The Central Texas ACE Collaboration (CTAC)

21st Century Community Learning Centers Cycle 10 – Year Three

Region XIII, Education Service Center

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21st Century Community Learning Centers

Cycle 10 – Year Three

Grantee Final Report 2021

Prepared by

And

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This report meets the reporting requirements associated with the Afterschool Centers on Education (ACE) funded by 21st Century Community Learning Centers grants.

**The Central Texas ACE Collaboration (CTAC)
21st CCLC Cycle 10, Year Three – 2021 Grantee Final Evaluation Report
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I. Executive Summary

The Afterschool Center on Education (ACE) is the program administered through the Texas Education Agency for the federally funded 21st Century Community Learning Center (CCLS) grants authorized under the Title IV, Part B of the Elementary and Secondary Act (ESEA), as amended by the No Child Left Behind Act of 2001. (NCLB; Public Law 107-110). The purpose of ACE programs is to support the creation of community learning centers to provide academic enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools.

The Central Texas ACE Collaboration (CTAC) Cycle 10 Program is comprised of ten (10) centers serving four school districts. This report examines the outcomes of the Cycle 10 grant awarded to the CTAC Cycle 10 Program during its 2020-2021 school year.

During its third year of operation, the CTAC Cycle 10 grant program served 1,725 students. Of those 1,725 ACE program enrollees, 821 were regular ACE program participants attending at least 45 days or more of programing activities. Over four hundred twenty-one (421) parents participated in adult and family education programs. The individual centers identified in the (CTAC) program are as follows:

        Center 1: Florence Elementary School
        Center 2: Florence High School and Florence Junior High School
        Center 3: Gonzales Elementary School / Primary School / East Avenue Elementary School
        Center 4: Gonzales Junior High School / North Avenue Intermediate School
        Center 5: Gonzales High School
        Center 6: Bluebonnet Elementary School / Clear Fork Elementary School
        Center 7: Navarro Elementary School / Plum Creek Elementary School
        Center 8: Alma Brewer Strawn Elementary School
        Center 9: Shanklin Elementary School / Luling Primary School
        Center 10: Gerdez Junior High School

Listed below is a major summary of findings obtained from student performance data received and stakeholder survey results.

1. With regard to the goal of improving academic performance:

    a) In the regular classroom instructional area of English Language Arts (ELA):

        1) In the case where regular program students performed better in their second semester grades, regular program students in 4 out of the 10 centers had average increases of +0.05, +0.43, +0.40 and +1.34 points in their average second semester ELA grades as compared to their first semester grades.

        2) In the case where regular program students performed better in their second semester grades, regular program students in 2 of the 10 centers had higher point increases in their second semester ELA grades as compared to all 21st CCLC students enrolled in those 2 centers.

        3) In summary, combined regular program students had a -1.89 average point decrease in their second semester ELA grades as compared to all enrolled 21st CCLC students who had a -0.90 average point decrease in their ELA grades.

b) In the regular classroom instructional area of Mathematics:

1) In the case where regular program students performed better in their second semester grades, regular program students in 4 out of the 10 centers had average increases of +1.90, +1.84, +2.38 and +1.56 points in their average second semester mathematics grades as compared to their first semester grades.

2) In the case where regular program students performed better in their second semester grades, regular program students in 3 of the 10 centers had higher point increases in their second semester mathematics grades as compared to all 21st CCLC students enrolled in those 3 centers.

3) In summary, combined regular program students had a -0.12 average point decrease in their second semester mathematics grades as compared to all enrolled students who had a -0.29 average point decrease in their mathematics grades.

c) In the regular classroom instructional area of science:

1) In the case where regular program students performed better in their second semester grades, regular program students in 4 out of the 10 centers had average increases of +1.60, +1.28, +0.21 and +0.16 points in their average second semester science grades as compared to their first semester grades.

2) In the case where regular program students performed better in their second semester grades, regular program students in 3 of the 10 centers had higher point increases in their second semester science grades as compared to all 21st CCLC students enrolled in those three centers.

3) In summary, combined regular program students had a -1.37 average point decrease in their second semester science grades as compared to all enrolled 21st CCLC students who had a -2.16 average point decrease in their science grades.

d) In the regular classroom instructional area of Social Studies:

1) In the case where regular program students performed better in their second semester grades, regular program students in 5 out of the 10 centers had average increases of +1.20, +2.71, +0.36, +1.03 and +0.56 points in their average second semester social studies grades as compared to their first semester grades.

2) In the case where regular program students performed better in their second semester grades, regular program students in 5 of the 10 centers had higher point increases in their second semester social studies grades as compared to all 21st CCLC students enrolled in those 5 centers.

3) In summary, combined regular program students had a -1.07 average point decrease in their second semester social studies grades as compared to all enrolled 21st CCLC students who had a -0.26 average point decrease in their social studies grades.

e) The results from the 2021 STAAR state assessments indicates shows that:

1) Thirty-nine percent (39.7%) of regular program students passed the English Language Arts STAAR tests.
2) Regular program students at 4 centers had a higher percentage passing the English Language Arts STAAR tests than all 21st CCLC students on those same 4 centers.
3) Forty-one percent (41.8%) of regular program students passed the Mathematics STAAR tests.
4) Regular program students at 6 centers had a higher percentage passing the Mathematics STAAR tests than all 21st CCLC students on those same 6 centers.
5) Twenty-nine percent (29.6%) of regular program students passed the Science STAAR tests.
6) Regular program students in 3 of 8 centers where the Science STAAR test was administered had a higher percentage passing the Science STAAR tests than all 21st CCLC students on those same 3 centers.
7) Twenty-four percent (24.1%) of regular program students passed the Social Studies STAAR tests.
8) Regular program students in 1 of 3 centers where the Social Studies STAAR test was administered had a higher percentage passing the Social Studies STAAR tests than all 21st CCLC students at the same center.

f) Survey results indicated that 71% of students, 79% of parents and 69% of staff either agreed or strongly agreed that ACE program students had improved in their academic grades during the 2020-2021 school year.

2. With regard to the goal of improving student attendance in school:

a) When comparing the average student attendance during the second semester, in 6 of the 10 centers, regular program students had a larger average daily attendance than did all 21st CCLC students enrolled in those 6 centers.

b) Regular program students had a 9.62% average attendance in the second semester versus a 88.62% average attendance for all enrolled 21st CCLC students at the combined ten centers.

c) In each semester, the combined regular program students from the ten centers had a lower average daily absence than the average daily absence of all 21st CCLC students combined.

d) Survey results indicated that 74% of students, 69% of parents and 67% of staff either agreed or strongly agreed that ACE program students had improved in their attendance during the 2020-2021 school year.

3. With regard to the goal of improving student behavior:

a) Regular program students had a lower average disciplinary incidence rate change from first semester to second semester of +0.03 as compared to the average disciplinary rate change for all 21st CCLC students combined which was +0.07.

b) Survey results indicated that 67% of students, 77% of parents and 61% of staff either agreed or strongly agreed that ACE program students had improved in their behavior during the 2020-2021 school year.

4. With regard to the goal of improving promotion rates:

Several factors can contribute greatly to student promotion success. Those factors include academic performance, attendance, the help students receive in completing homework assignments and the attention and care given to students by their teachers.

a) Survey results indicated that 71% of students, 79% of parents and 69% of staff agreed or strongly agreed that the grades of ACE program students had improved during the 2020-2021 school year.

b) Survey results indicated that 74% of students, 69% of parents and 67% of staff agreed or strongly agreed that the attendance of ACE program students had improved during the 2020-2021 school year.

c) Survey results indicated that 71% of students, 87% of parents and 85% of staff either were satisfied or very satisfied that the ACE program helped students complete their homework assignments.

d) Survey results indicated that 81% of students, 93% of parents and 93% of staff either were satisfied or very satisfied that the ACE program gave care and attention to students.

5. With regard to the goal of improving graduation rates:

According to the most recent (2019-2020) Texas Academic Performance Report (TAPR) the 4-Year Federal Graduation Rate without Exclusions (GR 9-12) rate for Florence High School was 89.9% and for Gonzales High School was 91.5%.

II. Introduction and Purpose of Program

A. Theory of Action

Research indicated that a variety of characteristics were commonly held by an exemplary after-school program. During the course of twenty-seven years in ACE program evaluation activities the external evaluator has worked with project directors and site coordinators to embrace and excel in each of the twenty-one characteristics of an effective after-school program as defined through research. An overall goal that drives the CTAC Cycle 10 program is to achieve a level of excellence as defined by the following twenty-one characteristics of an effective after-school program.

1. Includes objectives and goals that are well understood by all stakeholders.
2. Includes a program that is organized and structured and is appropriate for the child.
3. Includes a teacher / student ratio that is reasonable for the particular activity offered.
4. Includes a staff that is professional, trained, and friendly and maintains a positive relationship with all of the children.
5. Includes a program that addresses the academic, personal, physical and social skills of students.
6. Includes challenging activities and provides opportunities for the students to increase their level of understanding of complex concepts.
7. Includes no wasted or down time.
8. Includes activities that encourage students to grow mentally, emotionally and physically.
9. Includes an awareness and appreciation for student safety.
10. Includes activities with high level of student participation.
11. Includes positive reinforcement that enhances confidence and increases self-esteem.
12. Includes a high level of fun activities for students.
13. Includes activities that help develop the social, physical and mental needs of children.
14. Includes defined procedures for handling attendance and behavioral issues.
15. Includes parental activities that address needs and interests of parents.
16. Includes a balance of academic, enrichment, college and workforce readiness and family and parental support service activities.
17. Includes a high level of stakeholder satisfaction with the program.
18. Includes collaboration and partnership building with community organizations.
19. Includes plans for sustainability.
20. Includes a supportive and strong leadership team comprised of campus administration, site coordinator and project director.
21. Includes a high level of communication between stakeholders.

It was the program's focus on the four activity components listed in the logic model that drove the activity offerings for parents and students. Those components included activities that addressed academic support, enrichment, family and parental support and college/workforce readiness.

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http://www.cse.ucla.edu/products/policy/huang_mapb_v5.pdf
https://www.naesp.org/resources/2/Principal/2006/M-Jp34.pdf
http://www.afterschoolalliance.org/myCommunityLook.cfm

B. Background Information

The 2020-21 school year was the third year that the four school districts participating in the Central Texas ACE Collaboration (CTAC) for Cycle 10 have received 21st CCLC funds from the Texas Education Agency. The partner school districts are Florence ISD, Gonzales ISD, Lockhart ISD and Luling ISD. The grant application noted that the partner schools encounter "challenges with student achievement on STAAR and benchmark testing and high school social/emotional needs with limited pathways to higher education and career exploration." Each of the four partners are characterized with high levels of poverty, student mobility, at-risk population and academic achievement gaps especially involving the large level of English Language learners that are served at these schools. Compounding the challenges listed above, these school districts are rural and encompass large geographic areas where access to community resources and partnerships are limited. Information available prior to the first year of ACE program implementation, the CTAC partner schools were serving a 10% higher than average rate of economically disadvantaged students and an 8.6% higher than average rate of at-risk students. A variety of resources helped to identify five major areas of need that can be addressed through the after-school program. Those areas of need were listed in the grant application and stated as follows:

1. *High Level of Academic Challenges*
2. *Increasing Behavior Referrals*
3. *High Levels of Poverty*
4. *Lack of Parent Engagement in School*

The district's grant application stated five measurable program objectives for ACE program participants and it is intended for those goals to be reviewed annually. The five stated program goals are as follows:

1. *By May 2023, 80% of all students will pass all sections of STAAR/EOC testing at all campuses.*
2. *By May 2023, the attendance rates for each campus will increase to 98.5% as measured by the average daily attendance rate.*
3. *By May 2023, the number of behavior referrals for each campus will decrease by 10% as measured by PEIMS data.*
4. *By May 2023, the promotion rate will increase to 99% as measured by PEIMS data.*
5. *By May 2023, 85% of ACE regular attendees will be reading at or above grade level.*

C. Program Intermediate Outcomes and Strategies Used

For each of the five Intermediate Outcomes and their associated expectations, there are a series of strategies that were employed by the centers to achieve those outcomes and expectations. The strategies used are listed as follows and are coded with the appropriate center that employed that strategy during the current school year.

1. To improve academic performance

Strategy a: Provide assessment-based academic assistance and academic enrichment activities for under-performing students. C1, C3, C4, C5, C6, C7, C8, C10

Strategy b: Provide homework help to students using teachers who are strong in their subject content areas. C1, C2, C3, C4, C5, C6, C7, C9, C10

Strategy c: Provide quality instruction and assistance through tutorials that involve students in activities where they are utilizing core academic subjects in everyday lessons. C1, C2, C3, C4, C6, C7, C8, C10

Strategy d: Provide an after-school program that focuses on specific and identified areas of skills and concepts where students are in need of assistance. The enrichment activities also contain a strong academic component. C1, C2, C3, C4, C6, C7, C8, C10

Strategy e: Provide project based learning activities for students in regular and/or enrichment classes offered during the after school program. C1, C2, C3, C4, C5, C6, C7, C10

Strategy f: Provide an after school program that has a strong academic component and that uses a variety of assessments to focus on student academic needs. C1, C2, C4, C5, C6, C7, C8, C10

Strategy g: Provide enrichment classes and opportunities for students to experience areas of interest that would not ordinarily be available to them in the regular school day. C1, C2, C3, C4, C5, C6, C7, C9, C10

Strategy h: Provide opportunities for students to attend morning homework assistance in an appropriate school setting. C1, C2, C3, C4, C5, C9, C10

Strategy i: Provide enrichment activities that have a strong connection to one or more of the main content areas of math, reading, science, social studies and writing. C1, C2, C3, C4, C5, C6, C7, C8, C10

Strategy j: Provide tutorials that have a direct relation to the student's school day instruction in one or more of the main content areas of math, reading, science, social studies and writing. C1, C2, C3, C4, C6, C7, C10

Strategy k: Provide daily opportunities in the morning to get to know students and issues affecting their attendance, safety and school work. C2, C4, C7, C10

Strategy l: Communicate with teachers to identify and follow-up on challenges affecting certain students and using ACE to provide customized assistance. C2, C4, C6, C9, C10

2. To improve attendance

Strategy a: Provide an encouragement to students to attend their regular school day classes and the after-school program by rewarding attendance and successes. C3, C4, C6, C7, C9, C10

Strategy b: Provide academic and enrichment activities that appeal to student interests and their willingness to attend regular school day classes and the ACE program. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Strategy c: Provide a very strict attendance policy during the regular school day and campus personnel monitor student class attendance. C1, C4, C6, C7, C10

Strategy d: Provide unique and engaging after-school opportunities that corroborate regular school day experiences. C1, C2, C3, C4, C6, C7, C8, C9, C10

Strategy e: Provide a non-intimidating ACE program where students feel comfortable and look forward to attending. C1, C2, C3, C4, C5, C6, C7, C8, C10

Strategy f: Provide a participation requirement in the ACE program that is based on students being present during the regular school day. C1, C2, C3, C4, C6, C7, C10

Strategy g: Provide a welcoming and pleasant learning environment for the students participating in the ACE program. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Strategy h: Provide offerings during the ACE program that are of high interest to students and increases their excitement and their desire to participate. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

3. To improve behavior

Strategy a: Provide an ACE program that focuses on improving mastery of content, building stronger relationships, and making school fun through tutorials and enrichment activities and that will lead toward a decrease in behavior referrals and an increase in positive student behavior. C1, C2, C3, C4, C6, C7, C8, C10

Strategy b: Provide an environment that encourages student positive behavior by rewarding excellence and successes and recognition of students when they demonstrate positive behavior in school and after-school activities. C1, C2, C3, C4, C5, C6, C7, C9, C10

Strategy c: Provide a reward system for good student behavior and consequences for situations where students misbehave including removal from the ACE program. C1, C2, C3, C4, C6, C7, C8, C9, C10

Strategy d: Provide opportunities to let students know that people care about how they act and that it is important to behave in school. C1, C2, C3, C4, C6, C7, C8, C10

Strategy e: Provide a positive learning environment for the students and a variety of enrichment activities that are attractive and enjoyable for the students. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Strategy f: Provide a written code of behavior that lists behaviors that are deemed inappropriate and where misbehaviors are handled immediately by staff during the school day and after school. C1, C2, C3, C4, C6, C7, C10

Strategy g: Provide opportunities and occasions for students to engage in positive and constructive activities that will contribute to their social/emotional development. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Strategy h: Provide continuous positive recognition of students when they demonstrate respect for each other C1, C2, C4, C6, C7, C9, C10

Strategy i: Provide an environment where students are taught to respect one another, all adults and the property of others. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

4. To improve promotion rates

Strategy a: Provide homework help, study sessions, tutorials and enrichment activities that help students perform better academically during the regular school day. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Strategy b: Provide ACE program activities that focus on mastery of content and that are personalized to individual student needs. C2, C4, C5, C6, C8, C10

Strategy c: Provide timely information to students and parents regarding the academic expectation of each child and how each child is progressing. C2, C4, C6, C7, C8, C10

Strategy d: Provide homework assistance and tutoring that helps students fill gaps in their academic understanding and helps improve assessment performance. C1, C2, C3, C4, C5, C6, C7, C9, C10

Strategy e: Provide opportunities and resources to target students who are in most need of help and who are in danger of being retained and not promoted. C1, C2, C3, C4, C5, C6, C7, C8, C10

Strategy f: Provide resources that target at-risk students who are headed toward failure if there is no intervention. C1, C2, C3, C4, C5, C6, C10

Strategy g: Provide homework help, tutorials and enrichment activities that help students perform better in the regular school day. C1, C2, C3, C4, C6, C7, C8, C9, C10

Strategy h: Provide opportunities for students to complete their regular school day work and verify its successful completion prior to submission to the regular school day teacher. C1, C2, C3, C4, C5, C6, C7, C9, C10

Strategy i: Provide opportunities for students to experience success and to demonstrate acceptable behavior and excellence in academic performance. C1, C2, C3, C4, C6, C7, C8, C10

5. To improve graduation rates

Strategy a: Provide assistance and activities that will keep students interested, involved and engaged in their regular school day classes. C1, C2, C3, C4, C6, C7, C8, C9, C10

Strategy b: Provide resources that target the at-risk students who are in danger of not graduating and that also identifies their specific academic needs. C2, C4, C5, C6, C7, C8, C9, C10

Strategy c: Provide opportunities to encourage students in their daily school activities and enable them to appreciate their school work. C1, C2, C4, C6, C7, C8, C10

Strategy d: Provide opportunities to be in constant communication with parents and students regarding student progress toward successful completion of graduation requirements. C2, C4, C6, C7, C8, C10

III. Evaluation Strategy Plan

For purposes of evaluation reporting, the CTAC Cycle 10 ACE Program used two research designs in obtaining and analyzing pertinent data related to student demographics and student performance achievement. The descriptive research design was used because it provided the external evaluator and the program administrators with a comprehensive set of information about the overall operation of the program as well as an examination of the strengths and weaknesses associated with the implementation of the program at each center. In order to obtain a more detailed set of data that accurately represented how well the ACE program operated during the 2020-2021 school year, it was necessary to obtain data not only from those students identified as regular but, also from all students who may have attended one or more days in the ACE program. The quasi-experimental research design enabled the external evaluator to make comparisons between two groups of students, those that were regular 21st CCLC attendees and those that were non-regular 21st CCLC attendees. ACE program participants with 45 days or more of attendance were defined as "regular"' and those with 1-44 days of attendance as "non-regular".

Information Summary of Combined Centers

A. ACE Program Participation:

Total combined ACE participation	1725
# Regular 21st CCLC students enrolled	821
% Of total ACE participants enrolled	48%
Total # of parent participants	421 +

B. Program Calendar (Dates on individual center may vary)

	Month	Day	Year
Fall start date	8	31	2020
Fall end date	12	12	2020
Spring start date	1	19	2021
Spring end date	5	14	2021
Summer start date	6	1	2021
Summer end date	7	15	2021

C. Program Schedule

Number of morning hours per week scheduled	33.00
Number of after-school hours per week scheduled	133.00
Combined total of morning and after-school hours per week	166.00
Number of days per week program is offered	5

D. Staff Information

Teacher Categories	#	%
Campus Certified Teachers	80	76 %
Non-certified Teachers / Aides	25	24 %
Total ACE Teaching Staff	105	

E. ACE Student Demographics

Enrollment By Ethnicity				
	All 21st CCLC		Regular Only	
Ethnicity	#	%	#	%
American Ind.	2	0.1 %	0	0.0 %
Asian	1	0.1 %	0	0.0 %
African Amer.	133	7.7 %	78	9.5 %
Hispanic	1067	61.9 %	454	55.3 %
White	420	24.3 %	205	25.0 %
Mixed	102	5.9 %	84	10.2 %
Totals	1725	100.0 %	821	100.0 %

Enrollment By Gender				
	All 21st CCLC		Regular Only	
Gender	#	%	#	%
Males	918	53.2 %	456	55.6 %
Females	807	46.8 %	364	44.4 %
Totals	1725	100.0%	820	100.0%

Enrollment By Grade				
	All Students		Regular Only	
Grade	#	%	#	%
PreK	4	0.2 %	4	0.5 %
K	17	1.0 %	13	1.6 %
1	29	1.7 %	19	2.3 %
2	68	3.9 %	47	5.7 %
3	109	6.3 %	89	10.8 %
4	223	12.9 %	167	20.3 %
5	184	10.7 %	134	16.3 %
6	91	5.3 %	28	3.4 %
7	228	13.2 %	109	13.3 %
8	158	9.2 %	68	8.3 %
9	132	7.7 %	33	4.0 %
10	160	9.3 %	53	6.5 %
11	158	9.2 %	27	3.3 %
12	164	9.5 %	30	3.7 %
Totals	1725	100.0 %	821	100.0 %

F. Student Classification and Program Groupings

Economically Disadvantaged Percent of Participants		
Center Number	21st CCLC Students	Regular Participants
1	69.2 %	40.0 %
2	48.2 %	57.0 %
3	88.4 %	87.8 %
4	76.3 %	79.6 %
5	64.7 %	75.8 %
6	66.7 %	66.1 %
7	67.7 %	68.0 %
8	85.1 %	82.4 %
9	75.9 %	75.9 %
10	96.8 %	91.2 %
All Centers	73.6 %	77.2 %

Title 1 Percent of Participants		
Center Number	21st CCLC Students	Regular Participants
1	100.0 %	100.0 %
2	100.0 %	100.0 %
3	99.1 %	99.2 %
4	97.8 %	97.4 %
5	100.0 %	100.0 %
6	100.0 %	100.0 %
7	100.0 %	100.0 %
8	100.0 %	100.0 %
9	98.9 %	98.9 %
10	100.0 %	100.0 %
All Centers	99.3 %	99.1 %

Limited English Proficient Percent of Participants		
Center Number	21st CCLC Students	Regular Participants
1	38.5 %	20.0 %
2	24.5 %	29.0 %
3	16.3 %	15.5 %
4	27.0 %	27.0 %
5	12.7 %	9.7 %
6	16.7 %	16.9 %
7	21.0 %	16.0 %
8	68.7 %	70.6 %
9	4.6 %	4.6 %
10	0.0 %	0.0 %
All Centers	19.4 %	19.5 %

Migrant Percent of Participants		
Center Number	21st CCLC Students	Regular Participants
1	0.0 %	0.0 %
2	0.0 %	0.0 %
3	0.3 %	0.4 %
4	0.6 %	0.7 %
5	0.0 %	0.0 %
6	0.0 %	0.0 %
7	0.0 %	0.0 %
8	0.0 %	0.0 %
9	0.0 %	0.0 %
10	0.0 %	0.0 %
All Centers	0.2 %	0.2 %

Bilingual Percent of Participants		
Center Number	21st CCLC Students	Regular Participants
1	38.5 %	20.0 %
2	28.1 %	35.0 %
3	10.0 %	9.7 %
4	22.6 %	22.4 %
5	12.7 %	9.7 %
6	15.0 %	15.3 %
7	14.5 %	12.0 %
8	56.7 %	55.9 %
9	4.6 %	4.6 %
10	12.9 %	8.8 %
All Centers	17.6 %	17.1 %

English as a Second Language Percent of Participants		
Center Number	21st CCLC Students	Regular Participants
1	38.5 %	20.0 %
2	22.3 %	26.0 %
3	6.3 %	5.9 %
4	4.4 %	4.6 %
5	12.7 %	9.7 %
6	0.0 %	0.0 %
7	6.5 %	4.0 %
8	4.5 %	8.8 %
9	1.1 %	1.1 %
10	17.2 %	17.6 %
All Centers	9.8 %	8.0 %

Special Education Percent of Participants		
Center Number	21st CCLC Students	Regular Participants
1	15.4 %	40.0 %
2	12.2 %	14.0 %
3	14.7 %	16.8 %
4	16.8 %	21.1 %
5	14.3 %	29.0 %
6	13.3 %	13.6 %
7	11.3 %	12.0 %
8	23.9 %	23.5 %
9	14.9 %	14.9 %
10	5.4 %	11.8 %
All Centers	14.6 %	17.7 %

At Risk Percent of Participants		
Center Number	21st CCLC Students	Regular Participants
1	41.0 %	20.0 %
2	61.2 %	69.0 %
3	48.6 %	49.2 %
4	73.0 %	74.3 %
5	64.3 %	59.7 %
6	83.3 %	84.7 %
7	53.2 %	50.0 %
8	80.6 %	85.3 %
9	67.8 %	67.8 %
10	100.0 %	100.0 %
All Centers	65.4 %	65.0 %

Talented and Gifted Percent of Participants		
Center Number	21st CCLC Students	Regular Participants
1	2.6 %	0.0 %
2	5.8 %	5.0 %
3	5.6 %	6.7 %
4	7.4 %	5.3 %
5	11.9 %	14.5 %
6	3.3 %	3.4 %
7	9.7 %	10.0 %
8	6.0 %	2.9 %
9	4.6 %	4.6 %
10	1.1 %	2.9 %
All Centers	7.5 %	6.2 %

IV. Program Support Strategy

A. General Grantee Information

This section describes the prior year student demographic and performance information for each center followed by the approach taken and data used to prioritize services by each of the ten centers. Where possible explanations will be provided regarding student recruitment, services provided, activity development, local center support, personnel recruitment, availability of facility, supplies and equipment, observational protocols, marketing and community support.

Center 1: Florence Elementary School

Pre-2020-21 Center Setting: The following information describes the Florence Elementary at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a "C" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 497 students enrolled at the Florence Elementary with an ethnicity distribution of 0.6% African American, 48.3% Hispanic, 47.5% White, 0.4% American Indian, 0.0% Asian and 3.2% of two or more races. The report shows that 67.4% were economically disadvantaged and 57.7% were at-risk. The report noted a student retention rate of 6.3% at Grade 1, 4.8% at Grade 3 and 0.0% at all other Grades. The TAPR shows that in 2018-19 the campus had an attendance rate of 95.9% and the percent of students who received disciplinary placements was 0.0%. Due to the COVID-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 41%, Mathematics at 40%, Writing at 27% and Science at 31%.

Program Description: Specific needs for an afterschool program at this site include the fact that the campus is a Title 1 school with many low socioeconomic status families. In addition to having a large population of students coming from a low socioeconomic background, there is also a high percentage of students functioning below grade level.

The goals of the program are to provide high-quality extended learning opportunities outside the regular school day to students by developing highly effective programs, to ensure highly effective extended learning opportunity programs to assist students in meeting academic standard in core academics subject (math, reading, science, social studies), and TEA's primary goal is that all students will graduate prepared for postsecondary education and/or the workforce.

In the identification of students for ACE, this is generally done by the campus principal and/or teachers. ACE participants are generally identified via the RTI Team identifying potential students from Tiers 2 & 3. There is also opportunity for parents to submit requests to enroll their children in ACE.

The site coordinator reviews the regular school day content taught during each nine-week period and aligns the TEKS with the ACE program lesson plans. The coordinator ensures the alignment with her access to teacher lesson plans. Often teachers will communicate directly with the coordinator and indicate when a student is in need of particular help. ACE offers tutoring in Math and ELA. The enrichment activities can be STEM, reading, cooking, or sports.

The support provided by key district and campus individuals has encouraged the ACE program staff in their efforts. These individuals include the campus principal, the superintendent, the curriculum director, business manager, the nutrition director and transportation director. The local campus provides a number of facilities for use in ACE that include the small gym, ACE office and classrooms, the computer lab, and the outside playground area.

Family Engagement Component: According to information provided by the site coordinator, there were a total of 15 parent participants during the school year. At the beginning of the 2020-21 school year, the site coordinator sent interest surveys to all parents of children enrolled in the ACE program. Based on the parent responses received, the site coordinator and Family Engagement Specialist formulated the adult family component of the ACE program. Services from a Family Engagement Specialist were offered during the 2020-21 school year. Activities offered included Pumpkin Carving, Paint Yourself Happy Nights, Yoga, Zumba, Cardio Dance Party, workforce webinars, and Reading Under the Stars. Due to Covid19 all activities had to be done remote.

Covid-19 Impact on Program: Because the ACE program was not allowed to meet in person, less students were wanting to participate. Because the program was held on-line, parents did not want one more thing to have to do when they arrive home. The biggest need of families at this center was the need for students to be at a safe place and the program could not safely do that this year.

Center 2: Florence Middle School and Florence High School

Pre-2020-21 Center Setting: The following information describes the Florence Middle School and Florence High School at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for both of these two campuses was a "C", due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 255 students enrolled at the Florence Middle School with an ethnicity distribution of 1.2% African American, 48.6% Hispanic, 47.5% White, 0.4% American Indian and 2.4% of two or more races. The report shows that 58.4% were economically disadvantaged and 51.4% were at-risk. The report noted a student retention rate of 0.0% at all Grades. The TAPR shows that in 2018-19 the campus had an attendance rate of 94.9% and the percent of students who received disciplinary placements was 1.5%. Due to the COVID-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 36%, Mathematics at 48%, Writing at 25%, Science at 39%, and Social Studies at 13%.

Based on information obtained from the 2019-20 TAPR report there were 346 students enrolled at the Florence High School with an ethnicity distribution of 1.2% African American, 48.6% Hispanic, 46.2% White, 0.6% American Indian, 0.3% Asian and 3.2% of two or more races. The report shows that 52.9% were economically disadvantaged and 64.7% were at-risk. The report noted a student retention rate of 2.7% at Grade 9. The TAPR shows that in 2018-19 the campus had an attendance rate of 93.8% and the percent of students who received disciplinary placements was 3.6%. Due to the COVID-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and

shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 35%, Mathematics at 31%, Science at 37% and Social Studies at 59%.

Program Description: Florence is a community with a high percentage of low socioeconomic families. The ACE program offers students help with academics tutoring and homework help. This takes a burden off of families who are not able to assist their child in that area. The after-school program provides these students with additional academic support not available during the regular school day. The ACE program also offers enrichment activities which are high interest and help to encourage the students to attend school each day. These enrichment activities create student bonding and give students fun activities to keep them occupied and less likely to get involved in questionable activities.

The Mission of Florence ISD Secondary Afterschool Centers on Education is to:

1. Unyieldingly love and motivate every student to craft their future.
2. Embrace the unique talents in every student by inspiring families and providing opportunities for individuals to grow infinitely by offering programs and services to help young individuals and families succeed, develop leadership skills, build relationships, enhance self confidence, and maintain healthy lifestyles for themselves and their families.

Students identified for ACE are in need of academic help and/or considered at risk by assessments administered. These students have either failed one or more the STAAR tests, failed one or more of their academic courses, or are experiencing disciplinary issues. Students may be recommended for ACE participation by principal or teachers. An ACE center located in a rural community lends itself very well for the use of clubs in the after-school program and several such clubs have been in operation in ACE. Those clubs included are Art Club, Robotics Club, Spanish Club, Music Club, The Locker Club, FCA, and Buff Life Skills, along with Sports and Recreation. Each day students bring their homework to work on in ACE. For those who do not bring anything, resources are available via vocabulary, reading and math practice pages, along with daily Journaling activities for all ACE participants. The ACE teachers have been faithful in preparing their lesson plans and following-through with the students.

Resources provided for ACE use by the Florence school district are many. The ACE program has the use of the high school library, cafeteria, Computer Lab, Gym, outside athletic facilities, and various classrooms. The cafeteria director provides healthy and nutritious snacks each day after school for all students attending ACE. The food science lab and Life Skills Classroom is utilized each Tuesday and Thursday and an instructor teaches the students how to cook foods they would be able to cook for themselves or their family. Students alternate every other Wednesday between the Art room and Spanish Room for these activities, along with every Friday use of the Gym or outside Athletic facilities for sports and recreational activities. The school district has purchased online software that is available for students who are in need of academic help. The district transportation department provides ACE participants home transportation each day.

There has been tremendous support given to the program from various Community Churches in Florence, as well as from surrounding Churches in Killeen, Georgetown and Pflugerville. Our ACE program is also supported by our local City Council members, along with several local business's contributing donations of supplies and snacks.

Family Engagement Component:

Due to Covid-19 Restrictions for the 2020-2021 School Year and the Winter Storm we experienced in February 2021, family participation has been minimal. Despite the duress effects, parents were extremely pleased and thankful with the ACE program for providing in person learning for their children during these turbulent times. Parents voiced their concerns of high stress levels and technology overload from their own jobs during this pandemic time. However, to support our Families, our Family Engagement Specialists did an exceptional job in offering a tremendous variety of Family Engagement opportunities to support our families and students at home. A wealth of activities included:

1. College Awareness Night
2. Skillpoint Alliance Classes for certification for becoming a Manufacturing Technician
3. Reading Under the Stars with Huston Tillotson University Athletic Department & Players
4. Explore UT & UT Inventors Program
5. Parent University with A+ Credit Union Literacy/Math/Science Nights
6. Zumba Fitness, Cardio Dance Party and Yoga Workout Classes
7. How to Market Yourself Online-Resume and Cover Letter Workshop
8. Empowering the Youth   Internet Safety
9. Williamson County Children's Advocacy Center Parent Workshop -Recognizing Child Abuse
10. Paint Me Happy   Painting Series

Parental Activities offered directly by our Center consisted of:

Our National Lights on Afterschool displays that were at two of the High School Football Games
along with our City Hall participating by purchasing yellow lights and lighting up the Veterans Memorial on behalf of the National Lights on After School for half of Oct and November 2020

We also supplied all the student's pumpkins and pumpkin carving kits to take home and carve as a family.

In April we had our Parent / Student Drivers Education Meeting to start our Student Drivers Education Program in which 27 students are enrolled.

We are excited for the upcoming year and to see the participation in Family Engagement increase with the loosened Covid Restrictions on our Campus's.

Covid-19 Impact on Program: In spite of Covid-19, an in-person ACE program was run at this center. Student participation was great with an enrollment in excess of 100 students and a daily participation exceeding 40 students. Unfortunately, there was a lack of family engagement activities. Family engagement activities were impacted by the district restrictions of having no parents or outside volunteers being able to be on the campus to attend meetings, trainings or events. The ACE Program at Florence ISD Middle and High School was highly effective in meeting the needs of the students and their families during this unprecedented time.

Center 3: Gonzales Elementary – Gonzales Primary - East Avenue Elementary

Pre-2020-21 Center Setting: The following information describes the end of the 2019-20 school year for the following three campuses: Gonzales Elementary School, Gonzales Primary and Gonzales East Avenue Elementary and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for these three campuses was a "D" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 391 students enrolled at the Gonzales Elementary with an ethnicity distribution of 8.4% African American, 65.5% Hispanic, 25.3% White, 0.3% American Indian, 0.3% Asian and 0.3% of two or more races. The report shows that 75.2% were economically disadvantaged and 56.5% were at-risk. The report noted a student retention rate of 0.0% at Grade 3 and 0.6 at Grade 4. The TAPR shows that in 2018-19 the campus had an attendance rate of 95.8% and the percent of students who received disciplinary placements was 0.0%. Due to the COVID-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 34%, Mathematics at 41%, and Writing at 17%.

Based on information obtained from the 2019-20 TAPR report there were 345 students enrolled at the Gonzales Primary Academy with an ethnicity distribution of 10.1% African American, 65.8% Hispanic, 23.5% White and 0.6% Asian. The report shows that 83.5% were economically disadvantaged and 58.0% were at-risk. The report noted a student retention rate of 2.2% at Kindergarten. The TAPR did not show an attendance rate or disciplinary placement information for 2018-19.

Based on information obtained from the 2019-20 TAPR report there were 394 students enrolled at the Gonzales East Avenue Primary with an ethnicity distribution of 11.2% African American, 63.2% Hispanic, 25.4% and 0.3% of two or more races. The report shows that 76.1% were economically disadvantaged and 942% were at-risk. The report noted a student retention rate of 2.7% at Grade 1 and 1.8% at Grade 2. The TAPR shows that in 2018-19 the campus had an attendance rate of 95.2% and the percent of students who received disciplinary placements was 0.0%.

Program Description In addition to the information noted above, an after-school program is needed at this center because of the large number of low socioeconomic students and the large number of students who don't have someone to help them with their homework at home. Gonzales ISD (GISD) is a rural school district and the demographics of the district show many students who are in need of academic reinforcement. These demographics include, but are not limited to, low SES of families, limited educational background of the parents, limited parental involvement, a large population of LEP families, and so many students failing the STAAR state exams.

The ACE program uses the TIER intervention rating system to identify ACE students. Students are invited to be an ACE participant when they are identified as a TIER 2 or 3 student in need of help. In addition, feedback and recommendations are elicited from teachers and parents. Department heads provide valuable information to the coordinator regarding the remediation efforts needed for each grade level. This information is then shared with the ACE teachers and the coordinator visits and observes each ACE classroom several times each month.

The program was able to use several classrooms on the Gonzales Elementary campus as well as the library and two computer labs. Three paras, several teachers, and a community member help in the ACE program. The coordinator attends monthly meetings with the region service center. The coordinator was able to identify ACE students with the help of RTI specialists and the campus administration gave access to skyward to monitor those students.

Family Engagement Component: According to information provided by the site coordinator, there were a total of 69 parent participants during the school year. At the beginning of the 2020-2021 school year, the site coordinator sent interest surveys to all parents of children enrolled in the ACE program. Based on the parent responses received, the site coordinator with help from the Family Engagement Specialist, formulated the adult family component of the ACE program. Services from a FES were limited throughout the 2020-2021 school year. Activities offered included monthly family activities, drive-by fine arts nights, family pizza night, Zumba, yoga, cardio dance, literacy events, STEAM events, painting events, child development workshops, etc.

Covid-19 Impact on Program: It was difficult to find teachers to work in the ACE program this year. Teachers appeared to be stressed out with the new teaching and cleaning protocols associated with Covid-19. Most of the ACE teachers at this center work every day. It would have been desirable to have more teachers working in ACE so that more students and more classes could be offered. This year there were no in-person adult events allowed on campus and this resulted in difficulties in setting up parent engagement events. Finally, there was no bus transportation provided for ACE students after school. The coordinator and ACE staff did an adequate job of providing services to the students; however, much more could have been done has the program been able to serve more students, offer more classes, and offer parent engagement events in person.

Center 4: North Avenue Intermediate School and Gonzales Junior High School

Pre-2020-21 Center Setting: The following information describes the end of the 2019-20 school year for the following two campuses: Gonzales Junior High School and Gonzales Intermediate School and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for Gonzales Junior High School was a "C" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 452 students enrolled at the Gonzales Junior High School with an ethnicity distribution of 7.3% African American, 66.2% Hispanic, 25.9% White, 0.4% American Indian and 0.2% of two or more races. The report shows that 71.9% were economically disadvantaged and 61.1% were at-risk. The report noted a student retention rate of 0.0% at both Grades. The TAPR shows that in 2018-19 the campus had an attendance rate of 94.9% and the percent of students who received disciplinary placements was 6.4%. Due to the COVID-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 40%, Mathematics at 34%, Writing at 28%, Science at 24% and Social Studies at 21%.

The 2019 Accountability Rating for Gonzales North Avenue Intermediate School was a "C" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 416 students enrolled at

the Gonzales North Avenue Intermediate School with an ethnicity distribution of 10.8% African American, 66.3% Hispanic, 21.9% White, 0.2% American Indian and 0.7% of two or more races. The report shows that 76.7% were economically disadvantaged and 71.9% were at-risk. The report noted a student retention rate of 2.7% at Grade 5 and 0.0% at Grade 6. The TAPR shows that in 2018-19 the campus had an attendance rate of 94.6% and the percent of students who received disciplinary placements was 5.6%. Due to the COVID-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 30%, Mathematics at 37% and Science at 31%.

Program Description: The Jr. High campus is the site for the ACE program for grade 6-8. The two campuses served at this center are both located in the Gonzales ISD and are Title I campuses. Students at this center are in need of extra time to complete their homework assignments and help in order to be successful in the classroom. The student LEP population includes students with needs in both Bilingual and ESL instruction. The district has a focus on math and reading and at the center an emphasis in being placed on helping the students with their reading and math skills. Special education students are also in need of peer and small group help. In determining the inclusion of ACE participants, Tier 2 and Tier 3 students are looked at first for participation. Other considerations for inclusion in the ACE program include low academic grades, low test scores or not passing the subject area six-week assessments. Students who are experiencing difficulty in completing their homework are also prime candidates. The student teacher ratio is much smaller afterschool during ACE than it is during the regular school day, which will give the students more focused instruction and re-teach opportunities from their teachers.

The ACE program focuses on Tier 2 and Tier 3 students in the beginning of the school year to fill as many spots that are needed. Once these students are given the opportunity to enroll, if there are other spots available, then teacher recommendations are taken for students with low grades and low-test scores. If students have not been successful on their six-week bench mark testing, then paperwork is then sent home for the parents to fill out and the students will be enrolled by the ACE coordinator prior to their first day of ACE.

In providing the instructional offerings in ACE, the district and campus instructional coaches use the data from the benchmark tests that are given to all students. These tests include the BOY, MOY, and Lions testing. The students also take tests at the end of the grading periods to monitor their progress. The information is shared with the ACE site coordinator to determine the student need. The teachers provide lesson plans that follow the Year at a Glance (YAG). The teachers look at the data from the assessments of the students to determine their area of need.

The ACE program staff have access to classrooms, the library, the cafeteria, and the gym. Outside resources available to ACE include the public library, Norma's house, Local businesses, Thrive Heathplex, and Victoria College. All of these outside resources have participated in the growth and success of the ACE program at this site. The local businesses have played a major role in helping ACE via donations for the events that are planned for parent engagement and community involvement nights.

Family Engagement Component: According to information provided by the site coordinator, there were a total of 52 parent participants during the school year. At the beginning of the 2020-21 school year, the site coordinator sent interest surveys to all parents of children enrolled in the ACE program. Based on the parent responses received, the site coordinator with possible help from the Family Engagement Specialist

(FES) formulated the adult family component of the ACE program. Services from a FES were limited throughout the 2020-21 school year. Activities offered included monthly family activities, drive by fine arts nights, family pizza night, Zumba, yoga, cardio dance, literacy events, STEAM events, painting events, child development workshops, etc.

Covid-19 Impact on Program: The district administration made a decision to move the North Avenue fifth grade students to the elementary campus for ACE. While the North Avenue sixth graders were still served at this center, the fifth-grade move resulted in a reduction in the total number of student participants this year. While in prior years, the ACE program has access to two buildings, this year only one building housing the cafeteria and two vacant classrooms was used for ACE. Another aspect of the ACE program that declined this year was the parent engagement component. While the ACE program adapted to the changing times, the parents were slow to embrace the changes. An innovative change was the use of the QR code for keeping track of the students. At the meet the teacher's night, parents used the QR code to request information on ACE. It is fair to say that the ACE program this year adjusted to meet the needs of the students and their families.

Center 5: Gonzales High School

Pre-2020-21 Center Setting: The following information describes the Gonzales High School at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a "C" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 832 students enrolled at the Gonzales High School with an ethnicity distribution of 4.6% African American, 69.4% Hispanic, 25.6% White, 0.1% Asian, 0.2% Pacific Islander and 0.1% of two or more races. The report shows that 63.2% were economically disadvantaged and 59.7% were at-risk. The report noted a student retention rate of 4.6% at Grade 9. The TAPR shows that in 2018-19 the campus had an attendance rate of 93.3% and the percent of students who received disciplinary placements was 3.6%. Due to the COVID-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 32%, Mathematics at 32%, Science at 47% and Social Studies at 47%.

Program Description: The Gonzales High School campus is located in the Gonzales Independent School District and houses grades 9 through 12. Gonzales High School has been faced with recent scrutiny from the public eye. After receiving a failing rating from TEA three years ago, the ACE program was viewed as an opportunity to help change the culture of Gonzales ISD. In 2018-19 the campus rose to a "C" rating but there is still much work that needs to be done. The Gonzales High School ACE program aims to increase student comprehension in math and reading, along with providing students an opportunity to learn and grow by meeting them where they are at. Gonzales High School is a majority Hispanic student population.

The site coordinator began recruiting ACE students during the summer and before school started and utilized the local paper, Facebook advertising and flyers. First consideration for ACE participation focused on students at Tier 1, Tier 2 and those who had failed their STAAR tests. After that followed teacher and parent recommendations were considered. ACE registration is now a part of the district registration process. Once the program started the site coordinator gauged student interest by asking them what clubs

or activities, they would like to participate in. This year resulted in maintaining our Spanish, gaming and culinary club along with adding a driver's education and yearbook club opportunity. The district utilizes a local testing program to gauge student progress in reading and math and students are tested beginning of year, middle of year and end of year. The program consists of members who are a part of the normal school day and therefore the connection is seamless in running from normal school day to afterhours time. All staff involved are normal school day staff members.

The Site Coordinator's office is located in the high school library. After hours programming is held in the library before and after school each day. Two labs are reserved across the hallway from the library in case there is need for more space to spread out. These areas are reserved for ACE programming afterschool each day.

Outreach to the community has been effective in the past. Due to the pandemic this year, there has been a slight pause/delay in building those community relationships further. At the high school level, the ACE program has also partnered with several student chapters including, FCCLA, Art Club and Spanish Honor Society. Due to the pandemic, there were no outside individuals allowed on campus this school year. Gonzales High School relied heavily on virtual opportunities from the Family Engagement Specialist. At the high school the Career Center Specialist was utilized to create an ongoing college exploration program to engage students and families.

Family Engagement Component: According to information provided by the site coordinator, there were a total of 55 parent participants during the school year. At the beginning of the 2020-21 school year, the site coordinator sent interest surveys to all parents of children enrolled in the ACE program. Based on the parent responses received, the site coordinator with help from the Family Engagement Specialist formulated the adult family component of the ACE program. Services from a FES were limited throughout the 2020-21 school year to virtual opportunities. These opportunities included family fitness time, family reading nights, adult business etiquette classes, paint yourself happy classes and college planning and exploration classes. Participation in the virtual events has been limited for the center.

Covid-19 Impact on Program: While the Gonzales ISD dealt with several positive Covid-19 cases throughout the year and even though there were times when students needed to be quarantined, ACE classes were allowed to be conducted on a face-to-face method. The school district did not allow outsiders to be on campus, therefore parents could not come in on campus. Because many parents had a great concern about Covid-19, they were not willing to allow their children to participate in ACE. The academic portion of ACE was difficult to offer this school year. The coordinator worked hard on improving communication with administration, staff, students and parents. With no outsiders allowed on campus, the family engagement component was difficult to implement. Areas to be improved include being more effective in approaching student recruitment and conducting a follow-through process.

Center 6: Bluebonnet Elementary School and Clear Fork Elementary School

Pre-2020-21 Center Setting: The following information describes the Bluebonnet Elementary at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a "D" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 545 students enrolled at the Bluebonnet Elementary with an ethnicity distribution of

2.4% African American, 75.4% Hispanic, 19.3% White, 0.4% Asian and 2.6% of two or more races. The report shows that 76.0% were economically disadvantaged and 70.6% were at-risk. The report noted a student retention rate of 1.3% at kindergarten, 1.1% at Grade 1, 1.3% at Grade 3, 1.4% at Grade 4 and 0.0% at Grades 2 and 5. The TAPR shows that in 2018-19 the campus had an attendance rate of 96.4% and the percent of students who received disciplinary placements was 0.0%. Due to the COVID-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 29%, Mathematics at 31%, Writing at 24% and Science at 15%.

Pre-2020-21 Center Setting: The following information describes the Clear Fork Elementary at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a "C" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 443 students enrolled at the Clear Fork Elementary with an ethnicity distribution of 1.6% African American, 67.5% Hispanic, 28.2% White, 0.5% American Indian and 2.3% of two or more races. The report shows that 62.3% were economically disadvantaged and 54.0% were at-risk. The report noted a student retention rate of 1.8% at Grade 2 and 0.0% at all other Grades. The TAPR shows that in 2018-19 the campus had an attendance rate of 95.8% and the percent of students who received disciplinary placements was 0.0%. Due to the COVID-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 39%, Mathematics at 40%, writing at 13% and Science at 44%.

Program Description: The general background information provided above shows the need for the ACE program at this center. In order to address those areas of weakness, the aims of the ACE program are to help students improve their reading and writing skills, to get help with homework, and to participate in fun enrichment activities that will improve their academic performance and learning and social skills. One of our Center goals for the year was, "*85% of students who attend ACE regularly will show an increase on their pre- and post-test by May 2021 as evidenced by Istation.*" As of May 2021, 88.52% of Regular ACE Students have met our Center goal. The ACE program is specifically directed to "Bubble Students", those students who may not be meeting standardized test scores or school district checkpoints. Students recruited must meet the following level one criteria: Ranked in lower tiers for school district ELA Comprehensive Learning program (Istation Tiers 3 and 2)- Listening Comprehension, Letter Knowledge, Vocabulary, Phonological/Phonemic Awareness, Alphabetic Decoding, Self-Selected Reading, Spelling, Word Analysis, Comprehension, Reading Fluency, Phonics, Alphabet and Alphabetic Principle, Written Response to Reading Selections; Scored below proficiency on ELA STAAR test - summary, inference, vocabulary, writing; Scored below proficiency on Grade level checkpoints- reading, writing, vocabulary; and Low School day attendance. Second Level two student recruitment criteria are as follows: Siblings of Level 1; Working family needs; High behavior incidents; Returning/Previous ACE Students in the School District; Low extracurricular activity participation; and Low school day grades. The students enrolled in the ACE program are identified through collaboration between the principal, RTI lead teacher and the program specialist. The three monitor monthly reading results to identify the students that might require extra reading guidance after school. Students are admitted into the ACE program after parents have accepted an invitation to enroll their child into the program. Regular school day teachers are encouraged to work in the ACE Program to align school day learning. ACE Program teachers are also encouraged to align regular

school day lessons and apply TEKS to the lessons taught Afterschool. Some activities offered this year are as follows: Pen Pal Club, Social and Emotional Learning, American Sign Language, Lil' Chefs Cooking, No Bake Club, DIY (Do it Yourself) Club, Culture club, Writing Club, Geography Club, Japanese Club, Folklorico, Small Group/Homework Help, Read Aloud Club, Mad Science, and more. The campus has given use of a number of school facilities for the use of the ACE program. Those areas include the cafeteria, the stage, the gymnasium, various regular classrooms, the music room, the art room, the library, and the playground facilities. Because the program was 100% virtual for the Fall and Spring Semester, the facilities were still available for use. Various Lockhart ISD Staff such as Karla Tate, Community Education Director; Mark Estrada, Superintendent; Christina Courson, Director of Communication; Belinda Vasquez, Principal; Monica Saldivar, Assistant Principal; Rebecca Leonard, Principal, and as well as the Cycle 10 Project Director, John Shanks, and Family engagement specialist, Tonda Turner.

Family Engagement Component: According to information provided by the site coordinator, there were a total of 48 parent participants during the school year. At the beginning of the 2020-2021 school year, the site coordinator sent interest surveys to all parents of children enrolled in the ACE program. Based on the parent responses received, the site coordinator with possible help from the Family Engagement Specialist (FES) formulated the adult family component of the ACE program. Services from a FES were limited to virtual activities for the 2020-2021 school year. Activities offered included Yoga, Parent Workshops, Literacy Nights, Zumba, Various kinds of Workshops, and Supply pick-up.

Covid-19 Impact on Program: Per directive from the school district, the ACE program was made entirely virtual this year. Because it was not possible for the ACE program to meet physically with the students, it was a challenge creating and implementing all of the activities and classes that had previously been offered to students. Because of the weekly supply pick-ups, the ACE program had great attendance turnout. The ACE students and parents looked forward to picking up their supplies and doing the weekly activities. The program addressed the academic needs of the students through homework help and tutoring that was offered daily. The teachers were very encouraging with the students and encouraged them to join the virtual ACE program for any help that they might need. ACE was aligned with the regular school day and for students that might be struggling with completing or understanding the regular school day work, the site coordinator directed regular school day teachers to send those students to ACE tutoring.

Center 7: Navarro Elementary School and Plum Creek Elementary School

Pre-2020-21 Center Setting: The following information describes the Navarro Elementary at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a "C" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 504 students enrolled at the Navarro Elementary with an ethnicity distribution of 3.4% African American, 67.9% Hispanic, 25.8% White, 0.4% Asian and 2.6% of two or more races. The report shows that 75.4% were economically disadvantaged and 76.0% were at-risk. The report noted a student retention rate of 1.6% at Grade 1 and 0.0% at all other Grades. The TAPR shows that in 2018-19 the campus had an attendance rate of 96.1% and the percent of students who received disciplinary placements was 0.0%. Due to the COVID-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates

across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 30%, Mathematics at 40%, Writing at 11% and Science at 27%.

The following information describes the Plum Creek Elementary at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a "C" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 560 students enrolled at the Plum Creek Elementary with an ethnicity distribution of 3.4% African American, 84.5% Hispanic, 10.5% White, 0.4% American Indian and 1.3% of two or more races. The report shows that 84.3% were economically disadvantaged and 81.4% were at-risk. The report noted a student retention rate of 2.6% at kindergarten, 4.2% at Grade 1, 1.0% at Grade 2, 1.3% at Grade 3 and 0.0% at Grades 4 and 5. The TAPR shows that in 2018-19 the campus had an attendance rate of 96.8% and the percent of students who received disciplinary placements was 0.0%. Due to the COVID-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 35%, Mathematics at 48%, Writing at 18% and Science at 45%.

Program Description: The general background information provided above shows the need for the ACE program at this center. In order to address those areas of weakness, the aims of this program are to help students improve their reading and writing skills, get help for homework, and to participate in fun enrichment activities that will improve their academic performance and learning social skills. One of our center goals for this year is 85% *students who attend ACE regularly will show an increase on their pre- and post-test by May 2021 as evidenced by Istation.*" As of May 2021, 85.14% of Regular ACE Students have met our Center goal. The ACE program is specifically directed to "Bubble Students", those students who may not be meeting standardized test scores or school district checkpoints. Students recruited must meet the following level one criteria: Ranked in lower tiers for school district ELA Comprehensive Learning program (Istation Tiers 3 and 2)- Listening Comprehension, Letter Knowledge, Vocabulary, Phonological/Phonemic Awareness, Alphabetic Decoding, Self-Selected Reading, Spelling, Word Analysis, Comprehension, Reading Fluency, Phonics, Alphabet and Alphabetic Principle, Written Response to Reading Selections; Scored below proficiency on ELA STAAR test - summary, inference, vocabulary, writing; Scored below proficiency on Grade level checkpoints- reading, writing, vocabulary; and Low School day attendance. Second Level two student recruitment criteria are as follows: Siblings of Level 1; Working family needs; High behavior incidents; Returning/Previous ACE Students in the School District; Low extracurricular activity participation; and Low school day grades. The students enrolled in the ACE program are identified through collaboration between the principal, RTIlead teacher and the program specialist. The three monitor monthly reading results to identify the students that might require extra reading guidance after school. Students are admitted into the ACE program after parents have accepted an invitation to enroll their child into the program. Regular school day teachers are encouraged to work in the ACE Program to align school day learning. ACE Program teachers are also encouraged to align regular school day lessons and apply TEKS to the lessons taught Afterschool. Some activities offered this year are as follows: Pen Pal Club, Social and Emotional Learning, American Sign Language, Cooking club, Music Club, art club, book club Science, and more. The campus has given use of a number of school facilities for the use of the ACE program. Those areas include the cafeteria, the stage, the gymnasium, various regular classrooms, the music room, the art room, the library, and the playground facilities. Because the program was 100% virtual for the Fall and Spring Semester, the facilities were still available for use. Various Lockhart ISD Staff such as Karla Tate, Community Education Director; Mark Estrada, Superintendent;

Christina Courson, Director of Communication; Deanna Juarez, Jaimee Griebel Principal; Vanessa Chapa Vice Principal, and Family engagement specialist, Tonda Turner.

Family Engagement Component: According to information provided by the site coordinator, there were a total of 38 parent participants during the school year. At the beginning of the 2020-2021 school year, the site coordinator sent interest surveys to all parents of children enrolled in the ACE program. Based on the parent responses received, the site coordinator with possible help from the Family Engagement Specialist (FES) formulated the adult family component of the ACE program. Services from a FES were limited to virtual activities for the 2020-2021 school year. Activities offered included Yoga, Parent Workshops, Literacy Nights, Zumba, Various kinds of Workshops, and Supply pick-up.

Covid-19 Impact on Program: Covid-19 did not permit face to face interaction with the students this year. Also, no field trips were scheduled. Even though many challenges presented themselves in the presentation of a virtual ACE program, the coordinator saw that students were being very active and involved and truly felt a part of ACE program. When the students showed up every day to be a part of ACE, they were demonstrating their love for what was being done for them. The coordinator noted that the ACE program had been better than was first expected in meeting the needs of the students. A weekly pick-up of supplies occurred once a week and parents came by and picked up their children's supplies for the week. The coordinator had live sessions every day with approximately 40 plus students attending each day. The students and families appreciated and valued what ACE did for them this year.

Center 8: Alma Brewer Strawn Elementary School

Pre-2020-21 Center Setting: The following information describes the Alma Brewer Strawn Elementary School at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a "F" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 494 students enrolled at the Alma Brewer Strawn Elementary School with an ethnicity distribution of 0.8% African American, 92.9% Hispanic, 5.3% White, 0.2% American Indian, 0.2% Asian and 0.6% of two or more races. The report shows that 87.2% were economically disadvantaged and 84.0% were at-risk. The report noted a student retention rate of 1.4% at Grade 2 and 0.0% at all other Grades. The TAPR shows that in 2018-19 the campus had an attendance rate of 96.1% and the percent of students who received disciplinary placements was 0.0%. Due to the COVID-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 24%, Mathematics at 32%, Writing at 5%, and Science at 26%.

Program Description: The Alma Brewer Strawn Elementary school is located in a rural community in Caldwell County where there are no Community Recreation centers, no sidewalks, nor access to a library within walking distance. Students on this campus have performance challenges not only on the locally administered benchmark tests but also on STAAR, the Texas state assessments. Significantly impacted on assessments are the English Language Learners who are experiencing large academic achievement gaps as compared to the other students.

Last year the school received a grade that was not acceptable from the state. There are many students in grades Third thru Fifth that simply struggle and are challenged with reading and writing. ACE offers our students Classes such as Homework Help, Reading Room Fun with Words these are great academic classes and very helpful for our students. The ACE program has the benefit of attracting not only regular classroom teachers but also those with specialization in bilingual and special education. One of our center goal is 85% of our students who attend ACE regularly will show an increase on their pre and posttest as evidenced thru Istation this is a monthly test given to our students

The principal uses a formula to identify the students who are invited to participate in ACE. In August, Teachers are also included in the selection of students around October. The site coordinator contacts parents to explain the ACE program and contacts teachers to gain additional information on the students. Once in the program, the site coordinator follows through with each student's test performance via IStation. Every month the site coordinator received a report showing where each student falls in the tier groupings. If in Tier 1 then students are doing great. If in Tier 2 then the student needs a push or help to get to Tier 1. If in Tier 3, then the students are really in need of help through ACE.

Family Engagement Component: According to information provided by the site coordinator, there were a total of 37 parent participants during the school year. Monthly Platicias were held once a month and parents from the Jr. High and High school attended. At the beginning of the 2020-2021 school year, the site coordinator sent interest surveys to all parents of children enrolled in the ACE program. Based on the parent responses received, the site coordinator with possible help from the Family Engagement Specialist (FES) formulated the adult family component of the ACE program. Services from a FES were limited throughout the 2020-2021 school year. They were all virtual. Activities offered included Adult ESL Classes and various workshops as well as Distribution of Cooking Ingredients to student is who along with family members all cooked together. Due to Covid-19, activities planned for the spring of 2020 had to be cancelled.

Covid-19 Impact on Program: Having to provide a total virtual program at this center made it difficult to reach many of the students who needed the services of ACE. Many of the students had only limited or no access to the internet at home. In spite of that, the program got closer to the families than before Covid-19.

Center 9: Shanklin Elementary School and Luling Primary School

Pre-2020-21 Center Setting: The following information describes the Shanklin Elementary School and Luling Primary campuses at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for Shanklin Elementary School was a "D" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 416 students enrolled at the Shanklin Elementary School with an ethnicity distribution of 7.2% African American, 66.1% Hispanic, 23.8% White, 0.2% American Indian, 0.2% Asian. 0.2% Pacific Islander and 2.2% of two or more races. The report shows that 79.8% were economically disadvantaged and 64.2% were at-risk. The report noted a student retention rate of 0.0% at all Grades. The TAPR shows that in 2018-19 the campus had an attendance rate of 96.4% and the percent of students who received disciplinary placements was 0.0%. Due to the COVID-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR

Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 28%, Mathematics at 34%, Writing at 13% and Science at 12%.

The 2019 Accountability Rating for the Luling Primary School was a "D" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 303 students enrolled at the Luling Primary School with an ethnicity distribution of 6.9% African American, 67.3% Hispanic, 21.1% White, 0.3% Asian, 0.3% Pacific Islander and 4.0% of two or more races. The report shows that 75.9% were economically disadvantaged and 61.1% were at-risk. The report noted a student retention rate of 0.0% at all Grades. The TAPR shows that in 2018-19 the campus had an attendance rate of 96.3% and the percent of students who received disciplinary placements was 0.0%.

Program Description: The ACE program is located on the Elementary campus in the Luling School district. Shanklin Elementary is a Title I school that has a high percentage of students who are economically disadvantaged. The center currently serves 109 students. The goal of the center is to provide students a safe, welcoming and respectful environment to continue learning after the regular school day. The students that attend are in need of extra support that an afterschool program provides. The ACE Program incorporates the four fundamental components of academics, enrichment, college and career readiness, and family services. Enrichment activities integrating art, music, cooking, dance, literature, sports and multi-cultural endeavors are also included to guide and teach children in fun, interesting and productive ways. The ACE Program provides activities and projects that foster cooperation, increase community awareness, promote positive social behavior and emphasize health and safety. The program encourages self-confidence, the verbalization of feelings, and the development of problem-solving skills.

ACE participants are invited to attend based on recommendations made by Campus Principals, Teachers, Counselors and the Site Coordinator. Data from state assessments and Measurement of Academic Performance (MAP) testing are used to target the students that have immediate needs for Math and ELAR tutorial help to improve test scores. Students with a need for academic help in other areas are then prioritized and invited to participate in the program. Demographic data and family need is also used to identify students that would benefit from an afterschool program. Phone calls, emails and invitations are sent out to the parents and students introducing the ACE program and inviting them to enroll.

The activities in the ACE program are offered based on student needs as identified by data from state assessments, the CIP and student interests. Tutorials with teachers and homework help are offered to help students succeed academically in the classroom as well as on STAAR testing. The enrichment programs are centered around the interest of students and families based on surveys taken at the beginning of the year. These programs are scheduled and evaluated throughout the school year to ensure they fit the needs of all students and continue to serve as a tool for continued success in and out of the classroom.

The campus provides the program use of the cafeteria/kitchen, library, teacher classrooms, computer labs, office space, and the outside areas. All staff are required to complete district compliance training as well as professional development focusing on the specific expectations of the ACE program.

The Luling community is able to provide a wide array of resources that support the ACE program. The program has partnered with Connections (non-profit), the public library, the Luling Foundation Farm, Fire

and Rescue services as well as other local businesses to support the enrichment and college career and readiness activities in the program.

Family Engagement Component: According to information provided by the Site Coordinator, there were a total of 69 parent participants during the school year. At the beginning of the 2020-21 school year, the Site Coordinator sent interest surveys to all parents of children enrolled in the ACE program. Based on the parent responses received, the Site Coordinator with the help from the Family Engagement Specialist (FES) formulated the adult family component of the ACE program. Classes were offered by Austin Community College, Williamson County Children's Advocacy Center and other various vendors. Those included Zumba, yoga, "Painting with a Twist", child development workshops, fiscal management workshops, stress management workshops, "Reading Under the Stars" and "How to Write a Resume". Programs and services were coordinated by the FES and sent to the Site Coordinator to communicate with the ACE families. All classes and workshops were offered online. Participation was lower than normal due to visitors not being allowed on campus to participate in person.

Covid-19 Impact on Program: The first two weeks of the ACE program was conducted online. When the school district opened to in person instruction, the ACE registration process was slow and the actual start of the ACE program took longer than in previous years. This year the ACE program activities were limited because of strict cleaning and sanitizing procedures imposed because of Covid-19. Also, students were only allowed in certain areas of the school building. As time went on in the year, additional activities were added. Custodian hours were changed to accommodate the cleaning of the ACE areas at the end of each program day. The ACE program, administration and site coordinator were in constant contact with families and students throughout the school year. The families needed help with their student's work as they adjusted to online learning.

Center 10: Gerdes Junior High School

Pre-2020-21 Center Setting: The following information describes the Gerdes Junior High School at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a "F" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 312 students enrolled at the Gerdes Junior High School with an ethnicity distribution of 5.8% African American, 68.3% Hispanic, 24.4% White, 0.4% American Indian, 0.6% Asian and 1.0% of two or more races. The report shows that 72.1% were economically disadvantaged and 66.3% were at-risk. The report noted a student retention rate of 0.0% at all Grades. The TAPR shows that in 2018-19 the campus had an attendance rate of 95.4% and the percent of students who received disciplinary placements was 3.9%. Due to the COVID-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 28%, Mathematics at 24%, Writing at 20%, Science at 30% and Social Studies at 18%.

Program Description: The ACE program is located on Gerdes Junior High School campus in the Luling School district. This center has needs in terms of poverty, mobility, at-risk behaviors, and academic achievement gaps. This is a low-income community with a large number of recent Spanish-speaking immigrant families. There are no cultural arts or youth centers in the community There are many students

who come from broken homes growing up without a basic sense of respect and courtesy for others and who are also lacking social skills. These rural students are isolated from the greater world. Having an after-school program that focuses on academics such as targeted tutorials for math and ELA and homework help assists Gerdes Junior High School students having challenges with student achievement on STARR and benchmark testing. There is also a need for student social and emotional help.

ACE participants are identified with collaboration from the director of strategic initiatives (Central Office) Campus Principal and Site Coordinator. Data from state assessments and Measurement of Academic Performance (MAP) testing are used to target the students that have immediate needs for MATH and ELAR tutorial to help improve test scores. Students with academic needs in other areas are then prioritized and invited to participate in ACE. Family needs are also used to identify students that would benefit from ACE. Phone Calls, flyers are sent out to enroll students that are interested in participating in the ACE program.

The activities in the ACE program are offered based on student needs as identified by data from state basements, the CIP and student interest. Tutorials with teachers and homework help are offered to help students succeed academically in the classroom as well as in the STARR testing. The enrichment is centered around the interest of students and families based on surveys taken at the beginning of the year. Program is scheduled and evaluated throughout the school year to ensure that the needs of all students continue to be used as a tool for continued success in and outside of the classroom.

The district provides the program use of the Cafeteria, Fine Arts Building, the library, teacher classrooms, computer labs, and office space. All personnel are required to complete district compliance training as well as professional development to help staff understand ACE program expectations. The program is currently using Measurement of Academic Progress (MAP) and benchmark scores and has been working with the campus strategic planner, administrators, staff, CIS and parents to identify ACE students.

The Luling community is able to provide a wide array of resources that support the ACE program. The program has partnered with Connections (non-profit), Public library, the Luling foundation Farm, the local Food Bank, Fire and rescue services as well as other local businesses to support the enrichment and college and career readiness activities in the program. Agrilife Extension Agency (4-H) also provides enrichment to our students who attend ACE.

Family Engagement Component: According to information provided by the site coordinator, there were a total of 11 parent participants during the school year. At the beginning of the 2020-21 school year, the site coordinator sent interest surveys to all parents of children enrolled in the ACE program. Based on the parent responses received, the site coordinator with possible help from the Family Engagement Specialist (FES) formulated the adult family component of the ACE program. Services from a FES were limited throughout the 2020-21 school year. Activities offered included a variety of Family Engagement Nights. Due to Covid19 activities planned for the spring of 2021 had to be cancelled.

Covid-19 Impact on Program: Every six weeks students were given the option learning remotely by attending class from home or attend school in person. The coordinator contacted the parents of students who were failing courses and advised them of the services provided by ACE.

V. Program Participation

A. The Right Students Served

The characteristics of program participants and their level of participation in program activities is shown in the various charts provided in this report. Data from those centers shows that the students at each center that were in most need of services have enjoyed a high level of participation in all activities offered. Site coordinators utilized not only the data available in the TEASE system, but also the student demographic and performance data that was more readily available locally.

a) The evaluator recognizes that significant progress has been made toward addressing and achieving the stated program goals. An examination of the pairing of activities to students indicates that every effort has been made to provide the most appropriate services to the targeted population of students.

b) Even the stakeholders acknowledged this observation with their responses on the spring 2021 stakeholder survey. Survey results indicated that 82% of students, 95% of parents and 85% of staff either were satisfied or very satisfied with the variety of enrichment activities offered in the ACE program. Also, survey results indicated that 80% of students, 92% of parents and 86% of staff either were satisfied or very satisfied with the variety of academic activities offered in the ACE program.

B. The Right Activities

The selection of activities offered during the 2020-21 school year was a response to identified special needs and interests of students. The activities were grouped into the nine categories listed below:

1. Academic Support Activities
2. Enrichment Activities with Academic Focus
3. Enrichment Activities with Cultural Arts Focus
4. Enrichment Activities with Health / Wellness Focus
5. Enrichment Activities with Technology Focus
6. Enrichment Activities with Recreation Focus
7. Enrichment Activities with Character / Social Skills Focus
8. Family, Parent and Student and Parental Support Activities
9. College and Workforce Readiness Activities

The following pages list the various activities offered and the matching of each activity to its appropriate category or categories.

CTAC Cycle 10 Student and Parent Activities

1. Academic Support Activities
2. Enrichment Activities with Academic Focus
3. Enrichment Activities with Cultural Arts Focus
4. Enrichment Activities with Health/Wellness Focus
5. Enrichment Activities with Technology Focus

6. Enrichment Activities with Recreation Focus
7. Enrichment Activities with Character/Social Skills Focus
8. Family, Parent and Student and Parental Support
9. College and Workforce Readiness

#	Activity	1	2	3	4	5	6	7	8	9
1	ACE Family Cooking/Nutrition								X	
2	ACE Family Paint Yourself Happy								X	
3	Add a Bingo Activity								X	
4	Add A Kite Flying Activity								X	
5	After School Academic Hour	X	X							
6	American Sign Language	X	X							
7	Apache Academics	X	X							
8	Art						X			
9	Art Club			X						
10	Arts and Crafts			X						
11	ASL Club		X					X		
12	At Home Learning Financial Literacy Night								X	
13	At Home Learning Science Experiment Activity								X	
14	At Home Learning STEM - UT Inventors								X	
15	At Home Social-Emotional Learning Activity								X	
16	Basics of Personal Finance - Balance								X	
17	Bible Study Class		X							
18	Black History Month Event			X			X			
19	Board Games		X				X	X		
20	Book Club		X							
21	Birds, Bees & Beyond Workshop								X	
22	Breakfast Club		X							
23	Building A Better Budget - Balance								X	
24	Cardio Dance Party								X	
25	Chess Club		X							
26	College & My Financial Aid Virtual Night Event								X	
27	College / Career Exploration							X		
28	College Access Nights							X		
29	College Access Nights								X	
30	College and Career Enrichment							X		
31	College Blow Out								X	
32	College Readiness			X						

CTAC Cycle 10 Student and Parent Activities

1. Academic Support Activities
2. Enrichment Activities with Academic Focus
3. Enrichment Activities with Cultural Arts Focus
4. Enrichment Activities with Health/Wellness Focus
5. Enrichment Activities with Technology Focus

6. Enrichment Activities with Recreation Focus
7. Enrichment Activities with Character/Social Skills Focus
8. Family, Parent and Student and Parental Support
9. College and Workforce Readiness

#	Activity	1	2	3	4	5	6	7	8	9
33	Computer Club	X	X			X				
34	Computer Lab	X	X							
35	Computers					X				
36	Cooking		X		X		X			X
37	Cooking Class	X		X						
38	Cooking Club	X			X	X		X		X
39	Cooking Club								X	
40	Cooking/Nutrition								X	
41	CPR and First Aide Training								X	
42	CPR Class				X					
43	Crafts		X					X		
44	Culture		X							
45	Culture Club		X							
46	Dance - Strengthen - Stretch								X	
47	Dance Club		X		X					
48	Dance Club									
49	Dia De Los Muertos			X			X			
50	Diez y Seis De Septiembre			X			X			
51	DIY Club			X		X		X		X
52	Driver's Education					X				
53	Ed2go Continuing Education Courses								X	
54	Empowering The Youth - Body Safety								X	
55	Empowering The Youth - Internet Safety								X	
56	Engineering Activities									X
57	English Language Arts	X								
58	ESL Classes	X	X							
59	ESL Classes								X	
60	ESL With Literacy Council Wilco								X	
61	Exercise						X			
62	FAFSA Night									X
63	Fall Festival Pumpkin Painting								X	
64	Family Engagement Night								X	

CTAC Cycle 10 Student and Parent Activities

1. Academic Support Activities
2. Enrichment Activities with Academic Focus
3. Enrichment Activities with Cultural Arts Focus
4. Enrichment Activities with Health/Wellness Focus
5. Enrichment Activities with Technology Focus

6. Enrichment Activities with Recreation Focus
7. Enrichment Activities with Character/Social Skills Focus
8. Family, Parent and Student and Parental Support
9. College and Workforce Readiness

#	Activity	1	2	3	4	5	6	7	8	9
65	Family Reading Night	X								
66	Fine Arts Drive Thru Night			X						
67	Folklorico Club			X	X		X	X		
68	Fun Friday – STEM/Technology Activities		X			X				
69	Funday Fitness						X			
70	Gaming Club							X		
71	Gardening					X				
72	Gardening Club					X				
73	GED With Literacy Council Wilco								X	
74	Geography Club		X					X		
75	Hip Hop Class						X			
76	Homework Help	X								
77	Homework Help Class								X	
78	Japanese Club			X		X		X		
79	Job Seekers - Trade Up Texas								X	
80	Journaling		X							
81	Lego Club		X							
82	Legos		X							
83	Lights On After School								X	
84	Loteria			X			X			
85	Mad Science	X	X							
86	Making Slime									X
87	Monthly Family Events								X	
88	Morning ACE		X							
89	Music			X						
90	Music Enrichment			X						X
91	No Bake Cooking Club		X							X
92	Open House						X			
93	Outdoor Games						X			
94	Outdoor Play				X					
95	Painting			X						
96	Parent Academy Workshop - Special Education								X	

CTAC Cycle 10 Student and Parent Activities

1. Academic Support Activities
2. Enrichment Activities with Academic Focus
3. Enrichment Activities with Cultural Arts Focus
4. Enrichment Activities with Health/Wellness Focus
5. Enrichment Activities with Technology Focus

6. Enrichment Activities with Recreation Focus
7. Enrichment Activities with Character/Social Skills Focus
8. Family, Parent and Student and Parental Support
9. College and Workforce Readiness

#	Activity	1	2	3	4	5	6	7	8	9
97	Pen Pal Club		X							
98	Poetry		X							
99	Pumpkin Carving Night								X	
100	Pumpkin Decorating			X				X	X	
101	Read Aloud	X	X							
102	Reading Room	X								X
103	Reading Under the Stars								X	
104	Robotics Club		X			X				
105	Recognizing & Reporting Child Abuse								X	
106	Service-Learning Activities							X		
107	Sidewalk Chalk			X						
108	Silent Reading	X								
109	Skillpoint Alliance - Virtual Certification Prog								X	
110	Small Group Tutoring	X				X				X
111	Small Group Tutoring								X	
112	Spanish Club		X							
113	Spanish Honor Society			X						
114	Sport and Recreation				X		X	X		
115	Sports and Fitness						X			
116	Sports and Recreation						X			
117	STEAM Lessons	X	X			X				
118	STEAM Projects		X							
119	STEM Activities		X							
120	STEM Enrichment		X							
121	Strengthing Families - Virtual Interactive Course								X	
122	Team Building Games							X		
123	Team Building Projects							X		
124	Track and Field Day				X					
125	Tutorials - English language Arts	X								
126	Tutorials – Math	X								
127	UIL	X								
128	UIL Activities		X							

CTAC Cycle 10 Student and Parent Activities

1. Academic Support Activities
2. Enrichment Activities with Academic Focus
3. Enrichment Activities with Cultural Arts Focus
4. Enrichment Activities with Health/Wellness Focus
5. Enrichment Activities with Technology Focus

6. Enrichment Activities with Recreation Focus
7. Enrichment Activities with Character/Social Skills Focus
8. Family, Parent and Student and Parental Support
9. College and Workforce Readiness

#	Activity	1	2	3	4	5	6	7	8	9
129	Ukulele Club			X						
130	Understanding & Preparing for Prep Assessments								X	
131	Understanding Why Children Do Things								X	
132	UT Inventors Program - COVID Diagnostics								X	
133	UT Inventors Program - MS Water Systems								X	
134	Virtual Field Trips - Lockhart State Park						X			
135	Virtual Field Trips - San Diego Zoo						X			
136	Virtual Gingerbread House			X					X	
137	Vocabulary		X							
138	Vocabulary Enrichment		X							
139	Volleyball						X			
140	Walk Across Texas						X			
141	Watercolors			X						
142	Weight Room						X			
143	Wellness Check				X				X	
144	Women & Retirement - A+FCU and Balance								X	
145	Workforce Readiness Counseling									X
146	Workforce Solutions Webinars								X	
147	Working with Words		X							
148	Workshop: After High School Preparation								X	
149	Workshop: How to Market Yourself Online								X	
150	Workshop: Your Missed Advanced Academics								X	
151	World Travel			X						
152	Writing Club		X							
153	Writing Prompts	X								
154	Yoga						X			
155	Zumba				X		X			
156	Zumba Fitness Plus 10								X	

VI. Research Design and Statement of Outcomes/Expectations

The external evaluator feels that it is important to use two research designs in obtaining and analyzing pertinent data related to student demographics and student performance achievement. That desire necessitated the requirement for access to on-line student data that was housed in the Information Services Department serving the individual centers. Their assistance in obtaining the correct and timely information was greatly appreciated.

The descriptive research design was used because it better enables one to provide comprehensive information about the overall operation of the program as well as an examination of the strengths and weaknesses associated with the implementation of the program on the local center site. In order to provide a more comprehensive center report that more accurately represented how well the ACE program operated during this school year, it was necessary to obtain data from all 21st CCLC participants, regardless of whether they were regular participants or not.

The quasi-experimental research design provided a comparison between two groups of students on each center, those that were regular 21st CCLC attendees and those that were non-regular 21st CCLC attendees. Tables are provided in Section 7 of this report that give a visual representation of how well students in the ACE program did in achieving each of the desired intermediate outcomes. That portion of the report will provide student performance comparison data for grades, school attendance, school discipline referrals, course completion and state assessment performance. Tables provide a comparison analysis from two groups of students on the CTAC Cycle 10 21st CCLC combined campuses.

Intermediate Outcomes and Related Expectations

The Region XIII Education Service Center Cycle 10 ACE Program is driven by the five intermediate outcomes listed in each center's logic model found at the end of each centers report. Those intermediate outcomes have helped to focus the structure and the philosophy surrounding the after-school program as it is being implemented in each of the centers.

The five intermediate outcomes and their related expectations for individual centers are identified below.

1. To improve academic performance

Expectation a: That underperforming students will improve in all academic areas. C1, C2, C3, C7, C9, C10

Expectation b: That the ACE program will provide targeted tutorials to improve student academic performance. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation c: That all students attending tutorials will show significant improvement in their academic grades. C1, C2, C3, C4, C5, C6, C7, C8, C10

Expectation d: That all students will show improvement in reading. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation e: That all students will show improvement in writing. C1, C2, C3, C5, C6, C7, C8, C9, C10

Expectation f: That all students will show improvement in math. C1, C2, C3, C4, C5, C7, C10

Expectation g: That all students will show improvement in science. C1, C2, C4, C10

Expectation h: That all students will show improvement in social studies. C2, C4, C10

Expectation i: That the ACE program will provide TEKS Targeted Clinics to improve academic performance. C6, C7, C9, C10

Expectation j: That the ACE program will provide a program that includes TEKS expectations to improve student academic performance. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation k: That all students will show improved performance on benchmark tests. C1, C2, C3, C4, C5, C6, C7, C8, C10

Expectation l: That the after-school program will offer assessment-based tutorial programs. C1, C4, C5, C6, C7, C8, C9, C10

Expectation m: That ninety-eight (98%) of students attending tutorials will show improvement in their academic grades. C1, C2, C3, C10

Expectation n: That all students will pass their STAAR exams. C2, C4, C6, C7, C8, C10

Expectation o: That most students will pass their STAAR exams. C1, C2, C3, C5, C9

Expectation p: That all students will be promoted to their next grade level. C1, C2, C3, C4, C5, C6, C7, C8, C10

Expectation q: That ninety-eight (98%) of students will be promoted to their next grade level. C1, C2, C3, C6, C9

Expectation r: That all students will master their current grade level work, move on to their next grade and pass their STAAR exams. C1, C2, C3, C6, C7, C10

Expectation s: That all students will be interested in one or more enrichment activities. C1, C2, C3, C4, C5, C6, C7, C9, C10

Expectation t: That all students will appreciate learning. C2, C4, C5, C6, C7, C8, C10

Expectation u: That most students will appreciate learning. C1, C3, C6, C7, C9

Expectation v: That the ACE program will provide students with a fun and welcoming learning environment that gives students the tools and assistance needed to perform to their highest ability during their regular school day and encourages students to continue their education. C1, C2, C3, C5, C6, C7, C9, C10

Expectation w: That all students will broaden their understanding of the world they live in, learn to be kind to one another, and discover the joy and excitement of new learning. C1, C2, C3, C5, C6, C9, C10

Expectation x: That 95% of students attending tutorials will show improvement in reading, math, science and social studies. C2, C10

2. To improve attendance

Expectation a: That school attendance will be maintained or improved. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation b: That students will attend school on a more regular and consistent basis. C1, C2, C4, C5, C6, C7, C8, C10

Expectation c: That staff members will work together to help improve student attendance. C1, C2, C3, C4, C5, C6, C7, C8, C10

Expectation d: That an appealing ACE program will cause students to come to school. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation e: That students in the after-school program will stay until the program ends at 5:30 pm or 6:00 pm. C1, C2, C4, C5, C6, C7, C8, C9, C10

Expectation f: That program offerings will make students want to attend the program. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation g: That students will be excited about the after-school program and will want to be in school in order to attend the after-school offerings. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation h: That school attendance will improve by 2%. C1, C2, C4, C6, C7, C8, C10

3. To improve behavior

Expectation a: That proper student behavior will be demonstrated by all students. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation b: That students will demonstrate respectful behavior. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation c: That the ACE program will utilize the parents to help improve student behavior. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation d: That the ACE program will help support the regular school day staff with student behavior. C1, C2, C3, C4, C6, C7, C8, C10

Expectation e: That one-on-one contact with children will show them the correct behavioral direction. C1, C2, C3, C4, C6, C7, C9, C10

Expectation f: That students will have acceptable behavior during the school day so that they can participate in the after-school program. C1, C2, C3, C4, C5, C6, C7, C8, C10

Expectation g: That discipline referrals will decrease by 5%. C1, C2, C4, C6, C7, C8

Expectation h: That discipline referrals will decrease by 50%. C2, C6, C10

Expectation i: That the establishment of an incentive system will motivate students to behave. C1, C2, C4, C6, C7, C9, C10

Expectation j: That the Human Development Day program will improve student behavior. C1, C4, C6, C7, C10

Expectation k: That behavior referrals from teachers and staff will be reduced. C1, C2, C3, C4, C5, C7, C10

Expectation l: That students will demonstrate good behavior. C1, C2, C3, C4, C5, C6, C7, C9, C10

Expectation m: That student ISS referrals will decrease and the number of 'good news discipline reports' presented on campuses will increase. C2, C4, C7, C9, C10

Expectation n: That student behavior expectations will be continually reinforced. C1, C2, C3, C4, C6, C7, C9, C10

Expectation o: That student disciplinary matters will be addressed accordingly and in a timely manner. C1, C2, C3, C4, C6, C7, C10

Expectation p: That disciplinary referrals will decrease. C1, C2, C3, C4, C5, C7, C9, C10

Expectation q: That treating students with respect and dignity will improve student behavior. C1, C2, C3, C4, C6, C7, C9, C10

4. To improve promotion rates

Expectation a: That all students will be expected to achieve skills necessary to be promoted to the next grade level. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation b: That the after-school program will establish positive relationships between students and staff so as to facilitate student promotion. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation c: That the program provides tutorials to assist students with academic needs. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation d: That students with the greatest risk of being retained are identified and monitored. C1, C2, C3, C4, C6, C7, C8, C10

Expectation e: That the program will be an encouragement to students via regular monitoring of their grades and their tutoring needs. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation f: That the ACE program and parent/teacher conferences will help with student promotion. C1, C2, C4, C6, C7, C8, C10

Expectation g: That 4H and parent/teacher conferences will help with student promotion. C4, C7, C8, C10

Expectation h: That all students advance to the next grade level. C2, C3, C4, C6, C7, C10

5. To improve graduation rates

Expectation a: That all students will graduate. C2, C4, C5, C6, C7, C8, C9, C10

Expectation b: That the ACE program will establish good relationships between students and staff members and thus help with students graduating. C2, C4, C5, C6, C7, C8, C9, C10

Expectation c: That students attend tutorials, attend school and behave appropriately so that they can graduate. C2, C4, C5, C6, C7, C8, C10

Expectation d: That the regular classroom staff monitor where students are in their various courses and when necessary encourage them to attend the ACE program tutorials. C2, C4, C5, C6, C7, C8, C10

Expectation e: That the after-school program will provide students with a fun and welcoming learning environment that gives students the tools and assistance needed to perform to their highest ability during their regular school day and encourages students to continue their education. C1, C2, C4, C5, C6, C7, C8, C9, C10

Expectation f: That the ACE program provides a meaningful environment to students that they would not have otherwise. C2, C4, C6, C7, C9, C10

VII. Program Impact: An Analysis of Achievement

The tables shown in the following pages provide a visual representation of how well students in the ACE program did in achieving each of the desired intermediate outcomes. Each table contains a comparison analysis from two groups of students from the combined ten centers. The comparison groups of students are a) all students on CTAC Cycle 10 ACE center campuses who enrolled in the ACE program and b) all those students from the CTAC Cycle 10 ACE center campuses who were not only enrolled in the after-school program, but who met the criteria for being identified as regular participants.

1. Achievement in Regular Classroom Academic Performance

English Language Arts Average Semester Grades				
	All 21st CCLC		Regular Only	
Center Number	Sem. 1	Sem. 2	Sem. 1	Sem. 2
1	83.87	83.08	88.20	86.00
2	85.10	85.60	85.18	85.23
3	85.53	82.18	85.91	82.40
4	82.56	80.43	82.47	79.45
5	81.18	82.04	81.97	82.39
6	83.63	83.89	83.63	84.03
7	82.50	83.67	82.17	83.52
8	84.07	82.18	80.83	80.06
9	83.24	81.51	83.24	81.51
10	80.37	80.61	80.91	79.12
Combined	82.92	82.02	83.90	82.01

ELA 2nd Semester Average Grade Change		
Center Number	All 21st CCLC	Regular Participants
1	- 0.79	- 2.20
2	+ 0.50	+ 0.05
3	- 3.35	- 3.51
4	- 2.13	- 3.02
5	+ 0.87	+ 0.43
6	+ 0.26	+ 0.40
7	+ 1.17	+ 1.34
8	- 1.89	- 0.78
9	- 1.73	- 1.73
10	+ 0.25	- 1.79
All Centers	- 0.90	- 1.89

Math Average Semester Grades				
	All 21st CCLC		Regular Only	
Center Number	Sem. 1	Sem. 2	Sem. 1	Sem. 2
1	80.47	80.39	81.60	81.00
2	83.61	83.61	83.51	82.00
3	79.12	78.73	79.75	79.04
4	81.89	84.07	81.25	83.15
5	82.81	80.24	83.60	81.68
6	84.86	86.41	84.86	86.69
7	81.19	83.56	80.97	83.34
8	82.16	82.62	79.22	80.78
9	83.08	82.24	83.08	82.24
10	79.96	79.88	83.38	81.56
Combined	81.75	81.45	81.67	81.55

Math 2nd Semester Grade Change		
Center Number	All 21st CCLC	Regular Participants
1	- 0.08	- 0.60
2	0.00	-1.51
3	- 0.39	- 0.71
4	+ 2.18	+ 1.90
5	- 2.57	- 1.92
6	+ 1.55	+ 1.84
7	+ 2.36	+ 2.38
8	+ 0.47	+ 1.56
9	- 0.84	- 0.84
10	- 0.08	- 1.82
All Centers	- 0.29	- 0.12

Science Average Semester Grades				
	All 21st CCLC		**Regular Only**	
Center Number	**Sem. 1**	**Sem. 2**	**Sem. 1**	**Sem. 2**
1	87.11	88.16	92.00	93.60
2	84.13	83.35	82.98	81.15
3	87.24	86.64	87.70	86.75
4	86.80	84.12	86.25	83.95
5	82.81	80.00	85.02	82.33
6	88.00	89.54	88.00	89.28
7	88.56	88.67	88.52	88.72
8	92.42	89.69	93.50	89.72
9	84.92	85.08	84.92	85.08
10	86.09	77.51	80.24	77.15
Combined	85.58	83.42	86.15	84.77

Science 2nd Semester Grade Change		
Center Number	**All 21st CCLC**	**Regular Participants**
1	+1.05	+1.60
2	-0.79	-1.82
3	-0.60	-0.95
4	-2.68	-2.30
5	-2.82	-2.69
6	+ 1.54	+ 1.28
7	+ 0.11	+ 0.21
8	- 2.73	- 3.78
9	+ 0.16	+ 0.16
10	- 8.58	- 3.09
All Centers	- 2.16	- 1.37

Social Studies Average Semester Grades				
	All 21st CCLC		Regular Only	
Center Number	Sem. 1	Sem. 2	Sem. 1	Sem. 2
1	88.50	88.74	92.60	91.40
2	86.22	82.76	86.57	81.78
3	91.98	89.28	92.15	89.44
4	76.65	79.13	75.47	78.18
5	85.24	85.54	87.05	87.41
6	90.80	91.46	90.80	91.83
7	89.31	89.34	88.69	89.25
8	95.07	93.04	93.28	91.78
9	90.27	88.67	90.27	88.67
10	84.39	83.99	84.94	83.88
Combined	85.42	85.16	86.84	85.77

Social Studies 2nd Semester Average Grade Change		
Center Number	All 21st CCLC	Regular Participants
1	+ 0.24	+ 1.20
2	- 3.46	- 4.79
3	- 2.70	- 2.71
4	+ 2.48	+ 2.71
;5	+ 0.31	+ 0.36
6	+ 0.66	+ 1.03
7	+ 0.04	+ 0.56
8	- 2.02	- 1.50
9	- 1.60	- 1.60
10	- 0.40	- 1.06
All Centers	- 0.26	- 1.07

Stakeholder survey response to whether students improved in their academic grades in school.

Students Improved in Their Academic Grades in School Level of Agreement Among Stakeholders			
	Student (Q3:15)	Parent (Q3:16)	Staff (Q3:17)
Strongly Agree	53%	51%	42%
Agree	18%	28%	27%
Neutral	23%	20%	26%
Disagree	3%	0%	5%
Strongly Disagree	3%	1%	0%

The combined results of all CTAC Cycle 10 centers indicates that stakeholders perceived an improvement in student academic grades. Survey results indicated that 71% of students, 79% of parents and 69% of staff either agreed or strongly agreed that ACE program students had improved in their academic grades during the 2020-2021 school year.

2. Achievement in State Assessment Performance (STAAR Test)

English Language Arts STAAR Passing Rate		
Center Number	All 21st CCLC	Regular Participants
1	45.0 %	33.3 %
2	34.9 %	32.3 %
3	33.7 %	35.5 %
4	31.2 %	23.0 %
5	57.1 %	62.5 %
6	56.9 %	58.0 %
7	73.2 %	70.6 %
8	53.8 %	38.1 %
9	37.0 %	37.0 %
10	76.3 %	73.5 %
All Centers	44.5 %	39.7 %

Mathematics STAAR Passing Rate		
Center Number	All 21st CCLC	Regular Participants
1	55.0 %	66.7 %
2	36.1 %	38.7 %
3	49.2 %	51.0 %
4	13.7 %	10.9 %
5	57.8 %	66.7 %
6	58.8 %	58.0 %
7	60.0 %	52.9 %
8	54.9 %	40.0 %
9	52.2 %	52.2 %
10	73.1 %	73.5 %
All Centers	42.2 %	41.8 %

Science STAAR Passing Rate		
Center Number	All 21st CCLC	Regular Participants
1	100 %	Not Tested
2	47.2 %	46.2 %
3	26.7 %	26.4 %
4	15.5 %	8.2 %
5	63.2 %	53.3 %
6	50.0 %	50.0 %
7	38.1 %	41.2 %
8	45.5 %	25.0 %
9	54.5 %	54.5 %
10	Not Tested	Not Tested
All Centers	38.0 %	29.6 %

Social Studies STAAR Passing Rate		
Center Number	All 21st CCLC	Regular Participants
1	Not Tested	Not Tested
2	45.2 %	38.1 %
3	Not Tested	Note Tested
4	10.9 %	4.1 %
5	88.3 %	100 %
6	Not Tested	Not Tested
7	Not Tested	Not Tested
8	Not Tested	Not Tested
9	Not Tested	Not Tested
10	Not Tested	Not Tested
All Centers	49.0 %	24.1 %

3. Achievement in Attendance Improvement

| Center | Average Semester Attendance Comparisons | | | | | |
| | All 21st CCLC | | | Regular Participants | | |
	Sem 1	Sem 2	Change	Sem 1	Sem 2	Change
1	93.86%	94.28%	0.41 %	95.48%	96.21%	0.73%
2	93.40%	90.82%	-2.58%	93.40%	90.81%	-2.59%
3	96.03%	97.24%	1.20%	96.50%	97.40%	0.90%
4	92.99%	89.43%	-3.56%	93.71%	88.35%	-5.36%
5	83.90%	75.48%	-8.42%	89.73%	84.40%	-5.33%
6	97.94%	95.72%	-2.12%	97.90%	95.76%	-2.14%
7	98.56%	95.45%	-3.11%	98.83%	96.38%	-2.45%
8	92.56%	96.94%	4.38%	93.31%	96.34%	3.03%
9	97.50%	96.53%	-0.97%	97.50%	96.53%	-0.97%
10	98.25%	98.74%	0.49%	98.19%	98.53%	0.34%
Combined	91.82%	88.62%	-3.20%	95.34%	93.62%	-1.72%

Stakeholder survey response to whether students improved in their attendance in school

| Students Improved in Their Attendance in School Level of Agreement Among Stakeholders | | | |
	Student (Q3:16)	Parent (Q3:17)	Staff (Q3:18)
Strongly Agree	52%	41%	39%
Agree	22%	28%	28%
Neutral	18%	28%	29%
Disagree	3%	1%	4%
Strongly Disagree	5%	2%	0%

The combined results of all CTAC Cycle 10 centers indicates that stakeholders perceived an improvement in school attendance. Survey results indicated that 74% of students, 69% of parents and 67% of staff either agreed or strongly agreed that ACE program students had improved in their attendance during the 2020-2021 school year.

4. Achievement in Absence Improvement

	Average Semester Absence Comparisons					
	All 21st CCLC			Regular Participants		
Center	Sem 1	Sem 2	Change	Sem 1	Sem 2	Change
1	3.69	4.21	0.51	1.80	4.00	2.20
2	5.00	8.98	3.98	5.02	9.00	3.98
3	2.94	2.46	-0.48	2.59	2.32	-0.28
4	5.19	9.43	4.24	4.66	10.37	5.71
5	11.89	21.83	9.93	7.36	13.89	6.53
6	1.73	3.27	1.53	1.76	3.31	1.54
7	1.21	3.55	2.34	0.98	2.82	1.84
8	6.25	2.39	-3.87	5.62	2.85	-2.76
9	2.11	3.03	0.92	2.11	3.03	0.92
10	1.45	1.09	-0.37	1.50	1.26	-0.24
Combined	6.10	10.13	4.03	3.50	5.69	2.18

5. Achievement in Behavior Improvement

	Average Semester Change in Disciplinary Incidences					
	All 21st CCLC			Regular Participants		
Center	Sem 1	Sem 2	Change	Sem 1	Sem 2	Change
1	0.08	0.13	0.05	0.20	0.40	0.20
2	0.06	0.09	0.03	0.08	0.11	0.03
3	0.04	0.06	0.01	0.06	0.05	-0.01
4	0.98	1.04	0.06	1.16	1.18	0.02
5	0.21	0.37	0.15	0.23	0.26	0.03
6	0.00	0.00	0.00	0.00	0.00	0.00
7	0.05	0.11	0.06	0.06	0.12	0.06
8	0.03	0.01	-0.01	0.00	0.00	0.00
9	0.23	0.43	0.20	0.23	0.43	0.20
10	0.01	0.01	0.00	0.03	0.03	0.00
Combined	0.30	0.37	0.07	0.29	0.32	0.03

Stakeholder survey response to whether student's behavior in school had improved.

Improvement in Student Behavior Level of Agreement Among Stakeholders			
	Student (Q3:14)	Parent (Q3:15)	Staff (Q3:16)
Strongly Agree	49%	45%	40%
Agree	18%	32%	21%
Neutral	23%	20%	31%
Disagree	6%	1%	6%
Strongly Disagree	4%	2%	2%

The combined results of all CTAC Cycle 10 centers indicates that stakeholders perceived an improvement in student behavior. Survey results indicated that 67% of students, 77% of parents and 61% of staff either agreed or strongly agreed that ACE program students had improved in their behavior during the 2020-2021 school year.

6. Achievement in Promotion Improvement

Improvement in academic performance and in regular school day attendance are two factors that contribute greatly to student promotion success. Using the combined center results from the survey administered in Spring 2021 71% of students, 79% of parents and 69% of staff either agreed or strongly agreed that ACE program students had improved in their academic grades during the 2020-2021 school year. On that same survey 74% of students, 69% of parents and 67% of staff either agreed or strongly agreed that ACE program students had improved in their attendance during the 2020-2021 school year.

The ACE program contributes in other ways in which students are being successful. Those other ways are demonstrated in the following survey questions and responses from the stakeholders:

**Stakeholder survey response to whether student receives help
in completing homework assignments.**

Help in Completing Homework Assignment Level of Satisfaction Among Stakeholders			
	Student (Q3:1)	Parent (Q3:1)	Staff (Q3:1)
Very Satisfied	45%	61%	48%
Satisfied	26%	26%	37%
Neutral	26%	9%	13%
Dissatisfied	1%	1%	1%
Very Dissatisfied	2%	3%	1%

The combined results of all CTAC Cycle 10 centers indicates that stakeholders believed that the ACE program helped students to complete their homework assignments. Survey results indicated that 71% of students, 87% of parents and 85% of staff either were satisfied or very satisfied that the ACE program helped students complete their homework assignments.

Stakeholder survey response to whether teachers give the student attention and care.

ACE Teachers Give Attention and Care to Students Level of Satisfaction Among Stakeholders			
	Student (Q3:6)	Parent (Q3:6)	Staff (Q3:6)
Very Satisfied	61%	68%	58%
Satisfied	20%	25%	35%
Neutral	14%	5%	4%
Dissatisfied	4%	1%	1%
Very Dissatisfied	1%	1%	2%

The combined results of all CTAC Cycle 10 centers indicates that stakeholders believed that ACE teachers give attention and care to students. Survey results indicated that 81% of students, 93% of parents and 93% of staff either were satisfied or very satisfied that the ACE program gave attention and care to students.

7. Achievement in Graduation Improvement (Applicable only to High School)

According to the most recent (2019-2020) Texas Academic Performance Report (TAPR) the 4- Year Federal Graduation Rate without Exclusions (GR 9-12) rate for Florence High School was 89.9% and for Gonzales High School was 91.5%.

VIII. Stakeholder Perception Surveys

In Spring 2021 ESC 13 Cycle 10 ACE centers administered online surveys to students, parents and staff members. Survey completion participants included 267 students, 151 parents and 117 staff members. The primary reason for surveying the stakeholders was to obtain their opinion regarding the effectiveness of the Texas ACE program, particularly as an outcome related to the perceived behaviors and attitudes of student participants. The intent is for this survey to be administered annually for the remainder of the grant period. Future administrations will provide important information regarding possible trends in stakeholder opinions. As the program evolves and experiences demographic and/or programmatic changes, the data obtained will prove helpful in developing decisions that will be more responsive to the needs of the individual centers and the program as a whole. Additionally, the surveys will provide program administrators with a systematic and uniform method of receiving input and serve an integral role in the comprehensive plan for meeting the individual needs of the center community.

Description of the Survey

The surveys were comprised of Likert-type items, and the range of values for each item was based on a 5-point scale with the highest value assigned to the response "Strongly Agree" or "Highly Satisfied." A summary of the response categories and the point value of each is presented in Tables 1 and 2 below:

Table 1		Table 2	
Response Category	**Point Value**	**Response Category**	**Point Value**
Very Satisfied	5	Strongly Agree	5
Satisfied	4	Agree	4
Neutral	3	Neutral	3
Dissatisfied	2	Disagree	2
Very Dissatisfied	1	Strongly Disagree	1

Domains

Survey statement are clustered into domains according to the issue each specific statement addresses. For each of the domains, results are reported on a subscale average score, which is an average of the combined individual item averages and represents the average score for the particular domain. The number and description of domains is identical for all surveys. The four domains are identified as follows:

A. Program Activities
B. Program Environment
C. Student Attitudes
D. Student Behaviors

Analysis of Survey Results

A. Items on the Program Activities subscale elicited opinions regarding:

- The help provided with homework
- The variety of enrichment activities
- The variety of academic activities
- The positive experiences in the program
- The opportunity to learn new material

B. Items on the Program Environment subscale elicited opinions regarding:

- The class sizes
- The special help given by staff
- The attention and care given by staff
- The opportunity to meet adults
- The opportunity to make new friends
- The safe environment for students

C. Items on the Student Attitudes subscale elicited opinions regarding:

- Student's attitude toward being successful in the after-school program
- Student's attitude toward attending the after-school program
- Student's attitude toward being a part of the after-school program
- Student's attitude toward an enjoyment for learning
- Student's attitude toward the regular school day program
- Student's attitude toward participating in the after-school program in the future

D. Items on the Student Behaviors subscale elicited opinions regarding:

- Improved student disciplinary behavior
- Improved student academic performance
- Improved student attendance in school

The combined responses of all stakeholders from all ten centers is shown in the Appendices. It provides an accurate depiction of how each stakeholder in general perceived the effectiveness of the CTAC Cycle 10 ACE program as it related to each of the domains listed above

IX. Programmatic Themes and Issues across Centers

During the fall and spring semesters the external evaluator conducted a series of interviews with each site coordinator. During those interviews the site coordinators were able to express their perceptions of how well the after-school program was working on their individual site. Prior to each site interview the evaluator requested and received input from the project director regarding her perception of how well the ACE program was operating at each site. In the end-of-year summary interview report, the evaluator utilized the 21 characteristics of an effective after school program, interview responses plus the completed NYSAN detailed analysis by the project director and site coordinator to make a summary assessment of each center's strengths and areas in need of improvement. The evaluator's assessment summary for each center is shown below.

Center 1 – Florence Elementary

Areas of Strength:

1. Establishes clear attendance and participation expectations.
2. Has well defined methods of communication with program stakeholders.
3. Completes all required reports and submits them in a timely manner.
4. Provides positive working conditions for staff and appropriate supervision, support and feedback.
5. Fosters understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.
6. Provides regular opportunities to be outdoors.
7. Establishes strong links to the school day.
8. Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.

Areas Having Opportunity for improvement:

1. Needs to establish and maintain a centralized database of participant and program information that is regularly updated and usable by staff.
2. Needs to negotiate optimal use of school and community resources to best meet the needs of participants and their families.
3. Needs to have scheduled meetings with its major stakeholders.
4. Needs to provide a range of opportunities in which participants' work can be showcased.
5. Needs to integrate opportunities for the development of personal responsibility, self-direction and leadership throughout the program.
6. Needs to have participants who take ownership of program selection and development.
7. Needs to enable participants to explore resources and issues in their community through projects and activities.
8. Needs to involve participants in the development of disciplinary practices.
9. Needs to encourage participants to recruit others into the program.
10. Needs to allow participants to be meaningfully involved in program planning, implementation, data collection, and evaluation.
11. Needs to involve families in decision making and planning.
12. Needs to involve families and the community in program events.

13. Needs to provide families with information about community resources to meet their needs.
14. Needs to build relationships with arts, cultural, and other community institutions to expand and enhance program offerings.
15. Needs to make intentional connections with early care and education programs and stakeholders in the community.
16. Needs to develop a long-term plan for sustaining the afterschool program.
17. Needs to access resources within the community by seeking support from and building relationships with local businesses and institutions.
18. Needs to forge relationships with advocates for program quality and availability.
19. Needs to have an effective marketing strategy that publicizes the program and its achievements within the school and broader community.

Center 2 – Florence Junior High - Florence High School

Areas of Strength:

1. Establishes clear attendance and participation expectations.
2. Has well defined methods of communication with program stakeholders.
3. Completes all required reports and submits them in a timely manner.
4. Provides positive working conditions for staff and appropriate supervision, support and feedback.
5. Fosters understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.
6. Provides regular opportunities to be outdoors.
7. Established strong links to the school day.
8. Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.

Areas Having Opportunity for improvement:

1. Needs to establish and maintain a centralized database of participant and program information that is regularly updated and usable by staff.
2. Needs to negotiate optimal use of school and community resources to best meet the needs of participants and their families.
3. Needs to have scheduled meetings with its major stakeholders.
4. Needs to provide a range of opportunities in which participants' work can be showcased.
5. Needs to integrate opportunities for the development of personal responsibility, self-direction and leadership throughout the program.
6. Needs to communicate with school day staff to monitor academic and behavioral progress of students.
7. Needs to be represented on the school's planning efforts.
8. Needs to have participants who take ownership of program selection and development.
9. Needs to enable participants to explore resources and issues in their community through projects and activities.
10. Needs to involve participants in the development of disciplinary practices.
11. Need to encourage participants to recruit others into the program.

12. Needs to allow participants to be meaningfully involved in program planning, implementation, data collection and evaluation.
13. Needs to involve families in decision making and planning.
14. Needs to involve families and community in program events.
15. Needs to provide families with information about community resources to meet their needs.
16. Needs to build relationships with arts, cultural, and other community institutions to expand and enhance program offerings.
17. Needs to make intentional connections with early care and education programs and stakeholders in the community.
18. Needs to develop a long-term plan for sustaining the afterschool program.
19. Needs to access resources within the community by seeking support from and building relationships with local businesses and institutions.
20. Needs to forge relationships with advocates for program quality and availability.
21. Needs to have an effective marketing strategy that publicizes the program and its achievements within the school and the broader community.

Center 3 – Gonzales Elementary – Primary – East Avenue Elementary

Areas of Strength:

1. Uses program space that is safe and clean.
2. Completes all required reports and submits them in a timely manner.
3. Interacts with families in a comfortable, respectful and welcoming manner.
4. Provides positive working conditions for staff and appropriate supervision, support and feedback.
5. Develops and supports staff to plan suitable activities that correspond to the developmental needs of participants.
6. Fosters understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.
7. Provides activities that reflect the mission of the program.
8. Provides regular opportunities to be outdoors.
9. Incorporates programing that integrates and complements school day activities.
10. Promotes consistent and active participation.
11. Promotes teamwork and respect for others.
12. Communicates with families on matters concerning the well-being of the child.
13. Provides opportunities for literacy and related educational experiences for the families of the participants in the program.
14. Creates an internal method for assessing program activities.

Areas Having Opportunity for improvement:

1. Needs to negotiate optimal use of school and community resources to best meet the needs of participants and their families.
2. Needs to establish meaningful community collaborations.
3. Needs to provide a range of opportunities in which participants' work can be showcased.
4. Needs to be represented on the school's planning efforts.

5. Needs to enable participants to explore resources and issues in their community through projects and activities.
6. Needs to involve participants in the development of disciplinary practices.
7. Needs to allow participants to be meaningfully involved in programing planning, implementation, data collection and evaluation.
8. Needs to build relationships with arts, cultural, and other community institutions to expand and enhance program offerings.
9. Needs to develop a long-term plan for sustaining the afterschool program.
10. Needs to forge relationships with advocates for program quality and availability.

Center 4 – Gonzales Junior High – North Avenue Intermediate School

Areas of Strength:

1. Has program space that is safe and clean.
2. Establishes, maintains and communicates code of conduct to participants, staff and their families.
3. Applies rewards and consequences for participant behavior appropriately and consistently.
4. Promotes psychological and emotional safety through a culture of support, inclusion, and mutual respect.
5. Has a system for the collection and monitoring of participant attendance data.
6. Maintains accurate and accessible medical records on participants.
7. Ensures that supplies are organized, maintained and accessible.
8. Maintains current and accurate activity schedule with room assignments.
9. Has staff who respect and communicate with one another and are role models of positive adult relationships.
10. Interacts with families in a comfortable, respectful and welcoming way.
11. Teaches participants to interact with one another in positive ways.
12. Teaches participants to make responsible choices and encourages positive outcomes.
13. Is sensitive to the culture and language of participants.
14. Provides positive working conditions for staff and appropriate supervision, support and feedback.
15. Develops and supports staff to plan suitable activities that correspond to the developmental needs of participants.
16. Fosters understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.
17. Provides reasonable accommodations and special materials as necessary for youth with disabilities during the program and at special events.
18. Employs a variety of grouping strategies, for both structured and unstructured activities, including individual, small group and large group.
19. Provides support as children and youth transition across age groups and school grades, and school day to after-school.
20. Maintains communication with school principal and administration.
21. Engages participants to develop like skills, resiliency and self-esteem via activities.
22. Affords participants opportunities to express their ideas, concerns and opinions.
23. Promotes consistent and active participation.
24. Promotes teamwork and respect for others.
25. Encourages participants to recruit others into the program.

26. Communicates with families on matters concerning the well-being of the child.
27. Provides opportunities for literacy and related educational experiences for the families of the participants in the program.
28. Provides families with information about community resources to meet their needs.

Areas Having Opportunity for improvement:

1. Needs to offer project-based, experiential activities that promote creativity and development of participant self-expression.
2. Needs to provided a range of opportunities in which participants' work can be showcased.
3. Needs to provide regular opportunities to be outdoors.
4. Needs to involve participants in the development of disciplinary practices.
5. Needs to allow participants to be meaningfully involved in program planning, implementation, data collection, and evaluation.
6. Needs to build relationships with arts, cultural and other community institutions to expand and enhance program offerings.
7. Needs to develop a long-term plan for sustaining the afterschool program.

Center 5 – Gonzales High School

Areas of Strength:

1. Uses program space that is safe and clean.
2. Provides adequate security and participants are supervised by an approved adult at all times.
3. Has a system for the collection and monitoring of participant attendance data.
4. Ensures that supplies are organized, maintained and accessible.
5. Treats participants with respect and listens to what they say.
6. Includes activities that take into account the language and culture of the participants.
7. Communicates with families on matters concerning the well-being of the child.

Areas Having Opportunity for improvement:

1. Needs to provide a stimulating, welcoming and supportive environment for all young people.
2. Needs to conduct all required fire / safety drills.
3. Needs to have complete and current enrollment / registration documents for all participants.
4. Needs to establish and maintain a centralized database of participant and program information that is regularly updated and usable by staff.
5. Needs to develop, review and update plan for family involvement.
6. Needs to negotiate optimal use of school and community resources to best meet the needs of participants and their families.
7. Needs to establish meaningful community collaborations.
8. Needs to have regular staff meetings.
9. Needs to foster understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.
10. Needs to offer project-based experiential activities that promote creativity and development of participant self-expression.

11. Needs to offer enrichment opportunities in core academic areas as well as in the arts, technology, recreation and health.
12. Needs to provide a range of opportunities in which participants' work can be showcased.
13. Needs to integrate opportunities for the development of personal responsibility, self-direction and leadership throughout the program.
14. Needs to provide regular opportunities to be outdoors.
15. Needs to maintain communication with school principal and administration.
16. Needs to establish strong links to the school day.
17. Needs to incorporate programming that integrates and complements school day activities.
18. Needs to collaborate regularly with school-day personnel regarding use of facilities and resources.
19. Needs to be represented on the school's planning efforts.
20. Needs to have participants who take ownership of program selection and development.
21. Needs to afford participants opportunities to express their ideas, concerns and opinions.
22. Needs to involve participants in the development of disciplinary practices.
23. Needs to allow participants to be meaningfully involved in program planning, implementation, data collection and evaluation.
24. Needs to involve families in decision making and planning.
25. Needs to involve families and community in program events.
26. Needs to build relationships with arts, cultural, and other community institutions to expand and enhance program offerings.
27. Needs to coordinate staff development activities with those of school and community partners.
28. Needs to employ staff who understand and embrace the program's mission and goals.
29. Needs to involve participants, families, staff and board members in long-term decision making and planning efforts.
30. Needs to develop a long-term plan for sustaining the afterschool program.
31. Needs to access resources within the community by seeking support from and building relationships with local businesses and institutions.
32. Needs to forge relationships with advocates for program quality and availability.
33. Needs to have an effective marketing strategy that publicizes the program and its achievements within the school and the broader community.
34. Needs to identify and share promising practices.
35. Needs to include feedback from stakeholders in the program evaluation.
36. Needs to use evaluation findings for continuous program improvement.

Center 6 – Bluebonnet Elementary – Clear Fork Elementary

Areas of Strength:

1. Provides a stimulating, welcoming and supportive environment for all young people.
2. Has a culture that allows participants to take initiative and explore their interests.
3. Has a system for the collection and monitoring of participant attendance data.
4. Establishes and maintains a centralized database of participant and program information that is regularly updated and useable by staff.
5. Completes all required reports and submits them in a timely manner.
6. Treats participants with respect and listens to what they say.
7. Maintains staff to participant ratio as per staff regulations when applicable.

8. Provides activities that reflect the mission of the program.
9. Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation and health.
10. Employs a variety of grouping strategies, for both structured and unstructured activities, including individual, small group and large group.
11. Communicates with school day staff to monitor academic and behavioral progress of students.
12. Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.
13. Identifies and shares promising practices.

Areas Having Opportunity for improvement:

1. Needs to negotiate optimal use of school and community resources to best meet the needs of participants and their families.
2. Needs to establish meaningful community collaborations.
3. Needs to have regular staff meetings.
4. Needs to provide reasonable accommodations and special materials as necessary for youth with disabilities during the program and at special events.
5. Needs to be represented on the school's planning efforts.
6. Needs to enable participants to explore resources and issues in their community through projects and activities.
7. Needs to coordinate staff development activities with those of school and community partners.
8. Needs to develop a long-term plan for sustaining the afterschool program.
9. Needs to access resources within the community by seeking support from and building relationships with local businesses and institutions.
10. Needs to forge relationships with advocates for program quality and availability.
11. Needs to have an effective marketing strategy that publicizes the program and its achievements within the school and the broader community.

Center 7 – Plum Creek Elementary – Navarro Elementary

Areas of Strength:

1. Establishes, maintains and communicates code of conduct to participants, staff and their families.
2. Applies rewards and consequences for participant behavior appropriately and consistently.
3. Promotes psychological and emotional safety through a culture of support, inclusion, and mnutual respect.
4. Establishes and maintains a centralized database of participant and program information that is regularly updated and usable by staff.
5. Has staff who respect and communicate with one another and are role models of positive adult relationships.
6. Teaches participants to interact with one another in positive ways.
7. Is sensitive to the culture and language of participants.
8. Builds a sense of community among participants.
9. Is structured to create close, sustained relationships between individual participants and caring adults.

10. Treats staff as professionals and provides opportunities for advancement.
11. Maintains staff to participant ratio as per staff regulations when applicable.
12. Provides activities that reflect the mission of the program.
13. Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.

Areas Having Opportunity for improvement:

1. Needs to conduct all required fire / safety drills.
2. Needs to have a culture that allows participants to take initiative and explore their interests.
3. Needs to negotiate optimal use of school and community resources to best meet the needs of participants and their families.
4. Needs to establish meaningful community collaborations.
5. Needs to have scheduled meetings with its major stakeholders.
6. Needs to provide a range of opportunities in which participants' work can be showcased.
7. Needs to provide regular opportunities to be outdoors.
8. Needs to be represented on the school's planning efforts.
9. Needs to involve families in decision making and planning.
10. Needs to coordinate staff development activities with those of school and community partners.
11. Needs to make intentional connections with early care and education programs and stakeholders in the community.
12. Needs to develop a long-term plan for sustaining the afterschool program.
13. Needs to access resources within the community by seeking support from and building relationships with local businesses and institutions.
14. Needs to forge relationships with advocates for program quality and availability.
15. Needs to have an effective marketing strategy that publicizes the program and its achievements within the school and the broader community.

Center 8 – Alma Brewer Strawn Elementary

Areas of Strength:

1. Establishes, maintains and communicates code of conduct to participants, staff and families.
2. Has well defined methods of communication with program stakeholders.
3. Interacts with families in a comfortable, respectful and welcoming way.
4. Treats participants with respect and listens to what they say.
5. Teaches participants to make responsible choices and encourages positive outcomes.
6. Builds a sense of community among participants.
7. Employs a variety of grouping strategies, for both structured and unstructured activities, including individual, small group and large group.
8. Provides regular opportunities to be outdoors.
9. Maintains communication with school principal and administration.
10. Encourages participants to recruit others into the program.
11. Provides families with information about community resources to meet their needs.

Areas Having Opportunity for improvement:

1. Needs to have a culture that allows participants to take initiative and explore their interests.
2. Needs to establish and maintain a centralized database of participant and program information that is regularly updated and usable by staff.
3. Needs to complete all required reports and submit them in a timely manner.
4. Needs to establish meaningful community collaborations.
5. Needs to have scheduled meetings with its major stakeholders.
6. Needs to have regular staff meetings.
7. Needs to foster understanding and appreciation for established program standards, evaluation, and program improvement strategies among staff.
8. Needs to offer project-based, experiential activities that promote creativity and development of participant self-expression.
9. Needs to integrate opportunities for the development of personal responsibility, self-direction and leadership throughout the program.
10. Needs to be represented on the school's planning efforts.
11. Needs to have participants who take ownership of program selection and development.
12. Needs to enable participants to explore resources and issues in their community through projects and activities.
13. Needs to involve participants in the development of disciplinary practices.
14. Needs to allow participants to be meaningfully involved in program planning, implementation, data collection and evaluation.
15. Needs to build relationships with arts, cultural, and other community institutions to expand and enhance program offerings.
16. Needs to develop a long-term plan for sustaining the afterschool program.
17. Needs to access resources within the community by seeking support from and building relationships with local businesses and institutions.
18. Needs to forge relationships with advocates for program quality and availability.
19. Needs to have an effective marketing strategy that publicizes the program and its achievements within the school and the broader community.
20. Needs to identify and share promising practices
21. Needs to use evaluation findings for continuous program improvement.

Center 9 – Shanklin Elementary – Luling Primary

Areas of Strength:

1. Establishes, maintains and communicates code of conduct to participants, staff and families.
2. Applies rewards and consequences for participant behavior appropriately and consistently.
3. Establishes clear attendance and participation expectations.
4. Has a system for the collection and monitoring of participant attendance data.
5. Interacts with families in a comfortable, respectful and welcoming way.
6. Treats participants with respect and listens to what they say.
7. Fosters understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.
8. Offers high quality academic support, including tutoring and/or homework help.

9. Employs a variety of grouping strategies, for both structured and unstructured activities, including individual, small group and large group.
10. Provides regular opportunities to be outdoors.
11. Provides support as children and youth transition across age groups and school grades, and school day to after-school.
12. Maintains communication with school principal and administration.
13. Communicates with school day staff to monitor academic and behavioral progress of students.
14. Allocates sufficient program time for homework and homework help.
15. Promotes consistent and active participation.
16. Promotes teamwork and respect for others.
17. Encourages participants to recruit others into the program.
18. Provides families with information about community resources to meet their needs.
19. Uses evaluation findings for continuous program improvement.

Areas Having Opportunity for improvement:

1. Needs to conduct all required fire / safety drills.
2. Needs to be sensitive to the culture and language of participants.
3. Needs to build a sense of community among participants.
4. Needs to establish meaningful community collaborations.
5. Needs to be structured to create close, sustained relationships between individual participants and caring adults.
6. Needs to have scheduled meetings with its major stakeholders.
7. Needs to have regular staff meetings.
8. Needs to offer project-based experiential activities that promote creativity and development of participant self-expression.
9. Needs to integrate opportunities for the development of personal responsibility, self-direction and leadership throughout the program.
10. Needs to be represented on the school's planning efforts.
11. Needs to enable participants to explore resources and issues in their community through projects and activities.
12. Needs to allow participants to be meaningfully involved in program planning, implementation, data collection and evaluation.
13. Needs to build relationships with arts, cultural, and other community institutions to expand and enhance program offerings.
14. Needs to coordinate staff development activities with those of school and community partners.
15. Needs to involve participants, families, staff and board members in long-term decision making and planning efforts.
16. Needs to develop a long-term plan for sustaining the afterschool program.
17. Needs to access resources within the community by seeking support from and building relationships with local businesses and institutions.
18. Needs to have an effective marketing strategy that publicizes the program and its achievements within the school and the broader community.

Center 10 – Gerdes Junior High School

Areas of Strength:

1. Uses program space that is safe and clean.
2. Has program space that is appropriately equipped and suitable for activities being conducted.
3. Provides adequate security and participants are supervised by an approved adult at all times.
4. Has a system for the collection and monitoring of participant attendance data.
5. Is sensitive to the culture and language of participants.
6. Maintains staff-to-participant ratio as per staff regulations when applicable.
7. Allocates sufficient program time for homework and homework help.

Areas Having Opportunity for improvement:

1. Needs to provide a stimulating, welcoming and supportive environment for all young people.
2. Needs to conduct all required fire / safety drills.
3. Needs to have a culture that allows participants to take initiative and explore their interests.
4. Needs to have clear attendance and participation expectations.
5. Needs to maintain accurate and accessible medical records on participants.
6. Needs to establish and maintain a centralized database of participant and program information that is regularly updated and usable by staff.
7. Needs to complete all required reports and submit them in a timely manner.
8. Needs to develop, review and update plan for family involvement.
9. Needs to negotiate optimal use of school and community resources to best meet the needs of participants and their families.
10. Needs to establish meaningful community collaborations.
11. Needs to build a sense of community among participants.
12. Needs to be structured to create close, sustained relationships between individual participants and caring adults.
13. Needs to have scheduled meetings with its major stakeholders.
14. Needs to provide positive working conditions for staff and appropriate supervision, support and feedback.
15. Needs to assess professional development needs of staff and provide appropriate support sch sa training, coaching, mentoring, and peer learning.
16. Needs to develop and support staff to plan suitable activities that correspond to the developmental needs of participants.
17. Needs to work with staff to achieve credentialing and accreditation where available.
18. Needs to foster understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.
19. Needs to provide activities that reflect the mission of the program.
20. Needs to feature activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.
21. Needs to offer project-based experiential activities that promote creativity and development of participant self-expression.
22. Needs to offer high quality academic support, including tutoring and/or homework help.
23. Needs to offer enrichment opportunities in core academic areas as well as in the arts, technology, recreation and health.

24. Needs to provide a range of opportunities in which participants' work can be showcased.
25. Needs to employ a variety of grouping strategies, for both structured and unstructured activities, including individual, small group and large group.
26. Needs to establish strong links to the school day.
27. Needs to incorporate programming that integrates and complements school day activities.
28. Needs to communicate with school day staff to monitor academic and behavioral progress of students.
29. Needs to be represented on the school's planning efforts.
30. Needs to engage participants with a variety of engagement strategies.
31. Needs to have participants who take ownership of program selection and development.
32. Needs to afford participants opportunities to express their ideas, concerns and opinions.
33. Needs to enable participants to explore resources and issues in their community through projects and activities.
34. Needs to promote consistent and active participation.
35. Need to encourage participants to recruit others into the program.
36. Needs to allow participants to be meaningfully involved in program planning, implementation, data collection and evaluation.
37. Needs to involve families in decision making and planning.
38. Needs to involve families and community in program events.
39. Needs to provide opportunities for literacy and related educational experiences for the families of the participants in the program.
40. Needs to provide families with information about community resources to meet their needs.
41. Needs to build relationships with arts, cultural, and other community institutions to expand and enhance program offerings.
42. Needs to coordinate staff development activities with those of school and community partners.
43. Needs to involve participants, families, staff and board members in long-term decision making and planning efforts.
44. Needs to develop a long-term plan for sustaining the afterschool program.
45. Needs to access resources within the community by seeking support from and building relationships with local businesses and institutions.
46. Needs to forge relationships with advocates for program quality and availability.
47. Needs to have an effective marketing strategy that publicizes the program and its achievements within the school and the broader community.
48. Needs to have measurable program goals and objectives that are aligned with the organizational mission and identified needs.
49. Needs to use objective data to measure progress toward outcomes as defined by programs and individual participants.
50. Needs to identify and share promising practices.
51. Needs to create an internal method for assessing program activities.
52. Needs to create an internal method for assessing staff performance.
53. Needs to create an internal method for assessing student engagement levels.
54. Needs to use evaluation findings for continuous program improvement.

X. Evaluator Center Recommendations

The following recommendations are based upon the observations noted by the evaluator during prior years fall and spring site visits and in Spring 2021 discussions with the site coordinators and the program project director. The observation instrument used by the evaluator was a version of the New York Afterschool Network (NYSAN) Quality Self-Assessment (QSA) Tool. Page 5 of the NYSAN QSA user's guide provides a brief overview and states as follows:

"The QSA Tool is a resource that builds upon the experience, knowledge, and research of afterschool practitioners and policymakers from across the country. Organizations that have linked the self-assessment process to decision-making often meet their goals and achieve success. The QSA Tool should be used to promote quality and engage staff, youth, and other stakeholders in authentic discussions about how to continuously improve your afterschool program."

Center 1 – Florence Elementary

1.   An academically successful ACE program requires the cooperation and employment of regular school day staff members who are familiar with the curriculum and instruction being provided to students at each grade level. During the fall semester there was only one certified regular school day teacher working in the ACE program. The academic portion of the ACE program is beneficial for students when certified regular classroom teachers are teaching students from their grade levels. These teachers would know the curriculum and the students. It is recommended that the campus administration help the site coordinator to recruit teachers from each grade level to work in the ACE program especially during the academic hour.

2.   Enrichment activities can provide students with experiences that they would not normally experience either in school or outside of school. While it is difficult to find resources in a small community, it is recommended that continued efforts be made to seek volunteers from the high school, the military base and the local business and church leaders who may be able and willing to work with ACE students in a variety of activities.

3.   Florence Elementary has untapped areas within the campus that can contribute greatly to the success of the ACE program. Regular classroom space is necessary to provide an environment that is conducive for learning. While the site coordinator's office is used during the academic hour, it is small and does not lend itself as quiet location for doing homework or tutoring. While the gym had tables and chairs for students to do their homework, this also is not an environment that is appropriate for students to do academic work. While the computer room is used before school and during the enrichment hour, it has tremendous potential when used with academic focused programming during the ACE academic hour. It is recommended that the additional classrooms, the computer lab and the library be open for the use during the ACE academic hour.

4.   While the center has already conducted a fire drill on at least one occasion in the fall semester and while the site coordinator has explained to staff the procedures to take in case of an emergency or severe weather drill, it is recommended that a severe weather drill be conducted where students will be directed toward a safe place within the building.

5. With the need to share ACE information with campus staff members, the Advisory Council and parents, it is recommended that the site coordinator continue to take as many pictures of students working in ACE and showcase their work via PowerPoint presentations to the various interested audiences or purchase a bulletin board to display student work and receive approval on a location to place such on the campus.

6. On the day of the fall site visit, fifteen ACE students had already been checked out by the end of the academic hour. Parents need to be educated regarding the importance of having their children attend the entire academic hour. It is recommended that parents not be allowed to check out their children until the end of the academic hour.

7. While the students are familiar with the fire/safety drills that are in place during the regular school day, some students may not necessary be familiar with the procedures that are applicable to the locations where the ACE program is held, therefore, it is recommended that students and staff members become familiar with the fire/safety procedures applicable to the ACE locations and that at least one drill be conducted each semester.

8. It is desirable for the ACE program to receive as much exposure as possible and while the site coordinator has spoken and been present at various parent and staff meetings, it is recommended that in every opportunity where parents and staff members are gathered for meetings, if appropriate and with the approval of the campus administration, information about the ACE program should be shared with those stakeholders.

9. The ACE program is a natural extension of the regular school day and serves students that are most in need of academic assistance. It is therefore recommended that the ACE site coordinator be included in communications or meetings pertaining to the academic needs of the students on the campus.

10. Enrichment activities that focus on the fine arts are essential for Elementary students and especially of need for minority students. It is recommended that as soon as normal ACE program activities can be conducted on campus, that a variety of fine arts enrichment activities be offered for students that will include art, music and theatre arts.

Center 2 – Florence Junior High and Florence High School

1. A mission statement has been written for the Florence centers but has not been displayed in a prominent location. There is a huge ACE banner in the entrance to the library and it is recommended that the written mission statement be framed and posted at that same location leading into the high school library.

2. While the current teacher serving ACE are competent and enthusiastic, it is recommended that the site coordinator with the help of the campus principal recruit ACE teachers from the core content areas of ELA, math, and social studies. A current ACE teacher is certified in science and is doing a great job. With the coming of the STAAR testing in the spring, tutorial assistance from teachers in these content areas will be needed.

3.   Currently, teachers are doing an admirable job in helping the students with their homework. In the spring it will be necessary to differentiate help for students between those needing homework help and those who will need tutorial help in addressing specific skills that will be tested in STAAR.

4.   While it is good that a large ACE banner is visibly displayed in the high school entry, there is no place where ACE student work is being displayed. It is recommended that the site coordinator request permission to obtain and place a bulletin board in a prominent location on each of the two campuses. The bulletin boards would be used to display pictures of the ACE students and their work through the school year.

5.   If the ACE program is going to be an effective extension of the school day, it must be understood and utilized by the regular school day staff. It is recommended that a PowerPoint presentation be prepared with the assistance of the project director that would inform the teaching staff at both campuses the purpose and activities of an effective ACE program.

6.   Primarily because middle school students are transported to the high school for participation in the ACE program, it is important that those students in particular are exposed to safety procedures that are applicable to the high school campus. Those procedures should be written and explained to participating ACE students. While a survey of student interest was conducted at the start of year, it is recommended that a periodic review be conducted of student interest in activities that could be provided during the enrichment hour.

7.   It is difficult to have regular meetings with ACE staff members since they are regular employees of the Florence ISD and most likely appear for ACE duty immediately after their regular school day assignments are completed; however, it is imperative the training be provided by the program's project director for staff members on a variety of topics related to an effective ACE program. This training could be done on a Saturday and with paid attendance for those attending. Maybe centers could contribute toward the costs involved.

8.   It is recommended that the center display prominently a mission statement. Every activity offered in the program should be correlated and directly related to the stated mission statement.

Center 3 – Gonzales Elementary – Primary – East Avenue Elementary

1.   While the site coordinator has access to student grades and six-week assessments, RTI information is not readily available. Since student RTI data is of primary importance in the placement of students into the ACE program, it is recommended that the site coordinator be given access to RTI data so that the site coordinator can determine eligibility of students as well as see their progress from TIER Levels 3, 2 and 1.

2.   The gym and library can be valuable areas of use during the ACE program. A variety of sports activities can be held in the gym area. The library contains two computer labs that have not been used by the students. It is recommended that the site coordinator request access to the gym and to the library and plan activities that would be appropriate for each.

3.   The campus apparently has minimal use of a music room that is well equipped with musical instruments. Students tend to enjoy music and activities with such a focus would be well received by the

students. There is also a need to provide a fine arts exposure to the students. It is recommended that the site coordinator request permission to use the music room, have access to the musical instruments located there, recruit a teacher who could provide a music enrichment class and schedule such a class during the enrichment hour.

4.   An ACE program is always enriched when there are community outreach opportunities realized. It would also benefit the ACE program if the campus administration would recommend community entities that could partner with the ACE program. Thus, it is recommended that with campus administration recommendation and support, the site coordinator would seek to engage community partners in support of the ACE program.

5.   It is a standard practice for campus administration to allow the ACE program the use of resources like gym, library, computer labs, and regular classrooms and even already purchased instructional materials and supplies. It is recommended that the project director work with the site coordinator & the campus administration to gain the use of on-site additional needed & available resources for ACE.

6.   An ACE program excels when the campus administration sees the value of the ACE program for its students and supports it both privately and in public. It is recommended that there be a mission statement developed that can be shared with the various stakeholders and that is clearly understood by all. It is also recommended that every opportunity to advertise the ACE program be embraced whether it includes open house meetings, PTA meetings or any other event in which parents are present.

Center 4 – Gonzales Junior High School – North Avenue Intermediate

1.   Students who are in need of ACE program services cannot be denied those services due to transportation issues. ACE program funding should include transportation funding for those students who require bus services. While the center did provide transportation services last year, this center is not currently providing such services even though there are students with such a need. It is recommended that bus transportation services be re-instated as soon as possible.

2.   Cooking is always a favorite activity of students and this center has a life skills classroom with facilities that will accommodate this activity very well. The use of this particular classroom is available for the ACE program. Plans for purchase of a portable mobile kitchen were placed on hold due to the early closing of school. It is recommended that a portable mobile kitchen be purchased that would include all necessary cooking resources needed.

3.   In most start-up programs, potential staff members have little understanding of the afterschool program and how to make learning fun in a setting that takes place after a regular school day and that motivates students to attend, therefore, it is recommended that the site coordinator provide an assessment of staff development needed and ask the project director to provide such to the staff members. This could be done by pooling monetary resources to pay for attendees to receive compensation and offered locally if possible.

4.   Since the after-school program is a natural extension of the regular school day and the students are recommended for ACE participation because of specific academic needs, it is recommended that the site

coordinator be considered for inclusion in academic team meetings and/or campus curriculum team membership in order to support the overall academic curriculum goals of the campus.

Center 5 – Gonzales High School

1.   The only viable enrichment activity offered to students is a gaming activity in the computer lab that is well attended by students. It is recommended that the site coordinator conduct a student interest survey to obtain ideas of activities that are if interest to the students and which can be offered during the ACE program hours.

2.   The library is a valuable resource that is now available for use by the ACE program. It is recommended that teachers be encouraged to use the ACE program as a means to get students to do makeup work or missed tests under the supervision of an ACE teacher in the library.

3.   The logic model provides the list of objectives and activities appropriate for this center; however, those should naturally flow from a written mission statement that is brief and direct. Therefore, it is recommended that a mission statement be developed and posted at various locations throughout the campus for all to see.

4.   This campus has a new principal. In many cases the new principal may not be fully aware of the purpose of an ACE program nor how that ACE program operates. It is therefore recommended that in situations like this, the project director and the site coordinator schedule a joint meeting with the new campus principal to educate him/her on the ACE program and to solicit his/her support.

5.   This campus has many students that enjoy computer gaming activities. It is recommended that students be challenged to participate in gaming activities where programming is a part of the game. The site coordinator should solicit suggestions from the campus computer specialists as to which software programs might be available that teach and require programming skills necessary to play the selected games.

6.   Clubs tends to draw attention of students at the high school level. It is recommended that the site coordinator explore a variety of possible Club offerings in the ACE program and survey students on their interest in participating in such. These clubs' offerings would not be available to students during the regular school day. In some cases, these clubs might provide alternatives for students to participate in activities where they might ordinarily be excluded from participation during the school day. Examples would be a sports club for those not in athletic teams and a music club for those not in band or choir during the school day.

7.   While a location for an ACE banner is being identified, it is also important that a bulletin board be obtained and hung near a location where student traffic is common. It is recommended that the site coordinator request permission to hang a bulletin board for ACE program use in one of the halls where it may be seen by students, staff and parents. The ACE bulletin board should provide opportunities to share information about ACE and also to share pictures of student participation in ACE program activities.

8.   It is advisable for the site coordinator to know why each ACE participant initially enrolled in the ACE program. Such a listing would be beneficial in assessing whether that student was receiving the assistance needed. Also, it could be used to assess whether the program was benefiting the student or not. Therefore, it is recommended that a listing of ACE participants be kept that tracks their entry into the

program, the initial reason for their entry into the program and the success of the program in meeting their needs.

9. The students that are participating in ACE may not always be familiar with their after-school location and so it is imperative that a plan be in place and shared with students that gives direction for evacuating or seeking refuge in a safe spot in the building. It is recommended that a safety plan and procedures be written, posted where ACE activities are held and shared with staff and students. If possible, it is also recommended that a drill be conducted at least once each semester.

10. An ACE program at the high school level lends itself to recognition in the community through approved collaborative projects. Since the campus administration is generally well informed of community organizations and community leaders, it is recommended that the site coordinator seek the guidance of the campus administration in obtaining community leader contacts and schedule meetings with such. It is also recommended that the site coordinator scheduled ACE informational meetings for stakeholders and community leaders.

11. It is recommended that the site coordinator survey students regarding their interests and provide activity opportunities to enrich their life experiences through project-based activities that potentially could involve a variety of areas of interest found in the community.

12. The local community has a wealth of resources that need to be tapped in order to provide opportunities for students to explore possible projects and activities that could improve both the community and the individual as well. Therefore, it is recommended that the site coordinator with help from a campus administrator who may be familiar with the community, provide a listing of community resources and issues that students can use in projects and activities.

13. The local administration can be very helpful to the site coordinator in identifying names of local businesses and institutions that can possibly help the ACE program students gain a better knowledge of their local community. It is recommended that the site coordinator and campus administration work together to provide a listing of key local businesses and institutions and their leaders who ACE students can approach for help with projects of interest to both the community and the individual student.

14. It has been shown that a supportive campus administration plays a significant role in the success of an after-school program. It appears to the evaluator that little effort has been placed on obtaining the support of the campus administration for the ACE program. It also appears that central office leadership is also lacking in a full understanding of the purpose, need and full implementation of an ACE program. It is recommended that the project director assist the site coordinator in providing a leadership role in re-introducing the ACE program to central office and campus administrative leadership team.

Center 6 – Bluebonnet Elementary – Clear Fork Elementary

1. It appears that the local ISD has placed limitations on the use of aides for employment in the ACE program; however, there is an excellent participation of certified teachers from both Bluebonnet and Clear Fork Elementary represented on the ACE staff. Instructional aides have been used effectively at other locations and it is recommended that the option of using instructional aides or non-certified individuals be considered for employment in the ACE program where they can be of assistant in the

supervision of children, responding to parent calls, assisting teachers in the classroom and delivery of enrichment activity instruction. While this recommendation may not be appropriate at this time, the District may wish to consider this recommendation for the future.

2.   The ACE program at this site serves students from two campuses and has appropriately conducted fire drills in the past. The fire drills require that the students exit the school building. It is recommended that the site coordinator also prepare a severe weather plan for use during the ACE program hours and execute a severe weather drill. At the spring sit e visit, the coordinator indicated that a severe weather drill had already been conducted during the ACE program hours.

3.   Permission has been granted to purchase a bulletin for use by the ACE program teacher. When the bulletin board is placed in its permanent location, it is recommended that the mission statement which has already been written be posted on that bulletin board for staff, students and parent to see. At the spring site visit, the coordinator noted that an option of placing a TV at the ACE student pickup area where a continuous feed of ACE video or information would be displayed for the parents, students and staff to view.

4.   A successful ACE student activity in the past was the collection of trash outside of the school building. It is recommended that a Clean Classroom Club be organized that will work to help custodians by empty the classroom trash cans under the supervision of an ACE staff member. At the spring site visit the coordinator noted that this suggested activity or a similar one had been tried recently.

5.   The Bluebonnet campus has an excellent outdoor area that can be utilized for an enrichment activity that involves either or both walking and jogging by the students. It is recommended that a student walking or jogging club be established that utilizes the area for this activity. At the spring site visit the coordinator noted that a soccer club will be set up at each of the Lockhart centers and that they hope to have the centers compete against each other.

6.   The school cafeteria is large, well-lighted and comfortable for students as they are doing their homework. In order to ensure that students are not distracted by other students, it is recommended that the students be required to sit and be well separated from each other so as to lessen the possibility of distraction. At the spring site visit the coordinator noted how a schedule change had been done whereby each campus will have the cafeteria site for their own use during homework help.

7.   With the inclusion of enrichment and tutorial activities being offered at various times during the ACE program hours, a general master schedule will be necessary and helpful for both ACE staff and students. It is recommended that a printed individualized student schedule card be given to each student. The card can be given and collected from the students each day. The card can be hung around the student's neck and they can refer to their individualized schedule each day. At the spring site visit the coordinator indicated that the necessary steps for implementation of this recommendation had taken place and that use of the student cards will start in the near future.

8.   The campus has defined procedures in place for emergency situations involving fire drills and the like. Most, if not all of the ACE teaching staff is selected from campus personnel who are familiar with the procedures. It is advisable that the site coordinator ensures that all ACE personnel are familiar with the fire and safety drills of the campus and conducts at least 1 drill in the course of a year to ensure that students know the procedures as well.

Center 7 – Navarro Elementary – Plum Creek Elementary

1.   While the campus principal at the beginning of the school year identifies the students, who should be considered for inclusion in the ACE program, the site coordinator does not appear to have input into those recommendations and possibly does not even know the criteria used by the campus principal in making the student recommendations. It is recommended that the site coordinator be included in the administrative team that makes ACE student recommendations and that the criteria for selection be clearly understood by the site coordinator.

2.   This site provides ACE program services to two campuses and has no teacher participation on the ACE program staff from one of the campuses. It is recommended that ACE program staff be included from both campuses and that both campus principals encourage or recruit teachers to be active in the ACE program located on the Navarro site.

3.   The center is located within an area that includes a variety of churches and businesses. These two entities can serve to enhance the ACE program offerings through either providing volunteers or through other options. It is recommended that the site coordinator with help from the campus principals inform church and business leaders of the services provided through ACE and encourage those entities to offer whatever services they might be able to offer that would help the students and parents that are being served through the ACE program.

4.   While selected family events have been held in the past, it is recommended that with the help and suggestions made by a Family Engagement Specialist, that a regular program of activities be scheduled for parents on a monthly basis.

5.   While the central office has identified reading, writing and reading comprehension as academic focus areas for ACE, there is also a need for an emphasis to be placed in mathematics as well. Homework help in math is provided as needed. It is recommended that students with need in mathematics tutorial assistance be identified and that those students receive consideration for inclusion in the ACE program.

6.   While a 50 minutes period is available for students from 3:30 pm to 4:20 pm to play sports either outside the school building or in the gym, such time can be also used for expansion of enrichment activities. It is recommended that the site coordinator along with help from the project director and campus principal, consider alternative flexible schedules that will provide more opportunities to serve students in a variety of extended activity opportunities. Modifications made because added enrichments this is a change.

7.   The site coordinator maintains regular contact with parents regarding their children. She is also looking forward to exploring ways in which she can find creative ways of rewarding student behavior. There is a written and posted plan for handling emergency drill situations and the site coordinator indicated that she conducted such drills already with the students. It would be beneficial for the staff members to have walkie talkies to communicate with each other and such will be requested for next year.

8.   While the site coordinator is new to the community, she has expressed a desire to become more familiar with the local business leaders in the area. Therefore, it is recommended that the site coordinator seek to establish a minimum of three connections with community leaders so as to have their support for the ACE program.

9.   The campus principals have been extremely supportive of the ACE program and have encouraged some of their most gifted teachers to work in the program. Since the ACE program is an extension of the regular school day, it is recommended that the coordinator request permission to be a part of curriculum teams on campus so as to better assist in achieving their individual department/grade level goals.

10. The evaluator was pleased to see that the Lockhart ACE coordinators had already written a mission statement and that statement is prominently posted in a place where parents and staff members can see it. The site coordinator is new to the community and the campus is centrally located in the community; therefore, it is recommended that the site coordinator establish a working relationship with as many local businesses as possible. There is good use of twitter, Facebook and the district website to publicize ACE.

Center 8 – Alma Brewer Strawn Elementary

1.   While the Family Engagement Specialist last year attempted to provide services that were of special interest to parents, those services came at a cost to parents and therefore did not materialize. It is recommended that the Family Engagement Specialist meet with the site coordinator and a group of parents and determine what their specific interests and needs might be. This is a large Hispanic population that is served at this center and their needs and interests will tend to unique.

2.   The site coordinator has been successful in recruiting teachers who realize that they have kids who are in need of extra help and realize that the ACE program can be a tremendous assistance in helping their students. When they realize that they can be paid for staying later in the day and at the same time helping their own students, they will likely wish to become teachers in the ACE program. It is recommended that the site coordinator on this campus continue to identify students who are in need of ACE services, identify their regular school day teacher, and the recruit those teachers to work in the ACE program if they are not doing so.

3.   While it is easy to simply use worksheets to reinforce skills being learned in the classroom, worksheets tend to be boring and repetitious for students. It is recommended that teacher be encouraged to use alternative teaching tools that do not incorporate the use of worksheets to reinforce and introduce skills to students.

4.   It is a normal occurrence that ACE teachers often fail to notify in a timely manner the site coordinator of their intended absence. It is recommended that ACE teachers should notify the ACE sit coordinator in a timely manner of their intended absence thus allowing the site coordinator to obtain a suitable substitute.

5.   The location of the center limits its access to businesses and other institutions. Probably churches are the most obvious institutions that will lend themselves for collaborations, but even the churches all appear to be small and their pastors are not normally available during the normal Monday through Friday workweek. It is recommended that the site coordinator contact local pastors and churches and begin to establish a relationship that will lead to a variety of collaboration efforts between the ACE program and area churches.

6.   The ACE teaching staff is a part of the regular school day and their free time for meeting is often very limited. Because meetings with staff are primarily huddle meetings that take place as needed, it is

recommended that the site coordinator document all written and verbal communications with staff in lieu of having meetings with agenda topics. The responsibility for providing staff development training to ACE personnel should be assumed by the project director. An increase in staffing personnel would be beneficial to program.

7.   Having a strong assistant working with the site coordinator is a major necessity. It is recommended that an assistant be employed that will remain with the program and who will become familiar with all the aspects of the ACE program on campus.

8.   While the campus does provide an impressive use of resources to the ACE program, the location of the site coordinator's office is not conducive for private meetings nor for the site coordinator to maintain the needed office materials and supplies. A suitable office space should be found for the site coordinator. It is desirable that the site coordinator have a role in working with the school's leadership team

9.   Once relationships are established with local churches and local leaders, it is recommended that the ACE program on this site incorporates in its curriculum activities that will highlight the contributions of the local Hispanic community and allow ACE students an opportunity to gain awareness of their own potential.

10. At the beginning of the 2019-2010 school year the ACE program on this site should have a written mission plan, ensure that staff are familiar with mission plan, build contact and establish positive relationships with churches, community leaders, organizations/businesses and develops an effective means of publicizing the ACE program.

Center 9 – Shanklin Elementary – Luling Primary

1.   It is excellent that regular school day lesson plans are expected to be submitted to the campus administration and to the central office. The site coordinator has had discussions with the instructional coaches and with district personnel to determine how lesson plans submitted can help instruction during the ACE program. It is recommended that regular school day teacher written lesson plans include suggested activities and alternative teaching strategies for use with students enrolled in the ACE program.

2.   The pre-registration process employed by the site coordinator was effective in getting a large enrollment of students early in the school year. The open enrollment led to a large number of students being served in ACE especially in the spring semester. In order to serve and set priority to serving students with the greatest need, it is recommended that the registration form include a section where parents are able to identify the reason why they wish their child to participate in ACE.

3.   The site coordinator has been extremely hard on herself with regard to some of the issues noted above and throughout this document; however, the re-direction that she has given the program has been positive. The evaluator is confident that all issues will be corrected through the leadership being provided by the site coordinator. It is my recommendation that the project director, the campus principal and the Luling central office provide the appropriate support to the site coordinator that she may need or request in her efforts to establish an effective ACE program.

4.   Being very well familiar with the Luling community, the site coordinator personally knows many individuals in the community who she can contact to establish meaningful collaborations. It is my recommendation that the site coordinator develop a list of community organizations and individuals that would be targeted for partnering with the ACE program, contact them and obtain commitments from them for the 2019-2020 school year. Also, the site coordinator should take every opportunity to share information regarding the ACE program to students, parents and staff members.

5.   The campus principal has already indicated her commitment to the ACE program and is willing to do everything possible for her staff to participate actively in the program. It is my recommendation that the site coordinator and the campus principal assess the need for staff development as it pertains to ACE and share that information with the project director who should provide the needed training for staff as needed.

6.   The campus principal has already included the site coordinator into her curriculum advisory team; therefore, it is recommended that the site coordinator use information learned to reflect activities in the ACE program that are appropriate to the students and to their identified needs.

7.   While the ACE program is a natural extension of the regular school day, the activities and instruction provided during the ACE hours needs to be varied so as to keep student's interest and engagement at a high level. It is recommended that the site coordinator solicit from staff members and use differentiated instructional strategies as instructional lesson plans are being developed for use in the ACE program.

Center 10 – Gerdes Junior High School

1.   The site coordinator should be able to know exactly what is taking place in each of the activities offered in the after-school program. A good way to know what taking place is for teachers to provide a detailed and complete lesson plan for the coordinator. Current lesson plans are incomplete. It is recommended that a sample well-written lesson plan be provided to serve as a model for teachers and that teachers be required to submit lesson plans that are complete and like the model provided.

2.   The ACE program is not being utilized to its full potential on this campus. A campus that has received a failing grade or is near receiving a failing grade from the state should have a robust ACE program where academics is the primary focus. It does not appear that the ACE program has not been fully described to the current campus administration or staff. It is recommended that the project director and local central office administrators take responsibility for ensuring that all stakeholders including campus personnel understand and support a viable ACE program that will serve as an extension of the regular school day and help students improve academically.

3.   Each reporting period generates a list of failing students. Regular school day staff members including the campus principal should encourage parents of failing students to enroll their children in the ACE program for assistance. It is recommended that the campus principal generate a letter to parents of failing students and encourages the parents to enroll their children in the ACE program.

4.   A very good way to expose new coordinators to how a well-run ACE program operates is to visit an established ACE program that is organized and functioning very well. It recommended that site coordinators be provided at least one day a year which they can observe an exemplary ACE program and visit with a veteran ACE coordinator to discuss how such a program is organized.

5.   Benchmark testing is a common practice in most campuses. It is recommended that the site coordinator be provided benchmark testing results and that the coordinator use that data to identify students who may be in need of ACE program services.

6.   Due to the nature of a middle school, special facilities such as the gym or computer lab may not always be available to the after-school program, but it is important that appropriate alternative locations or activities be on stand-by, therefore, it is recommended that the ACE site coordinator provide a weekly notice of use of facility need to campus regular school day personnel so that if an issue arises on the use of a location, alternative plans can be quickly arranged.

7.   It should be the responsibility of a site coordinator to be able to identify any special staff development training that his/her staff may need, therefore, it is recommended that the site coordinator advise the project director of such need as soon as possible so that the project director can arrange to provide the needed staff development at a location and time that is convenient with staff. It is also recommended that the site coordinator document informational items whenever they are communicated to staff whether in meetings or via another method of communication.

8.   In a campus which has a need to improve on state assessment performance, the ACE program can be an excellent vehicle to help efforts to improve. The after-school program is an extension of the regular school day and it is recommended that the site coordinator be included in the school's planning for improvement so that he will be able to plan and schedule activities that will help accomplish that goal.

9.   Middle school age children are very capable to identifying special interest and are willing to share that information with the site coordinator, therefore, it is recommended that the site coordinator offer students a survey in which they can identify areas of interest that can be provided via the enrichment hour. It is also recommended that the site coordinator select a group of representative students to serve as his advisor on the subject of desired enrichment activities.

10. It is recommended that the FES work with the coordinator to plan a monthly series of family engagement activities that are appropriate for the parent community located at this center.

11. While the current situation does not lend itself for a variety of enrichment activities to be offered to students, it nevertheless is recommended that a plan be written that includes the offering of a variety of enrichment activities to students once a pre-COVID status returns.

12. It is recommended that the project director work with the Luling ISD central office in helping ACE staff utilize the information obtained in assessment instruments to improve the academic performance of students.

XI. Evaluator General Recommendations

1.   For many students the only access they will have to computers is at school, therefore, each site coordinator should ensure that high levels of technology use is incorporated into as many scheduled activities as is possible.

2.   All students need to be academically challenged to perform at the highest level possible, therefore each site coordinator should ensure that lessons plans include activities that will expose students at the synthesis and evaluation level.

3.   Students enjoy activities that are well planned and that are interesting and attractive to them, therefore each site coordinator should encourage and ensure that staff members develop lesson plans that incorporate levels of creativity and focus on obtaining a positive student response.

4.   Enrichment activities can provide experiences for students that are not normally available during the regular school day program, therefore each site coordinator should ensure that an appropriate number of enrichment activities are scheduled that are not normally found in the regular school day and that are challenging, exciting and fun for students.

5.   Staff members possess unique talents and skills that go unnoticed and could provide a variety of enrichment activities for students, therefore, each site coordinator center should conduct a survey of regular program staff talents and skills that could be utilized with ACE students via academic, enrichment, college/workforce and family engagement activities.

6.   Non-certified teachers are employed in the after-school program and have roles that require knowledge of effective instructional strategies and disciplinary skills, therefore, the project director with input received from site coordinators should provide staff development opportunities for these non-certified individuals to gain the needed skills to work with the ACE students.

7.   Students normally do not hesitate to share their ideas for activities that they find of high interest to them, therefore each site coordinator should conduct an annual survey of students and their ideas for activities to be offered.

8.   Communication between the ACE program staff and the regular school day staff is important, therefore each site coordinator should ensure that communication flows freely between the staffs of the after-school program and the regular school day.

9.   The ACE program provides an excellent opportunity for students to be exposed to a variety of activities, therefore, each site coordinator needs to ensure that a healthy balance of academic, enrichment, college and workforce readiness and family/parental support activities are scheduled.

10. After a day in the classroom by students, students desire to be physically active after school, therefore each site coordinator needs to ensure that some physical activity opportunities are provided for students after school and when possible, fitness classes where both students and parents can attend.

11. The support of the campus and central office administrators is critical for the success of the ACE program; therefore, the project director and each site coordinator should strive to establish and maintain

a strong professional relationship with those administrators and communicate frequently with them regarding the ACE program and its successes.

12. The fine arts have been ignored in many after school programs and do not receive the same level of support as the core content areas, therefore, each site coordinator should strive to ensure that fine arts enrichment activities are represented in the list of scheduled ACE program activities.

13. While the students are familiar with the fire/safety drills that are in place during the regular school day, some students may not necessary be familiar with the procedures that are applicable to the locations where the ACE program is held, therefore, it is recommended that students and staff members become familiar with the fire/safety procedures applicable to the ACE locations and that at least one drill be conducted each semester.

14. It is desirable for the ACE program to receive as much exposure as possible and while the site coordinator might have spoken and been present at various parent and staff meetings, it is recommended that in every opportunity where parents and staff members are gathered for meetings, if appropriate and with the approval of the campus administration, information about the ACE program should be shared with those stakeholders.

15. The ACE program is a natural extension of the regular school day and serves students that are most in need of academic assistance. It is therefore recommended that the ACE site coordinator be included in communications or meetings pertaining to the academic needs of the students on the campus.

16. For any new ACE site coordinator, a campus administrator is a valuable resource in learning about resources that are available in the community and which can be tapped by the site coordinator to enhance the student experience through projects and activities; therefore, it is recommended that a list of community resources be developed by a campus administrator and shared with the site coordinator. This list of resources could be used to provide local community exposure to ACE students.

17. Every ACE program should have a written mission statement. It is recommended that the mission statement be used to lead discussions and inform community members of the ACE program and its role in the academic and social development of the students in the community.

18. When a site coordinator is included in the campus principal's leadership team, the ACE program is not only recognized but also seen as a valuable part of the efforts to improve student performance. It is recommended that the project director form a healthy relationship with each center's campus administrator and convey to that administrator the benefits of having the ACE center coordinator as a member of the campus leadership team.

19. It is recommended that the project director include a sharing session on promising practices whenever the site coordinators come together for regular centralized meetings.

20. An informed community of stakeholders is important in realizing the full potential of an ACE program, thus it is recommended that the project director work with each site coordinator in identifying the level of understanding of the ACE program by campus administration and staff and conduct appropriate training to enhance stakeholder appreciation of the ACE program.

21. In situations where there is a large Hispanic population being served in the ACE program, it is recommended that the site coordinator ensure that activities are provided with an emphasis on the Hispanic culture.

22. It is a standard practice for campus administration to allow the ACE program the use of resources like gym, library, computer labs, and regular classrooms and even the use of purchased instructional materials and supplies. Whenever it becomes necessary to request additional resources from the campus administration, it is recommended that the project director assist the site coordinator with those requests when such assistance can be helpful.

23. Whenever a large Hispanic population is participating in the ACE program, every effort should be made to encourage Hispanic community participation and visibility within the ACE program. It is recommended that a source for Hispanic community involvement can start with contacting churches with a large Hispanic congregation. Hispanic congregants can serve to partner with the ACE program as volunteers and/or providers of cultural activities for the students.

24. Since the after-school program is a natural extension of the regular school day and the students are recommended for ACE participation because of specific academic needs, it is recommended that the site coordinator be considered for inclusion in academic team meetings and/or campus curriculum team membership in order to support the overall academic curriculum goals of the campus.

25. It is important that all registration materials be completed and accepted by the site coordinator before a student is allowed to attend an ACE activity. It is recommended that parents and students be made aware of this requirement before students are allowed to participate in any specific ACE activity.

26. Most ACE staff participate in their regular District staff development activities, however, there are situations that will warrant additional training that would be specific to the ACE program. It is recommended that the site coordinator express his/her site's specific staff development needs and request that the project director provide the necessary training for staff either at the local site or at the ESC site in Austin. Funding for such training should be obtained from contributions from each of the site coordinators so that attendees can be paid for the participation in staff development training.

27. In most cases the ACE teaching staff is a part of the regular school day and their free time for meeting is often very limited. Because meetings with staff might primarily be huddle meetings that take place as needed, it is recommended that the site coordinator document all written and verbal communications with staff in lieu of having meetings with agenda topics.

28. Having a strong assistant working with the site coordinator is a major necessity. It is recommended that an assistant be identified and trained to run the ACE program in the absence of the site coordinator.

29. Having an appropriate office location that is conducive for private meetings and conducting the administrative functions related to ACE and having a supply room to maintain the needed ACE materials and supplies is important. It is recommended that a suitable office space and supply room be a desired priority at each ACE center site.

30. A site coordinator needs the support of key personnel in order to ensure a successful ACE program. It is my recommendation that the project director, the campus principal and central office provide the

appropriate support when requested and/or needed. Such support would help in the establishment of an effective ACE program.

31. A site coordinator should have access to student performance data whether it be benchmark tests or state assessment results. Such data could be used by the site coordinator to enable groupings of students and for activity planning purposes. It is recommended that the site coordinator be provided access to STAAR performance data and benchmark data for each student enrolled in the ACE program.

32. While the ACE program is a natural extension of the regular school day, the activities and instruction provided during the ACE hours needs to be varied so as to keep student's interest and engagement at a high level. It is recommended that the site coordinator solicit from staff members and use differentiated instructional strategies as instructional lesson plans are being developed for use in the ACE program.

XII. Evaluator Information

Part A: Qualifications of Independent Evaluator

Company Bio: EduServ, Inc. started in 1994 and incorporated in 2004 as a corporation. EduServ, Inc. has a state-wide cadre of expert consultants providing high quality consulting services (grant development and program evaluation) to public schools, universities and non-profit organizations across the state.

EduServ has over 27-year track record of providing high quality evaluation services. In coordination with Raymond Canizales of Canizales Consulting Services, EduServ has provided 21st CCLC services to school districts state wide.

Our clients include:
- Marble Falls ISD, Technical Assistance and Program Evaluation Service
- Lewisville ISD- Technology Program Evaluation
- Mason ISD, Technical Assistance on Grant Development
- Leander ISD – Safe Schools/Healthy Students
- Texas A&M University Kingsville- ESL and Adult Education Instructional Strategies Modules
- Round Rock ISD -21st Century Program Evaluation
- Round Rock ISD – Smaller Learning Communities Program Evaluation
- Round Rock ISD – Comprehensive School Reform Program Evaluation
- Temple ISD -21st Century Program Evaluation
- City of Cleburne -Community Center Grant Development
- Steck-Vaugh Publishing Company _ Correlating ACES assessment battery to appropriate textbooks
- McGraw Hill Publishing Company _ Grant Development
- Plato Learning Systems _ Grant Development and Training
- Manor ISD- 21st Community Learning Center grants
- Lubbock-Cooper ISD-21st Community Learning Center grants
- Lubbock Cooper ISD – Comprehensive School Reform Program Evaluation
- Pflugerville ISD-Smaller Learning Communities Grant
- Region 13 ESC- 21st CCLC Community Learning Centers Grant
- Rockdale ISD- Grant Development Technical Assistance

Dr. David Gerabagi and Mr. Raymond Canizales have over 65 years of combined experience in educational administration, program development and program evaluation.

Dr. Gerabagi has extensive experience on grant writing, developing educational materials and conducting training to promote literacy, student achievement and the integration of instructional technology in schools. Dr. Gerabagi has served on numerous educational advisory committees and has made numerous presentations to teachers and administrators on educational topics at the state and national levels. He is a graduate of the University of Texas at Austin and holds a master's and doctorate degrees in education with specialization in English as a Second Language (ESL) and Instructional Technology. Dr. David Gerabagi's experience includes program management, proposal writing, conducting preliminary research, training, and evaluation activities. He has managed grants offices in educational and non-profit settings and serves as a consultant to the nonprofit community. He has conducted numerous training workshops on a variety of educational topics as well as grantsmanship and proposal writing and presented at local, state, and federal level professional conferences.

Raymond Canizales has extensive experience in Human Resources and salary compensation, secondary education and curriculum, school law, student assessment, data analysis and educational research. Mr. Canizales is a graduate of Loyola University and holds a master's degree in school administration. In addition to evaluation services for 21st CCLC grants, Mr. Canizales has also provided program evaluation services for federal and state grants including Safe Schools Healthy Students, Small Learning Communities, Texas High School Completion, Comprehensive School Reform, Science Education grants for the Lower Colorado River Authority, Math and Science grants at the secondary and college level, Computer Technology (TARGET) grants, Professional Development Partnership Programs, Mentoring, Student and Family Services Program Evaluations, Effective Assessment Office Organization and St. David's Education Foundation. As a public-school hearing officer for parent complaints, employee grievances and student disciplinary appeals, Mr. Canizales has helped strengthen relations between employees, parents, students and school administrators.

Part B: Scope of Work and Compensation

EduServ, Inc. have been actively involved in all phases of the center's evaluation process. Guidance and assistance have been provided by the external evaluator since the beginning of the school year. The evaluation team has provided assistance in the implementation of the grant as requested, conducted site visits, developed the online stakeholder surveys, and wrote the current completed final center evaluation report. Through the evaluator team's monitoring and participation in each phase of the evaluation process and the on-site visits to each center, the evaluation team has developed a thorough knowledge of the ACE program as it exists on each site.

EduServ, Inc. was contracted in August 2018 in coordination with Canizales Consulting service to oversee the evaluation of the ESC Cycle 10 grant. The scope of work involved a variety of activities including:
1. the development of an evaluation management plan;
2. the development, administration, and collection of stakeholder surveys of teachers, students, and parents;
3. the conducting of on-site campus visits for purpose of observing program activities and reporting findings to administrative program personnel;
4. the providing of data analysis and reports from stakeholder surveys collected;
5. the providing of data analysis of student demographic, performance and achievement data;
6. the assistance provided in designing the template for completion of each center's final evaluation report and,
7. the writing of the grantee final evaluation report.

EduServ was compensated $3,000 per center.

Appendices:

Program Surveys

Spring 2021 Survey Administration

Student Survey Results

Spring 2021 CTAC Cycle 10 ACE Student Survey
Combined Center Results

A. What campus does the student attend?

	#	%
Florence Elementary	31	12%
Florence JH and HS	22	8%
Gonzales El/Primary/East Ave	30	11%
Gonzales JH / North Ave Int	29	11%
Gonzales High School	26	10%

	#	%
Bluebonnet El/Clear Fork El	21	8%
Plum Creek El/Navarro El	17	6%
Alma Brewer Strawn El	6	2%
Shanklin El/Luling Primary	56	21%
Gerdes Junior High	29	11%
Total Student Responses:	267	

B. Indicate the level of satisfaction with each statement.

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. The help I receive in completing my homework.	#	5	3	68	67	116
	%	2%	1%	26%	26%	45%
2. The variety of enrichment activities offered in the ACE program.	#	4	10	35	68	146
	%	2%	4%	13%	26%	56%
3. The variety of academic activities offered in the ACE program.	#	6	6	40	74	134
	%	2%	2%	15%	28%	52%
4. The class sizes in the ACE program.	#	7	6	68	63	114
	%	3%	2%	26%	24%	44%
5. The special help given to me in the ACE program.	#	5	5	42	61	138
	%	2%	2%	17%	24%	55%
6. The attention and care given by teachers.	#	2	10	37	52	158
	%	1%	4%	14%	20%	61%
7. My chance to meet adults from the community.	#	9	12	56	60	115
	%	4%	5%	22%	24%	46%
8. My chance to make new friends.	#	10	9	46	65	130
	%	4%	3%	18%	25%	50%
9. The chance to be in a safe place after school.	#	3	9	33	55	160
	%	1%	3%	13%	21%	62%

Spring 2021 CTAC Cycle 10 ACE Student Survey
Combined Center Results

C. Indicate the level of agreement with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10. I feel that I am successful in the ACE program.	#	2	14	36	68	139
	%	1%	5%	14%	26%	54%
11. I look forward every day to attending ACE.	#	7	32	44	38	138
	%	3%	12%	17%	15%	53%
12. I feel a part of the ACE program.	#	4	10	45	47	146
	%	2%	4%	18%	19%	58%
13. The ACE program has helped me to enjoy learning.	#	3	8	53	56	141
	%	1%	3%	20%	21%	54%
14. My behavior in regular school has been better since I started attending the ACE program.	#	11	14	60	47	128
	%	4%	5%	23%	18%	49%
15. My grades in regular school have been better since I started attending the ACE program.	#	8	9	60	46	138
	%	3%	3%	23%	18%	53%
16. My attendance in regular school has been better since I started attending the ACE program.	#	12	8	47	58	136
	%	5%	3%	18%	22%	52%
17. Most of my experiences in the ACE program have been good.	#	4	5	36	53	164
	%	2%	2%	14%	20%	63%
18. I always learn new things in the ACE program.	#	4	14	34	56	147
	%	2%	5%	13%	22%	58%
19. Because of the ACE program, I enjoy going to school.	#	12	13	55	54	126
	%	5%	5%	21%	21%	48%
20. I look forward to participating in the ACE program in the future.	#	10	11	36	40	164
	%	4%	4%	14%	15%	63%

Spring 2021 Survey Administration

Parent Survey Results

Spring 2021 CTAC Cycle 10 ACE Parent Survey
Combined Center Results

A. What campus does your student attend?

	#	%
Florence Elementary	15	10%
Florence JH and HS	5	3%
Gonzales El/Primary/East Ave	23	15%
Gonzales JH / North Ave Int	10	7%
Gonzales High School	3	2%

	#	%
Bluebonnet El/Clear Fork El	35	23%
Plum Creek El/Navarro El	17	11%
Alma Brewer Strawn El	8	5%
Shanklin El/Luling Primary	29	19%
Gerdes Junior High	7	5%
Total Parent Responses:	152	

B. Indicate the level of satisfaction with each statement.

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. The help my child receives in completing their homework.	#	4	1	14	40	93
	%	3%	1%	9%	26%	61%
2. The variety of enrichment activities offered in the ACE program.	#	1	0	6	28	117
	%	1%	0%	4%	18%	77%
3. The variety of academic activities offered in the ACE program.	#	2	1	10	34	103
	%	1%	1%	7%	23%	69%
4. The class sizes in the ACE program.	#	2	0	13	39	98
	%	1%	0%	9%	26%	64%
5. The special help given to my child in the ACE program.	#	1	1	9	42	99
	%	1%	1%	6%	28%	65%
6. The attention and care given by teacher to my child.	#	2	2	7	38	103
	%	1%	1%	5%	25%	68%
7. My child's chance to meet adults from the community.	#	2	1	36	43	68
	%	1%	1%	24%	29%	45%
8. My child's chance to make new friends.	#	1	1	10	52	88
	%	1%	1%	7%	34%	58%

Spring 2021 CTAC Cycle 10 ACE Parent Survey
Combined Center Results

B. Indicate the level of satisfaction with each statement. (Cont.)

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
9. The safety of my child in the after school program.	#	3	0	6	38	105
	%	2%	0%	4%	25%	69%

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
10. The variety of family and adult activities offered by the ACE program.	#	2	0	16	38	95
	%	1%	0%	11%	25%	63%

C. Indicate the level of agreement with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11. My child feels that he/she is successful in the ACE program.	#	1	0	6	54	91
	%	1%	0%	4%	36%	60%
12. My child looks forward every day to attending ACE.	#	1	0	15	46	90
	%	1%	0%	10%	30%	59%
13. My child feels a part of the ACE program.	#	1	0	7	48	96
	%	1%	0%	5%	32%	63%
14. The ACE program has helped my child to enjoy learning.	#	1	0	17	44	90
	%	1%	0%	11%	29%	59%
15. The behavior of my child in school has been better since he/she started attending ACE.	#	3	2	30	48	67
	%	2%	1%	20%	32%	45%
16. My child's grades in school have been better since he/she started attending the ACE program.	#	1	0	30	42	76
	%	1%	0%	20%	28%	51%
17. My child's attendance in school has been better since he/she started attending the ACE program.	#	2	2	42	43	63
	%	1%	1%	28%	28%	41%
18. Most of my child's experiences in the ACE program have been good.	#	1	0	7	54	89
	%	1%	0%	5%	36%	59%

Spring 2021 CTAC Cycle 10 ACE Parent Survey
Combined Center Results

C. Indicate the level of agreement with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19. My child always learns new things in the ACE program.	#	1	0	10	51	90
	%	1%	0%	7%	34%	59%
20. Because of the ACE program, my child enjoys going to school.	#	2	0	22	47	80
	%	1%	0%	15%	31%	53%
21. My child looks forward to participating in the ACE program in the future.	#	1	0	8	55	88
	%	1%	0%	5%	36%	58%
22. There are opportunities for me to be involved in the after school program.	#	1	3	23	50	72
	%	1%	2%	15%	34%	48%
23. When I walk into the after school program to pick up my child, I am greeted by a staff member.	#	1	1	9	45	94
	%	1%	1%	6%	30%	63%
24. The family and adult activities offered by the ACE program are helpful.	#	1	1	19	45	86
	%	1%	1%	13%	30%	57%

Spring 2021 Survey Administration

Staff Survey Results

Spring 2021 CTAC Cycle 10 ACE Staff Survey
Combined Center Results

A. What is your assigned campus?

	#	%
Florence Elementary	19	16%
Florence JH and HS	6	5%
Gonzales El/Primary/East Ave	10	9%
Gonzales JH / North Ave Int	11	9%
Gonzales High School	24	21%

	#	%
Bluebonnet El/Clear Fork El	5	4%
Plum Creek El/Navarro El	9	8%
Alma Brewer Strawn El	5	4%
Shanklin El/Luling Primary	20	17%
Gerdes Junior High	8	7%
Total Staff Responses:	117	

B. Indicate the level of satisfaction with each statement.

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. The help children have in completing their homework.	#	2	1	15	43	56
	%	2%	1%	13%	37%	48%
2. The variety of enrichment activities offered in the after school program.	#	2	2	13	32	68
	%	2%	2%	11%	27%	58%
3. The variety of academic activities offered in the after school program.	#	2	6	9	37	63
	%	2%	5%	8%	32%	54%
4. The class sizes in the after school program.	#	1	4	17	38	55
	%	1%	3%	15%	33%	48%
5. The special help given to children in the after school program.	#	2	3	10	40	61
	%	2%	3%	9%	34%	53%
6. The attention and care given by teachers to children in the after school program.	#	2	1	5	41	68
	%	2%	1%	4%	35%	58%
7. The chance children have to meet adults from the community.	#	4	7	39	28	38
	%	3%	6%	34%	24%	33%
8. The chance children have to make new friends.	#	1	1	12	42	60
	%	1%	1%	10%	36%	52%
9. The chance children have to be in a safe place after school.	#	2	1	5	28	81
	%	2%	1%	4%	24%	69%

Spring 2021 CTAC Cycle 10 ACE Staff Survey
Combined Center Results

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
10. The manner in which the program is organized.	#	3	3	10	32	68
	%	3%	3%	9%	28%	59%
11. The operation of the program by the site coordinator.	#	2	4	9	31	71
	%	2%	3%	8%	26%	61%

C. Indicate the level of agreement with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12. Children have a feeling that they are successful in the after school program.	#	0	2	12	43	59
	%	0%	2%	10%	37%	51%
13. Children look forward every day to attending the after school program.	#	0	4	14	43	56
	%	0%	3%	12%	37%	48%
14. Children feel a part of the after school program.	#	0	2	10	43	62
	%	0%	2%	9%	37%	53%
15. The after school program has helped children to enjoy learning.	#	1	4	10	39	60
	%	1%	4%	9%	34%	53%
16. The behavior of children in school has been better since they started attending ACE.	#	3	7	36	24	46
	%	3%	6%	31%	21%	40%
17. Children's grades in school have been better since they started attending ACE.	#	0	6	31	31	49
	%	0%	5%	26%	26%	42%
18. Children's attendance in school has been better since they started attending ACE.	#	0	5	34	32	45
	%	0%	4%	29%	28%	39%
19. Most children have experiences in the after school program that have been good.	#	0	1	8	47	61
	%	0%	1%	7%	40%	52%
20. Children always learn new things in the after school program.	#	0	3	17	41	56
	%	0%	3%	15%	35%	48%
21. Because of the after school program children enjoy going to school.	#	0	4	33	31	49
	%	0%	3%	28%	26%	42%
22. Children look forward to participating in the after school program in the future.	#	0	2	16	40	59
	%	0%	2%	14%	34%	50%

Contact Information

ESC Academic Services
Program Manager
and
21st ACE Program Director
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