

21st Century Community Learning Center Grants: 2005-2006

REIS06-167-4

At a Glance

The Dallas Independent School District (DallasISD) 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 21,675 students enrolled for 21st Century CLC programs in either the academic or enrichment tracks or both. Most participating students tended to be Hispanic (65.2%), non-LEP, (72.3%), disadvantaged (80.6%), and non-special needs status (93.0%).

Ethnicity	Students (N)	%
Hispanic	14,125	65.2
African-American	6,147	28.4
White	1,053	4.9
Asian/Pacific Islander	290	1.3
Native American	60	0.3
Total	21,675	100.0

The student participation numbers show an increase of 647 students over 2004-05 with decreases in LEP and disadvantaged and increase in special education students.

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. Those major areas summarized by these data tables for each grant cycle were: Participant Demographic Summary, Students Served Summary, Program Activities Summary, 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.

Grade Level	Student Participants (N)	Participant Schools Enrollment	Eligible Students Served (%)
Pre-K	84	2,433	3.5
Kindergarten	810	3,628	22.3
Grade 1	1,592	4,626	34.4
Grade 2	1,855	3,729	49.7
Grade 3	2,551	4,322	59.0
Grade 4	2,624	5,721	45.9
Grade 5	2,363	3,679	64.2
Grade 6	1,873	3,223	58.1
Grade 7	2,943	5,131	57.4
Grade 8	2,840	4,850	58.6
Grade 9	797	2,748	29.0
Grade 10	471	1,694	27.8
Grade 11	452	1,467	30.8
Grade 12	420	1,199	35.0
Total	21,675	48,456	44.7

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.

21st Century CLC program activities provide useful services to students' family members. Adult family member program activities support DallasISD 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.

Table 3

Attendance and Related Adult Participation Attendance 21 st Century CLC Funded (All Grants Combined)			
School Level	Adult Participation	Student Activity Attendance Mean %	Number of Students
Elementary	None	68.6	9,809
	1+	72.5	454
Middle	None	33.6	1,984
	1+	38.9	137
High School	None	27.3	1,080
	1+	36.2	79

Table 3 displays the number of students enrolled in 21st Century CLC by School Level by whether at least one related adult participated (1+) or no related adult participated (None). The total number of students who participated in Spring 2006 are included. From the table it appears that there was a positive impact when the mean percentage of student participation was compared between those who had no related adults participating or at least one related adult participating. Data regarding young siblings of students were not systematically captured for this academic year.

Relationship of GPA to Student Participation Levels

Table 4 shows mixed support 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).

Table 4

Overall GPA by School Level and Attendance Level for Students Who Participated in both Fall 2005 and Spring 2006 21 st CCLC Activities							
School Level	Attendance Level	Fall 05 GPA		Spr 06 GPA		GPA Gain	
		N	Mean	N	Mean	N	Mean
Elem.	25% or <	465	84.1	474	84.0	465	0.0
	26 to 50%	2027	84.6	2052	84.6	2026	0.1
	51 to 75%	2874	85.7	2912	85.8	2870	0.2
	> than 75%	691	86.8	699	86.6	690	-0.3
Middle	25% or <	782	80.5	800	81.3	782	1.0
	26 to 50%	472	80.2	479	80.7	472	0.6
	51 to 75%	151	81.5	158	81.6	151	0.1
	> than 75%	12	83.2	14	83.2	12	-0.0
High	25% or <	532	79.8	542	80.5	530	0.8
	26 to 50%	118	84.1	119	85.5	118	1.4
	51 to 75%	21	83.2	20	84.3	20	1.0
	> than 75%	0	0.0	0	0.0	0	0.0

There are increases in GPA in the three attendance levels for the three school levels except the lowest attendance level for elementary school students. The relationship between the highest attendance level for all school levels requires more analysis to seek explanation for the negative signs.

Summary

Supplemental Education Services (SES) such as 21st Century CLCs has 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. A number of variables related to program activities and student demographics described in the Executive Summary report may potentially be useful in understanding the relationship between SES and academic performance.