

21st Century Community Learning Center Grants: 2004-2005

REIS05-167-4

At a Glance

The Dallas Independent School District (DISD) was awarded \$9.2 million by the Texas Education Agency (TEA) for three current grant cycles to fund eleven **Texas 21st Century Community Learning Center (CLC) grants**. Five schools comprised each grant for a total of 55 school centers and one adjunct school site. Funds were used to establish, maintain, or expand CLC grants to provide students with academic and enrichment opportunities. Services for students were provided before and after school, as well as during the summer and holiday periods. TEA mandated that centers focus on improved student performance for TAKS/TEKS objectives in Reading, Mathematics, Science, and Social Studies. In addition, various other activities were offered to adult and sibling participants. Most were designed to improve family literacy.

Participant Demographics

Table 1 presents demographic information for the three grant cycles for all students enrolled in the 56 participating schools. A total of 21,028 students enrolled for 21st Century CLC programs in either the academic or enrichment tracks or both. Most participating students tended to be Hispanic (64.7%), non-LEP, (68.9%), disadvantaged (83.8%), and non-special needs status (93.6%).

Table 1
Demographics of 21st Century CLC (11 grants)

Ethnicity	Students (N)	%
Hispanic	13,640	64.7
African-American	5,959	28.3
White	1,105	5.3
Asian/Pacific Islander	297	1.4
Native American	57	0.3
Total	21,028	100.0

Results of program implementation were described through a series of data tables that summarized program utilization. These data represented the major areas considered to be indicators of program utilization and to some extent, indicators of effectiveness in reaching the eligible targeted populations. The major areas summarized by these data tables for each grant cycle were: Participant Demographic Summary, Students Served Summary, Program Activities Summary, Tutorial Attendance, Grade Point Average (GPA) by Activity Participation Level, Regular School Day Attendance by Participation Level, and Adult/Family Member Participation by Student Participation Level.

Students Served in Program

Table 2 describes the percentage of eligible students served by grade level for all grants combined.

Table 2
Percentage of Eligible Students Served by the 21st Century CLC Program (All Grants Combined)

Grade Level	Student Participants (N)	Participant Schools Enrollment	Eligible Students Served (%)
Pre-K	112	2,202	5.1
Kindergarten	804	3,525	22.8
Grade 1	1,532	3,769	40.6
Grade 2	1,841	3,612	51.0
Grade 3	2,520	3,383	74.5
Grade 4	2,571	3,659	70.3
Grade 5	2,347	3,499	67.1
Grade 6	2,096	2,928	71.6
Grade 7	2,618	4,847	54.0
Grade 8	2,470	4,723	52.3
Grade 9	754	2,541	29.7
Grade 10	526	1,529	34.4
Grade 11	466	1,196	39.0
Grade 12	371	1,268	29.3
Total	21,028	42,681	49.3

Program Activities Provided

Program activities varied by center but overall program activities were: core subject tutorials, enrichment activities enhancing the application of core subject principles and theories, Fine Arts, Physical Activity, Limited English Proficiency (LEP) instruction, Technology as a Tool, Technology Applications, Mentor/Parent activities with students, Community Service Projects, and Service Learning Projects.

Tutorials designed to address TEKS objectives were provided particularly for those students who attended academically unacceptable schools. A major program activity was to provide tutorial services with the goal of directly improving student academic performance.

Table 3 displays the number of students enrolling in subject matter tutorials for Fall 2004 and Spring 2005. The 'All 2004-2005' column represents students who enrolled at the Fall 2004 term and continued participation through the Spring 2005 term. The percent of students enrolling fall and spring was notably lower than the percent of students enrolling for either fall or spring terms.

Table 3

Students Attending 21st Century CLC Funded Tutorial (All Grants Combined)

Tutorial Subject Matter	Fall 2004 Students		Spring 2005 Students		All 2004-2005* Students	
	N	%	N	%	N	%
Reading	6,736	32.0	8,785	41.8	4,202	20.0
Mathematics	6,578	31.3	8,767	41.7	4,131	19.6
Science	1,291	6.1	1,642	7.8	351	1.7
Social Studies	897	4.3	1,226	5.8	269	1.3

NOTE. *Attended at least one tutorial in Fall 2004 and Spring 2005.

21st Century CLC program activities provide useful services to students' family members. Adult family member program activities support DISD parental involvement goals and help adults improve literacy skills. Increased family member participation in 21st Century CLC program activities were expected to result in a higher percentage of activities in which students were likely to participate. Other adults (non-family) in the program serve in mentor capacities for students. Data regarding young siblings of students were not captured for this academic year.

Relationship of GPA to Student Participation Levels

Figure 1 shows support at the highest of the four levels for a positive relationship between overall grade point averages (GPA) and student participation levels when students continued program participation from fall to spring. Student Activity Participation Levels categories were: low (less than 25% of available activities), medium (25-50% of available activities), high (51-75% of available activities), and highest (75% or more of available activities).

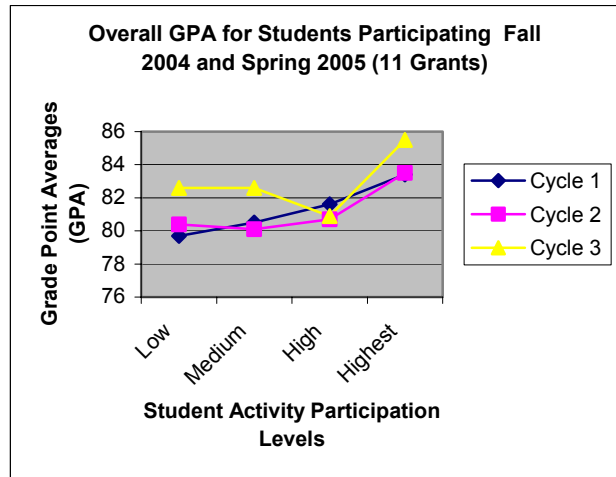


Figure 1. Overall GPA for Students Participating Fall 2004 and Spring 2005 (11 Grants)

Summary

Supplemental Education Services (SES) such as 21st Century CLCs have been increasingly recognized as important to the overall successful education of students. The relationship between extended day program participation and student performance is complex and in many ways indirect, involving many interrelated causal variables. While no statistical analyses were conducted this year, a number of variables related to program activities and student demographics were described in the Executive Summary report that may potentially be useful in understanding the relationship between SES and academic performance.