# 21ST CENTURY COMMUNITY LEARNING CENTERS:
## Evaluation of Projects Funded During the 2004-2005 School Year


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# Executive Summary

The 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001. The purpose of the program is to create or expand community learning centers that provide academic enrichment activities to economically disadvantaged and other students in at-risk situations. In addition to academics, other valuable services and activities are included (e.g., drug and violence prevention, character education, technology, art, music, recreation) that are intended to complement the students' regular academic program during non-school hours (e.g., after school, weekends, summer).

It is important to note that 21st CCLCs are not intended solely for academic improvement, but also to provide a safe place after school where students can go to receive academic assistance if needed and participate in a range of enrichment activities. While academic improvement is certainly the key long-term goal, researchers and others interested in programmatic impacts should keep in mind the value of shorter-term, non-academic benefits when evaluating these programs.

One innovative feature of the program is the provision of academic and enrichment activities targeted at students' adult family members and young siblings. For example, the 21st CCLCs offer a material benefit to working parents by providing a safe, supervised environment for their children during after-school hours and other periods when school is not in session (e.g., weekends, summer recess).

Previous research studies on the effectiveness of after-school programs conducted by the U.S. Department of Education, The Harvard Family Research Project, The National Institute on Out of School Time, and other entities have shown that such programs can have a positive impact on students' classroom and out-of-school behavior, as well as academic performance.

Although the program has been in existence for a number of years, it was during the 2003-2004 program year that grant funds were first subject to program enhancements contained in the NCLB Act of 2001, including a requirement that the program be continuously evaluated using

federally- and state-determined performance measures. In 2004, the Texas Education Agency (TEA) conducted its first annual evaluation of 21st CCLC programs based on the first round of data submitted by Cycle 1 grantees to fulfill this requirement. This report constitutes the second statewide evaluation of 21st CCLC programs in Texas, and examines the effect of program participation on various academic performance metrics during the 2004-2005 school year. By that school year, three cycles of grant funding were awarded to 122 grantees, with a total of nearly 116,000 students receiving services in 493 community learning centers. The findings presented in this report are a follow-up from last year's report and inform the direction that future longitudinal and comparison group studies may take once more data become available.

Overall, the data show that the 21st CCLC program is reaching the intended population. Examination of student demographic information shows that a majority of 21st CCLC participants during the 2004-2005 school year were economically disadvantaged, Hispanic, and enrolled in elementary school. Less than 13% of students were enrolled in a middle/high school. Approximately one in three 21st CCLC students in 2004-2005 were limited English proficient. These results are consistent across all three grant cycles.

Student participation rates in Cycle 1 and Cycle 3 programs were consistent, with 41% to 43% of students attending more than 50% of available program days during the school year. Student participation was somewhat lower in Cycle 2, with 34% of students attending more than 50% of available program days.

The majority of activities (52% or more in every grant cycle) implemented at Texas community learning centers provided instruction in the core academic areas of reading/language arts and mathematics, and in fine arts and youth development. Services offered by community learning centers were provided by certified teachers (60% or more of paid staff in every grant cycle) working in collaboration with an average of five to seven community-based partners per center.

The findings presented in the report indicate that participation in 21st CCLC funded activities during the 2004-2005 school year was associated with improved student performance in several key areas, for some student populations:

Middle/high school students who regularly attended the 21st CCLC program performed better than middle/high school students from 21st CCLC feeder schools who did not attend the program on the following metrics:

- Regular school day reading grades
- Regular school day mathematics grades
- Retention rates (i.e., program participants had lower rates of being retained in grade than non-participating students)

Similarly positive results were not observed for TAKS reading outcomes.

Elementary school-aged 21st CCLC participants did not show improved performance over non-participant students on the following metrics:

- TAKS reading and mathematics scores
- Regular school day reading grades
- Regular school day mathematics grades
- Retention rates

Having at least one adult family member participating with them in community learning center activities was universally beneficial, as these students participated in an average of 15% to 23% more activities than students with no family members participating.

Overall, these results indicate that participation in 21st CCLC funded activities is associated statistically with improvement in some key measures of student performance for middle/high school students, but that this beneficial impact is not yet being observed among elementary school participants. It is also not being observed for TAKS reading and mathematics scores. And, though significant findings were observed, differences were small in size. Further research is needed to ascertain long-term academic outcomes, but as noted above, academic achievement is only one facet of the 21st CCLC program.

The fact that only a small proportion of 21st CCLC students were enrolled in middle/high school suggests that there is room for improvement in encouraging these students to increase their time spent in community learning center activities. Additionally, given that less than half of all 21st CCLC students participated in a more than 50% of available activities, encouraging all

participating students to spend more time in a community learning center is an area of focus for program improvement.

The positive finding that students engage in more center activities if they have adult family members participating indicates that encouraging family participation in center activities may positively impact students' experiences. Previous research shows that less than half of the targeted adults (49%) actually participated in community learning center activities during the 2003-2004 school year. The data showed that once they did participate, approximately two-thirds (66%) of adult family members returned to participate again the following school year.[1] Improving family member recruitment strategies could be an important means to increase student participation, and by extension lead to improved academic performance among the students in at-risk situations targeted by the 21st CCLC program.

[1] See Texas Education Agency, 21st Century Community Learning Center: Evaluation of Projects Funded for the 2004-05 School Year (http:// www.tea.state.tx.us/opge/progeval/OutOfSchoolLearning/21cclc_03_04_eval.pdf).

# I. Introduction

The 21st Century Community Learning Centers (CCLC) program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001. The purpose of the program is to create or expand community learning centers that provide academic enrichment opportunities. In addition, and importantly, 21st CCLCs provide other valuable services and activities (e.g., drug and violence prevention, character education, technology, art, music, recreation) that are intended to complement the students' regular academic program during non-school hours (e.g., after school, weekends, summer).

One of the NCLB Act's provisions requires that school districts make supplemental educational opportunities available to economically disadvantaged and other students in at-risk situations outside the regular school day (Flynn, 2002). Many school districts in Texas have chosen to utilize 21st CCLC grants to help them meet this requirement.

The enabling statute specifies that 21st CCLC programs should accomplish the following:

1) Provide opportunities for academic enrichment, through tutorial services and other means to help students meet state and local student performance standards in core subject areas (e.g., reading, mathematics, science). The programs are to be geared toward economically disadvantaged students and students who attend low-performing schools;

2) Offer students a wide variety of additional services, programs, and activities (e.g., youth development activities, drug and violence prevention programs, counseling programs, art/music/recreation programs, technology education programs, and character education programs) that are designed to reinforce and complement the regular academic program of participating students; and

3) Offer families served by the community learning centers opportunities for literacy and related educational development.

In addition to the specific purposes outlined above, 21st CCLCs help working parents by providing a safe, supervised environment for their children during after-school hours and other periods when school is not in session (e.g., weekends, summer recess).

The 21st CCLC program provides both academic and enrichment activities to students. Programs may also offer life-skills, counseling, tutoring, mentoring, parental involvement and literacy, and expansion of library services. Examples of academic-focused curricula may encompass telecommunications and technology education programs, supplemental activities that expand the basic components of English language arts (e.g., reading, writing, speaking, listening, and viewing of visual images, messages, and meanings), activities relevant to history and social studies, acceleration and remediation strategies, and science education activities. Enrichment focused curricula may include art, music, theatre, dance education, physical education and fitness programs. Counseling programs may incorporate drug and violence prevention, character education to provide assistance to students who have been truant, suspended, or expelled, and programs that create exciting intrinsic motivation to increase and sustain participation.

It is important to note that 21st CCLCs are not intended solely for academic improvement, but are a safe place after school where students can go to receive academic assistance if needed and participate in a range of enrichment activities. Thus, longer-term academic improvement outcomes may not be immediately observed; researchers and others interested in programmatic impacts should keep in mind shorter-term impacts and non-academic indicators of benefit when evaluating these programs.

Grants are awarded through a competitive application process administered by the Texas Education Agency (TEA). Grants are awarded for a period of three years, with up to two additional years of continuation funding available. Grantees may fund up to five centers, at a maximum funding level of $175,000 per center. Eligible entities include local education agencies (LEAs), community-based organizations, other public or private entities, and consortia of two or more agencies, entities, or organizations. Awards are given only to applicants that will primarily serve students who attend schools with high concentrations of economically disadvantaged students (i.e., schools with a student population greater than 40% economically disadvantaged).

**Programs in Operation during the 2004-2005 Program Year**

In 2003, the TEA awarded approximately $23 million annually in 21st CCLC funds to 33 grantees for Cycle 1, who used the funds to establish 141 community learning centers operating on a year-round basis. The first year of implementation for these centers was the 2003-2004

school year (i.e., grant period July 1, 2003 to June 30, 2004). In 2004, approximately $61 million was awarded annually to an additional 89 grantees for Cycle 2 and Cycle 3, who established 352 new community learning centers throughout Texas.

In the 2004-2005 program year, Cycle 1 grants were in their second year of implementation (i.e., grant period July 1, 2004 to June 30, 2005), Cycle 2 grants were in their first year of implementation (i.e., grant period June 1, 2004 to May 31, 2005), and Cycle 3 grants were in their first year of implementation (i.e., grant period September 1, 2004 to August 31, 2005). Once implemented, all grant cycles maintain operations on a year-round basis. The 21st CCLC program year begins in summer, and continues through fall and spring.

**Findings from Previous Evaluations of 21st CCLC Programs in Texas**

In 2004, the TEA conducted its first evaluation of 21st CCLC programs. The evaluation was based on data submitted by Cycle 1 grantees under the new reporting requirements established through NCLB. These grants were the first to be subject to program enhancements contained in the NCLB Act of 2001. This data was based on activities implemented during the 2003-2004 school year.

In 2003-2004, it was found that a majority of 21st CCLC students were Hispanic, economically disadvantaged, and enrolled in Kindergarten through Grade 5. Approximately one-third were classified as limited English proficient (LEP). One-third of the students participated regularly in 21st CCLC programs (defined in the report as attending 75% or more of available program activities), with the majority of activities providing instruction in the core areas of reading/language arts and mathematics. Sports and arts activities were also common.[2]

Analyses of student performance were conducted and key results included the findings that participation in 21st CCLC programs was statistically associated with:

a) improved performance on reading assessments administered at the center,

b) a higher percentage of regular school day classes passed,

[2] See Texas Education Agency, 21st Century Community Learning Center: Evaluation of Projects Funded for the 2004-05 School Year (http://www.tea.state.tx.us/opge/progeval/OutOfSchoolLearning/21cclc_03_04_eval.pdf).

c) higher average grades during the school year, and

d) a lower average number of regular school day absences per student.[3]

This report builds upon these findings by reporting information on the implementation of 21st CCLC programs in operation during the 2004-2005 program year. This includes descriptive information for Cycles 1-3 and statistical analyses of key student outcomes for Cycle 1. The report comprises the second evaluation for Cycle 1 programs (which have been in place for two years), and the first evaluation for Cycles 2-3 (which have each been in place for one year). It is important to keep varying implementation periods across grant cycles in mind when interpreting findings in this report.

**Research Questions and Data Sources**

The evaluation will seek to answer the following research questions about community learning centers in operation during the 2004-2005 program year:

I. Profile of 21st CCLC Students, Activities, and Participation Rates
   a. What are the demographic characteristics of students participating in 21st CCLC programs?
   b. What student activities did 21st CCLC programs implement?
   c. To what extent do eligible students participate in available program days and activities?

II. Program Impacts
   a. What is the impact of participation in 21st CCLC programs on the Texas Assessment of Knowledge and Skills (TAKS) scores?
   b. What is the impact of participation in 21st CCLC programs on regular school day reading and mathematics grades?
   c. What is the impact of participation in 21st CCLC programs on retention rates?

III. Profile of Centers, Operations, Funding, and Family Programs
   a. On what days of the week, and at what time of the day, did community learning centers provide services to students and their families?

[3] These findings are in line with previous studies on the effectiveness of after school programs. See Evaluation of California's After School Learning and Safe Neighborhoods Partnership Program: 1999-2000 (Irvine, CA: University of California, Irvine, 2001); Save the Children Web of Support Initiative, annual report (Aguirre International, 2000); Huang, et al, A Decade of Results: the Impact of LA's BEST After School Enrichment Initiative on Subsequent Student Achievement and Performance (Los Angeles, CA: University of California, Los Angeles, 2000);Grossman, et al, Making a Difference: An Impact Study of Big Brothers Big Sisters (Philadelphia, PA: Public/Private Ventures, 2000); Texas Study of Students at Risk: Case Studies of Initiatives Supporting Ninth Graders' Success (Austin, TX: Texas Center for Educational Research, 2004; and Rob Hollister, The Growth of After School Programs and Their Impact (Washington, D.C.: Brookings Institution, 2003).

b. What staffing patterns were evident among 21st CCLC programs?
c. What additional sources of federal, state, and local funds did grantees use to support their 21st CCLC programs?
d. What student, family member, and young sibling activities did 21st CCLC programs implement?
e. How many community-based partners and collaborators assisted grantees with implementing 21st CCLC programs?

Each of the Texas grantees funded for Cycles 1-3 of the 21st CCLC program reported a wide spectrum of program performance data to TEA. The data reported include program-level performance/activity measures, center-level data related to the types of activities offered by the program and the frequency they were offered, detailed student-level data (including demographic information and data related to the types of activities in which the student participated), student attendance, and academic achievement results. Beginning in the 2004-2005 school year, data were collected from grantees through an automated data collection system developed by the TEA to ensure data accuracy. The data were collected to meet federal reporting requirements and to gather additional information required to conduct a statewide evaluation of the program.

Following this introductory section, Part II of the report presents a profile of 21st CCLC students and discusses student participation in 21st CCLC activities. Part III presents a discussion of program impacts, as measured by the relationship between program participation and student performance outcomes. Part IV offers a profile of 21st CCLC programs, including days of the week and times of operation, the role played by community-based partners and collaborators, family programs, center staffing patterns, and alternative sources of funds used to support center programs. Finally, Part V provides concluding thoughts and policy recommendations.

# II. Profile of 21st CCLC Students, Activities, and Student Participation Rates

## Number of Students Served

By the 2004-2005 school year, 21st CCLC funds had been awarded to 122 eligible LEAs through three grant cycles. In that school year, nearly 116,000 students statewide participated in grant-funded activities at 493 community learning centers, with an average of 235 students participating per center (Table 1).

**Table 1**
**Total Number of Students Served in 21st CCLC Programs**

| Cycle | Number of Grantees | Number of Centers | Total Number of Students Served | Average Number of Students Served Per Center |
|---|---|---|---|---|
| Cycle 1 | 33 | 141 | 41,252 | 293 |
| Cycle 2 | 37 | 139 | 38,041 | 274 |
| Cycle 3 | 52 | 213 | 36,547 | 172 |
| Total | 122 | 493 | 115,840 | 235 |

Source: Grantee Progress/Evaluation Reports (Student-Level Files), Texas Education Agency, 2005.
Note: Student counts are unduplicated by community learning center.

## Student Demographics

A majority of 21st CCLC students in 2004-2005 were Hispanic, economically disadvantaged, and enrolled in an elementary school. As can be seen in Table 2, the population of 21st CCLC students differs from that of the state of Texas. Specifically, a higher percentage of 21st CCLC Cycle 1-3 students were Hispanic (ranging from 66% to 67%, compared to 45% statewide), economically disadvantaged (ranging from 83% to 85%, compared to 55% statewide), and limited English proficient (LEP) (ranging from 26% to 30%, compared to 16% statewide). This is an indication that grant efforts were successful in reaching the desired population of students who are economically disadvantaged or in other at-risk situations.

**Table 2**
**Demographic Characteristics of 21st CCLC Students**

| Characteristic | Cycle 1 | Cycle 2 | Cycle 3 | State |
|---|---|---|---|---|
| Native American | 0.2% | 0.4% | 0.2% | 0.3% |
| Asian/Pacific Islander | 1.5% | 0.8% | 1.1% | 3.0% |
| African-American | 23.9% | 22.9% | 21.1% | 14.2% |
| Hispanic | 65.9% | 66.5% | 66.8% | 44.7% |
| White | 8.4% | 9.4% | 10.9% | 37.7% |
| Total | 100% | 100% | 100% | 100% |
| | | | | |
| Economically-Disadvantaged | 85.3% | 83.0% | 83.2% | 54.6% |
| LEP | 30.3% | 25.9% | 25.9% | 15.6% |

Source: Grantee Progress/Evaluation Reports (Student-Level Files) and PEIMS student-level data files, Texas Education Agency, 2005.
Note: Some percentages do not total 100% due to rounding.

The grade level distribution of 21st CCLC students in 2004-2005 also differed from the statewide distribution (Table 3). Most students were enrolled in elementary school (ranging from 56% to 62% across cycles, compared to 50% statewide), with the lowest percentage of students enrolled in high school (ranging from 6% to 13% across cycles, compared to 28% statewide).

It is interesting to note that the two new cycles of grants (Cycles 2-3) funded a higher proportion of 21st CCLC programs targeting high school students. Of all Cycle 1 students served, just 6% were in high school, compared to 13% and 10% of Cycle 2-3 students statewide.

**Table 3**
**Grade Level Distribution of 21st CCLC Students**

| Grade Level | Cycle 1 | Cycle 2 | Cycle 3 | State |
|---|---|---|---|---|
| Elementary School | 56.8% | 56.4% | 61.9% | 49.7% |
| Middle School | 37.5% | 30.3% | 28.1% | 22.6% |
| High School | 5.7% | 13.3% | 10.0% | 27.7% |
| Total | 100% | 100% | 100% | 100% |

Source: Grantee Progress/Evaluation Reports (Student-Level Files) and PEIMS student-level data files, Texas Education Agency, 2005.

### Description of Student Participation in 21st CCLC Activities

The 21st CCLCs provide a wide range of services and activities to students. Each of the 122 grantees provided detailed information about the array of activities offered to

students during the 2004-2005 school year and reported on whether an activity was required of all students attending that center's programs or was an elective (choice) activity.

Grantees also reported on several measures of student program participation in their progress reports, including the percentage of available activities and the number of program days each student attended, enabling analysis of student participation rates. Given previous findings that 21st CCLC participation has a positive impact on student outcomes, it seems reasonable to assume that the more 21st CCLC program days and activities students attend, the more likely their academic performance would improve.

**21st CCLC-Funded Student Activities**

Grantees reported on the range of student activities they implemented at each community learning center. Overall, reading/language arts, mathematics, fine arts, and youth development comprised more than half (over 52%) of all activities implemented by grantees in each grant cycle. Reading/language arts and mathematics activities were the most commonly implemented student activities among all grantees during the 2004-2005 school year. Approximately 17% to 19% of all activities implemented at Cycle 1-3 centers were reading/language arts activities (Table 4). Mathematics activities comprised 14% to 15% of all activities at these centers. This is not a surprising finding given that one of the basic goals of 21st CCLC programs is to improve the learning experience of students.

Fine arts (12% to 18% of all activities) and youth development (9% to 13% of all activities) were the most commonly implemented academic enrichment activities in each grant cycle. Community service and service learning activities were the least commonly implemented academic enrichment activities, comprising 2% or less of all activities implemented in each grant cycle.

**Table 4**
**Distribution of 21st CCLC Student Activities**

| Activity | Cycle 1 Percent of Activities | Cycle 2 Percent of Activities | Cycle 3 Percent of Activities |
|---|---|---|---|
| Reading/Language Arts | 18.9% | 16.6% | 17.5% |
| Fine Arts | 18.3% | 11.8% | 12.9% |
| Mathematics | 14.5% | 14.1% | 14.8% |
| Youth Development | 13.0% | 9.5% | 9.4% |
| Science | 6.5% | 9.5% | 9.8% |
| Social Studies | 6.5% | 6.9% | 5.4% |
| Technology Applications | 5.3% | 9.5% | 6.0% |
| Learning Technology as a Tool to Accomplish Classroom Objectives | 4.1% | 7.4% | 5.2% |
| Language Acquisition for LEP Students | 2.4% | 5.7% | 5.4% |
| Parent/Mentoring | 2.4% | 3.1% | 2.5% |
| Community Service | 1.2% | 2.2% | 1.8% |
| Service Learning | 0.6% | 1.7% | 0.5% |
| Other | 6.2% | 2.2% | 8.6% |
| Total | 100% | 100% | 100% |

Source: Grantee Progress/Evaluation Reports (Program-Level Data Files), Texas Education Agency, 2005.
Note: Data on physical education activities were not collected at the program level.
Note: Some percentages do not total 100% due to rounding.

Program activities can be classified as either required or elective for the students, and as activities that are provided individually or in a group setting. As shown in Table 5, Foundation Content Activities were required more often (ranging from 42% to 73% of activities) than academic enrichment activities (ranging from 12% to 48% of activities). Most activities were offered in a group setting, ranging from 77% to 81% of Foundation Content activities, and ranging from 84% to 87% of Academic Enrichment activities, for Cycles 1-3.

**Table 5**
**Classification of 21st CCLC Activities Provided**

| Classification | Foundation Content | | | Academic Enrichment | | |
|---|---|---|---|---|---|---|
| | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 1 | Cycle 2 | Cycle 3 |
| Required | 42.3% | 59.2% | 72.9% | 11.8% | 34.5% | 47.8% |
| Choice | 57.7% | 40.8% | 27.1% | 88.2% | 65.5% | 52.2% |
| | | | | | | |
| Individual | 23.2% | 22.3% | 19.2% | 13.1% | 16.4% | 14.3% |
| Group | 76.8% | 77.7% | 80.8% | 86.9% | 83.6% | 85.7% |

Source: Grantee Progress/Evaluation Reports (Program-Level Data Files), Texas Education Agency, 2005.

**Student 21st CCLC Program Attendance**

Student participation rates in Cycle 1 and Cycle 3 programs were consistent, with 41% to 43% of students attending more than half of available program days during the school year (Table 6). Student participation was somewhat lower in Cycle 2, with 34% of students attending more than 50% of available program days.

**Table 6**
**Percentage of Available Program Days Attended by 21st CCLC Students**

| Percentage of Available Program Days | Percent of Students | | |
|---|---|---|---|
| | Cycle 1 | Cycle 2 | Cycle 3 |
| 25% or Less | 35.2% | 43.5% | 36.6% |
| 26 to 50% | 21.6% | 23.0% | 23.0% |
| 51 to 75% | 19.0% | 13.8% | 15.1% |
| More than 75% | 24.2% | 19.8% | 25.4% |
| Total | 100% | 100% | 100% |

Source: Grantee Progress/Evaluation Reports (Student-Level Files), Texas Education Agency, 2005.
Note: Some percentages do not total 100% due to rounding.

**Student Participation in Foundation Content Activities**

The average number of days attended varied by activity type. As discussed earlier, 21st CCLC student activities are categorized into Foundation Content Activities such as reading/language arts, mathematics, science, and social studies, and Academic Enrichment activities such as fine arts, physical education, health/nutrition, mentoring, and training in the use of technology. Overall, results reflect the distribution of 21st CCLC program activities in general, with reading/language arts and mathematics topping the list.

As Table 7 shows, Cycle 1 students attended the highest average number of program days in which they participated in a reading/language arts activity, with an average of 7 days attended per student in Summer 2004, 10 days attended in Fall 2004, and 12 days attended in Spring 2005. Mathematics activities were the next most frequently attended, with an average attendance rate of 5 days, 7 days, and 10 days attended per student in each term, respectively. The same trend is evident for Cycles 2-3. For all three grant cycles, the lowest average number of program days in which students attended an activity was for science and social studies activities, ranging between an average of 2 days and 6

days attended per student in any term or grant cycle. It is important to note that these data may reflect fewer offerings of science and social studies activities and not necessarily poor attendance when those activities are offered. The nature of the data collected does not distinguish between the two possibilities. This data limitation applies to all student participation sections below.

**Table 7**
**Average Number of Program Days in which Students Attended a 21st CCLC Foundation Content Activity**

| Academic Enrichment Activity | Average Days Attended | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Summer 2004 | | | Fall 2004 | | | Spring 2005 | | |
| | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 1 | Cycle 2 | Cycle 3 |
| Reading/ Language Arts | 6.6 | 6.4 | - | 9.7 | 8.9 | 4.3 | 12.1 | 10.7 | 12.5 |
| Mathematics | 5.4 | 5.5 | - | 6.7 | 5.5 | 2.6 | 10.4 | 7.4 | 9.2 |
| Science | 4.2 | 3.4 | - | 3.8 | 3.4 | 1.8 | 4.9 | 5.4 | 5.7 |
| Social Studies | 2.3 | 2.6 | - | 2.6 | 1.9 | 1.0 | 3.6 | 3.3 | 3.5 |

Source: Grantee Progress/Evaluation Reports (Student-Level Files), Texas Education Agency, 2005.
Note: There were no programs in operation for Cycle 3 during the summer 2004 school term. Cycle 3 fall 2004 figures may be lower due to the fact that 21st CCLC programs were first implemented during this term. Data on the percentage of Foundation Content days attended are not available since data on the total number of available days attended by activity type were not collected from grantees.

### Student Participation in Academic Enrichment Activities

Students attended the highest average number of program days in which they participated in a fine arts or physical education activity, a trend that was common across all grant cycles and school terms (see Table 8).

For all grant cycles, students attended the lowest average number of program days in which they participated in a parent/mentoring, community service, or service learning activity. Across all grant cycles and school terms, students attended an average of 3 or fewer program days in which they participated in such activities at a community learning center.

**Table 8**
**Average Number of Program Days in which Students Attended a 21st CCLC Academic Enrichment Activity**

| Academic Enrichment Activity | Average Days Attended | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Summer 2004 | | | Fall 2004 | | | Spring 2005 | | |
| | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 1 | Cycle 2 | Cycle 3 |
| Fine Arts | 7.3 | 6.9 | - | 8.7 | 8.3 | 3.6 | 9.5 | 8.4 | 7.4 |
| Physical Education | 7.1 | 6.8 | - | 8.2 | 10.6 | 4.7 | 10.5 | 10.3 | 8.3 |
| Health/ Nutrition | 0.0 | 0.0 | - | 3.7 | 4.1 | 1.6 | 3.7 | 5.6 | 2.4 |
| Youth Development | 4.5 | 4.0 | - | 5.1 | 5.6 | 2.6 | 6.5 | 6.4 | 5.3 |
| Language Acquisition for LEP Students | 2.8 | 0.8 | - | 2.3 | 0.8 | 0.7 | 1.9 | 1.3 | 1.3 |
| Learning Technology as a Tool to Accomplish Classroom Objectives | 4.0 | 3.2 | - | 4.2 | 1.8 | 1.8 | 4.8 | 3.7 | 2.4 |
| Technology Applications | 3.0 | 2.4 | - | 3.7 | 2.2 | 2.0 | 4.0 | 2.6 | 2.3 |
| Parent/ Mentoring | 1.9 | 0.5 | - | 2.5 | 0.7 | 1.2 | 2.0 | 1.7 | 1.4 |
| Community Service | 0.3 | 0.1 | - | 0.8 | 0.4 | 0.1 | 0.8 | 0.6 | 0.5 |
| Service Learning | 0.3 | 0.1 | - | 0.8 | 0.2 | 0.4 | 0.6 | 0.2 | 0.5 |

Source: Grantee Progress/Evaluation Reports (Student-Level Files), Texas Education Agency, 2005.
Note: There were no programs in operation for Cycle 3 during the summer 2004 school term. Cycle 3 fall 2004 figures may be lower due to the fact that 21st CCLC programs were first implemented during this term. Data on the percentage of Foundation Content days attended are not available since data on the total number of available days attended by activity type were not collected from grantees.

### Student Participation in 21st CCLC-Funded Tutorials

One of the goals of the 21st CCLC program is to provide opportunities for students in at-risk situations to receive additional instruction in Foundation Content areas (e.g., reading, mathematics, science and social studies) to help them improve academically. Tutorials are a primary means through which 21st CCLC programs provide individual instruction to students who are most in need.

In the 2004-2005 program year, a majority of students across grant cycles and school terms received tutoring in reading or mathematics (Table 9). The smallest proportion of students received tutoring in science and social studies. This is likely a function of 21st CCLCs focusing more resources on core reading and mathematics skills, and offering more tutorial opportunities in these areas. Another possibility is that the greater emphasis

on reading and mathematics tutorials reflects grade promotion requirements for students in Grade 3 and Grade 5, which require students to meet TAKS passing standards in reading and mathematics to advance to the next grade. As discussed earlier, most 21st CCLC students are enrolled in elementary school. The emphasis on reading and mathematics tutorials may be the result of grantee efforts to provide more opportunities in these core academic areas to students in Grades 3 and 5. Additional research is needed to explore these possibilities further.

**Table 9**
**Percentage of 21st CCLC Students Who Received Tutoring in a Community Learning Center**

| Tutorial Subject Matter | Percentage of Students | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Summer 2004 | | | Fall 2004 | | | Spring 2005 | | |
| | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 1 | Cycle 2 | Cycle 3 |
| Reading | 57.6% | 27.0% | - | 38.3% | 42.7% | 31.0% | 43.2% | 46.0% | 39.5% |
| Mathematics | 56.8% | 24.9% | - | 35.5% | 42.5% | 29.2% | 40.1% | 46.8% | 36.0% |
| Science | 17.9% | 14.5% | - | 10.1% | 17.2% | 8.0% | 9.4% | 17.9% | 15.0% |
| Social Studies | 11.5% | 8.2% | - | 6.5% | 10.2% | 4.0% | 5.4% | 12.7% | 10.1% |

Source: Grantee Progress/Evaluation Reports (Student-Level Files), Texas Education Agency, 2005.
Note: There were no programs in operation for Cycle 3 during the summer 2004 school term. Cycle 3 fall 2004 figures may be lower due to the fact that 21st CCLC programs were first implemented during this term.

# III. Program Impacts

This section of the report examines the impact of 21st CCLC program participation on student performance. Analyses were limited to Cycle 1 programs since they were in their second year of implementation in 2004-2005 and it is more likely that measurable program effects will be evident in later years of implementation.

It is important to keep in mind that, given the multifaceted purposes of the 21st CCLC grant program (which include academic and non-academic enrichment), substantial academic improvement among 21st CCLC students may not be observable in the near term. Nevertheless, as academic performance is easily quantifiable and measurable, performance increases can be interpreted as demonstrating the beneficial nature of program participation for students. It is from this perspective that the following analyses of student performance were conducted.

No single outcome measure can capture every possible effect of a diverse range of student experiences and program interventions on student performance. Incorporating diverse outcome measures into analyses of student performance increases our confidence in findings if results of the analyses are consistent across each measure. The following student performance outcomes are examined in this report:

- student performance on TAKS assessments in reading and mathematics;
- average semester grades in reading and mathematics; and
- student grade retention.

For all of these analyses, the dataset was comprised of all students attending a Cycle 1 feeder school campus in Texas (i.e. any school attended by a 21st CCLC participant) during both the 2003-2004 and 2004-2005 program years, and a comparison group of students attending the same feeder school campuses that did not participate in 21st CCLC programs. Following federal reporting guidelines,[4] 21st CCLC students were classified as regular participants if they attended 30 or more program days in each program year (for a total of 60 or more program days attended over both program years), and as non-regular

[4] Federal reporting guidelines define 21st CCLC students as regular if they attend 30 or more program days in a program year. This is how state-level aggregate data are reported to the U.S. Department of Education at the end of each program year.

participants if they attended less than 30 programs days in each program year (for a total of less than 60 program days attended over both program years).

### Impact of 21st CCLC Program Participation on TAKS Assessments in Reading and Mathematics

The TAKS measures Grade 3-11 students' ability in reading/English language arts, writing, mathematics, science, and social studies. In this section, we present findings from analyses of the relationship between participation in 21st CCLC programs and student performance on 2005 TAKS reading and mathematics assessments.

For these analyses, the key student performance outcome measured was the percentage of questions answered correctly on 2005 TAKS reading and mathematics assessments. 21st CCLC "regular" (i.e., regularly attending) and "non-regular" students were compared with "comparison" students attending the same feeder campuses as the program students but who did not attend the program at all.[5] Besides this grouping variable, the analyses also included variables to adjust for the effect of demographic factors (gender and ethnicity) and previous academic ability. The participation grouping variable was interacted with school type, based on the expectation that the effect of participation might vary for students in elementary versus middle/high school. For all analyses presented below, the interaction was significant, indicating that the impact of the program did vary depending upon school type (i.e. elementary or middle/high school). Therefore, the impact of participation is discussed separately for each school type. Results from final models for these analyses can be found in Tables A-1 through A-3 located in the appendix.

Looking at group averages, there were only small differences between participation groups in the percentage of reading questions answered correctly (Table 10). Among elementary students, there was a difference of approximately two percentage points between regularly attending students and students in the comparison group, and

[5] Only 21st CCLC students who participated regularly in both Year 1 and Year 2 of the grant program, or non-21st CCLC students found enrolled in a feeder school in both Year 1 and Year 2, were included in the analysis.

approximately three percentage points between non-regularly attending participants and comparison students, with comparison group students performing at a higher level.

Among middle/high school students, there was virtually no difference (less than 1 percentage point) between groups in the percentage of reading questions answered correctly.

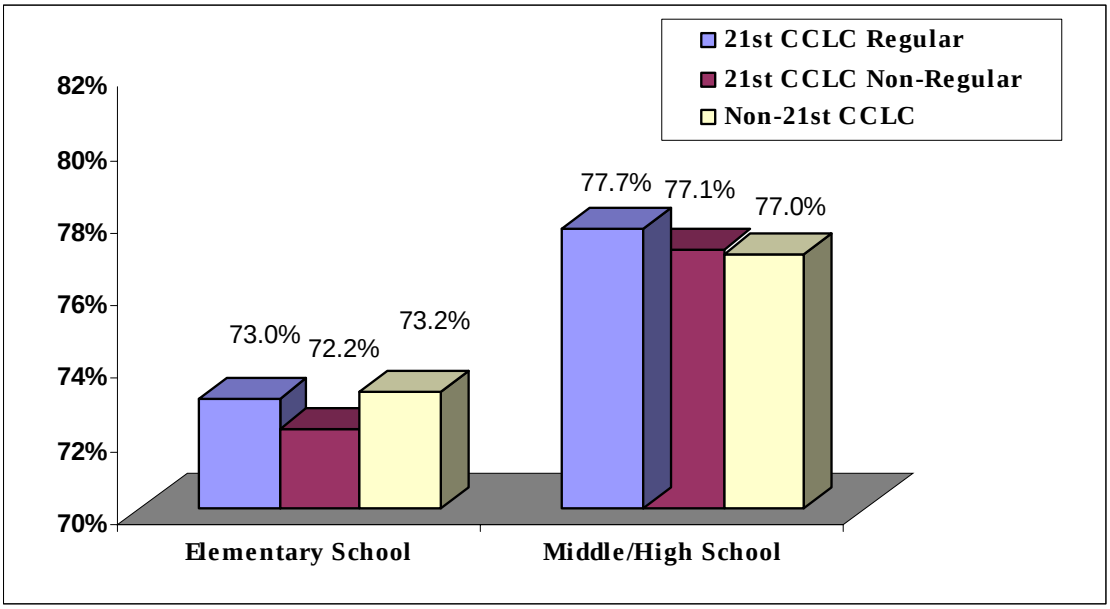
**Table 10**
**Difference in the Percentage of 2005 TAKS Reading Questions Answered Correctly**

| Subject | 21st CCLC Group | | Comparison Group (c) |
|---|---|---|---|
| | 21st CCLC Regular Participants (a) | 21st CCLC Non-Regular Participants (b) | |
| Elementary School | 74.6% | 73.6% | 76.3% |
| Middle/High School | 74.7% | 74.1% | 74.1% |

Source: Grantee Progress/Evaluation Reports (Student-Level Files), PEIMS student-level data, and TEA Student Assessment data, Texas Education Agency, 2005.
Note: The analysis included 35,299 students from Cycle 1 feeder schools with valid demographic, program attendance and TAKS reading data.

An analysis of covariance (ANCOVA) was conducted to determine whether there was a statistical relationship between program participation and TAKS performance after adjusting for key demographic variables and previous academic ability. As depicted in Figure 1, there was no evidence of improved performance among regularly attending participants relative to comparison students for either elementary or middle/high school students. For the elementary group, there was a significant difference in performance between non-regularly attending students and students in the comparison group ($p<.01$), but this is not informative of program effectiveness as there was no difference between regularly attending students and comparison students.

**Figure 1**
**Adjusted Means: Percentage of 2005 TAKS Reading Questions Answered Correctly**




Source: Grantee Progress/Evaluation Reports (Student-Level Files), PEIMS student-level data, and TEA Student Assessment data, Texas Education Agency, 2005.

For TAKS mathematics questions answered correctly, there were only minor differences between groups when looking at averages, not adjusting for the influence of demographics or individual differences (Table 11). Among elementary students, there was virtually no difference (less than 1 percentage point) between regularly attending students and those in the comparison group. Among middle/high school students there was one percentage point difference between regularly attending students and students in the comparison group. The largest differences were evident between non-regular students and comparison group students at the middle/high school level (2.4 percentage point difference) and at the elementary level (2 percentage point difference).

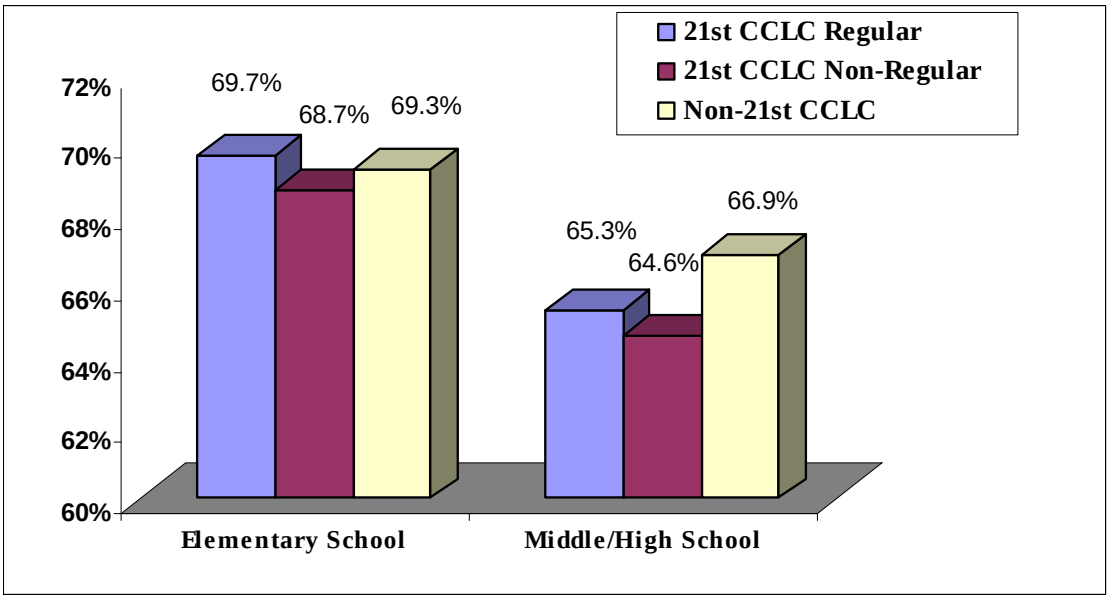
**Table 11**
**Difference in the Percentage of 2005 TAKS Mathematics Questions Answered Correctly**

| Subject | 21st CCLC Group | | Comparison Group (c) |
|---|---|---|---|
| | 21st CCLC Regular Participants (a) | 21st CCLC Non-Regular Participants (b) | |
| Elementary School | 74.8% | 73.5% | 75.5% |
| Middle/High School | 61.2% | 59.8% | 62.3% |

Source: Grantee Progress/Evaluation Reports (Student-Level Files), PEIMS student-level data, and TEA Student Assessment data, Texas Education Agency, 2005.
Note: The analysis included 35,402 students from Cycle 1 feeder schools with valid demographic, program attendance and TAKS mathematics data.

After adjusting for the influence of demographic differences and prior performance, an ANCOVA revealed that there is no evidence of program effectiveness either among elementary or middle/high school students (Figure 2). For both groups, regularly attending students did not significantly outperform comparison students not attending the program.

**Figure 2**
**Adjusted Means: Percentage of 2005 TAKS Mathematics Questions Answered Correctly**




Source: Grantee Progress/Evaluation Reports (Student-Level Files), PEIMS student-level data, and TEA Student Assessment data, Texas Education Agency, 2005.

Together, these results suggest that the positive impacts of regular program participation on TAKS performance are not yet being observed. For three of the four comparisons above, non-regularly attending students performed at the lowest levels across all groups of students. Further research is needed to investigate this population of program participants.

### Impact of 21st CCLC Program Participation on Student Regular School Day Reading and Mathematics Grades

This section investigates whether students who attend 21st CCLC programs more frequently achieve higher reading and mathematics grades in their regular school work (i.e., non-TAKS) than students who attend less frequently. Given that the majority of 21st CCLC student activities focus on academic tutorials and other activities in reading and mathematics, it is important to measure whether these interventions are related to students' regular school day reading and mathematics grades. It is reasonable to expect that, other things equal, students attending a larger number of 21st CCLC program days would perform better academically than students receiving less assistance.

Analyses were conducted to determine whether attendance in more 21st CCLC program days was associated with differences in reading and mathematics grades. Each grantee campus submitted data on average reading and mathematics grades for each student, and the data were converted to the standard 4.0 scale (4.0 = A, 3.0 = B, 2.0 = C, etc.) for purposes of analysis. Grade data were only available for 21st CCLC students, so the analyses were limited to a comparison of grades between 21st CCLC regularly attending students and 21st CCLC non-regularly attending students. Besides this grouping variable, the analyses also included variables to adjust for the effects of demographic factors (gender and ethnicity) and previous academic ability. Again, an interaction term was included to allow for the effect of participation to vary at the different levels of school grades (i.e., elementary versus middle/high). As in the TAKS analyses, this interaction term was always significant, therefore findings are presented separately for elementary and middle/high students. Results from final models for these analyses can be found in Table A-4 located in the appendix.

Looking descriptively at average reading grades for each subgroup, there was only a small difference (0.06 points) between regularly attending elementary students and non-regularly attending elementary students (Table 12). A slightly larger difference (0.18 points) was evident between regularly attending middle/high school students and non-regularly attending middle/high school students.

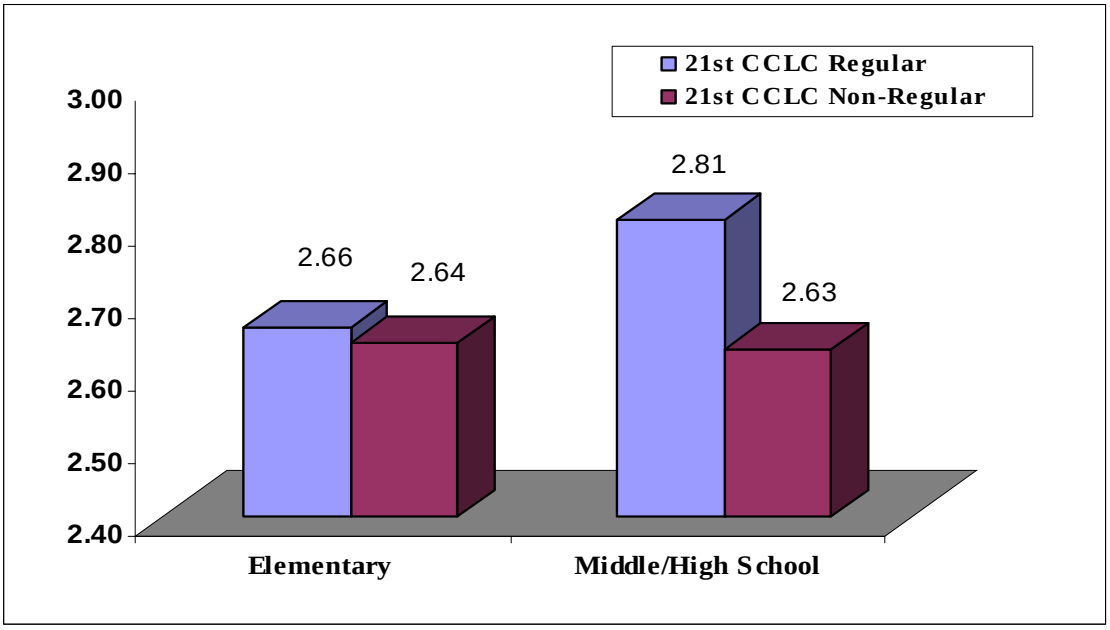
**Table 12**
**Average Regular School Day Reading Grade**

| Subject | 21st CCLC Group | |
|---|---|---|
| | 21st CCLC Regular Participants Average Reading Grade (a) | 21st CCLC Non-Regular Participants Average Reading Grade (b) |
| Elementary School | 2.64 | 2.58 |
| Middle/High School | 2.69 | 2.51 |

Source: Grantee Progress/Evaluation Reports (Student-Level Files) and PEIMS student-level data, Texas Education Agency, 2005.
Note: The analysis included 5,107 students from Cycle 1 feeder schools with valid demographic, program attendance and reading grade data.

After adjusting for demographic variables and previous academic ability, an ANCOVA revealed that the differences between groups at the middle/high school level were indeed significant, indicating that for these students, program participation was statistically associated with improved regular school day reading grades ($p<.001$, Figure 3). Though the same pattern was observed at the elementary level, this difference did not reach statistical significance.

**Figure 3**
**Adjusted Means: Differences in Average Reading Grade**




Source: Grantee Progress/Evaluation Reports (Student-Level Files) and PEIMS student-level data, Texas Education Agency, 2005.

For average mathematics grades, the average group difference ranged from 0.12 points between elementary regular and non-regularly attending students, to 0.18 among middle/high school students.

**Table 13**
**Average Regular School Day Mathematics Grade**

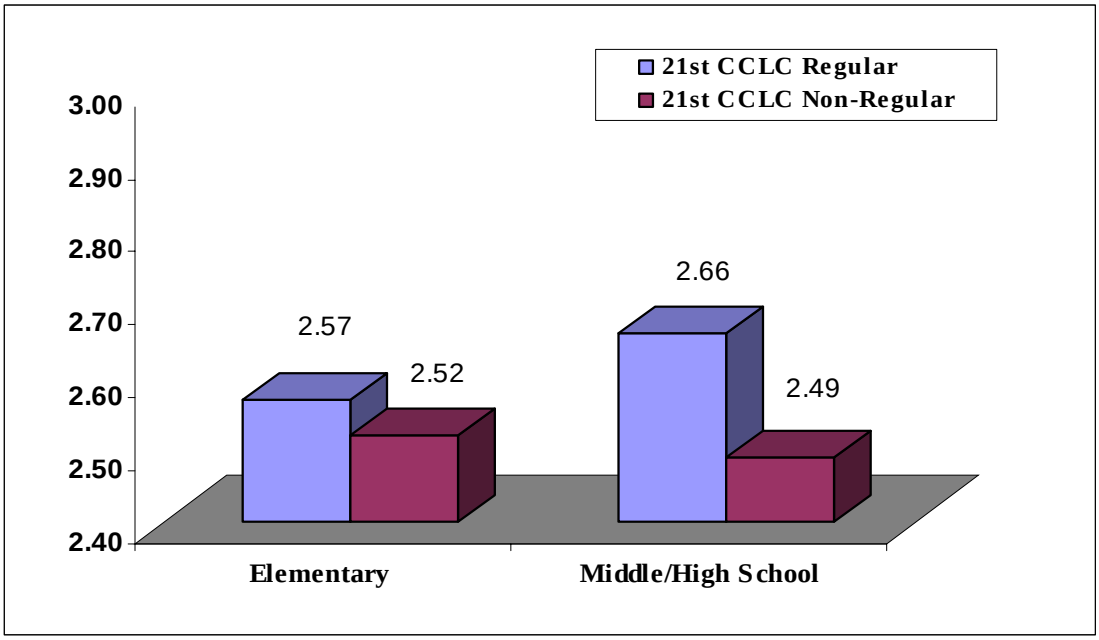
| Subject | 21st CCLC Group | |
|---|---|---|
| | 21st CCLC Regular Participants Average Reading Grade (a) | 21st CCLC Non-Regular Participants Average Reading Grade (b) |
| Elementary School | 2.68 | 2.56 |
| Middle/High School | 2.45 | 2.27 |

Source: Grantee Progress/Evaluation Reports (Student-Level Files) and PEIMS student-level data, Texas Education Agency, 2005.
Note: The analysis included 5,143 students from Cycle 1 feeder schools with valid demographic, program attendance and reading grade data.

Once again, an ANCOVA revealed that the differences in regular school day mathematics grades were significant for middle/high school students, but not for elementary students ($p<.001$, Figure 4). In other words, program participation was significantly associated with improved mathematics grades for students in middle/high

school, and while the same pattern was evident for elementary students, the difference between regularly attending and not-regularly attending elementary students did not attain significance. Thus, the beneficial impact of program participation was substantially higher for middle/high school students than for elementary students.

**Figure 4**
**Adjusted Means: Differences in Average Mathematics Grade**




Source: Grantee Progress/Evaluation Reports (Student-Level Files) and PEIMS student-level data, Texas Education Agency, 2005.

**Impact of 21st CCLC Program Participation on Student Grade Retention**

Another measure of student performance is whether students were retained in grade at the end of a school year. Grade retention calculations were created by comparing a student's grade level from 2003-04 to 2004-05, and from 2004-05 to 2005-06. For this analysis, only students attending a 21st CCLC feeder school in both of these years were included. Students were classified as retained if they were retained in grade in either year (i.e., not promoted from the 2003-04 year to the 2004-05 year, or not promoted from the 2004-05 year to the 2005-06 year).

As seen in Table 14, retention rates were lower on average for regularly attending middle/high school students (2.7%) than both non-regularly attending (5.5%) and non-

attending comparison students (7.3%). This pattern was not reflected among elementary students, where the non-attending comparison group had the lowest average rate of retention.

**Table 14**
**Percentage of Students Retained in Grade**

| School Type | 21st CCLC Group | | Comparison Group |
|---|---|---|---|
| | 21st CCLC Regular Percentage of Students Retained (a) | 21st CCLC Non-Regular Percentage of Students Retained (b) | Percentage of Students Retained (c) |
| Elementary School | 7.7% | 6.8% | 6.2% |
| Middle/High School | 2.7% | 5.5% | 7.3% |

Source: Grantee Progress/Evaluation Reports (Student-Level Files) and PEIMS student-level data, Texas Education Agency, 2005.

Logistic regression analyses were conducted to determine whether attendance in more program days was associated with student grade retention after controlling for demographic variables, measured by the likelihood of students being retained in grade in either the 2003-2004 transition to 2004-2005 or the 2004-2005 transition to 2005-2006[6]. Both of these program years were included since Cycle 1 programs were first implemented in 2003-2004. For the following analyses, regularly attending 21st CCLC students were compared to similar students from the same feeder campuses who were not participants in the 21st CCLC program.[7] A table of odds ratios and the final model on which the ratios are based can be found in Tables A-5 and A-6 in the appendix.

Once again there were differences in the impact of program participation for students at different grade levels. Consistent with findings reported thus far, for middle/high school students, program participation was predictive of significantly lower retention rates than comparison students ($p<.001$). This result was not replicated for elementary students, who in fact were more likely to be retained than the comparison group of similar, though

[6] Logistic regression is used when measured outcomes have only two levels, in this case whether a student is retained in grade or promoted.
[7] Only 21st CCLC students who participated regularly in both Year 1 and Year 2 of the grant program, or non-21st CCLC students found enrolled in a feeder school in both Year 1 and Year 2, were included in the analysis.

non-attending, elementary students. Though the effect of program participation appears to be beneficially linked to reducing the likelihood of retention of middle/high school students, the reverse finding for elementary school students warrants further research.

**Summary of Research Findings**

The most important pattern of findings across all of these analyses is that program participation is having an observable beneficial impact on some key outcomes of interest for middle/high school students. Results for reading and mathematics regular school-day grades, and grade retention were all positive for these students, albeit small in size. Results for elementary school students were less positive, although impacts on regular school day reading and mathematics grades were in the desired direction.

Based on these findings, participation in 21st CCLC programs appears to be particularly beneficial for middle/high school students, though they make up a much smaller proportion of the program's population. It is important to keep in mind that Cycle 1 programs were only in their second year of implementation in 2004-2005. Given the fact that 21st CCLC programs were not solely intended for academic interventions, but are geared toward long-term student improvement and enrichment, it is possible that positive results for elementary students will emerge in the long term.

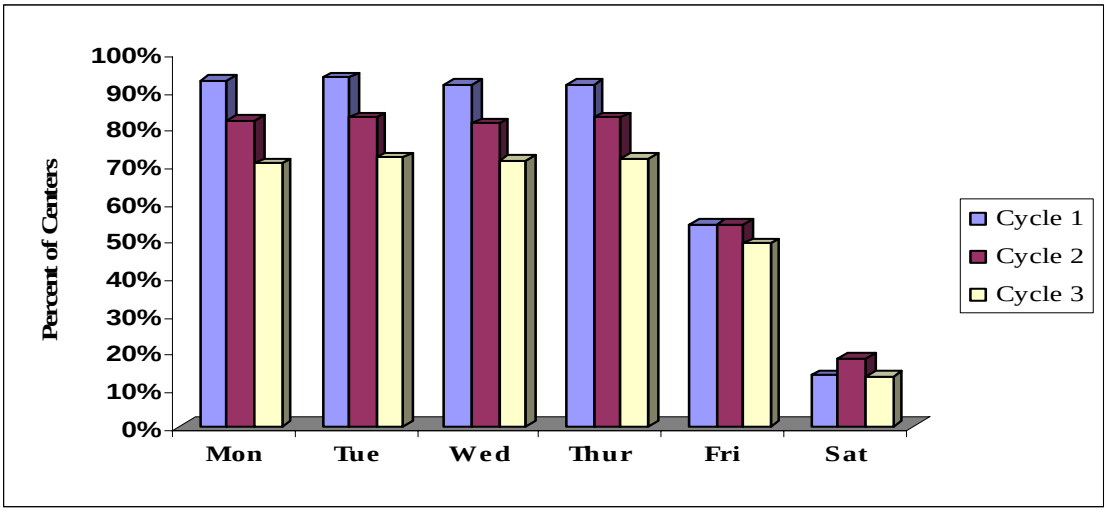
# IV. Profile of Centers, Operations, Funding, and Family Programs

Grantees were asked to provide detailed information on the operation of their programs, including weekly schedule and hours that services were provided to students and their families at community learning centers, and alternate sources of funds used to implement center programs.

## Center Operations

Community learning centers provide services to students primarily in an after school setting, although some provide services on Saturday. In 2004-2005, most centers provided services on Monday through Thursday (Figure 5). More than half also provided services on Friday, and a substantial proportion (15-20%) provided services on Saturday. This is an encouraging finding with community implications. The fact that many centers provide services on weekends underscores the community focus, as intended by the grant program.

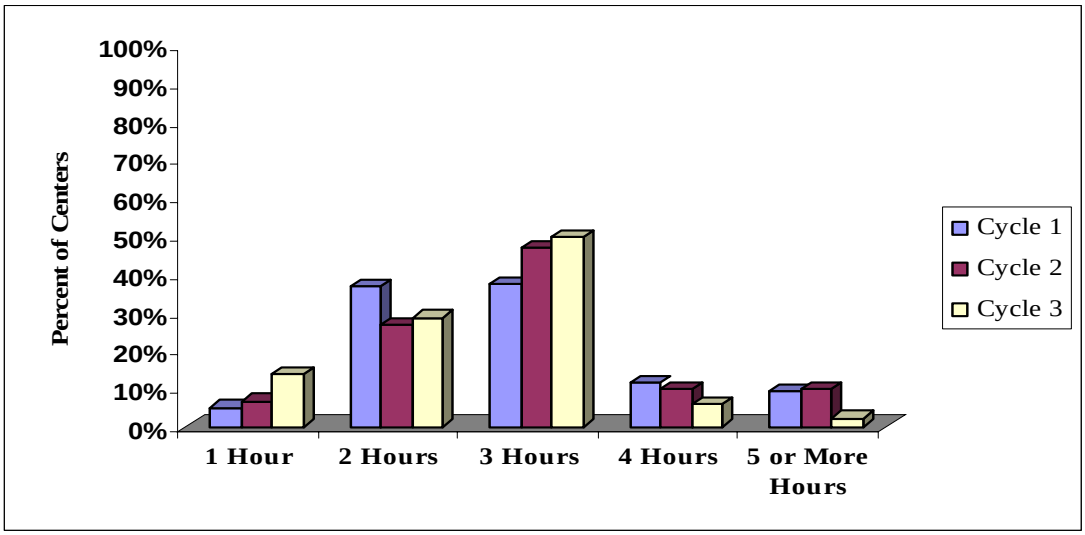
**Figure 5**
**Percentage of Community Learning Centers Open Each Day of the Week**




Source: Grantee Progress/Evaluation Reports (Program-Level Data Files), Texas Education Agency, 2005.

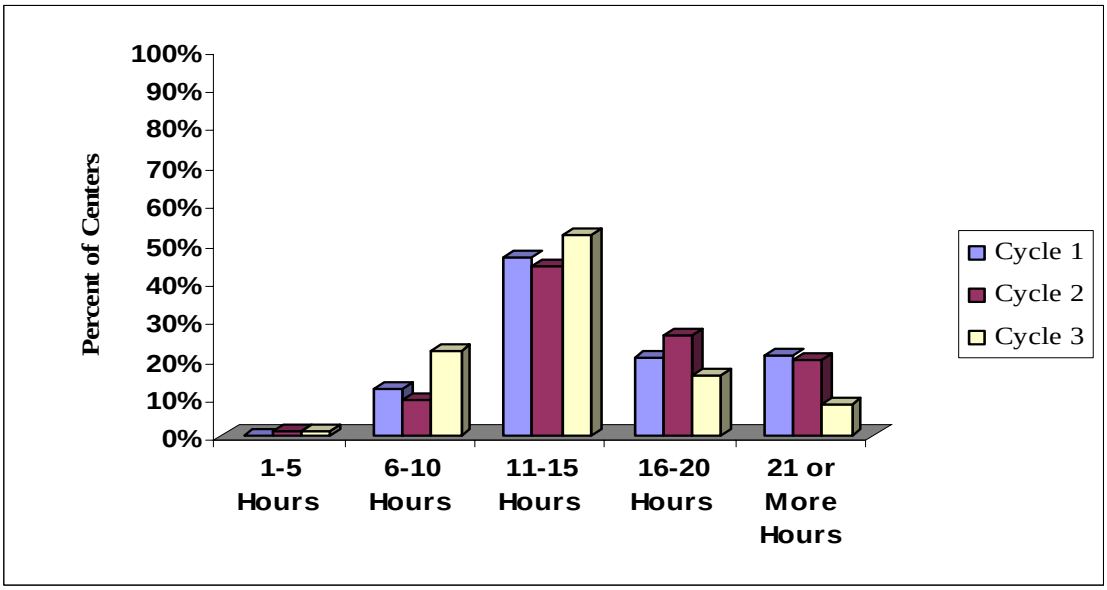
Most centers were open two or three hours per day (Figure 6) and provided 11-15 hours of instruction per week (Figure 7). This is also an encouraging finding, indicating that centers are staying open long enough to provide useful services. This increases the likelihood that community members will be able to avail themselves of the opportunities afforded them at community learning centers.

**Figure 6**
**Average Daily Hours of Operation**




Source: Grantee Progress/Evaluation Reports (Program-Level Data Files), Texas Education Agency, 2005.

**Figure 7**
**Average Weekly Hours of Operation**




Source: Grantee Progress/Evaluation Reports (Program-Level Data Files), Texas Education Agency, 2005.

**Additional Sources of Funds Used to Implement 21st CCLC Programs**

Grantees provided information on additional sources of funds besides 21st CCLC funds to help implement their grant programs. One of the key provisions of the 21st CCLC program's authorizing legislation under NCLB requires that 21st CCLC funds may only be used to "supplement, but not supplant" other funds. Thus, 21st CCLC funds may be used to establish new after school programs or to support previously existing programs already in operation. Another goal is to provide sufficient funds to help grantees establish sustainable after school programs that can be supported with alternate funds after 21st CCLC funding stops.

In 2004-2005, the sources of additional funds varied by grant cycle (Table 15). Grantees used local, state, and federal funds to supplement grant funds. For all cycles, the most common sources of additional funds were local school district funds, followed by other federal funds, other state funds, and federal, Title I funds.

If federal funding sources are combined (federal Title 1 funds, migrant education funds, and other federal funds), it is evident that federal funds comprise the largest source of

additional funds used to support community learning center programs (ranging between 38% to 40% of all additional funds).

**Table 15**
**Additional Sources of Funds Used by 21st CCLC Grantees to Implement their 21st CCLC Programs**

| Funding Source | Cycle 1 | | Cycle 2 | | Cycle 3 | |
|---|---|---|---|---|---|---|
| | Number of Grantees | Percent of Grantees | Number of Grantees | Percent of Grantees | Number of Grantees | Percent of Grantees |
| Local School District Funds | 28 | 22.6% | 33 | 19.9% | 48 | 21.1% |
| Other Federal Funds | 26 | 21.0% | 32 | 19.3% | 43 | 18.9% |
| Other State Funds | 21 | 16.9% | 31 | 18.7% | 42 | 18.4% |
| Federal Title I Funds | 21 | 16.9% | 30 | 18.1% | 41 | 18.0% |
| Safe and Drug-Free School Funds | 9 | 7.3% | 9 | 5.4% | 12 | 5.3% |
| Foundation School Funds | 4 | 3.2% | 9 | 5.4% | 11 | 4.8% |
| Even Start Family Literacy Grant Funds | 2 | 1.6% | 4 | 2.4% | 7 | 3.1% |
| Gear Up Funds | 2 | 1.6% | 4 | 2.4% | 4 | 1.8% |
| Migrant Education Program Funds | 2 | 1.6% | 4 | 2.4% | 3 | 1.3% |
| Safe School/Healthy Students Discretionary Grant Funds | 2 | 1.6% | 2 | 1.2% | 2 | 0.9% |

Source: Grantee Progress/Evaluation Reports (Program-Level Data Files), Texas Education Agency, 2005.

## Family Members Served by the 21st CCLC Program

A unique component of 21st CCLC programs is that funding is provided for grantees to offer a range of activities for students' adult family members and young siblings. As shown in Table 16, a majority of grantees (59% or more) in every grant cycle implemented an adult activity during the 2004-2005 school year. By comparison, a lower proportion of grantees (29% or less) in every grant cycle implemented activities for young siblings.

**Table 16**
**Percentage of Community Learning Centers that Implemented an Adult or Young Sibling Activity**

| Activity Type | Total Number of Centers | Adult Activities | | Young Sibling Activities | |
|---|---|---|---|---|---|
| | | Number with an Activity | Percent | Number with an Activity | Percent |
| Cycle 1 | 141 | 98 | 69.5% | 38 | 27.0% |
| Cycle 2 | 139 | 82 | 59.0% | 40 | 28.8% |
| Cycle 3 | 213 | 138 | 64.8% | 62 | 29.1% |

Source: Grantee Progress/Evaluation Reports (Program-Level Data Files), Texas Education Agency, 2005.

In 2004-2005, literacy classes, parenting skills training, and technology classes were the most commonly implemented adult activities across all cycles (Table 17). Citizenship classes and job training were the least commonly implemented adult activities.

**Table 17**
**Distribution of 21st CCLC Adult Activities**

| Activity | Cycle 1 | Cycle 2 | Cycle 3 |
|---|---|---|---|
| | Percent of Activities | Percent of Activities | Percent of Activities |
| Literacy Classes | 18.6% | 39.2% | 38.8% |
| Parenting Skills | 54.5% | 25.9% | 21.1% |
| Technology Classes | 7.5% | 15.8% | 20.2% |
| Preparation GED | 5.8% | 7.4% | 9.4% |
| Citizenship | 0.6% | 3.9% | 6.8% |
| Job Training | 0.8% | 3.1% | 0.8% |
| Other | 12.2% | 4.8% | 2.9% |
| Total | 100.0% | 100.0% | 100.0% |

Source: Grantee Progress/Evaluation Reports (Program-Level Data Files), Texas Education Agency, 2005.

21st CCLC funds may also be used to implement activities for young siblings of participating students. The most common young sibling activity during 2004-2005 was childcare, followed by story time (Table 18). The least commonly implemented activity was pre-literacy instruction.

**Table 18**
**Distribution of 21st CCLC Young Sibling Activities**

| Activity | Cycle 1 | Cycle 2 | Cycle 3 |
|---|---|---|---|
| | Percent of Activities | Percent of Activities | Percent of Activities |
| Childcare | 37.1 | 55.3 | 29.5 |
| Story Time | 24.0 | 24.7 | 28.7 |
| Pre-Literacy Classes | 21.0 | 18.5 | 7.6 |
| Other | 18.0 | 1.4 | 34.1 |
| Total | 100.0 | 100.0 | 100.0 |

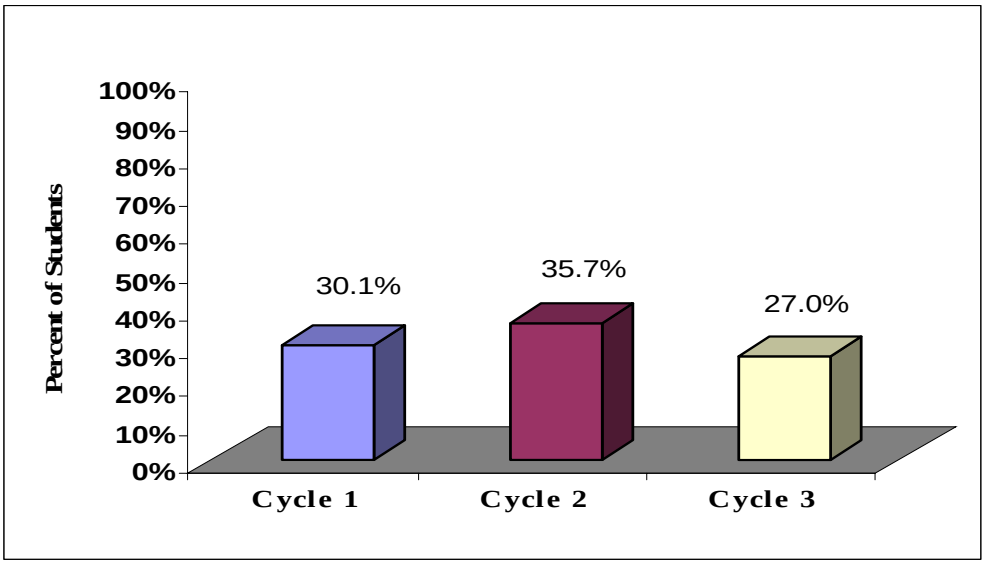
Source: Grantee Evaluation/Progress Reports (Program-Level Files), Texas Education Agency, 2005.

### Student Participation in 21st CCLC Programs by Number of Adult Family Members in the Program

In 2004-2005, a minority of students attending 21st CCLC programs had an adult family member participating with them. As shown in Figure 8, this result varied by grant cycle,

with 27%-36% of students across cycles having an adult family member attending program activities with them.

**Figure 8**
**Percentage of 21st CCLC Students with At Least One Adult Family Member Participating**




Source: Grantee progress/evaluation reports (Student-Level Files), Texas Education Agency, 2005.

As noted, 21st CCLC programs are unique in that they provide activities for families as well as students. It is reasonable to assume that student participation in center activities would increase if adult family members attended with them. To determine the impact that parent participation may have on student participation, the average percentage of activities attended was compared for students with at least one adult family member participating in 21st CCLC programs versus students with no adults participating. Independent groups t-tests were conducted for each school term within each grant cycle to determine whether observed differences among students are statistically significant.

Results are consistent across grant cycles and school terms – students with at least one adult attending 21st CCLC programs attended a higher percentage of available program activities. Except for fall 2004, students with at least one adult family member participating with them attended 9% to 30% more activities than students with no adult family members participating (Table 19). This is a promising finding, as it indicates that

parent involvement may play a critical role in encouraging higher rates of student participation.

**Table 19**
**Percentage of Available Activities in which 21st CCLC Students Participated by Number of Adult Family Members Participating**

| Number of Adult Family Members | Fall 2004 | | | Spring 2005 | | |
|---|---|---|---|---|---|---|
| | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 1 | Cycle 2 | Cycle 3 |
| At Least One Adult | 58.1% | 54.2% | 85.8% | 68.9% | 58.4% | 60.7% |
| No Adults | 61.2% | 45.6% | 56.1% | 55.6% | 37.1% | 46.0% |
| Difference | -3.1% | 8.6% | 29.7% | 13.3% | 21.3% | 14.7% |

Source: Grantee Evaluation/Progress Reports (Student-Level Files), Texas Education Agency, 2005.
Note: All differences were statistically significant at the .01 level.

## Community-Based Partners and Collaborators Helping to Implement the 21st CCLC Program

In 2003, the 78th Texas Legislature, through Rider 66, specified that collaboration and cooperation among eligible campuses, community-based partners (such as non-profit and faith-based organizations), and community members was to be a basic component of the 21st CCLC program. One reason for this requirement is the critical importance of community support and buy-in among stakeholders to ensure program sustainability after grant funding ends. In 2004-2005, grantees from all grant cycles provided information on the number of community-based partners and collaborators that helped implement the grant program, and the types of contribution made by these partners. It is reasonable to assume that the more partners and collaborators grantees have on board, the more likely their program will be sustainable in the long term.

There were an average of five to seven partners/collaborators per center working to help implement 21st CCLC programs during the 2004-2005 school year (Table 20). Grantees reported that center-based services and goods were the primary ways that collaborators contributed to the success of community learning center programs.

**Table 20**
**Average Number of Partners and Collaborators On-Board per Community Learning Center**

| | Cycle 1 | Cycle 2 | Cycle 3 |
|---|---|---|---|
| Number of Partners | 733 | 913 | 1,001 |
| Number of Centers | 141 | 139 | 213 |
| Average Number of Partners per Center | 5.2 | 6.6 | 4.7 |

Source: Grantee Evaluation/Progress Reports (Program-Level Files), Texas Education Agency, 2005.

## Number of Paid Staff, Volunteers, and In-Kind Staff Helping to Implement the 21st CCLC Program

As stated earlier, collaboration between community learning centers and community members is a basic component of the 21st CCLC program. 21st CCLC grantees were asked to provide information on the number of grant-funded staff, unpaid volunteers, and in-kind staff paid through district funds or some other means that were used to implement their programs during the school year, and to report on the number of school staff and community members in each category.

Across cycles, certified school-day teachers were the most common type of paid staff used to implement 21st CCLC programs during the school year, followed by non-teaching school staff (Table 21). The least common type of paid staff was high school students, with only a single student employed by grantees in each grant cycle.

**Table 21**
**Total Number of Paid Staff Implementing 21st CCLC Activities**

| Staffing Type | Cycle 1 | | Cycle 2 | | Cycle 3 | |
|---|---|---|---|---|---|---|
| | N | Percent | N | Percent | N | Percent |
| Certified School-Day Teachers | 1,800 | 62.5% | 1,914 | 59.8% | 2,637 | 60.6% |
| Non-Teaching School Staff | 421 | 14.6% | 550 | 17.2% | 685 | 15.7% |
| Youth Development Worker/Other Non-School Staff | 215 | 7.5% | 180 | 5.6% | 207 | 4.8% |
| College Students | 199 | 6.9% | 261 | 8.2% | 496 | 11.4% |
| Community Members | 67 | 2.3% | 67 | 2.1% | 54 | 1.2% |
| Parents | 11 | 0.4% | 33 | 1.0% | 27 | 0.6% |
| Nurses | 12 | 0.4% | 12 | 0.4% | 12 | 0.3% |
| Social Workers | 11 | 0.4% | 6 | 0.2% | 17 | 0.4% |
| High School students | 1 | 0.0% | 1 | 0.0% | 1 | 0.0% |
| Other | 142 | 4.9% | 177 | 5.5% | 219 | 5.0% |
| Total | 2,879 | 100% | 3201 | 100% | 4,355 | 100% |

Source: Grantee Evaluation/Progress Reports (Program-Level Files), Texas Education Agency, 2005.
Note: Some percentages do not total 100% due to rounding.

Not surprisingly, parents comprised the highest percentage of volunteers involved in 21st CCLC programs across cycles, followed by community members and high school students (Table 22). Nurses comprised the lowest percentage of participating volunteers, less than 1% of volunteers for each grant cycle.

**Table 22**
**Total Number of Volunteers Implementing 21st CCLC Activities**

| Staffing Type | Cycle 1 | | Cycle 2 | | Cycle 3 | |
|---|---|---|---|---|---|---|
| | N | Percent | N | Percent | N | Percent |
| Parents | 208 | 31.3% | 672 | 47.6% | 323 | 33.2% |
| Community Members | 143 | 21.5% | 255 | 18.1% | 165 | 17.0% |
| High School Students | 130 | 19.5% | 190 | 13.4% | 218 | 22.4% |
| College Students | 55 | 8.3% | 50 | 3.5% | 168 | 17.3% |
| Youth Development/Other Non-School Staff | 74 | 11.1% | 37 | 2.6% | 29 | 3.0% |
| Certified School-Day Teachers | 21 | 3.2% | 115 | 8.1% | 32 | 3.3% |
| Non-Teaching School Staff | 24 | 3.6% | 42 | 3.0% | 13 | 1.3% |
| Social Workers | 5 | 0.8% | 10 | 0.7% | 8 | 0.8% |
| Nurses | 3 | 0.5% | 6 | 0.4% | 9 | 0.9% |
| Other | 2 | 0.3% | 36 | 2.5% | 7 | 0.7% |
| Total | 665 | 100.1% | 1413 | 99.9% | 972 | 99.9% |

Source: Grantee Evaluation/Progress Reports (Program-Level Files), Texas Education Agency, 2005.
Note: Some percentages do not total 100% due to rounding.

The most common type of in-kind staff involved in 21st CCLC programs among were certified, regular school day teachers (Table 23). Youth development workers, community members, and non-teaching school staff were also common. The least common type of in-kind staff involved in 21st CCLC programs were social workers.

**Table 23**
**Total Number of Staff Providing In-Kind Services Implementing 21st CCLC Activities**

| Staffing Type | Cycle 1 | | Cycle 2 | | Cycle 3 | |
|---|---|---|---|---|---|---|
| | N | Percent | N | Percent | N | Percent |
| Certified School-Day Teachers | 84 | 32.1% | 148 | 49.5% | 29 | 11.1% |
| Youth Development Worker/Other Non-School Staff | 42 | 16.0% | 19 | 6.4% | 16 | 6.1% |
| Community Members | 40 | 15.3% | 18 | 6.0% | 29 | 11.1% |
| Non-Teaching School Staff | 26 | 9.9% | 28 | 9.4% | 31 | 11.9% |
| College Students | 24 | 9.2% | 28 | 9.4% | 24 | 9.2% |
| Parents | 10 | 3.8% | 29 | 9.7% | 9 | 3.4% |
| High School Students | 7 | 2.7% | 6 | 2.0% | 26 | 10.0% |
| Nurses | 2 | 0.8% | 6 | 2.0% | 8 | 3.1% |
| Social Workers | 5 | 1.9% | 5 | 1.7% | 8 | 3.1% |
| Other | 22 | 8.4% | 12 | 4.0% | 81 | 31.0% |
| Total | 262 | 100.0% | 299 | 100.1% | 261 | 100.0% |

Source: Grantee Evaluation/Progress Reports (Program-Level Files), Texas Education Agency, 2005.
Note: Some percentages do not total 100% due to rounding.

# V. Concluding Observations

The 21st Century Community Learning Centers (CCLC) program was created to provide academic enrichment opportunities and other services and activities (e.g., drug and violence prevention, character education, technology, art, music, recreation) to economically disadvantaged and other at-risk students. The goal of the program is to provide the additional support needed for students to succeed academically, progress through the grade levels, and graduate from high school in a timely manner. This support is provided during non-school hours (e.g., after school, weekends, summer), and is intended to supplement educational opportunities provided during the regular school day.

This report has examined 21st CCLC programs in operation during the 2004-2005 school year. The purpose of the evaluation was to determine whether the program is effectively serving students in at-risk situations and whether participation in 21st CCLC programs during the school year impacts student academic performance.

Data provided by the grantees show that the program is indeed serving the intended student population. A majority of 21st CCLC students during the 2004-2005 school year were Hispanic and classified as economically disadvantaged. Most students were enrolled in an elementary school.

Texas 21st CCLCs focused most of their efforts on providing additional instruction in the core academic areas of reading and mathematics, and on fine arts and youth development. The majority of activities (52% or more across grant cycles) implemented by grantees provided instruction in these areas. The data also show that services offered by most of the community learning centers were provided by certified teachers, working in collaboration with an average of five to seven community-based partners per center working to help implement center programs. These are encouraging findings in keeping with the intention of the grant program to provide high quality services in a community-based setting.

Student participation rates during the program year indicate that program services were underutilized. In all cycles, most students attended less than half of available program days. For instance, 41% to 43% of Cycle 1 and Cycle 3 students attended more than 50% of available program days during the program year. Student participation was somewhat lower in Cycle 2, with 34% of students attending more than 50% of available program days.

One important finding from the evaluation was that 21st CCLC students with an adult family member in attendance participated in a substantially higher percentage of available program activities, compared to students with no adult family members participating. Family recruitment strategies are one means that may lead to increased program participation.

The most important pattern of findings across all of the analyses is the positive effect of regular program participation for middle and high school students. Positive results for these students were evident for regular school day reading and mathematics grades, and for grade retention. Results were less positive for elementary school students, with no association in evidence between regular program participation and any of the student outcome measures that were analyzed. It is important to keep in mind that 21st CCLC programs were not designed solely to provide academic interventions, but are intended to be a safe place for students after school where they can participate in a range of enrichment activities. It is possible that positive results for elementary students, and positive results on TAKS performance for all students, will emerge in the long term.

# Appendix A
# Complete Results from ANCOVA and Logistic Regression Models

**Table A-1**
**Effect of Program Participation on the Percentage of TAKS Reading and Mathematics Questions Answered Correctly**

| Variable | TAKS Reading | | | | | | TAKS Mathematics | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | df | SS | MS | F | p | | df | SS | MS | F | p |
| Female | 1 | 0.01 | 0.01 | 0.96 | 0.33 | | 1 | 0.04 | 0.04 | 2.60 | 0.11 |
| Minority | 1 | 1.34 | 1.34 | 88.42 | <0.01 | | 1 | 1.41 | 1.41 | 84.41 | <0.01 |
| Economically Disadvantaged | 1 | 1.28 | 1.28 | 84.30 | <0.01 | | 1 | 1.02 | 1.02 | 61.09 | <0.01 |
| Middle/High School | 1 | 11.76 | 11.76 | 774.47 | <0.01 | | 1 | 7.17 | 7.17 | 429.66 | <0.01 |
| 21st CCLC Regular Participant | 2 | 0.17 | 0.08 | 5.59 | <0.01 | | 2 | 1.18 | 0.59 | 35.25 | <0.01 |
| Middle/High School X 21st CCLC Regular Participant | 2 | 0.16 | 0.08 | 5.35 | <0.01 | | 2 | 0.67 | 0.34 | 20.07 | <0.01 |
| 2004 TAKS Result | 1 | 492.62 | 492.62 | 32455.3 | <0.01 | | 1 | 652.99 | 652.99 | 39116.9 | <0.01 |

Source: Grantee Progress/Evaluation Reports (Student-Level Files), PEIMS student-level data, and TEA Student Assessment data, Texas Education Agency, 2005.

Note: The R-square values for each model are as follows: reading model (R-square=0.52); mathematics model (R-square=0.60. The number of observations per model is as follows: reading model (N=35,299); mathematics model (N=35,402). A p-value of .05 or less using a sample of the given size establishes statistical significance.

**Table A-2**
**Difference in the Percentage of TAKS Reading Questions Answered Correctly**

| Group (i) | Group (j) | Elementary School | | Middle/High School | |
|---|---|---|---|---|---|
| | | Mean Difference (i-j) | p-value | Mean Difference (i-j) | p-value |
| 21st CCLC Regular | 21st CCLC Non-Regular | 0.8% | 0.18 | 0.6% | 0.34 |
| 21st CCLC Regular | Non-21st CCLC | -0.2% | 0.99 | 0.7% | 0.18 |
| 21st CCLC Non-Regular | Non-21st CCLC | -1.0% | <0.01 | 0.1% | 1.00 |

Source: Grantee Progress/Evaluation Reports (Student-Level Files), PEIMS student-level data, and TEA Student Assessment data, Texas Education Agency, 2005.

Note: A positive mean difference indicates a higher level of performance for Group (i). A negative mean difference indicates a higher level of performance for Group (j). Significance levels were determined using the Tukey-kramer test of least square mean differences.

**Table A-3**
**Difference in the Percentage of TAKS Mathematics Questions Answered Correctly**

| Group (i) | Group (j) | Elementary School | | Middle/High School | |
|---|---|---|---|---|---|
| | | Mean Difference (i-j) | p-value | Mean Difference (i-j) | p-value |
| 21st CCLC Regular | 21st CCLC Non-Regular | 1.0% | 0.04 | 0.7% | 0.23 |
| 21st CCLC Regular | Non-21st CCLC | 0.4% | 0.71 | -1.6% | <0.01 |
| 21st CCLC Non-Regular | Non-21st CCLC | -0.6% | 0.32 | -2.3% | <0.01 |

Source: Grantee Progress/Evaluation Reports (Student-Level Files), PEIMS student-level data, and TEA Student Assessment data, Texas Education Agency, 2005.

Note: A positive mean difference indicates a higher level of performance for Group (i). A negative mean difference indicates a higher level of performance for Group (j). Significance levels were determined using the Tukey-kramer test of least square mean differences.

**Table A-4**
**Effect of Program Participation on**
**Average Regular School Day Reading and Mathematics Grades**

| Variable | Reading Grades | | | | | Mathematics Grades | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | df | SS | MS | F | p | df | SS | MS | F | p |
| Female | 1 | 99.98 | 99.98 | 167.31 | <0.01 | 1 | 42.04 | 42.04 | 66.25 | <0.01 |
| Minority | 1 | 10.25 | 10.25 | 17.14 | <0.01 | 1 | 6.98 | 6.98 | 11.00 | <0.01 |
| Economically Disadvantaged | 1 | 5.87 | 5.87 | 9.83 | <0.01 | 1 | 6.54 | 6.54 | 10.30 | <0.01 |
| Middle/High School | 1 | 5.46 | 5.46 | 9.14 | <0.01 | 1 | 0.94 | 0.94 | 1.49 | 0.22 |
| 21st CCLC Regular Participant | 1 | 11.75 | 11.75 | 19.67 | <0.01 | 1 | 14.06 | 14.06 | 22.16 | <0.01 |
| Middle/High School X 21st CCLC Regular Participant | 1 | 7.27 | 7.27 | 12.16 | <0.01 | 1 | 4.87 | 4.87 | 7.67 | <0.01 |
| 2004 TAKS Result | 1 | 640.67 | 640.67 | 1072.08 | <0.01 | 1 | 1198.43 | 1198.43 | 1888.71 | <0.01 |

Source: Grantee Progress/Evaluation Reports (Student-Level Files) and PEIMS student-level data, Texas Education Agency, 2005.

Note: The R-square values for each model are as follows: reading grades model (R-square=0.28); mathematics grades model (R-square=0.35). The number of observations per model is as follows: reading grades model (N=5,107); mathematics grades model (N=5,143). A p-value of .05 or less using a sample of the given size establishes statistical significance.

## Table A-5
## Effect of Program Participation on the Odds of Student Grade Retention

| Variable | Odds Ratio | p |
|---|---|---|
| Intercept | - | <0.01 |
| Female | 0.816 | <0.01 |
| Minority | 1.198 | <0.01 |
| Economically Disadvantaged | 1.060 | 0.15 |
| 2004 TAKS Reading Result | 0.004 | <0.01 |
| School Type Effect When Students Are in the Program | 0.192 | <0.01 |
| School Type Effect When Students Are Not in the Program | 0.602 | <0.01 |
| Program Effect when Students Are in Middle/High School | 0.404 | <0.01 |
| Program Effect when Students are in Elementary School | 1.257 | <0.01 |

Source: Grantee Progress/Evaluation Reports (Student-Level Files) and PEIMS student-level data, Texas Education Agency, 2005.

Note: The number of observations is as follows: N=28,048. A p-value of .05 or less using a sample of the given size establishes statistical significance.

## Table A-6
## Effect of Program Participation on Student Grade Retention

| Variable | Beta | p |
|---|---|---|
| Intercept | 0.98 | <0.01 |
| Female | -0.20 | <0.01 |
| Minority | 0.18 | <0.01 |
| Economically Disadvantaged | 0.06 | 0.15 |
| Middle/High School | -0.51 | <0.01 |
| 21st CCLC Participant | 0.24 | <0.01 |
| Middle/High School X 21st CCLC Non-Participant | -1.14 | <0.01 |
| 2004 TAKS Reading Result | -5.43 | <0.01 |

Source: Grantee Progress/Evaluation Reports (Student-Level Files) and PEIMS student-level data, Texas Education Agency, 2005.

Note: The number of observations is as follows: N=28,048. A p-value of .05 or less using a sample of the given size establishes statistical significance.