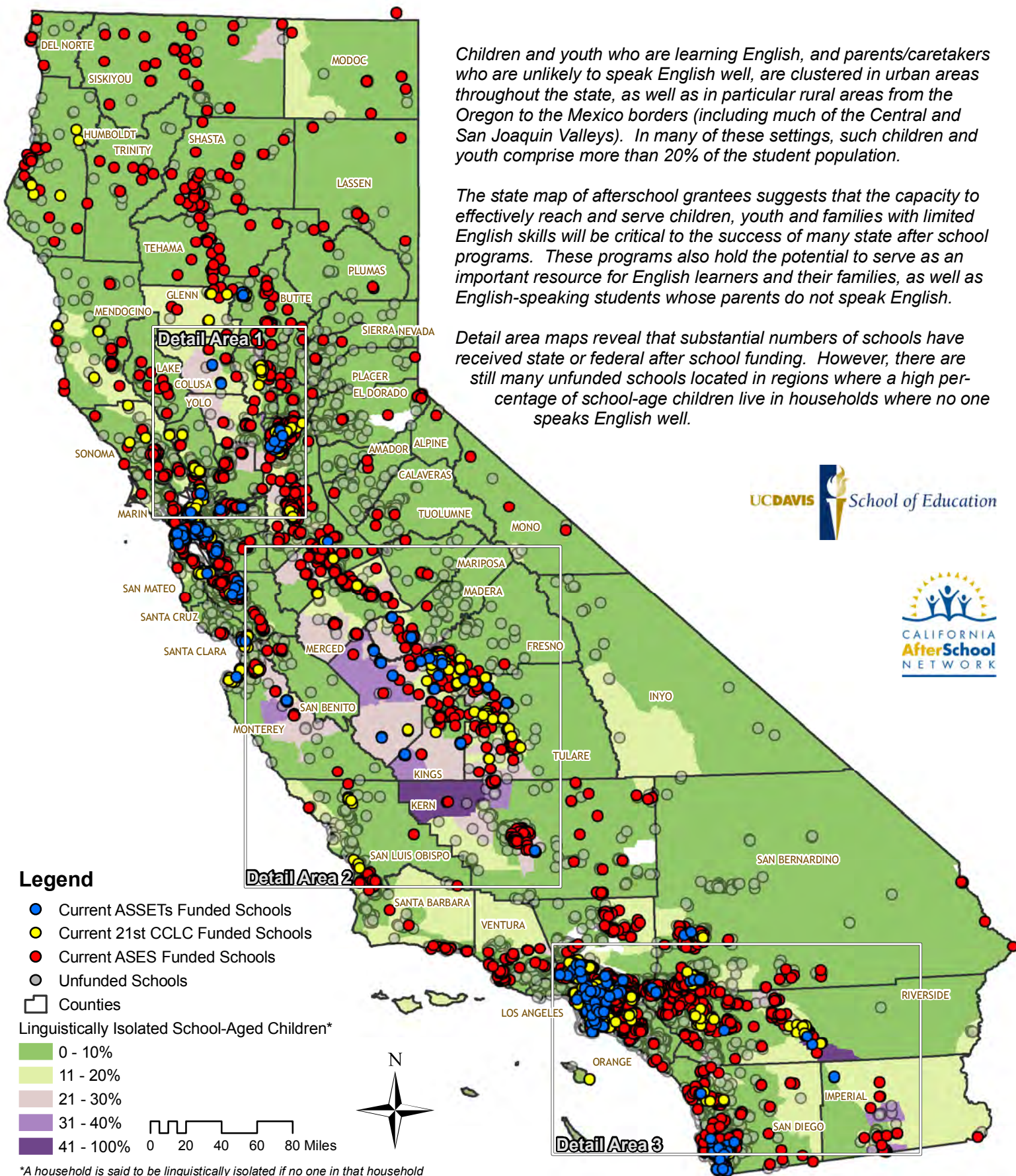


California Department of Education After School Grantees

2006/07



Children and youth who are learning English, and parents/caretakers who are unlikely to speak English well, are clustered in urban areas throughout the state, as well as in particular rural areas from the Oregon to the Mexico borders (including much of the Central and San Joaquin Valleys). In many of these settings, such children and youth comprise more than 20% of the student population.

The state map of afterschool grantees suggests that the capacity to effectively reach and serve children, youth and families with limited English skills will be critical to the success of many state after school programs. These programs also hold the potential to serve as an important resource for English learners and their families, as well as English-speaking students whose parents do not speak English.

Detail area maps reveal that substantial numbers of schools have received state or federal after school funding. However, there are still many unfunded schools located in regions where a high percentage of school-age children live in households where no one speaks English well.



Legend

- Current ASSETS Funded Schools
 - Current 21st CCLC Funded Schools
 - Current ASES Funded Schools
 - Unfunded Schools
 - Counties
- Linguistically Isolated School-Aged Children*
- 0 - 10%
 - 11 - 20%
 - 21 - 30%
 - 31 - 40%
 - 41 - 100%
- 0 20 40 60 80 Miles



*A household is said to be linguistically isolated if no one in that household speaks English well. Tracts were evaluated for the percentage of individuals, ages 5 - 17, living in linguistically isolated households. The statewide mean across all tracts is 11%.