Texas’ 21st Community Learning Centers Program

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Federal 21st CCLC Program

- The U.S. Department of Education 21st Century Community Learning Centers program began in 1995
- Started with $750,000
- 2014 = $1.149 Billion
- In 2014, Texas received $106M / 9.2%
- 95% of Funding is for Competitive Grants
- 5% is for Program Administration, Evaluation, Data System, Program Enhancement & Quality Assurance

http://www2.ed.gov/about/overview/budget/statetables/index.html
A “Texas Brand” of OST Programming

• TEA re-branded the 21st CCLC Program to Texas ACE (Afterschool Centers on Education)

• Identifies programs as a part of a strong, established statewide afterschool program

• Helps engage students, parents, and community by creating recognition and excitement
Texas ACE Objectives

Improve:

- Academic Performance
- Attendance
- Behavior
- Promotion Rates
- Graduation Rate
Texas ACE Program

Four Components

- **Academic Support**
- **Enrichment**
- **Family Services**
- **College and Career Readiness**

Grantees

- 3 active cycles of funding (6, 7 & 8)
- 122 Grantees statewide
- 779 Centers
- More than 180,000 students served
3 Key Program Initiatives

- Intentional Activities
  - Plan and deliver meaningful, school-day aligned, engaging, relevant activities for students and families

- Learning What Works
  - Document, study, and reflect on our practices statewide and locally

- Sustaining Programs
  - Create valuable programs and services that communities will work to fund after the grant ends
Intentional Activities
Intentional Activities
Learning What Works

- Texas has the most robust data system in the nation – we call it TX21ST

- Collect and Report on:
  - Each student’s activity attendance
  - Family participation
  - Student outcomes (grades, discipline referrals, etc.)
  - Staffing information
  - Teacher survey information (partial)
Texas ACE 21st CCLC Outcomes

An interim evaluation of the Texas ACE 21st CCLC Programs in May 2012 showed that participation in the ACE program resulted in:

- A positive and significant effect on both TAKS-ELA/Reading and TAKS-Math scores;
- A significant effect on reducing discipline incidents; and
- A significant effect on reducing the amount of school day absences.

STAAR Pilot Project

- Two-Year Project with 15 grantees
- Grantees selected a research-based academic intervention and identified targeted students to participate
- Interventions included:
  - Computer-based Programs
  - Project-Based Learning
  - Guided Learning
- Initial Findings: Fidelity important, lower ratios, increased school-day collaboration
- Evaluation report pending...
Local Evaluation

• Each grantee required to conduct local, independent evaluation

• TEA providing guidance, training and technical assistance to support grantees to:
  • Develop a Center logic model
  • Reflect on implementation practices (based on research)
  • Use reports from the TX21st system to improve programming
  • Create a thorough description of the program and the experiences of students and families
  • Examine impact when possible
Sustaining Programs

• More grantees are sustaining than ever before

• Great examples!
  • Temple ISD Tax Ratification
  • Northside ISD Scholarships from Fee Based program
  • Education Service Center 6 transitioning to Sam Houston State University

• Working with The Finance Project’s Sustainability Planning Workbook

• Provided Sustainability Planning Training in 7 communities

• Financing Training upcoming on May 15