2022 and spring 2023. Of these students, 74 (47%) improved their proficiency level during the 2022–23 school year.

Additionally, we calculated the percentage of students in Grades 4–8 who were at achievement level 3 and above in spring 2023 on the ELA FAST test. Overall, over one-third of students across Grades 4–8 achieved level 3 and above. The percentages were consistent across grade levels (Exhibit 17).

Exhibit 17. More than one-third of students achieved level 3 and above in ELA in spring 2023.



Note. *N* = 5,964 total students (*n* = 2,362 in Grade 4; *n* = 791 in Grade 5; *n* = 1,160 in Grade 6; *n* = 1,089 in Grade 7; and *n* = 292 in Grade 8). Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

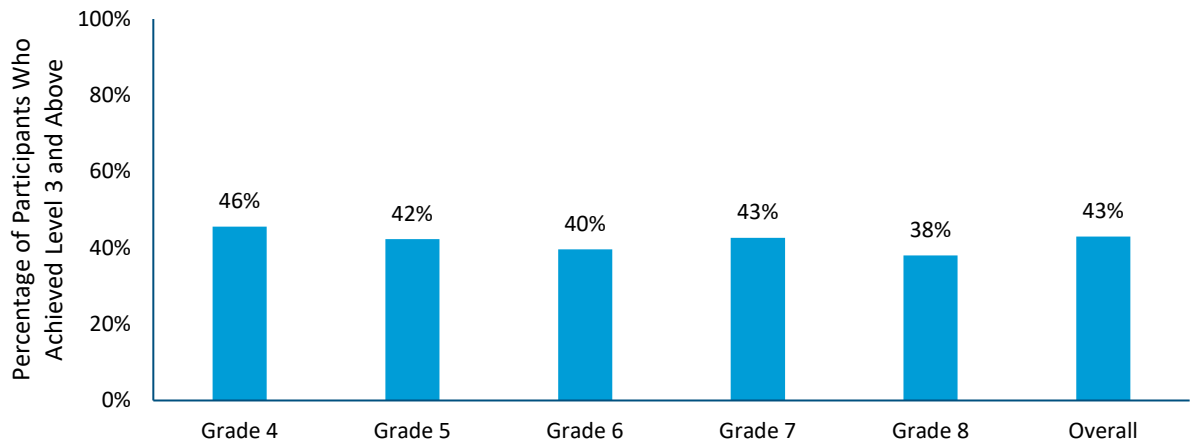
Mathematics

The math performance indicator looks at students in Grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrated growth in mathematics on the FAST assessment. Again, we focused on students who demonstrated growth from fall 2022 to spring 2023. Of students in Grades 4–8, 157 students had math FAST data available for both fall 2022 and spring 2023. Of these students, 122 (78%) improved their proficiency level during the 2022–23 school year.

Additionally, we calculated the percentage of students in Grades 4–8 who were at achievement level 3 and above in spring 2023. Overall, 43% of students across Grades 4–8 achieved level 3

and above. The percentages were consistent across grade levels, as seen in Exhibit 18. Fewer than half of students in each grade achieved level 3 and above, with the lowest percentage in Grade 8 (38%).

Exhibit 18. 43% of students achieved level 3 and above in math in spring 2023.



Note. $N = 5,504$ total students ($n = 2,350$ in Grade 4; $n = 789$ in Grade 5; $n = 1,149$ in Grade 6; $n = 1,011$ in Grade 7; and $n = 205$ in Grade 8). Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

GPA

The GPA performance indicator was defined as students in Grades 7–8 and 10–12 participating in 21st CCLC programming during the school year and summer with a prior year unweighted GPA of less than 3.0 who then demonstrated an improved GPA. There were 47 students in Grades 7–8 and 10–12 with a GPA of less than 3.0 in 2021–22 with GPA data available for 2022–23. Of these students, 27 (57%) improved their GPA in 2022–23.

Additionally, we analyzed students’ 2022–23 GPA descriptively by grade level. We calculated the average GPA of students in Grades 7–8 and 10–12 for the 2022–23 school year. Overall, the average GPA was 2.05 across all students in Grades 7–8 and 10–12. Students in the upper grades had a slightly higher average GPA (Exhibit 19).

Exhibit 19. Average student GPA by grade in the 2022–23 school year.

Grade level	Number	Mean	SD
Grades 7–8	809	1.93	1.33
Grades 10–12	196	2.53	0.77
Overall (N)	1,005	2.05	1.26

Note. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

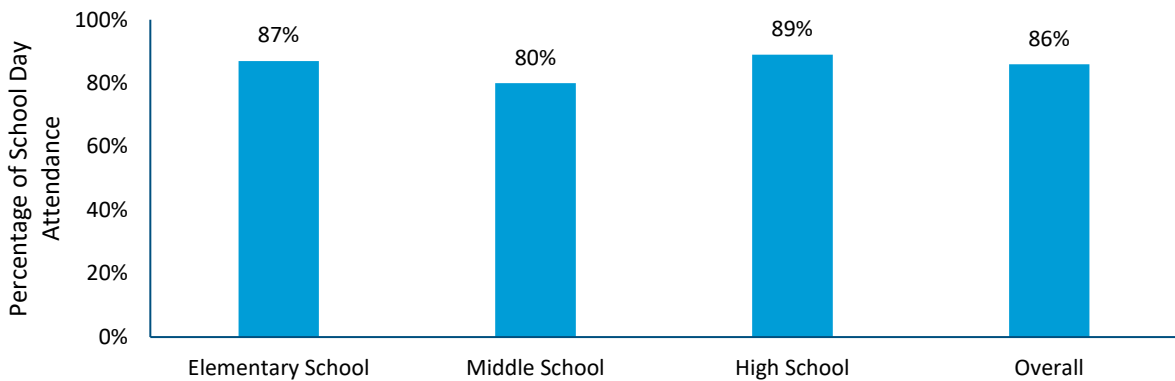
Dropout Prevention

The dropout prevention performance indicator was defined as students in Grades 1–12 participating in 21st CCLC programming during the school year who had a school-day attendance rate at or below 90% in the prior school year and who then demonstrated an improved attendance rate in the current school year. There were 44 students in Grades 1–12 with an attendance rate at or below 90% in 2021–22 with attendance data available for 2022–23. Of these students, 30 (68%) improved their attendance rate in 2022–23.

Additionally, we analyzed students’ spring 2023 outcomes and present the findings descriptively by grade level. We calculated the average school-day attendance rate of students in Grades 1–12 for spring 2023. Grades were grouped into three categories: elementary school (Grades 1–5), middle school (Grades 6–8) and high school (Grades 9–12).

In spring 2023, the average school-day attendance rate across all students in Grades 1–12 was 86%. The rates were consistent across grade levels. Students attended the majority of school days across grade levels (80%–89%), with middle school students showing the lowest attendance rate (Exhibit 20).

Exhibit 20. The overall average school attendance rate in spring 2023 was 86%.



Note. N = 10,085 students (n = 7,399 in elementary school; n = 2,253 in middle school; and n = 433 in high school). Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

Behavior

The behavior indicator examines in-school suspensions for 21st CCLC participants. The performance indicator was defined as students in Grades 1–12 participating in 21st CCLC programming during the school year and summer who had no in-school suspensions in the previous year and maintained the no in-school suspension status, or students who had in-school suspensions in the previous year and demonstrated a decrease of in-school suspensions. We included participants who had at least 80% of monthly data from 2021–22 to

2022–23 (8 out of 10 time point for each year). A total of 2,174 Florida 21st CCLC students had records for both years. We then summarized the data at the yearly level for each participant.

In 2022–23, 97% of students in Grades 1–12 who participated in Florida’s 21st CCLC programming either maintained no in-school suspensions or demonstrated decreased in-school suspensions compared with the previous year.

School Engagement

The school engagement indicator examines teacher-reported engagement in learning based on the teacher surveys described previously. The performance indicator was defined as students in Grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated improvement in teacher-reported engagement in learning or maintained a high level of teacher-reported engagement in learning.

In 2022–23, 68% of students in Grades 1–5 who participated in Florida 21st CCLC programming either maintained a high level of engagement or improved their level of engagement according to teachers in the teacher surveys.

Exhibit 21 outlines the performance indicators as they were originally defined by FDOE, noting the indicators with very small sample sizes.

Exhibit 21. 2022–23 Florida 21st CCLC state-level performance indicator results.

State-level performance indicator category	State-level performance indicator number	Indicator	2022–23 results
1. Academic Achievement	1.A.	Students in Grades 4–8 participating in 21st CCLC programming during the school year and summer demonstrate growth in ELA on the Florida Assessment of Student Thinking (FAST).	(N = 159 students) 47% ^a
	1.B.	Students in Grades 4–8 participating in 21st CCLC programming during the school year and summer demonstrate growth in mathematics on the FAST.	(N = 157 students) 78% ^a
	1.C.	Students in Grades 7–8 and 10–12 participating in 21st CCLC programming during the school year and summer with a prior year unweighted grade point average (GPA) of less than 3.0 demonstrate an improved GPA.	(N = 47 students) 57% ^b

State-level performance indicator category	State-level performance indicator number	Indicator	2022–23 results
2. Dropout Prevention	2.A.	Students in Grades 1–12 participating in 21st CCLC programming during the school year who had a school-day attendance rate at or below 90% in the prior school year demonstrate an improved attendance rate in the current school year.	(N = 44 students) 68% ^b
3. Behavior	3.A.	Students in Grades 1–12 participating in 21st CCLC programming during the school year and summer who had no in-school suspensions in the previous year maintain the no in-school suspension status, or students who had in-school suspensions in the previous year demonstrate a decrease of in-school suspensions.	(N = 2,174 students) 97%
4. School Engagement	4.A.	Students in Grades 1–5 participating in 21st CCLC programming in the school year and summer demonstrate improvement in teacher-reported engagement in learning or maintain a high level of teacher-reported engagement in learning.	(N = 15,628 students) 68%

Note. Data are from FDOE, submitted by 21st CCLC grantees directly through EZReports Data Collection System.

^a The comparison between fall 2022 and spring 2023 growth was conducted with a small sample size.

^b The comparison between 2021–22 and 2022–23 school years was conducted with a small sample size.

Report Conclusion

During the 2022–23 programming period, 45,460 students participated in activities and services across Florida 21st CCLC programs operated by 99 grantees. The majority of the grantees facilitating programming were public school districts/LEAs (61%) and the next common types of grantees included national nonprofit agencies and community-based organizations. Grantees operated 493 centers, which were the physical locations where 21st CCLC programming took place. Fifty-three percent of the centers were running both school-year and summer programming during the reporting period. Grantees were associated with, on average, five active centers in 2022–23. Centers operated, on average, 6.2 weeks of summer programming and 39.8 weeks of school-year programming. Teachers and noninstructional school staff made up the majority of staff operating Florida 21st CCLC programming.

Centers operated multiple types of programming. In summer 2022, the most common programming was health and nutrition and STEM programming, with 87% of active centers

providing those two types of programming. During the 2022–23 school year, the most common programming was academic enrichment, with 75% of centers providing that type of programming.

Results from the teacher surveys indicate that, overall, teachers reported that almost two-thirds of their students (62%) showed improvements in their levels of engagement while learning and in their safe and supportive relationships with peers and adults.

Because of the small sample sizes resulting from limited data, we explored student outcomes descriptively to learn about the characteristics of students participating in Florida 21st CCLC programming. Overall, over one-third of students across Grades 4–8 achieved level 3 and above on FAST for ELA, and 43% achieved level 3 and above for mathematics. In spring 2023, the average school-day attendance rate across all students in Grades 1–12 was 86%. In 2022–23, 97% students in Grades 1–12 who participated in 21st CCLC programming either maintained no in-school suspensions or demonstrated decreased in-school suspensions compared with the previous year. For 21st CCLC students in Grades 1–5 whose teachers completed a survey, 68% either maintained or improved their level of engagement, according to teacher surveys. Due to data access limitations, it was difficult to make comparisons over time related to the GPRA measures specified for the program (i.e., students' academic achievement and school-day attendance outcome data for the prior year were only available for students who participated in both years). For stronger comparisons over time, identifying ways to access student outcome data for the prior year, even if a student did not participate in 21st CCLC programming during that year, would allow for larger sample sizes for comparison.

It is important to note that this report examined descriptive information about Florida's 21st CCLC program. As a result, the findings cannot be used to make claims about how the 21st CCLC program may have led to the achievement of targeted student outcomes. More robust research designs would need to be employed to support this type of conclusion. However, the information outlined in this report can provide a useful starting point for understanding characteristics of grantees, centers and the population of students participating in the 21st CCLC program in Florida during the 2022–23 school year. This information can also inform future conversations about types and frequency of programming offered, the characteristics of student attending programming and participant outcomes. In future years, making comparisons and observing trends over time will allow for a better understanding of how 21st CCLC programming evolves as programs mature and how trends in student outcomes may shift over time among participants.

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Appendix A. 2022–23 Grantee List

When entered into the EZReports Data Collection System, grantees were assigned a grantee type. The 99 grantees that were operating during the summer of 2022 or the school year of 2022–23 are listed below, grouped by their EZReports grantee-type designation. Because these groups are based on the designation assigned in EZReports, any designations that appear incorrect are likely due to data entry error and are noted with an asterisk (*). Grantees with multiple grants are indicated with the number of grants in parentheses.

2022–23 Grantees (*N* = 99)

Community Based Organizations (*n* = 34)

- After School All-Stars - Tampa Bay
- After School Program, Inc.
- Big Ideas Educational Services Inc.
- Boys & Girls Club of Bay County
- Boys & Girls Club of Central Florida
- Boys & Girls Club of Citrus County
- Boys & Girls Club of Collier County
- Boys & Girls Club of Emerald Coast
- Boys & Girls Club of Hernando County
- Boys & Girls Club of Highlands
- Boys & Girls Club of Martin County
- Boys & Girls Club of North Central FL: Taylor County
- Boys & Girls Club of Northeast Florida (*n* = 2)
- Boys & Girls Club of Palm Beach County (*n* = 2)
- Boys & Girls Club of Polk County
- Boys & Girls Club of Sarasota and DeSoto Counties, Inc.
- Boys & Girls Club of St. Lucie
- Boys & Girls Club of Tabula Rasa
- Boys & Girls Club of Tampa Bay
- Centro Campesino Farmworker Center Inc.
- City of Apalachicola
- City of Orlando
- CMB Visions
- For the Children
- Gang Alternative
- Hernando County Education Foundation
- Levy County Prevention Coalition

- Miami Children’s Initiative
- Orlando After School All Stars
- Overtown Youth Center
- United Way of the Big Bend
- Young Men’s Christian Association of South Florida

Public School Districts/LEAs (n = 60)

- Alachua County School District
- Boys & Girls Club of North Central FL: Lafayette County*
- Brevard County School District
- Broward County School District
- Broward County School District: Renaissance Charter School Plantation
- Broward County School District: Somerset Public Charter Expanded Learning Program³
- Broward County School District: Somerset Zen Zone Public Charter Expanded Learning Program
- Clay County School District
- Columbia County School District
- DeSoto County School District
- Duval County Public Schools: Charter Scholar Academy
- Duval County Public Schools: Global Outreach Charter Academy
- Duval County Public Schools: Team Up
- Duval County School District: Somerset Expanded Learning Program
- Flagler County School District
- Gulf County School District
- Holmes County School District
- Indian River County School District
- Jefferson County School District Expanded Learning Program
- Lee County School District
- Lee County School District Expanded Learning Program
- Leon County School District
- Leon County School District: Governor’s Charter Academy
- Liberty County School District Expanded Learning Program
- Manatee County Charter School
- Manatee County School District
- Marion County School District
- Miami-Dade County School District (n = 6)
- Miami-Dade County School District: Miami Community Charter
- Miami-Dade County School District: Somerset Academy South Homestead
- Monroe County School District

³ 21st CCLC funds may be awarded to support enrichment and engaging academic activities during the school day, provided they are part of an overall expanded learning program (ELP) that provides students at least 300 additional program hours (including before, during, and after the traditional school day, weekends, and school breaks).

- North Florida Educational Institute*
- Orange County School District
- Orange County School District Expanded Learning Program
- Osceola County School District
- Osceola County School District Expanded Learning Program
- Osceola County School District: PM Wells Charter Academy
- Osceola County School District: Renaissance Charter School Poinciana
- Palm Beach County School District
- Palm Beach County School District: Glades Academy Charter
- Palm Beach County School District: Renaissance Charter-West Palm Beach
- Pasco County School District
- Pinellas County School District
- Putnam County School District
- Seminole County School District
- St. Lucie County School District
- St. Lucie Public Schools Somerset Charter Expanded Learning Program
- Sumter County School District
- Suwannee County School District
- United Cerebral Palsy of Central Florida
- Volusia County School District (n = 4)
- Young Men's Christian Association of Central Florida*

**Other Grantee Types: College or University, Faith-Based Organizations, Private Schools,
Other Unit of City or County Government (n = 5)**

- City of Hialeah
 - Excel Kids Academy
 - First United Methodist Church Eastpoint
 - Florida International University
 - Grace Place for Children and Families
-

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