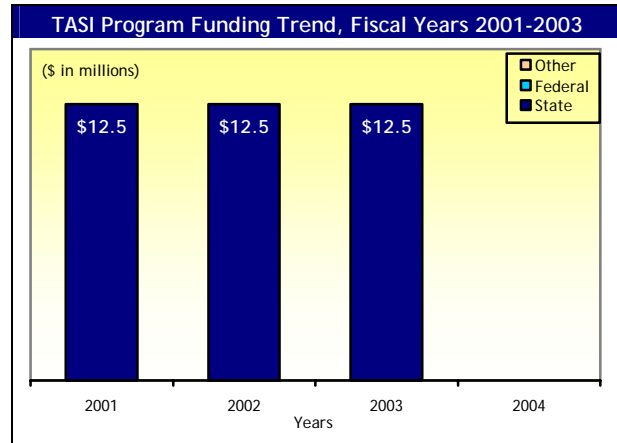


Summary by the Texas State Auditor's Office on:

Texas After School Initiative Program (TASI)

GAA, Page III-19, Rider 61 (77th Legislature)

Funding Sources, Fiscal Year 2003	
Federal	State Appropriations ^a
\$ 0	\$12,500,000
Other \$ 0	
Funding Method	Competitive grants
No. of Grants	96 ^b
Range	\$17,500 - \$875,000
Eligible entities	LEAs in zip codes or serving students in zip codes with high juvenile crime rates



Flow of TASI Program Funds, Fiscal Years 2001-2004							LEAs, Other Entities, Students, and Parents Served	
Year	Appropriated	Budgeted	Awarded	Expended	Deobligated	Lapsed	LEAs	Students
2000-01	\$ 12,500,000	\$ 12,022,266	\$ 11,761,973	\$ 11,114,414	\$ 923,695	\$ 907,852	70	11,207 ^c
2001-02	\$ 12,500,000	\$ 11,388,154	\$ 10,625,000	\$ 9,132,977	\$ 1,483,797	\$ 763,334	68	16,512
2002-03	\$ 12,500,000	\$ 12,361,666	\$ 12,886,354	\$ 8,390,314	\$ 558,053	NYA	80	NYA
2003-04	NA	NA	\$ 8,088,473	NYA	NYA	NYA	22	NYA
Totals	NA	NA	\$ 43,361,800	NYA	NYA	NYA	240	NYA

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

- ^a The Legislature appropriated a total of \$25 million for the final two years of TASI, the 2002-03 biennium, of which TEA awarded \$23.5 million in TASI grants.
- ^b Of the 96 awards made for programs in 2002-03, 22 were for the final TASI programs, which operated through school year 2003-04.
- ^c These figures are the spring participation numbers from the November 2003 evaluation of TASI by the Texas Center for Education Research; the number of students served in fall 2001 were slightly lower. The same pattern held for school year 2001-02, with 25 percent fewer students served in fall 2002 than in the spring of that school year.

Targeted Students and Grade Levels

TASI targeted middle school students who were at risk of academic failure or committing juvenile offenses. LEAs were eligible if they had campuses in or served students from ZIP codes with high juvenile crime rates.

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

TASI Program goals were to (1) establish a safe place for students to gather after school and participate in a program designed to meet their needs, (2) increase academic achievement for participating students, (3) reduce referrals to the juvenile justice system for participating students, and (4) increase the involvement of parents and mentors in these students' learning. Programs were to include academic, parental, and leadership components and foster an environment in which students developed interests and abilities that made school attendance relevant to them.

Evaluation*

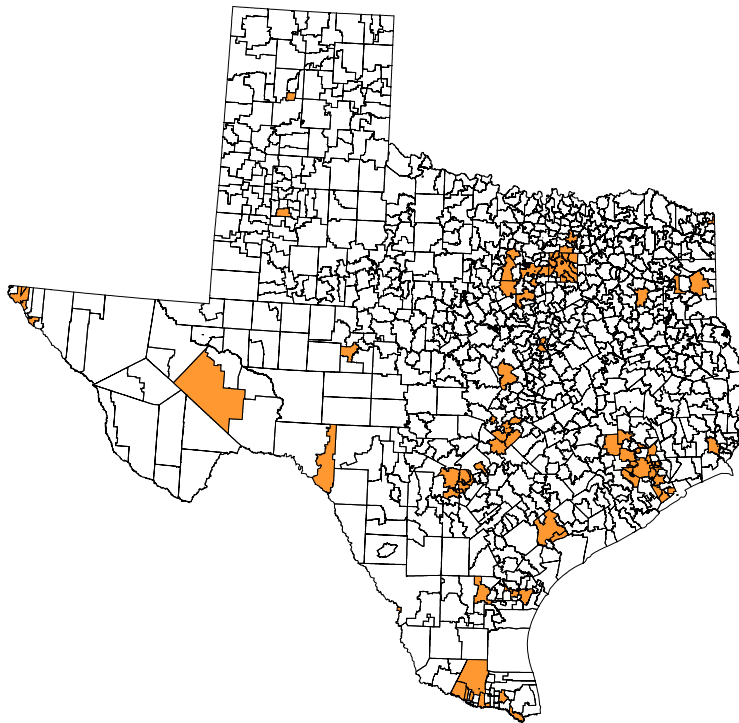
TEA contracted with the Texas Center for Education Research (TCER) to evaluate effects of the TASI program over five years, beginning with the 1997-98 school year. TCER reported the following results in November 2003:

1. Over the five years of review (school years 1997-98 through 2001-02) the retention rate (failure to be promoted) of TASI sixth-graders steadily declined, although it remained slightly higher than that of the non-TASI students. However, for both seventh- and eighth-grade TASI students, the retention rates declined over the five years to a lower rate than that of the non-TASI students during the same period.
2. TASI students had lower TAAS passing rates for both reading and mathematics compared with non-TASI students, but the achievement gap between TASI and non-TASI students narrowed slightly during each of the three years reviewed.
3. First-time students had higher attendance rates than students repeating a grade level for both TASI and non-TASI comparison groups.
4. For the small number of students repeating their grade levels, the TAAS passing rate gap was narrowed between TASI and non-TASI students. In fact, TASI students in the third year passed the TAAS reading section at a higher rate than non-TASI students.
5. In general, TASI students' attendance rates did not improve over time. However, their attendance rates were consistently higher than rates for students who were not participating in TASI.
6. Although attendance rates for repeating TASI students declined over time, a positive change was observed during the TASI program implementation.

TCER will release a comprehensive evaluation of OEYP, NCSI, and TASI in fall 2004.

* 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 After School Initiative Program (TASI) Statewide Distribution, School Years 2000-01 through 2003-04 (Divided by LEA jurisdictions)



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.