

21st Century Community Learning Center Grants: 2007-2008

At-a-Glance

The Dallas Independent School District was awarded twelve Texas 21st Century Community Learning Center (CCLC) Grants in four grant cycles with staggered beginning and ending dates. These grants were designed to provide extended-day, extended-year activities to complement the regular school year programs. The Texas Education Agency (TEA) funds the 5-year grants using pass-through revenue from the United States Department of Education. The TEA required that the Texas 21st CCLC grant projects be designed to provide a range of high-quality, out-of-school activities relevant to Texas Essential Knowledge and Skills (TEKS)-based courses. Note that the grant year 2007-2008 was the last year (Year 5) for the Cycle 1 grants, and it was the first year of operation for the Cycle 4 grant.

Participant Demographics

Table 1 presents demographics of the program participants across the 12 grants and 61 participating schools. A total of 14,718 students participated in the 21st CCLC 2007-08 program.

Table 1
Demographics of the 21st CCLC 2007-08 Program Participants (12 grants)

Demographics	N	%
Hispanic	9,777	66.4
African-American	4,240	28.8
White	496	3.4
Asian/Pacific Islander	169	1.1
Native American	36	0.2
Female	7,701	52.3
Male	7,017	47.7
Non-LEP	9,795	66.6
LEP	4,923	33.4
Disadvantaged	12,617	85.7
Advantaged	2,101	14.3
Non-Special Ed. Needs	13,549	92.1
Special Ed. Needs	1,169	7.9

The majority of the participants were Hispanic (66.4%), female (52.3%), non-LEP (66.6%), disadvantaged (85.7%), and non-special needs students (92.1%). The results of 2007-08 showed a slight decrease in total number of participants but with slight percentage increases in LEP and disadvantaged students compared to the results of 2006-07. Overall, the demographics of the participants were proportionally representative of the demographic composition of the participating schools.

In addition to the demographic information, the program results were also summarized using some of the TEA required performance measures: Eligible Students Served, Promotion/Graduation Rate, and TAKS Passing Rate.

Eligible Students Served

One of the 21st CCLC goals is to provide services for high percentages of enrolled students. Table 2 shows the percentage of eligible students served by grade level.

Table 2
Percentage of Eligible Students Served (12 Grants)

Grade Level	N Program Participants	N Eligible Students	% Eligible Served
Early Childhood	1	158	0.6
Pre-K	64	2,498	2.6
Kindergarten	594	3,782	15.7
Grade 1	1,191	4,027	29.6
Grade 2	1,583	3,769	42.0
Grade 3	2,151	3,758	57.2
Grade 4	2,159	3,727	57.9
Grade 5	2,088	3,479	60.0
Grade 6	1,598	4,023	39.7
Grade 7	1,097	3,853	28.5
Grade 8	827	3,528	23.4
Grade 9	484	2,137	22.6
Grade 10	379	1,392	27.2
Grade 11	276	1,135	24.3
Grade 12	226	1,160	19.5
Total	14,718	42,426	34.7

Table 2 shows that overall grades 2 through 6 have consistently served relatively higher percentages of students than younger students or middle and high school students.

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.

Promotion and Graduation Rates of the Program Participants

Another goal of the 21st CCLC program activities is to help the students to progress through the grade levels and graduate from high school in a timely manner. Table 3 provides the promotion and graduation rates of the program participants.

Table 3
Promotion and Graduation Rates of the 21st CCLC
2007-2008 Program Participants by Grade Level
(12 Grants)

Grade Level	N Participants	N Promoted/G raduated	% Promoted/ Graduated
Early Childhood	1	1	100.0
Pre-K	60	60	100.0
Kindergarten	563	555	98.6
Grade 1	1,139	1,038	91.1
Grade 2	1,516	1,401	92.4
Grade 3	2,057	1,973	95.9
Grade 4	2,060	2,003	97.2
Grade 5	1,972	1,918	97.3
Grade 6	1,504	1,465	97.4
Grade 7	1,036	999	96.4
Grade 8	781	761	97.4
Grade 9	446	348	78.0
Grade 10	354	320	90.4
Grade 11	257	243	94.6
Grade 12	191	180	94.2
Total	13,937*	13,265	95.2

*N Counts based on data available at the time of data processing

The promotion/graduation rates were in the ranges of nineties except for Grade 9, which was 78 percent. This pattern is similar to the Dallas ISD districtwide statistics.

TAKS Passing Rates

The relationship between extended-day program participation and student academic performance has been an interest of the 21st CCLC program. In order to further examine the impact of the 21st CCLC program on student academic achievement, comparisons of TAKS passing rates between participants and non-participants were made for the students of the 61 participating schools.

Table 4 indicated that across school levels the program participants have higher passing rates than the non-participants in both reading and math.

Table 4
TAKS Reading and Math Passing Rates
Participants vs. Non-Participants (61 Participating Schools)

School Level	Program Participation	Reading		Math	
		N	% Pass	N	% Pass
Elem	Non-Participants	4,842	79.1	4,971	76.4
	Participants	5,417	79.3	5,618	80.1
Middle	Non-Participants	6,816	84.3	6,827	66.6
	Participants	2,439	86.3	2,434	71.1
High	Non-Participants	3,423	70.7	3,544	42.6
	Participants	828	75.7	857	49.0

Results are not necessarily attributable to 21st Century participation, as more research is needed to determine the contribution of the after-school programming to the academic performance of the participants.

Summary

The 21st CCLC programs were designed to offer targeted school children in the Dallas ISD out-of-school time academic learning and enrichment activities. Supplemental Education Services such as 21st CCLC programs are gradually becoming recognized as important to the overall successful education of students.

The results of 21st CCLC 2007-2008 program are quite positive: more LEP students were served; the promotion and graduation rates were satisfactory; and the association between program participation and academic performance has become clearer. However, it is recommended that more efforts to be made to promote family participation for the sake of the families and the students.

For more information, see EA08-167-3, available at www.dallasisd.org/eval/ or contact Dr. Liling Hou at 972-925-6409.