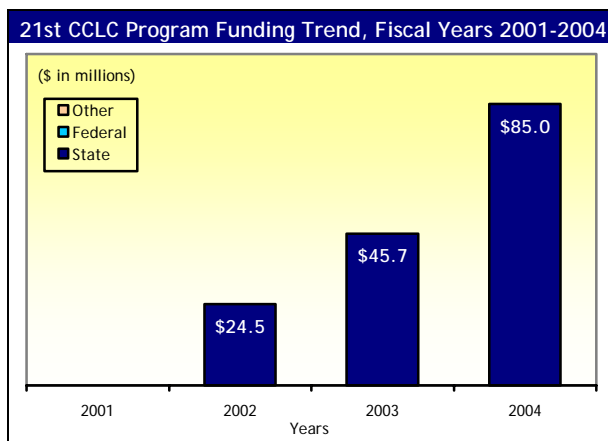


Summary by the Texas State Auditor's Office on:

Texas 21st Century Community Learning Centers Program (21st CCLC)

2001 No Child Left Behind Act (Public Law 107-110), Title IV, Part B, Sections 4203 (a) - 4204 and CFDA #84.287C

Funding Sources, Fiscal Year 2004		
Federal	State Appropriations	Other
\$45,748,136 ^a	\$ 0	\$ 0
Funding Method	Competitive grants	
No. of Grants	58	
Range	\$50,000 - \$175,000 per center, for a maximum single award of \$875,000 for five centers	
Eligible Entities	LEAs, ESCs, SSAs, CBOs, and other public or private entities, nonprofit or for profit	



Flow of 21 st CCLC Program Funds, Fiscal Years 2001-2004						LEAs, Other Entities, Students, and Parents Served ^b			
Year	Federal Award to TEA	Budgeted	Awarded	Expended	Deobligated	LEAs	Centers ^b	Students	Adults
2001	NA	NA	NA	NA	NA	NA	NA	NA	NA
2002	\$ 24,500,118	NA	NA	NA	NA	NA	NA	NA	NA
2003	\$ 45,748,136 ^a	NA	NA	NYA	NYA	NA	NA	NA	NA
2004	\$ 84,958,134	\$ 70,248,254	\$ 69,937,387	NYA	NYA	70	279	63,480 ^c	11,524 ^c
Totals	NA	NA	NA	NYA	NYA	NA	NA	NA	NA

UA - Unavailable NA - Category does not apply NYA - Not yet available (as of report date)

- ^a TEA awards from the Department of Education are usually distributed in pass-through grants to LEAs in the year subsequent to the fiscal year of the award to TEA. For the Texas 21st Century Community Learning Centers, the grants TEA distributed to two grantee cohorts from federal awards received during fiscal years 2002 and 2003 were available to districts for use during the 2003-04 school year. In July 2004, \$84,958,134 was awarded to TEA by the federal government to fund a third year for cohort 1, a second year for cohort 2, and a first year for a new cohort 3.
- ^b Awards for school year 2003-04 were projected to support the establishment of 279 Community Learning Centers for 355 participating campuses.
- ^c These were the projected numbers of students and adults to be served during school year 2003-04 by cohorts one and two. Approximately 50 grantees in cohort 3 begin operating CCLCs in fall 2004 that are projected to serve approximately 43,750 students. Therefore with three cycles of the grant program operating during school year 2004-05, over 107,000 students in at-risk situations will be served by the 21st CCLC program annually, and these numbers are expected to increase each year.

Targeted Students and Grade Levels

Students in grades K-12 who attend low-performing schools and the students' families may participate in 21st Century Community Learning Centers.

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 US Department of Education, the Texas Department of Family and Protective Services, and universities and other nonprofit organizations.

Comments

TEA requires Texas 21st CCLCs to provide research-based, comprehensive academic programs aligned with the TEKS curriculum designed to help students in at-risk situations improve achievement. Additionally the centers will provide (1) opportunities for communities to establish or expand after-school learning centers that provide academic enrichment and intervention for students, especially those who attend low-performing schools; (2) a broad array of out-of school services, programs, and activities designed to reinforce and complement the regular academic program, such as youth development activities, drug and violence prevention programs, counseling programs, cultural enrichment, physical education and fitness programs, technology education programs, ESL and literacy programs; and (3) opportunities to the families of participating students for literacy and educational development. Applicants are encouraged to demonstrate partnerships and collaborations with other community organizations for planning, developing, and maintaining the center. Additionally, TEA uses a 3 percent set-aside from the federal grant (1) to provide training sessions for center directors, (2) to provide field consultants who visit each center once every three months, and (3) to develop an automated system for collecting detailed program data from each center for state and federal evaluations. Each grantee establishes at least one center that serves at least one campus, but grantees may serve more than one campus and establish more than one center. Awards are for one year with the possibility of continuation funding for four additional years, for a total of five years of potential funding.

Evaluation*

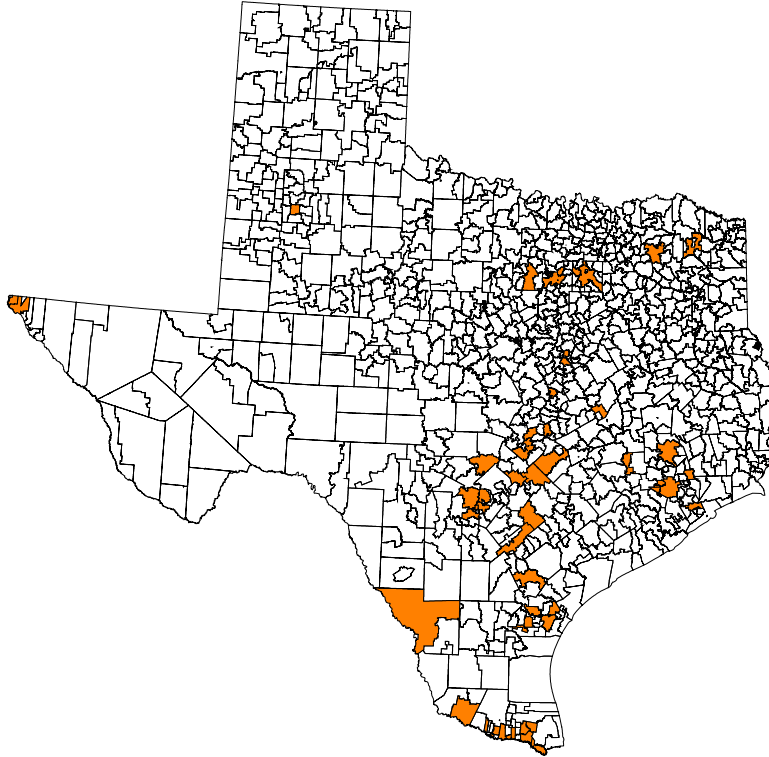
In January 2004, the National Institute on Out-of-School Time at Wellesley College released a research-based fact sheet on after school programs, *Making the Case: A Fact Sheet on Children and Youth in Out-of-School Time*. This summary reported that 44 percent of families do not have regular after-school 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.*"

TEA is requiring grantees to monitor and evaluate their programs in order to make necessary modifications to ensure continuous improvement and successful outcomes. TEA is developing an automated case management and reporting system to gather data from all centers for regular program evaluation for state and federal use, and it will provide a report on the Texas centers' first year of operations in December 2004. In addition, the U.S. Department of Education has contracted with Learning Point Associates to conduct a national evaluation of the 21st CCLC Program.

* 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.

**Texas 21st Century Community Learning Centers Program
(21st CCLC)
(2001 No Child Left Behind Act)**

Statewide Distribution, School Year 2003-04 (Divided by LEA jurisdictions)



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