

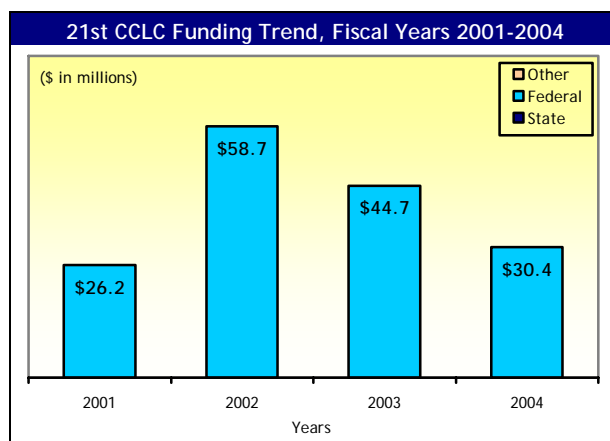
Summary by the Texas State Auditor's Office on:

21st Century Community Learning Centers Program

(21st CCLC, Federal Grants Direct to LEAs)

Improving America's Schools Act of 1994 (P.L. 103-382)

Funding Sources, Fiscal Year 2004		
Federal	State Appropriations	Other
\$30,404,892 ^a	\$ 0	\$ 0
Funding Method	Competitive grants	
No. of Grants	30	
Range	\$122,000 - \$4.4 million	
Eligible Entities	LEAs	



21st CCLC Funds, Fiscal Years 2001-2004	
Year	Federal Awards to Tx Grantees
2001	\$ 26,219,149
2002	\$ 58,669,489
2003	\$ 44,694,251
2004	\$ 30,404,892 ^a
Totals	\$ 159,987,781

LEAs, Other Entities, Students, and Parents Served ^b				
Districts	Sites	Students	Adults	
23	144	64,556	13,355	
48	351	174,252	39,422	
46	436	143,828	33,974	
30	387	114,438	26,067	
Totals	147	497,074	112,818	

^a This amount was awarded as final, direct federal continuation grants to Texas LEAs, which have been receiving federal 21st CCLC grants since 1998. In fiscal year 2003, TEA began receiving federal 21st CCLC funds to pass through as competitive grants to LEAs and private and nonprofit organizations.

^b These numbers, published on the U.S. Department of Education's Web site, were provided as projections in the grant applications submitted by Texas districts receiving federal 21st CCLC grants. Numbers of students actually served may differ from the numbers reported here.

Targeted Students and Grade Levels

Federal 21st CCLCs target K-12 students in low-performing schools and their families.

Program Components

Program Component	Required/Recommended/Allowed
Counseling/Case Management	
Diagnostics-Based Intervention	
Academic Intervention	✓
Small Group Instruction/Limited Class Size	
School-Day or Out-of-School Activity	Out-of-School
Computer Assisted Instruction	✓
Literacy/ESL/Bilingual Instruction	✓
College Preparation	

Program Component	Required/Recommended/Allowed
Career Preparation	✓
Mentoring	
Professional Development	
Parental Involvement/Education	✓
Community Involvement/Services/Enrichment	✓
Pregnancy and Parenting Services	
Children's Day Care	✓
Safe Environment	✓

The information in these program summaries has been compiled from multiple sources of varying reliability and is unaudited. Sources include the Texas Education Agency, the U.S. Department of Education, the Texas Department of Family and Protective Services, universities, colleges, and other nonprofit organizations.

Comments

The 1994 federal public education law established 21st CCLC as a school-based before- and after-school program for community residents of all ages to provide a safe place for academic, developmental, social, health, enrichment, and recreational activities. By serving the child and his or her family with a broad array of activities, the program intended to enable students to improve academic, social/emotional, and behavioral skills and performance. Districts were required to include 4 of 13 types of activities, including academics, health and social services, recreation, enrichment, literacy education, day care, and technology. Districts were strongly encouraged to collaborate with public agencies and community-based nonprofit organizations and businesses.

Although the 2001 No Child Left Behind Act (NCLB) transferred program administration from the U.S. Department of Education (ED) to the state education agency, ED continued funding existing grantees through the 2003-04 school year. NCLB also gave priority to low-performing schools and expanded grant award eligibility to include governmental agencies, universities, and private and nonprofit community-based organizations. The new law added requirements for research-based academics and transportation for participating students. It provided an expanded list of allowable activities that includes drug and violence prevention programs, counseling and character education, expanded library services, and parental involvement.

Evaluation*

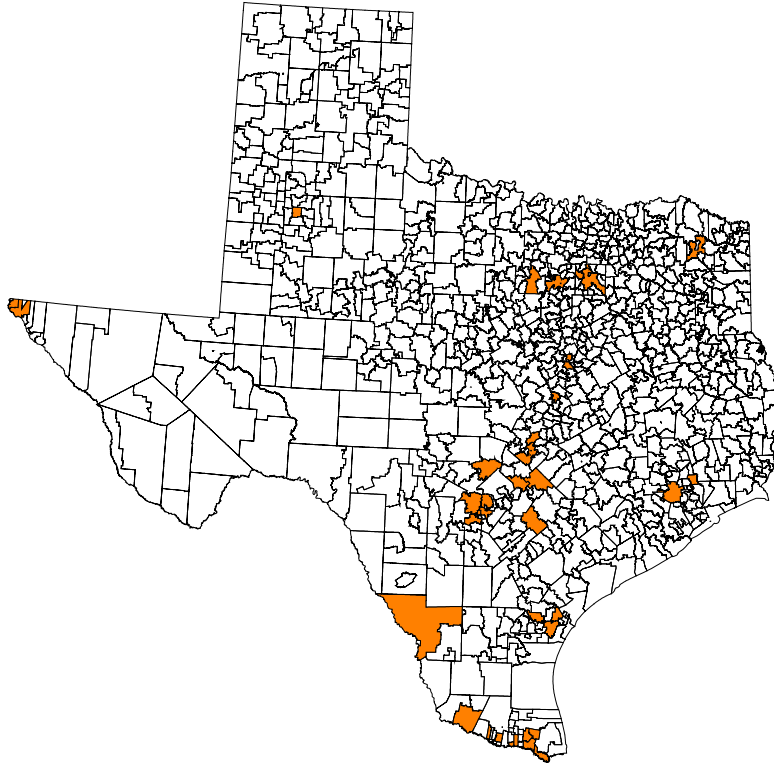
In January 2004, the National Institute on Out-of-School Time at Wellesley College released a research-based fact sheet on after school programs, *Making the Case: A Fact Sheet on Children and Youth in Out-of-School Time*. This summary reported that 44 percent of families do not have regular after-school care for their children, resulting in more than 1 in 10 children regularly spending time alone or with a sibling under 13. In addition to the benefits to adolescent and emotional well being found to result from participation in after-school programs, other outcomes of effective programs are (1) increased engagement in learning and (2) positive effects on achievement of low-achieving or at-risk students in reading and math. Other positive outcomes reported include (3) significant drops in drug abuse, vandalism, and juvenile arrests and (4) increase in parental involvement. A random survey of police chiefs, sheriffs, and prosecutors chose providing after school programs and educational child care programs by a margin of 4 to 1 over hiring more police officers as having the greatest effect in reducing youth crime and violence. Finally, a study of California's after school programs found them to be cost-effective, with a return to tax payers ranging from \$2.99 to \$4.03 for every dollar spent on after school programs. Expenditures produce benefits in the areas of reduced child care costs, improved school performance, increased compensation, reduced crime costs, and reduced welfare costs. The Department of Education's 2002 *Non-Regulatory Draft Guidance* to recipients of federal 21st CCLC grants cites research that states "there is accumulating evidence that strongly suggests that after-school programs - if done well - can improve . . . student academic performance, improve attendance and graduation rates, and reduce risky behaviors."

* In most cases it is not possible to isolate the effects of funding for a single program on students' performance because districts applying for state funding for at-risk students are required to combine local, state, and federal resources to maximize services to at-risk students. For the same reason, a single program's cost does not provide a meaningful basis for determining the cost per student of a desired or achieved outcome.

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21st Century Community Learning Centers Program (Federal Grant)

Statewide Distribution, School Years 2000-01 through 2003-04
(Divided by LEA jurisdictions)



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