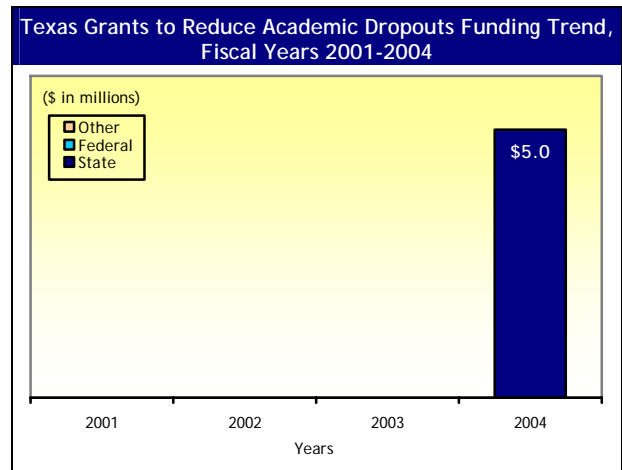


Summary by the Texas State Auditor's Office on:

Texas Grants to Reduce Academic Dropouts

GAA, Page III-19, Rider 67 (78th Legislature)

Funding Sources, Fiscal Year 2004	
Federal	State Funding ^a
\$ 0	\$ 5,000,000
Other	\$ 0
Funding Method	Competitive grants
No. of Grants	13
Range	\$220,847 - \$487,087
Eligible Entities	LEAs, colleges and universities, nonprofit organizations, or government-funded agencies residing in Texas



Flow of Texas Grants to Reduce Academic Dropouts Funds, Fiscal Years 2001-2004 ^b							LEAs, Other Entities, Students, and Parents Served	
Year	State Funding	Budgeted	Awarded	Expended	Deobligated	Lapsed	LEAs	Students
2004	\$ 5,000,000	\$ 5,000,000	\$ 5,295,504	NYA	NYA	NYA	13	41,854 ^c
Totals	\$ 5,000,000	\$ 5,000,000	\$ 5,295,504	NYA	NYA	NYA	13	41,854
UA - Unavailable NA - Category does not apply NYA - Not yet available (as of report date)								

- ^a This new program was funded for its first year with a combination of \$5,000,000 from Rider 67 appropriations and \$295,504 in deobligated funds from the Ninth Grade Success Initiative (NGSI).
- ^b 2003-04 is the first year of Texas Grants to Reduce Academic Dropouts, which had a beginning date of February 1, 2004, for grantee programs.
- ^c The number of students is based on the number projected in the applications for grants that were funded.

Targeted Students and Grade Levels

Students in grades K-12 who exhibit characteristics identified with a propensity for dropping out of school prior to graduation participate in programs and services funded by Texas Grants to Reduce Academic Dropouts.

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	School-Day and Out of School
Computer Assisted Instruction	
Literacy/ESL/Bilingual Instruction	
College Preparation	

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

^d Work study programs.

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

Texas Grants to Reduce Academic Dropouts provide funds for LEAs and other grantees to implement activities and services that will (1) increase the number of students who graduate from high school in districts with completion rates lower than the state average and (2) proactively address some of the underlying issues that cause some students to drop out of school. Funding may be used to supplement and strengthen existing programs that are effective as well as to implement new programs that have the potential to increase graduation rates among students, especially among student groups that historically make up a high percentage of dropouts. Activities may include early academic intervention programs, credit recovery, mentoring and working with community-based organizations, flexible scheduling and work-study programs, learning opportunities extended beyond the regular school day, reduction of student/counselor ratios, and professional development for effective intervention and acceleration of students identified as functioning below grade level.

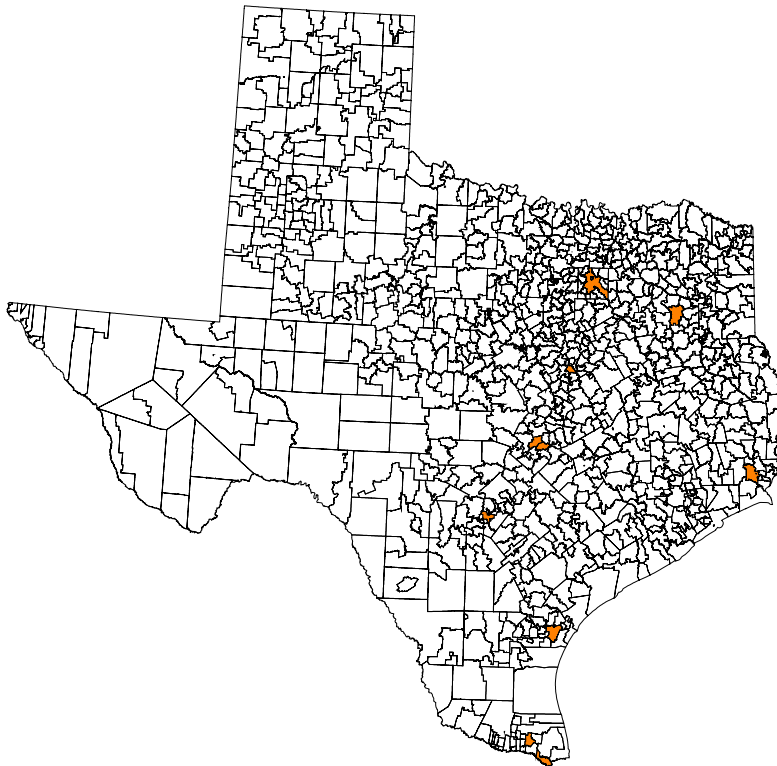
Evaluation*

Texas A&M University (TAMU) is currently designing an evaluation of Texas Grants to Reduce Academic Dropouts and the Texas High School Completion and Success Program for TEA. The grant period is February 1, 2004, to August 31, 2005 (19 months). The evaluation will include the collection and analysis of campus-level and student-level data to address the following research questions: (1) Were the projects' strategies and activities fully implemented? (process evaluation); (2) what are the grant programs' effects on high schools and their students? (outcomes evaluation); and (3) what are the "best practices" used by the projects? TAMU is currently implementing a research plan that includes an interim report to TEA in December 2004/January 2005 and final project deliverables in the summer and fall of 2006.

* 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 Grants to Reduce Academic Dropouts

Statewide Distribution, School Year 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.