



21st Century Community Learning Centers Cohort 18 Summer-Only Subgrantee Program Evaluation

2025 Final Report

Prepared by:

SERVE Center at UNCG
Gateway University Research Park
Dixon Building
5900 Summit Avenue
Browns Summit, NC 27214

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Office of Federal Programs
North Carolina Department of Public Instruction
Raleigh, North Carolina

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I. LEGISLATION AND SUBGRANTS AWARDED

Legislation and Program Components

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015, the purpose of the 21st Century Community Learning Center (21st CCLC) grant is to provide federal funds to establish or expand community learning centers that operate during out-of-school time hours with three specific purposes:

- Provide opportunities during non-school hours for academic enrichment, including providing tutorial services to help students (particularly students in high poverty areas and those who attend low performing schools) meet state and local student performance standards in core academic subjects such as reading and math.
- Offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by 21st CCLCs opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

For the Cohort 18 21st CCLC Competitive Grant Program (2025-2028), the North Carolina Department of Public Instruction (NCDPI) allowed applicants to apply to implement one of three program design formats that best met their community's needs. These program design formats included:

- Academic Year Program Only,
- Academic Year Program and Summer Program, or
- Summer-Only Program

Summer Learning Programs

Two of the three program design options included a summer learning component. For the purposes of the Cohort 18 grant,

NCDPI considers summer for traditional schools to be after the end of the academic calendar year and before the start of the upcoming academic year. For year-round schools, summer is considered to be intercessions/track-outs.¹

Applicants that chose the **Summer-Only Program** design format were required to propose programming that would be implemented across three years of the grant cycle (in accordance with the timelines described in Table 1).

¹ <https://www.dpi.nc.gov/documents/21cclc/grantees/cohort-18-request-proposal-rfp/download?attachment>

Table 1. Summer-Only Program Timelines

Year 1	Year 2	Year 3
<p>The 21st CCLC Summer Only Programs can begin after the 2024-2025 school year has ended.</p> <p>All 21st CCLC Summer Only Programs must meet program design format requirements and end before the start of the upcoming school year.</p>	<p>The 21st CCLC Summer Only Programs can begin after the 2025-2026 school year has ended.</p> <p>All 21st CCLC Summer Only Programs must meet program design format requirements and end before the start of the upcoming school year.</p>	<p>The 21st CCLC Summer Only Programs can begin after the 2026-2027 school year has ended.</p> <p>All 21st CCLC Summer Only Programs must meet program design format requirements and end before the start of the upcoming school year.</p>

In accordance with the RFP, all summer learning programs were required to align implementation with evidence-based best practices to improve students’ access to innovative learning strategies. NCDPI defined innovative learning strategies as strategies that leverage high-quality academic instructional materials designed to:

- focus on grade-level content,
- access students’ prior knowledge,
- provide rich, hands-on learning experiences, and
- explicitly integrate social, emotional, and academic skill building.²

Furthermore, the RFP indicated that proposed enrichment and/or academic activities should be designed to deeply engage all participants by:

- being multi-disciplinary in approach (i.e., students must use academic skills from multiple subject areas),
- being broad in offering (e.g., arts, recreation, health and wellness, STEM, cultural activities, etc.), and,
- providing relevant and engaging learning experiences by connecting students’ academic skills and knowledge with their cultural (e.g., leveraging student-interests in the design and implementation of the program, working with students to build classroom norms and site culture, etc.) and community (e.g., student apprenticeships with community businesses, exploration opportunities, project-based learning, community field trips, service-learning opportunities, etc.) contexts.³

At the end of each grant-funded year, those that implement Summer-Only programming are required to report (a) data regarding the breadth and quality of their summer program’s implementation and (b) data indicating the impact of their summer program on its participants. Thus, for Year 1 of Cohort 1 funding, subgrantees operating Summer-Only Programs were required to submit a 2025 program evaluation report on or before September 30, 2025.

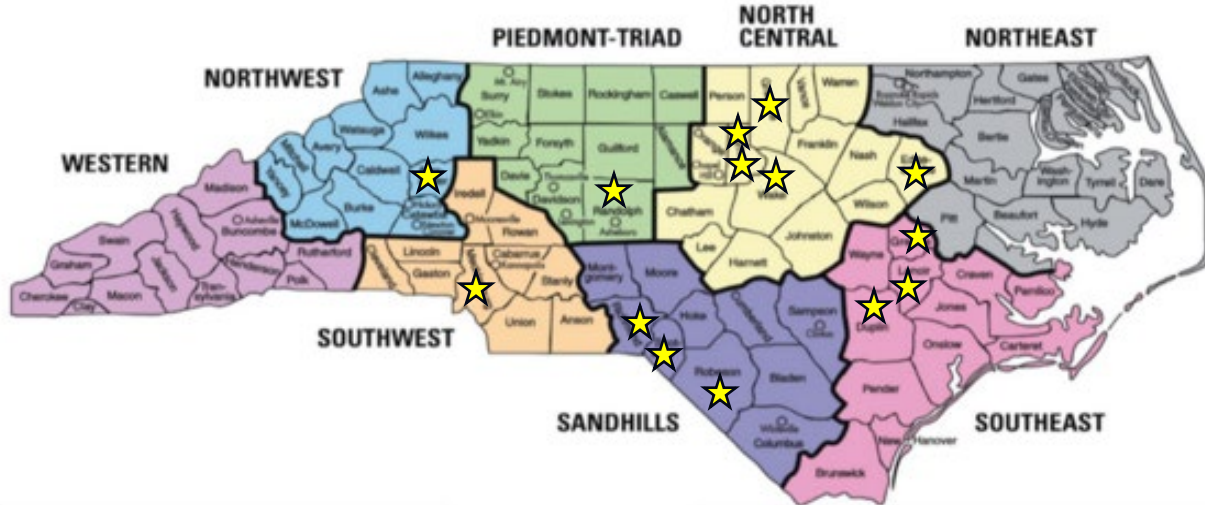
² Darling-Hammond, L., Cook-Harvey, CM. (September 2018). Educating the whole child: Improving school climate to support student success. *Learning Policy Institute*. <https://files.eric.ed.gov/fulltext/ED606462.pdf>

³ Cantor, P., Osher, et al. (2019). Malleability, plasticity, and individuality: How children learn and develop in context. *Applied Developmental Science*, 23(4), 307–337.

Subgrantee Applicants and Awardees

The 21st CCLC competition for Cohort 18 had a total of 96 eligible applications submitted and reviewed—with 17 applications specifically proposing to implement a Summer-Only Program. However, out of the 17 applications, three did not meet the minimum quality threshold; thus, a total of 14 subgrantees were approved for funding by the North Carolina State Board of Education (SBE).

Figure 1. 21st CCLC Cohort 18 Summer-Only Program Awardees (by SBE region)



For Cohort 18, NCDPI offered additional points to applicants proposing to serve rural counties and underserved counties (i.e., those counties that have not received 21st CCLC awards in the past three funding cycles). Of those funded, the combined amount approved for Summer-Only Program subgrantees was \$2,073,524 to serve a total of 13 counties. Awards ranged from \$64,644 to \$250,000 and subgrantees spanned across six of the eight SBE regions.⁴

Table 2. Overview of Subgrantee Awards for Summer-Only Programs (by SBE region/county)

Organization Name	SBE Region Served	County Served	Funds Awarded for Summer-Only Programs
Impact All CDC	North Central	Durham	\$ 200,000
Student U	North Central	Durham	\$ 250,000
Edgecombe County Public Schools	North Central	Edgecombe	\$ 250,000
Granville County Schools*	North Central	Granville	\$ 250,000
Communities in Schools of Wake County	North Central	Wake	\$ 84,000
Alexander County Schools**	Northwest	Alexander	\$ 120,000
Communities in Schools of Randolph County	Piedmont-Triad	Randolph	\$ 50,000
Richmond County Schools*	Sandhills	Richmond	\$ 120,000
Public Schools of Robeson County*	Sandhills	Robeson	\$ 150,000
My Meta Re-Entry Services, Inc.*	Sandhills	Scotland	\$ 116,880

⁴ Note: One application was submitted from the Western Region; however, it did not meet the minimum quality threshold; thus, it was not approved for award. No applications were received for Summer-Only Programs from the SBE’s Northeast Region.

Organization Name	SBE Region Served	County Served	Funds Awarded for Summer-Only Programs
Diversity Nurtures Achievements Community Youth Center*	Southeast	Duplin	\$ 64,644
Greene County Schools*	Southeast	Greene	\$ 150,000
Lenoir County Public Schools*	Southeast	Lenoir	\$ 150,000
Prodigal Son Foundation (Sugar Creek Learning Center)	Southwest	Mecklenburg	\$ 118,000
Total Awarded			\$2,073,524

Source: NCDPI Office of Federal Program 21st CCLC presentation to the State Board of Education (Cohort 18)

*Subgrantee awarded priority points for serving a rural county

**Subgrantee awarded priority points for serving an underserved county

Data Sources for the Final Report

SERVE Center at UNC Greensboro (SERVE) contracted with NCDPI to (a) facilitate the internal grant application review process; (b) develop an implementation and outcome data reporting system for subgrantees; and (c) aggregate subgrantee data in an annual report for NCDPI. Thus, this report was developed under a contract to summarize the Cohort 18 Summer-Only Program’s 21st CCLC-funded activities implemented during summer 2025 (i.e., Year 1 of implementation).

SERVE used two primary data sources for this 21st CCLC evaluation report: (1) state-level program documentation and (2) subgrantee-level implementation and outcome reports.

1. **State-level program documentation.** SERVE reviewed and referenced the Request for Proposals (RFP) and other various state-level documentation presented by NCDPI’s Office of Federal Programs to the SBE regarding Cohort 18. These documents provide detailed information regarding funding priorities, reporting requirements, application review processes, quality threshold scores, and final recommendations for 21st CCLC subgrantee awards.
2. **Subgrantee-level implementation and outcome reports.** SERVE developed and administered a reporting process for Cohort 18 Summer-Only Program subgrantees to provide data regarding their implementation and outcomes. In Year 1, reports were submitted by all 14 awarded subgrantees. Annual subgrantee reports provide detail about the summer focus area(s), sites operated, students served, staffing, collaboration, and program components (academic, enrichment, and family engagement).

II. SUBGRANTEE IMPLEMENTATION

According to the RFP, subgrantees that proposed Summer-Only programming had a choice to implement a “Standard-Summer Program” or a “Summer-Intensive Program”. Thus, Section II of this report will provide implementation overviews for both summer learning formats. More specifically, the implementation overviews will provide detail about the subgrantees’ program sites operated, students served, staffing, collaboration, and program components (academic, enrichment, and family engagement).

Overview of Standard-Summer Program Implementation

According to the RFP, subgrantees that proposed the Summer-Only Program design had a choice to implement a “Standard-Summer Program” or a “Summer-Intensive Program”. Standard-Summer Programs were required to meet specific criteria, as detailed in Table 3.

Table 3. Standard-Summer Program Required Criteria

Component	Details of Required Criteria
Duration	<ul style="list-style-type: none"> Operate for at least four consecutive weeks Provide a total of at least 80 hours of programming
Program Design	<ul style="list-style-type: none"> Offer at least 3 hours of core academic learning per day Include at least 1 hour of varied daily enrichment opportunities per day Core academic learning and enrichment opportunities must adhere to the NCDPI 21st CCLC Statewide Performance Goals
Student Participation	<ul style="list-style-type: none"> Each year serve the same group of students throughout all four consecutive weeks

Source: NCDPI Cohort 18 Request for Proposal

Standard-Summer Sites

As shown in Table 3, out of the 14 funded subgrantees, eight (57%) used their 21st CCLC funding to provide Standard-Summer services. In total, Standard-Summer programming was provided at 11 sites across North Carolina—serving PreK through 12th grade students. Of the 11 Standard-Summer sites, seven were school-based and four were community-based. The number of days each site provided Standard-Summer programming spanned from 12 to 39 days.

Table 3. Overview of Standard-Summer Program Sites by Subgrantee

Organization Name	Grades Served	# Sites	School-Based Site	Community-Based Site	Total Days of Program
Communities in Schools of Wake County	2-4	1	✓		12 days
Diversity Nurtures Achievements Community Youth Center	K-9	1		✓	38 days
Edgecombe County Public Schools	PreK-5	3	✓ ✓		22-23 days
Granville County Schools	8	2	✓ ✓		16 days
Impact All CDC	K-8	1		✓	39 days
My Meta Re-Entry Services, Inc.	K-12	1	✓		16 days
Prodigal Son Foundation (Sugar Creek Learning Center)	1-8	1		✓	22 days
Student U	5-7	1		✓	24 days
Total	PreK-12	11	7	4	12 – 39 days

Source: Subgrantee Annual Evaluation Report (Summer 2025)

Standard-Summer Students Served

As part of the grant application process, subgrantees were required to propose the number of students they intended to serve using 21st CCLC Summer-Only Program funding. As seen in Table 4, the awarded organizations proposed to serve a total of 1,037 students (ranging from a low of 35 students per subgrantee to a high of 378 students per subgrantee). Then, as part of the end-of-year evaluation reporting, subgrantees were required to report the number of students who actually

participated in the program. The awarded organizations reported serving a total of 733 students (ranging from a low of 36 students per subgrantee to a high of 152 students per subgrantee). The state’s enrollment goal was 90%; thus, overall, the 2025 Summer-Standard subgrantees exceeded the state goal (92%).

Table 4. Overview of Student Served for Standard-Summer Programs

Organization Name	Proposed Students Served	Total Students Served	# Diff.	Percentage of Students Served vs. Proposed
Communities in Schools of Wake County	35	44	9	126%
Diversity Nurtures Achievements Community Youth Center	44	36	-8	82%
Edgecombe County Public Schools	378	152	-226	40%
Granville County Schools	240	125	-115	52%
Impact All CDC	100	110	10	110%
My Meta Re-Entry Services, Inc.	60	58	-2	97%
Prodigal Son Foundation (Sugar Creek Learning Center)	60*	69	9	115%
Student U	120	139	19	116%
	1,037	733	-304	92%

Source: Subgrantee Annual Evaluation Report (Summer 2025)

Subgrantees were asked, “How did your program determine which students were eligible to participate in 21st CCLC Summer-Standard programming?” Across the eight subgrantees, responses included use of: (a) student-level academic performance (grades in core subjects, identified learning gaps); (b) test scores (EOGs, EOCs, benchmark tests); (c) behavioral data (e.g., high absenteeism rates, in-school suspensions); and/or (d) feeder school recommendations/referrals. School referrals included those from teachers, principals, instructional coaches, guidance counselors, and/or community partners.

In addition, subgrantees were asked, “Was it a challenge to identify, recruit, and enroll the number of eligible students your organization intended to serve for the 21st CCLC Standard-Summer Program?” Four of the eight subgrantees (50%) indicated that the identification, recruitment, and enrollment process was “not at all” challenging; however, three indicated the process was “moderately” challenging and one reported it was “extremely” challenging. Below are examples of challenges described by subgrantees.

(a) Timing of the grant awards:

- *It was challenging this past year due to the timing of notification of the award and the quick turnaround for finalizing plans and communicating with parents. Many parents had already made alternate plans for summer programs and did not have a lot of notice of the program.*

(b) Shorter district-wide summer calendar:

- *The district implemented a new school calendar with an earlier start date, which reduced the break between the four-week program and the beginning of the school year. Parents*

expressed concern that the students would only have one week of rest before returning to school, making enrollment less appealing.

(c) Competing with other local summer programming:

- *It was moderately challenging because there were other summer programs being operated by churches, community organizations, and some schools.*
- *Facilities and staffing availability also depended on the conclusion of summer school, and students who participated in summer school often opted not to enroll...*

(d) Disruptions due to federal-level policy changes:

- *Maintaining already registered students due to specific US policies and actions that were in flux at the start of the program created unanticipated and previously not experienced attrition to the degree that replacing [participants] proved to be untenable.*

Standard-Summer Staffing

As part of the implementation reporting process, subgrantees provided data about their Standard-Summer staffing supported by 21st CCLC funding. For Year 1, subgrantees reported a total of 185 paid staff members across the 11 sites (totally an average of 23 funded staff members per subgrantee). In addition to paid staff, a total of 16 volunteers were utilized to support Summer-Standard programming.

Table 5. Overview Standard-Summer Staffing by Subgrantee

Organization Name	# Paid Staff	# Volunteer Staff	# Students	Staffing Challenge Level
Communities in Schools of Wake County	10	2	44	Moderately challenging
Diversity Nurtures Achievements Community Youth Center	18	2	36	Not at all challenging
Granville County Schools (2 sites)	16	0	125	Not at all challenging
Impact All CDC	16	3	110	Moderately challenging
My Meta Re-Entry Services, Inc.	19	3	58	Moderately challenging
Prodigal Son Foundation (Sugar Creek Learning Center)	20	6	69	Not at all challenging
Student U	59	0	139	Moderately challenging
Total	185	16	733	

Source: Subgrantee Annual Evaluation Report (Summer 2025)

Those that indicated that staffing was “moderately challenging” were asked to describe the challenges they experienced. Below are examples of the subgrantee responses.

- *It was moderately challenging to recruit teachers for the core subjects of reading and math. It was also challenging to get teachers to commit to teach for our summer program because some teachers had prior commitments to teacher summer school at their respective schools.*
- *The turnaround to get staff hired was a challenge. We also struggled with identified [teacher assistants] to serve for PreK programming.*
- *Trying to find college students that were willing to work with the program and teachers that would be willing to work over summer. Once we found the right fit, they were amazing assets to the team.*

- Due to organization-wide funding challenges, we shortened the total amount of working hours for summer staff within our daily schedule. As a result of this change, it deterred some of our returning staff from applying this summer.
- The main challenge we faced was hiring staff, and shortly after onboarding. I had communicated the possibility of position cuts due to current administration’s reduction of NCDPI funds. At that time, we were concerned that the program might be discontinued or that staff positions would be eliminated.

Standard-Summer Collaboration

As indicated in the RFP, under section 4203 of the ESEA, the state must give priority to applicants proposing to primarily serve students who attend schools eligible for Title I, Part A. In addition, priority points were given to applicants that proposed to serve schools identified as Comprehensive Support and Improvement (CSI) schools and/or Targeted Support and Improvement (TSI) schools. Thus, since subgrantees were encouraged to work in close collaboration with high-poverty and/or low-performing schools in improving outcomes for at-risk students, they were required to report the number of Title I, CSI, TSI, and low-performing schools they served using 21st CCLC funding in 2025. Out of the 79 schools⁵ that Standard-Summer subgrantees reported serving, 97% were identified as Title I schools, 62% low-performing schools, 39% TSI schools, and 11% CSI schools.

Table 6. Schools Served with Standard-Summer Programming by Subgrantee

Organization Name	# Total Schools Served	# CSI Schools Served	# TSI Schools Served	# Title I Schools Served	# Low-Performing Schools Served
Communities in Schools of Wake County	2	0	1	2	1
Diversity Nurtures Achievements Community Youth Center	6	0	5	6	5
Edgecombe County Public Schools	9	5	1	9	7
Granville County Schools	3	0	2	14	2
Impact All CDC	16	0	13	16	9
My Meta Re-Entry Services, Inc.	8	0	4	6	6
Prodigal Son Foundation (Sugar Creek Learning Center)	17	4	3	10	17
Student U	18	0	2	14	2
Total	79	9 (11%)	31 (39%)	77 (97%)	49 (62%)

Source: Subgrantee Annual Evaluation Report (Summer 2025)

In terms of collaboration, the implementation reporting system also asked subgrantees, “To what extent was collaboration with **community-based organizations** successful in terms of 21st CCLC Standard-Summer program planning and implementation?” Of the eight Standard-Summer subgrantees, five subgrantees (63%) indicated “very” successful, three subgrantees (38%) indicated “mostly” successful, and one subgrantee indicated “somewhat” successful collaboration with community-based organizations. Examples of community-based organizations

⁵ Note: This number represents the total of schools reported by each subgrantee; therefore, in some instances this could be a duplicative count (e.g., if multiple subgrantees serve the same school).

included: health and wellbeing agencies, parks and recreation departments, sport programs, youth organizations (i.e., Boys & Girls Clubs, YMCAs, Girl Scouts), museums/science centers, colleges/universities, fire and police/sheriff departments, US Forestry Services, NC Cooperative Extension, public libraries, churches, food banks, local businesses, and artists.

Those who were successful in collaborating with community-based organizations cited existing relationships as the major contributing factor that expanded their summer offerings to students and families.

- *Our organization was successful because of our long-standing partnerships with most of the above organizations.*
- *We were very successful in partnering with community-based organizations this summer because the partners greatly expanded our offerings including providing free sports physicals, eye exams, and glasses to students and families...free produce at our family orientation..., health education to our students and family cooking/nutrition workshops... Our partnership with Eat Well Exchange also led to funding to support our Back to School Backpack Giveaway. Thanks to this partnership we were able to stuff over 200 backpacks for our students.*
- *The partners we worked with collaborated to individualize experiences for our students based on program needs and outcomes. We would like to have additional partnerships next year, providing more learning experiences for our students and potentially serving as volunteers within the program.*

In addition, the reporting system asked subgrantees, “To what extent was collaboration with **public school units (PSUs)** successful in terms of 21st CCLC Standard-Summer planning and implementation?” Overall, seven Standard-Summer subgrantees responded to this question. Of those seven, three indicated “very” successful (43%), two subgrantees indicated “mostly” successful (29%), and the other two (29%) indicated “somewhat successful.” Examples of collaboration with PSUs included working with transportation divisions, child nutrition programs, finance departments, PreK programs, technology, and student support services.

One subgrantee stated, “Overall, the strong partnerships and precise coordination across departments contributed significantly to the program's success”; however, other subgrantees mentioned logistic and timing challenges.

- *[The district] operated its own summer learning and enrichment programs. In some cases, this created competition for space, transportation slots, and student enrollment, which made the partnership feel more limited than collaborative.*
- *Again, the timing of notification and quick turnaround for program implementation served as a stressor at times. However, everyone in the departments collaborated and went above and beyond to make the camp successful for students. We worked together through glitches. We are hopeful for a smoother implementation next year due to knowing in advance for planning purposes.*

Standard-Summer Academic and Enrichment Supports

Research has shown that targeted, high-quality summer learning programs focused on skill-building in the areas of math and reading can support students to make and sustain academic progress, as well as reduce unexcused absences and chronic absenteeism, in the upcoming school year.⁶ In order to improve students’ access to innovative learning strategies, the RFP indicated that 21st CCLC Summer-Standard Program academic and enrichment activities should:

- be multi-disciplinary in approach (i.e., students must use academic skills from multiple subject areas);
- be broad in offering (e.g., arts, recreation, health and wellness, cultural activities); and
- build connections between academic skills and knowledge and a students’ cultural and community contexts.

Thus, Table 7 provides a summary of the “dosage” of the various 21st CCLC funded academic and enrichment supports that were provided to Standard-Summer participants during Year 1.

Table 7. Overview of Standard-Summer Academic and Enrichment Supports

Organization Name	Reading	Math	Science/STEM	Health Education	Other
Communities in Schools of Wake County (1 site)	✓ (weekly)	✓ (weekly)	✓ (weekly)	✓ (weekly)	Workforce Development, Physical Education, Cultural Programs
Diversity Nurtures Achievements Community Youth Center (1 site)	✓ (4+ x week)	✓ (4+ x week)	✓ (3 x week)	✓ (2 x week)	Arts, Workforce Development, Physical Education
Edgecombe County Public Schools (4 sites*)	✓ (4+ x week)	✓ (4+ x week)	✓ (4+ x week)	✓ (4+ x week)	Arts, Workforce Development, Physical Education
Granville County Schools (2 sites)	✓ (4+ x week)	✓ (4+ x week)	✓ (4+ x week)	✓ (4+ x week)	Arts, Workforce Development, Physical Education, SEL
Impact All CDC (1 site)	✓ (4+ x week)	✓ (4+ x week)	✓ (4+ x week)	✓ (weekly)	Arts, Physical Education
My Meta Re-Entry Services, Inc. (1 site)	✓ (4+ x week)	✓ (4+ x week)	✓ (4+ x week)	✓ (4+ x week)	Arts, Workforce Development, Physical Education
Prodigal Son Foundation (Sugar Creek Learning Center) (1 site)	✓ (4+ x week)	✓ (4+ x week)	✓ (4+ x week)	✓ (2 x week)	Arts, Physical Education
Student U (1 site)	✓ (4+ x week)	✓ (4+ x week)	✓ (4+ x week)	✓ (4+ x week)	Arts, Workforce Development, Physical Education, College Prep

Source: Subgrantee Annual Evaluation Report (Summer 2025)

*Note: Some variability between sites (highest frequency for each activity reported)

⁶ McCombs, J.S., Augustine, C. H., Pane, J. F., & Schweig, J. (2020). Every summer counts: A longitudinal analysis of outcomes from the national summer learning project. *RAND Summer Learning Series*, xiv–xix.

<https://www.wallacefoundation.org/knowledge-center/Documents/Every-Summer-Counts-A-Longitudinal-Analysis-of-Outcomes-from-the-National-Summer-Learning-Project.pdf>

Pyne, J., Messner, E., & Dee, T.S. (2020). The dynamic effects of a summer learning program on behavioral engagement in school. *Stanford University*, <https://cepa.stanford.edu/sites/default/files/wp20-10-v092020.pdf>

Standard-Summer Mental Health Supports

While reading, math, and science/STEM have traditionally been targeted content areas for 21st CCLC summer programming, the concentrated focus on mental health for Cohort 18 was relatively new. More specifically, Cohort 18 grant applicants were given priority consideration if they proposed to implement trauma-informed practices that met an identified need of their intended participants. According to the RFP, “a trauma-informed approach incorporates recognition of the widespread impact of trauma and its signs and symptoms, appropriate responses, and active efforts to avoid re-traumatization.” Applicants were encouraged to hire certified mental health professionals and/or partner with qualified mental health service providers to implement evidence-based trauma-informed practices throughout the duration of the grant.

As a result, five of the eight Standard-Summer subgrantees (63%) proposed to ensure mental health supports were available for participating students. However, it is important to note that one of the five subgrantee indicated they were unable to implement as originally planned due to a staffing challenge. The subgrantee explained,

District social workers were assigned summer responsibilities and, as a result, were unable to dedicate time to the program. No direct mental health support was provided during this year’s session. To address this gap, the program plans to contract with a licensed social worker for next summer. Recruitment for this role will begin in the spring to ensure sufficient time to hire a qualified professional.

Table 8 provides an overview of the types of staffing and services that were provided by a certified mental health professional as part of Standard-Summer programming in 2025.

Table 8. Overview of Standard-Summer Mental Health Supports

Organization Name	Staffing Internal/External	Types of Mental Health Supports Provided to Students
Edgecombe County Public Schools	Internal staff	<i>We had a social worker available to support students’ needs as issues arose. If we saw a student having a difficult time, the social worker was called in to meet with the student and provide support.</i>
Impact All CDC	Contracted entity	<i>Our mental health professional came in once per week to work with our students. We found it to be extremely helpful in the classroom as well.</i>
My Meta Re-Entry Services, Inc.	Staff from a partnering organization and internal staff	<i>The certified mental health professional provided Social and Emotional Learning and Trauma Informed Services.</i>
Prodigal Son Foundation (Sugar Creek Learning Center)	Internal staff	<i>The certified mental health professional(s) supported the program by: (a) offering individual and small-group counseling sessions for students; (b) leading social-emotional learning (SEL) activities to build self-awareness, self-regulation, and positive peer interactions; (c) providing crisis intervention and behavioral support when needed; and (d) consulting with staff on trauma-informed practices and classroom strategies.</i>

Organization Name	Staffing Internal/External	Types of Mental Health Supports Provided to Students
Student U	Internal staff	<i>The certified mental health professional supervised two social work interns and two provisionally licensed social workers to provide counseling to sixteen individual students and 10 students who participated in an ADHD support group.</i>

Source: Subgrantee Annual Evaluation Report (Summer 2025)

Standard-Summer Family Engagement Supports

In addition to providing intensive summer academic and enrichment support, subgrantees were also required to include a family engagement component. Thus, all Summer-Only programs were required to offer one family engagement workshop each summer of the grant, totaling three workshops by the end of the grant cycle. More specifically, over the course of the three-year grant cycle, applicants must host at least one family engagement workshop on each of the following topics:

- **Family Workshop #1:** must focus on deepening participating families’ understanding of the connection between consistent school-day attendance and future student success.
- **Family Workshop #2:** must focus on offering families training on age-appropriate home-based strategies and resources for supporting students’ positive academic behaviors and/or social-emotional well-being.
- **Family Workshop #3:** must focus on offering families the opportunity to gain skills and knowledge for supporting students’ academic needs, including literacy and related educational development.

Table 9. Overview of Standard-Summer Family Engagement Supports

Organization Name	Workshop #1	Workshop #2	Workshop #3	# Events	# Guardian/Parent Attendees
Diversity Nurtures Achievements Community Youth Center (1 site)		✓		2 events	81 attendees
Edgecombe County Public Schools (4 sites)			✓	7 events	173 attendees
Communities in Schools of Wake County (1 site)			✓	1 event	22 attendees
Granville County Schools (2 sites)	✓	✓	✓	3 events	157 attendees
Impact All CDC (1 site)		✓		1 event	75 attendees
My Meta Re-Entry Services, Inc. (1 site)		✓		1 event	40 attendees
Prodigal Son Foundation (Sugar Creek Learning Center) (1 site)		✓	✓	2 events	42 attendees
Student U (1 site)		✓	✓	3 events	127 attendees
Total	1	6	5	20 events	717 attendees

Source: Subgrantee Annual Evaluation Report (Summer 2025)

Challenges reported regarding the Standard-Summer planning, coordination, and/or provision of family engagement services included issues regarding (a) limited availability of parents/guardians; (b) need for more planning time and/or (c) staffing issues.

- *Many families faced work and childcare responsibilities that limited their ability to attend daytime engagement events. Evening sessions often had higher turnouts, but coordinating staffing, transportation, and access to facilities outside of standard program hours created logistical challenges.*
- *Planning farther in advance, planning a greater variety and number of events, and inviting families to upcoming events earlier will create more family engagement in 2026.*
- *Prior to the start of the program, the Family Engagement Coordinator was reassigned to another position due to district budget cuts, and a replacement could not be secured in time. While she had planned to facilitate the parent workshops, only the end-of-program session on Attendance and Academic Success was implemented with the support of another staff member. The district has since hired a new Family Engagement Coordinator who will provide dedicated support for family engagement activities in future summer programs.*

Overview of Summer-Intensive Program Implementation

According to the RPF, Summer-Intensive Programs research has shown that students participating in intentional summer intensive programs have fewer discipline problems, increased self-esteem, improved motivation to learn, and reduced drop-out rates. NCDPI defines summer intensive programs as comprehensive, consecutive 2–3-week targeted interventions designed to eliminate skills gaps, accelerate learning, ease the social transition, and/or prepare participating students for success in the upcoming school year. For the purposes of the NCDPI Cohort 18 21st CCLC Competitive Grant Program, all proposed Summer-Intensive Programs are required to meet the criteria detailed in Table 10.

Table 10. Summer-Intensive Learning Program Required Criteria

Component	Details of Required Criteria
Duration	<ul style="list-style-type: none"> • Operate for at least two consecutive weeks • Operate for at least 16 hours per week
Program Design	<ul style="list-style-type: none"> • Designed to support students in one or more of the following focus areas: <ul style="list-style-type: none"> ○ Kindergarten transition for rising kindergarteners (PreK students) ○ 5th grade to 6th grade transition for rising 6th grade students ○ 8th to 9th grade transition for rising 9th grade students. ○ Intensive tutoring previewing upcoming school year learning standards and/or credit recovery programs. ○ Comprehensive mental health supports (e.g., hiring certified, professional mental health staff to support students in developing social and emotional skills).
Student Participation	<ul style="list-style-type: none"> • Serve the same group of students per focus area throughout the entire intensive program each summer.

Source: NCDPI Cohort 18 Request for Proposal

As shown in Table 11, out of the 14 funded 21st CCLC Summer-Only Program subgrantees, six (43%) used their funding to provide Summer-Intensive Program services.

- 5 subgrantees provided 5th grade to 6th grade transition for rising 6th grade students;
- 3 subgrantees provided 8th to 9th grade transition for rising 9th grade students;
- 2 subgrantees provided a kindergarten transition for rising kindergarteners (PreK students); and
- 2 subgrantees provided intensive tutoring programs.

Table 11. Overview of Summer-Intensive Focus Areas by Subgrantee

Organization Name	PreK	Transition to Middle School	Transition to High School	Intensive Tutoring
Alexander County Schools		✓	✓	✓ (credit recovery)
Communities in Schools of Randolph County		✓	✓	
Greene County Schools	✓	✓	✓	
Lenoir County Public Schools		✓		✓ (STEM camp, credit recovery)
Public Schools of Robeson County		✓		
Richmond County Schools	✓			
Total	2	5	3	2

Source: Subgrantee Annual Evaluation Report (Summer 2025)

Summer-Intensive Program Sites

In total, Summer-Intensive programming was provided at 21 sites across North Carolina serving rising Kindergartners through 12th grade students. All Summer-Intensive sites were school-based, except for one that was part of a community-based Freedom School program. The number of days each site provided programming spanned from 8 to 30 days.

Table 12. Overview of Standard-Intensive Program Sites by Subgrantee

Organization Name	Grades Served	# Sites	School-Based Site	Community-Based Site	Total Days of Program
Alexander County Schools	3-12	3	✓ ✓ ✓		MS: 8 days HS: 8 days Tutor: 8 days
Communities in Schools of Randolph County	3-8	1		✓	MS: 30 days HS: 30 days
Greene County Schools	K, 6, 9	3	✓ ✓ ✓		K: 8 days MS: 8 days HS: 8 days
Lenoir County Public Schools	5-11	6	✓ ✓ ✓ ✓ ✓		MS: 8 days Tutor: 8 days
Public Schools of Robeson County	8	1	✓		HS: 10 days
Richmond County Schools	K	7	✓ ✓ ✓ ✓ ✓		K: 8 days
Total	K-12	21	20	1	8 – 30 days

Source: Subgrantee Annual Evaluation Report (Summer 2025)

Summer-Intensive Students Served

As seen in Table 13, awarded subgrantees proposed to serve a total of 1,000 students (ranging from a low of 40 students per subgrantee to a high of 500 students). Then, as part of the end-of-year evaluation reporting, subgrantees were required to report the number of students who participated in the program. The awarded organizations/schools reported serving a total of 896 students (ranging from a low of 42 students per subgrantee to a high of 457 students). The state’s enrollment goal was 90%; thus, the 21st CCLC 2025 Summer-Intensive Program, as a whole, met the state goal (90%). However, the two Summer-Intensive programs that did not meet a total of 90% both indicated that it was primarily due to the short turnaround period between grant approval and program launch. More specifically, one of the subgrantees reported,

We did not meet the 90% goal due to challenges in recruiting rising ninth-grade students, as well as the delay in the grant award notification, which shortened the available time for planning and outreach.

Table 13. Overview of Student Served for Summer-Intensive Programs

Organization Name	Proposed Students Served	Total Students Served	# Diff.	Percentage of Students Served vs. Proposed
Alexander County Schools	100	109	-1	109%
Communities in Schools of Randolph County	40	42	+2	105%
Greene County Schools	110	81	-29	74%
Lenoir County Public Schools	500	457	-43	91%
Public Schools of Robeson County	110	52	-58	47%
Richmond County Schools	140	155	+15	111%
	1,000	896	-104	90%

Source: Subgrantee Annual Evaluation Report (Summer 2025)

Subgrantees were asked, “How did your program determine which students were eligible to participate in 21st CCLC SEG summer intensive programming?” See Table 14 for the various strategies subgrantees used for each of the Summer-Intensive focus areas.

Table 14. Determinants of Eligibility for Summer-Intensive Program (by focus area)

Focus Area	Details of Eligibility Criteria
Kindergarten Transition Program	<ul style="list-style-type: none"> • <i>Eligibility for the Kindergarten Transition Program was determined by the [District] Pre-K Director. Students were selected based on data collected throughout the school year, including assessments of academic readiness, social-emotional development, and classroom performance. This process ensured that rising kindergarten students who would most benefit from additional support in preparing for the transition to kindergarten were prioritized for participation.</i> • <i>Ready, Set, Kindergarten was offered to all rising kindergarteners in our high poverty, rural district.</i>

Focus Area	Details of Eligibility Criteria
Middle School Transition Program	<ul style="list-style-type: none"> • <i>Eligibility for the Middle School Transition Program was determined through a combination of school-based recommendations and open enrollment. Ten slots were reserved for students identified by school administrators as likely to benefit most from additional support during the transition to middle school. The remaining slots were made available to families through a parent sign-up process, ensuring equitable access and allowing interested students the opportunity to participate.</i> • <i>We specifically targeted students who were not on grade level in reading and/or who had other barriers to success in school including attendance, behavior and unmet basic needs. We took referrals from our local schools' administrators and from a local afterschool program that serves the LEA's students and has similar targets. We worked with our staff members in the local schools to refer their case-managed students who met the criteria we were targeting. Those staff members compiled a school-based list of all the candidates we were seeking. We also held two informational parent meetings to invite these referred students' parents to learn more about our program.</i> • <i>All rising 6th graders were invited to attend.</i> • <i>All students were eligible but only interested parents applied.</i>
High School Transition Program	<ul style="list-style-type: none"> • <i>All eighth-grade students were invited to attending without any pre-established criteria.</i> • <i>Eligibility for the High School Transition Program was determined through a combination of administrator recommendations and parent sign-ups. Ten slots were reserved for students identified by school administrators as needing additional support for a successful transition to high school. The remaining slots were made available to families through a parent sign-up process, providing both targeted outreach to at-risk students and equitable access for interested participants.</i> • <i>All students were eligible but only interested parents applied.</i> • <i>We took referrals/recommendations from our embedded staff, from school staff and school administrators.</i>
Tutoring Program	<ul style="list-style-type: none"> • <i>Students who had credit deficits were invited.</i> • <i>All 7th & 8th graders were invited to attend STEM camp programming. All high school students were invited to participate in the District C program. High school students who needed to recover credits to stay on track for graduation were invited to attend the credit recovery portion of Summer Enrichment Academy.</i>

Source: Subgrantee Annual Evaluation Report (Summer 2025)

Subgrantees were also asked, “Was it a challenge to identify, recruit, and enroll the number of eligible students your organization intended to serve?” Two out of the six subgrantees (33%) indicated that the identification, recruitment, and enrollment process was “not at all” challenging; however, four indicated the process was “moderately” challenging. Below are examples of challenges described by subgrantees.

(a) Timing of the grant awards:

- *Due to the timing of the grant release, there was only about a three-week turnaround to design the program, conduct outreach, and engage students, parents, and teachers. This limited window made it difficult to generate sufficient awareness and interest in such a*

short period, especially given the competing demands of the end-of-school-year activities and families' need to plan summer schedules in advance.

- *Reaching parents effectively required multiple forms of communication, and the short window available after the grant award limited the program’s ability to maximize enrollment.*

(b) Difficulty with marketing/awareness of the program:

- *Contacting the parents/guardians of the targeted students required a lot of phone calls, messages and face-to-face contacts to get the word out and to provide information about our program and how it differed from a typical “summer school” program.*

(c) Consistent student attendance:

- *Once the students were enrolled in our program, we still had the challenge of getting them to attend in several cases. Even though we provided transportation, some of them would sleep late and/or decide they would not attend on that day. Our staff called and then transported several students to our program on multiple occasions.*

Summer-Intensive Staffing

As seen in Table 15, subgrantees reported a total of 208 paid staff members across the 21 sites, with an average of 35 staff members employed per subgrantee. In addition to paid staff, a total of 6 volunteers were utilized to support Summer-Intensive programming.

Table 15. Overview Summer-Intensive Staffing by Subgrantee

Organization Name	# Paid Staff	# Volunteer Staff	# Students	Staffing Challenge Level
Alexander County Schools	30	0	109	Not at all challenging
Communities in Schools of Randolph County	8	5	42	Not at all challenging
Greene County Schools	19	1	81	Not at all challenging
Lenoir County Public Schools	63	0	457	Moderately challenging
Public Schools of Robeson County	17	0	52	Not at all challenging
Richmond County Schools	71	0	155	Not at all challenging
Total	208	6	896	

Source: Subgrantee Annual Evaluation Report (Summer 2025)

The subgrantee that reported staff was “moderately challenging” stated,

Due to the notification and camp timeline, it was challenging to recruit staff to work in this program. We face competition from mandatory school district summer school programs. These programs, which take precedence for many school day teachers, limited [teachers]availability to participate fully in our summer intensive programming.

Summer-Intensive Collaboration

Out of the 57 schools⁷ that subgrantees reported serving, 91% were identified as Title I schools, 49% low-performing schools, 53% TSI schools, and 11% CSI schools. (See Table 16.)

⁷ Note: This number represents the total of schools reported by each subgrantee; therefore, in some instances this could be a duplicative count (e.g., if multiple subgrantees serve the same school).

Table 16. Schools Served with Summer-Intensive Programming by Subgrantee

Organization Name	# Total Schools Served	# CSI Schools Served	# TSI Served	# Title I Schools Served	# Low-Performing Schools Served
Alexander County Schools	11	0	4	7	4
Communities in Schools of Randolph County	7	0	4	7	5
Greene County Schools	4	1	2	4	4
Lenoir County Public Schools	17	2	8	16	6
Richmond County Schools	7	0	1	7	3
Public Schools of Robeson County	11	3	6	11	6
Total	57	6 (11%)	30 (53%)	52 (91%)	28 (49%)

Source: Subgrantee Annual Evaluation Report (Summer 2025)

In terms of collaboration, the implementation reporting system asked subgrantees, “To what extent was collaboration with **community-based organizations** successful in terms of 21st CCLC Summer-Intensive planning and implementation?” One subgrantee did not respond to this reporting item; however, of those that did, all five (100%) indicated they were “very” successful. Examples of community-based organizations included: local non-profits (Goodwill Industries), youth organizations (4H), police departments, public libraries, churches, businesses, and art councils. Subgrantees mentioned that “camps were supported in donations, business tours, field trips, guest speakers...” and that they were successful due to “previously cultivated relationships” with community-based organizations.

In addition, the reporting system asked subgrantees, “To what extent was collaboration with **public school units (PSUs)** successful in terms of 21st CCLC Summer-Intensive planning and implementation?” Of those six Summer-Intensive subgrantees, five indicated “very” successful (83%) and one subgrantee indicated “mostly” successful (17%). Collaboration with PSUs included subgrantees working with transportation divisions, child nutrition programs, facilities staff, and student services departments. The one subgrantee that indicated they were “mostly” successful, reported that “child nutrition was not able to provide student meals, so donations and local funds were used.” However, another subgrantee described in detail the support provided by various departments within the PSU.

[The district] provided the structures and supports for recruiting, hiring, conducting background checks, and paying our summer staff. The staff assisted with the recruitment of students for the summer programming. The transportation department worked with us to find qualified bus drivers, plan the summer bus routes, and maintain the buses used for summer programming. They maintained accurate records of mileage and fuel costs. The Child Nutrition Department provided their own staffing and summer breakfast and lunch under their USDA grants. Student Services provided access to a licensed school nurse and a licensed school social worker for the summer which we employed through the grant.

Summer-Intensive Academic and Enrichment Supports

As previously mentioned, to improve students’ access to innovative learning strategies, the RFP indicated that academic and enrichment activities in 21st CCLC summer learning programs should:

- be multi-disciplinary in approach (i.e., students must use academic skills from multiple subject areas);
- be broad in offering (e.g., arts, recreation, health and wellness, cultural activities); and
- build connections between academic skills and knowledge and a students’ cultural and community contexts.

Thus, Table 17 provides a summary of the “dosage” of the various academic and enrichment supports that were provided to 21st CCLC Summer-Intensive participants during summer 2025.

Table 17. Overview of Summer-Intensive Academic and Enrichment Supports

Organization Name	Reading	Math	Science/STEM	Health Education	Other
Alexander County Schools*		✓ (4+ x week)	✓ (4 x week)		Workforce Development
Communities in Schools of Randolph County	✓ (4+ x week)		✓ (weekly)		Arts, Workforce Development, Physical Education
Greene County Schools	✓ (4+ x week)	✓ (4+ x week)	✓ (4+ x week)		Arts, Workforce Development, Physical Education
Lenior County Public Schools*	✓ (4+ x week)	✓ (4+ x week)	✓ (4+ x week)		Arts, Workforce Development
Public Schools of Robeson County	✓ (4+ x week)	✓ (4+ x week)	✓ (2 x week)	✓ (2 x week)	Workforce Development
Richmond County Schools	✓ (4+ x week)	✓ (4+ x week)	✓ (4 x week)		Arts, Physical Education

Source: Subgrantee Annual Evaluation Report (Summer 2025)

*Note: Some variability between enrichment activities provided at middle school vs. high school sites

Summer-Intensive Mental Health Supports

Three of the six Summer-Intensive subgrantees (50%) ensured a focus on mental health supports for participating students. Table 18 provides an overview of the types of staffing and services that were provided by a certified mental health professional as part of the Summer-Intensive programming in 2025.

Table 18. Overview of Summer-Intensive Mental Health Supports

Organization Name	Staffing Internal/External	Types of Mental Health Supports Provided to Students
Communities in Schools of Randolph County	Staff from a partnering agency	<i>We had a mental health staff member on call with the school district but did not need her services this summer. We did, however reach out to our local mental health providers and basic needs’ providers to attend our community resource fair as a part of our parent engagement night. Several local agencies attended and were able to talk with some of our families about available resources in town.</i>

Organization Name	Staffing Internal/External	Types of Mental Health Supports Provided to Students
Lenior County Public Schools	Internal staff	<i>We assigned a school counselor to each high school site and they also served their assigned feeder middle school. We employed a licensed school social worker to serve all six sites.</i>
Richmond County Schools	Internal staff	<i>Each site had a nurse, social worker, or guidance counselor throughout the program.</i>

Source: Subgrantee Annual Evaluation Report (Summer 2025)

Summer-Intensive Family Engagement Support

As previously mentioned, over the course of the three-year grant cycle, applicants must host at least one family engagement workshop on each of the following topics:

- **Family Workshop #1:** must focus on deepening participating families’ understanding of the connection between consistent school-day attendance and future student success.
- **Family Workshop #2:** must focus on offering families training on age-appropriate home-based strategies and resources for supporting students’ positive academic behaviors and/or social-emotional well-being.
- **Family Workshop #3:** must focus on offering families the opportunity to gain skills and knowledge for supporting students’ academic needs, including literacy and related educational development.

Table 19. Overview of Summer-Intensive Family Engagement Supports

Organization Name	Workshop #1	Workshop #2	Workshop #3	# Events	# Guardian/Parent Attendees
Alexander County Schools		✓		3 events	87 attendees
Communities in Schools of Randolph County			✓	8 events	132 attendees
Greene County Schools	✓			2 events	201 attendees
Lenior County Public Schools			✓	1 event	59 attendees
Public Schools of Robeson County				1 event*	14 attendees
Richmond County Schools	✓			7 events	104 attendees
Total	2	1	2	22 events	597 attendees

Source: Subgrantee Annual Evaluation Report (Summer 2025)

*Event was a parent drop-in event that did not align with the required workshops.

Challenges reported regarding the planning, coordination, and/or provision of family engagement services included issues regarding (a) limited availability of parents/guardians; (b) transportation; (c) need for more planning time; and/or (d) limited space for events.

- *The sites struggled to find times that were convenient for parents due to parent work schedules.*
- *Some of the families were limited in transportation and therefore could not attend.*

- *Due to the short planning window and the fast-paced nature of the summer schedule, it was challenging to coordinate multiple family-focused events. However, we recognize the importance of family engagement and will be hosting dedicated engagement events during the school year to strengthen connections with families and support student success year-round.*
- *The majority of our parents attended the parent event so crowd management was somewhat of a challenge.*

III. SUBGRANTEE OUTCOMES

Summary of Subgrantee Outcome Reports

With any grant program, it is essential that subgrantees evaluate and report on the program's impact. As specified in the 21st CCLC Cohort 18 RFP, subgrantees that implement Summer-Only programming are required to submit an annual program evaluation report. Thus, for Year 1, “Standard-Summer” and “Summer-Intensive” subgrantees were instructed that they must submit their annual evaluation report on or before September 30, 2025. All 14 subgrantees met the evaluation requirement and submitted their report by the deadline.

Perceived Outcome Measures Reported

Subgrantees were encouraged to collect data regarding student, parent, and/or feeder school perceptions regarding the impact of the 21st CCLC Summer-Only Program on student academic and/or behavioral outcomes. Table 20 provides a summary of the data that were used by each subgrantee for progress monitoring and continuous improvement efforts. Of the 14 subgrantees:

- 13 subgrantees (93%) indicated they collected data regarding teacher/staff perceptions/observations of the program’s impact on participating students.
- 11 subgrantees (79%) indicated they collected data regarding parent perceptions of the program’s impact on their child.
- 9 subgrantees (64%) indicated they collected regarding student perceptions of the program’s impact.

Student Performance Outcome Measures Reported

In terms of reporting student performance outcomes (as shown in Table 20), of the 14 subgrantees:

- 14 subgrantees (100%) indicated they collected data regarding program attendance.
- 7 subgrantees (50%) indicated they collected data based via reading assessments.
- 7 subgrantees (50%) indicated they collected data based via math assessments.
- 6 subgrantees (43%) indicated they collected data based via STEM assessments.
- 5 subgrantees (36%) indicated they collected data based via SEL assessments.
- 3 subgrantees (21%) indicated they collected data based on credit recovery counts.

Table 20. Overview of Outcome Measures Reported in Subgrantee Evaluation Reports

Subgrantee	Perception Outcome Measures			Student Performance Outcome Measures			
	Student Data	Staff/Teacher Data	Parent Data	Reading	Math	Behavior	Other
Communities in Schools of Wake County		✓	✓			✓ Program Attendance	
Diversity Nurtures Achievements Community Youth Center	✓	✓	✓	✓	✓	✓ Program Attendance	
Edgecombe County Public Schools		✓		✓	✓	✓ Program Attendance	✓ SEL, DIAL IV (PreK)
Granville County Schools	✓	✓	✓			✓ Program Attendance	✓ Success 101
Impact All CDC	✓	✓	✓	✓	✓	✓ Program Attendance	✓ STEM, SEL
My Meta Re-Entry Services, Inc.	✓	✓	✓	✓	✓	✓ Program Attendance	✓ STEM, SEL
Prodigal Son Foundation (Sugar Creek Learning Center)		✓	✓	✓	✓	✓ Program Attendance	
Student U	✓	✓	✓	✓	✓	✓ Program Attendance	✓ STEM, SEL
Alexander County Schools	✓	✓	✓			✓ Program Attendance	✓ STEM, Credit Recovery, Career Development
Communities in Schools of Randolph County		✓	✓			✓ Program Attendance	
Greene County Schools	✓					✓ Program Attendance	
Lenior County Public Schools	✓	✓				✓ Program Attendance	✓ STEM, Credit Recovery
Public Schools of Robeson County	✓	✓	✓			✓ Program Attendance	✓ STEM, Credit Recovery, Career Development
Richmond County Schools		✓	✓	✓	✓	✓ Program Attendance	✓ SEL
Total Number of Subgrantees	9	13	11	7	7	14	

Source: Subgrantee Annual Evaluation Report (Summer 2025)

In addition, subgrantees were asked, “In your opinion, what was the single most beneficial impact of the 21st CCLC Summer-Only funds for students, parents, and/or local schools?” Overall, the subgrantees indicated the summer funding led to: (a) academic support and reduced summer loss; (b) enriched career exposure and real-world learning; (c) social emotional growth and student development; (d) safe, structured supports for families; and (e) enhanced enthusiasm for teaching that led to increased student engagement.

(a) Academic Support and Reduced Summer Learning Loss

- Summer-Only Programs played a critical role in **sustaining and improving academic skills during the summer**, a period when learning loss is most likely to occur. Districts reported growth in reading, math, and science, along with successful credit recovery that kept students on track for graduation.
- By blending academic instruction with engaging enrichment, students (many of whom struggle during the regular school year) experienced success, built confidence, and returned to school better prepared for the fall.

(b) Enriched Career Exposure and Real-World Learning

- A benefit of 21st CCLC standard and intensive summer programming was the ability to offer **enriching, hands-on learning experiences** that expanded students' horizons. Students explored STEM, career pathways, and practical life skills such as financial literacy, cooking, and automotive maintenance. Subgrantees reported these activities helped students see the relevance of learning beyond the classroom.
- Older students gained early exposure to middle/high school environments, curriculum, and teachers, while younger learners benefited from school-readiness initiatives that eased transitions into kindergarten.

(c) Social-Emotional Growth and Positive Student Development

- Beyond academics, summer programming provided intentional **social-emotional learning (SEL)** opportunities that strengthened relationships, improved behavior, and supported student well-being. Subgrantees reported that students developed collaboration skills, confidence, and a renewed excitement for learning.
- In several programs serving older students, educators saw transformation in the participant's behavior including a shift from disengagement to enthusiasm (which they indicated carried into the school year, contributing to smoother transitions into middle and high school).

(d) Safe, Structured Support for Families

- Subgrantees reported that parents valued having access to **safe, structured, and meaningful summer programming**. For working parents, the programs offered essential supervision, financial relief, and peace of mind, knowing their children were engaged in productive, enriching activities.
- Programs also strengthened family engagement through workshops and events, reinforcing trust and connection between families and schools.

(e) Enhanced Enthusiasm for Teaching

- One subgrantee mentioned that several educators shared how much they enjoyed teaching in the summer program because they were able to engage students in hands-on activities around content standards that don't usually have sufficient time to implement during the regular academic year. They reported this positive impact on teachers resulted in positive student outcomes for the participating students.

Furthermore, many of the subgrantees indicated that the opportunities provided to students in their district/community would not have been financially or logistically possible without the 21st CCLC Summer-Only Program grant funding. For example, one subgrantee stated that,

The 21st CCLC grant funds and programming have been instrumental in providing opportunities that extend far beyond the traditional classroom, especially for our small rural district. The summer program not only helped prepare students academically but also gave them enriching experiences that supported social-emotional growth and sparked interest in STEM. Families appreciated the safe, engaging environment for their children, and schools benefited from stronger connections with students and parents. Without these funds, many of these valuable opportunities would not have been possible in our community.

Summary of Subgrantee Outputs and Outcomes

The following graphic provides an at-a-glance summary of the Cohort 18 21st CCLC Competitive Grant (2025-2028) Summer-Only Program outputs and outcomes for Year 1 of implementation.

