

The Central Texas ACE Collaboration (CTAC)

21st Century Community Learning Centers Cycle 10 – Year Two



Region XIII, Education Service Center

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21st Century Community Learning Centers

Cycle 10 – Year Two

Grantee Final Report 2020

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 One – 2019 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 2019-2020 school year.

During its second year of operation, the CTAC Cycle 10 grant program served 6,631 students of which 2,202 were enrolled as ACE program participants. Of those 2,202 ACE program enrollees, 771 were regular ACE program participants attending at least 45 days or more of programming activities. Over four hundred twenty eight (428) 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 6 out of the 10 centers had an average increase of +3.73 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 5 of the 10 centers had higher point increases in their second semester ELA grades as compared to all students enrolled in those 5 centers.
 - 3) In summary, combined regular program students had a +1.86 average point increase in their second semester ELA grades as compared to all enrolled students who had a +0.83 average point increase 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 8 out of the 10 centers had an average increase of +4.99 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 6 of the 10 centers had higher point increases in their second semester mathematics grades as compared to all students enrolled in those 6 centers.
 - 3) In summary, combined regular program students had a +4.21 average point increase in their second semester mathematics grades as compared to all enrolled students who had a +2.42 average point increase 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 6 out of the 10 centers had an average increase of +2.79 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 5 of the 10 centers had higher point increases in their second semester science grades as compared to all students enrolled in those three centers.
 - 3) In summary, combined regular program students had a +0.80 average point increase in their second semester science grades as compared to all enrolled students who had a +0.67 average point increase 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 7 out of the 10 centers had an average increase of +2.14 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 7 of the 10 centers had higher point increases in their second semester social studies grades as compared to all students enrolled in those 7 centers.
 - 3) In summary, combined regular program students had a +0.56 average point increase in their second semester social studies grades as compared to all enrolled students who had a +0.43 average point increase in their social studies grades.
- e) Student performance on the STAAR tests was not available due to the fact that on March 16, 2019 Governor Greg Abbot waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year.
- f) Survey results indicated that 59% of students, 73% of parents and 73% of staff either agreed or strongly agreed that ACE program students had improved in their academic grades during the 2019-2020 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 7 of the 10 centers, regular program students had a larger average daily attendance than did all students enrolled in those 7 centers.
- b) Regular program students had a 97.36% average attendance in the second semester versus a 96.48% average attendance for all enrolled 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 (2.53) than the average daily absence of all students combined (3.33).
- d) Survey results indicated that 57% of students, 60% of parents and 64% of staff either agreed or strongly agreed that ACE program students had improved in their attendance during the 2019-2020 school year.

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

- a) Regular program students had a higher average disciplinary incidence rate change from first semester to second semester of -0.19 as compared to the average disciplinary rate change for all students combined which was -0.08.
- b) Survey results indicated that 55% of students, 64% of parents and 59% of staff either agreed or strongly agreed that ACE program students had improved in their behavior during the 2019-2020 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 59% of students, 73% of parents and 73% of staff agreed or strongly agreed that the grades of ACE program students had improved during the 2019-2020 school year.
- b) Survey results indicated that 57% of students, 60% of parents and 64% of staff agreed or strongly agreed that the attendance of ACE program students had improved during the 2019-2020 school year.
- c) Survey results indicated that 77% of students, 89% of parents and 90% of staff either were satisfied or very satisfied that the ACE program helped students complete their homework assignments.
- d) Survey results indicated that 75% of students, 90% of parents and 91% 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 (2018-2019) Texas Academic Performance Report (TAPR) the 4-Year Federal Graduation Rate without Exclusions (GR 9-12) rate for Florence High School was 92.9% and for Gonzales High School was 91.8%.

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-five 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.

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 2019-20 school year was the second 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 e 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. C2, C4, C5, C6, 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, 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, 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, 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. C4, C10

Strategy i: Communicate with teachers to identify and follow-up on challenges affecting certain students and using ACE to provide customized assistance. 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, 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. 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, C4, C6, 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. 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, 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, 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, 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 2019-2020 school year, it was necessary to obtain data from a larger population of students than those enrolled in the ACE program. The quasi-experimental research design enabled the external evaluator to make comparisons between three groups of students, those that were regular 21st CCLC attendees, those that were non-regular 21st CCLC attendees and those that were non-participants. ACE program participants with 45 days or more of attendance were defined as “regular”, those with 1-44 days of attendance as “non-regular”; and those with 0 days attendance as “non-participants”.

Information Summary of Combined Centers

A. Student enrollment and 21st CCLC program attendance:

Total combined campus enrollment	6631
# 21 st CCLC students enrolled	2202
% of students enrolled	33%
Total # of parent participants	428 +

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

	Month	Day	Year
Fall start date	9	3	2019
Fall end date	12	13	2019
Spring start date	1	13	2020
Spring end date	5	1	2020
Summer start date	6	1	2020
Summer end date	7	16	2020

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	92	71 %
Non campus certified teachers	4	3 %
Non-certified teachers	33	26 %
Total number teachers in ACE	129	

E. ACE Student Demographics

Ethnicity Information

Ethnicity	All Students		All 21st CCLC		Regular Only	
	#	%	#	%	#	%
American Ind.	77	1.2 %	9	0.4 %	7	0.9 %
Asian	16	0.2 %	2	0.1 %	1	0.1 %
African Amer.	392	5.9 %	154	7.0 %	66	8.6 %
Hispanic	4173	62.9 %	1364	61.9 %	446	57.8 %
White	1808	27.3 %	627	28.5 %	223	28.9 %
Mixed	165	2.5 %	46	2.1 %	28	3.6 %
Totals	6631	100.0 %	2202	100.0 %	771	100.0 %

Gender Information

Gender	All Students		All 21st CCLC		Regular Only	
	#	%	#	%	#	%
Males	3437	51.8 %	1118	50.8 %	377	48.9 %
Females	3194	48.2 %	1084	49.2 %	394	51.1 %
Totals	6631	100.0%	2202	100.0%	771	100.0%

Grade Level of Students

Grade	All Students		All 21st CCLC		Regular Only	
	#	%	#	%	#	%
PreK	244	3.7 %	6	0.3 %	0	0.0 %
K	265	4.0 %	9	0.4 %	6	0.8 %
1	290	4.4 %	41	1.9 %	17	2.2 %
2	737	11.1 %	98	4.5 %	76	9.9 %
3	846	12.8 %	239	10.9 %	164	21.3 %
4	799	12.0 %	230	10.4 %	162	21.0 %
5	885	13.3 %	176	8.0 %	78	10.1 %
6	398	6.0 %	203	9.2 %	37	4.8 %
7	384	5.8 %	224	10.2 %	18	2.3 %
8	431	6.5 %	282	12.8 %	19	2.5 %
9	335	5.1 %	187	8.5 %	63	8.2 %
10	334	5.0 %	191	8.7 %	50	6.5 %
11	328	4.9 %	172	7.8 %	40	5.2 %
12	355	5.4 %	144	6.5 %	41	5.3 %
Totals	6631	100.0 %	2202	100.0 %	771	100.0 %

F. ACE Program Participation

Student Participation Types	Combined Campuses	
	#	%
ACE General Program Participant	2202	33.2 %
ACE Regular Program Participant	771	11.6 %
Non-ACE Participant	4429	66.8 %
Total Combined Campus Enrollment	6631	

G. Student Classification and Program Groupings

Percent Economically Disadvantaged			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	66.6 %	64.0 %	64.2 %
2	54.5 %	49.7 %	47.0 %
3	75.8 %	87.8 %	94.9 %
4	73.7 %	83.3 %	84.8 %
5	64.4 %	75.1 %	97.2 %
6	70.0 %	70.6 %	69.4 %
7	77.0 %	75.7 %	80.0 %
8	84.8 %	82.3 %	83.0 %
9	76.8 %	79.8 %	78.0 %
10	72.1 %	72.1 %	81.8 %
All Centers	74.4 %	73.3 %	76.8 %

Percent Title I			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	100.0 %	100.0 %	100.0 %
2	44.5 %	34.5 %	11.2 %
3	69.4 %	23.5 %	12.2 %
4	77.8 %	75.4 %	75.8 %
5	100.0 %	100.0 %	100.0 %
6	100.0 %	100.0 %	100.0 %
7	100.0 %	100.0 %	100.0 %
8	100.0 %	100.0 %	100.0 %
9	100.0 %	100.0 %	100.0 %
10	100.0 %	100.0 %	100.0 %
All Centers	86.8 %	73.4 %	63.9 %

Percent At Risk			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	55.7 %	59.6 %	59.7 %
2	56.9 %	56.2 %	53.7 %
3	34.1 %	37.3 %	36.9 %
4	71.5 %	82.7 %	87.9 %
5	60.2 %	56.4 %	52.8 %
6	66.7 %	77.9 %	77.4 %
7	82.0 %	81.4 %	81.9 %
8	81.1 %	85.5 %	88.7 %
9	60.2 %	71.4 %	69.2 %
10	62.5 %	62.5 %	66.7 %
All Centers	60.7 %	61.9 %	60.3 %

Percent LEP			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	32.4 %	37.1 %	38.8 %
2	23.0 %	18.3 %	9.0 %
3	25.4 %	28.5 %	28.4 %
4	24.4 %	28.6 %	18.2 %
5	10.9 %	12.0 %	13.9 %
6	10.0 %	4.4 %	4.8 %
7	14.0 %	14.3 %	36.4 %
8	64.0 %	61.3 %	64.2 %
9	11.6 %	7.6 %	8.8 %
10	19.9 %	19.9 %	21.2 %
All Centers	23.8 %	21.3 %	21.1 %

Percent Migrant			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	0.0 %	0.0 %	0.0 %
2	0.3 %	0.5 %	0.0 %
3	0.3 %	0.3 %	0.0 %
4	0.2 %	0.0 %	0.0 %
5	0.0 %	0.0 %	0.0 %
6	0.3 %	0.0 %	0.0 %
7	0.0 %	0.0 %	0.1 %
8	0.3 %	0.0%	0.0 %
9	0.2 %	0.0 %	0.0 %
10	2.3 %	2.3 %	0.0 %
All Centers	0.3 %	0.5 %	0.0 %

Percent Bilingual			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	12.9 %	14.6 %	16.4 %
2	0.0 %	0.0 %	0.0 %
3	20.8 %	21.0 %	19.9 %
4	22.0 %	25.5 %	18.2 %
5	7.4 %	8.8 %	6.9 %
6	11.1 %	2.9 %	3.2 %
7	8.0 %	8.6 %	28.9 %
8	49.4 %	51.6 %	54.7 %
9	0.0 %	0.0 %	0.0 %
10	34.6 %	34.6 %	24.2 %
All Centers	17.0 %	16.0 %	13.0 %

Percent ESL			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	12.5 %	15.7 %	13.4 %
2	17.8 %	14.9 %	6.0 %
3	4.5 %	7.2 %	8.0 %
4	2.5 %	3.1 %	0.0 %
5	3.6 %	3.5 %	6.9 %
6	4.0 %	2.9 %	3.2 %
7	2.0 %	1.4 %	4.0 %
8	3.4 %	1.6 %	1.9 %
9	9.9 %	7.6 %	8.8 %
10	0.0 %	0.0 %	0.0 %
All Centers	5.9 %	6.1 %	6.2 %

Percent Special Education			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	13.9 %	20.2 %	22.4 %
2	11.7 %	7.5 %	5.2 %
3	13.5 %	11.6 %	9.1 %
4	14.2 %	18.1 %	27.3 %
5	11.7 %	12.7 %	16.7 %
6	17.8 %	17.6 %	16.1 %
7	16.0 %	12.9 %	13.1 %
8	9.8 %	16.1 %	15.1 %
9	15.3 %	16.0 %	15.4 %
10	12.6 %	12.6 %	6.1 %
All Centers	13.5 %	13.2 %	13.1 %

Percent Talented and Gifted			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	3.0 %	3.4 %	3.0 %
2	5.8 %	7.0 %	6.7 %
3	6.1 %	6.3 %	5.1 %
4	8.4 %	5.4 %	9.1 %
5	8.0 %	11.1 %	15.3 %
6	7.2 %	2.9 %	3.2 %
7	2.0 %	4.3 %	6.5 %
8	3.4 %	4.8 %	3.8 %
9	5.4 %	2.5 %	3.3 %
10	5.6 %	5.6 %	3.0 %
All Centers	6.4 %	6.6 %	5.6 %

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 on activity development, training, professional development, campus support, supplies and equipment, observational protocols, marketing and recruitment.

Center 1: Florence Elementary School

Pre 2019-20 Center Setting: The following information describes the Florence Elementary School at the end of the 2018-19 school year and sets the scenario for the 2019-2020 school year. The 2019 Accountability Rating for this campus was a “C”. Based on information obtained from the 2018-19 TAPR report there were 488 students enrolled at the Florence Elementary School with an ethnicity distribution of 1.4% African American, 49.0% Hispanic, 46.7% White, 0.2% American Indian and 2.7% of two or more races. The report shows that 69.1% were economically disadvantaged and 52.5% were at-risk. The report noted a student retention rate of 0% at Grades 2 and 4, 4.4% at Grade K. 1.4% at Grade 1 and 1.6% at Grades 3 and 5. An attendance rate in 2017-18 of 95.8% was noted in the report. 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: In addition to the general background information provided above, 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.

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.

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: At the beginning of the 2019-20 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 formulated the adult family component of the ACE program. Services from a Family Engagement Specialist were limited throughout the 2019-20 school year. According to information provided by the site coordinator, there were a total of 70 parent participants during the school year.

Activities offered included Fall Festival Pumpkin Painting, STEM Night, ESL Classes, Pumpkin Carving Night, Paint with Me Night, and Craft Night. In the spring activities offered were a Nutrition Class, a CPR class, Reading Night, and a Books to Movie Club. Due to Covid19 other activities planned for the spring of 2020 had to be cancelled.

Center 2: Florence Middle School and Florence High School

Pre 2019-20 Center Setting: The following information describes the Florence Middle School and Florence High School at the end of the 2018-19 school year and sets the scenario for the 2019-2020 school year. Both Florence Middle School and Florence High School had a 2019 Accountability Rating of a “C”.

The following pertains to Florence Middle School. Based on information obtained from the 2018-19 TAPR report there were 260 students enrolled at Florence Junior High School with an ethnicity distribution of 1.5% African American, 48.5% Hispanic, 46.5% White, 0.4% American Indian and 3.1% of two or more races. The report shows that 56.5% were economically disadvantaged and 64.2% were at-risk. The report noted a 0% student retention rate at all grade levels. An attendance rate in 2017-18 of 94.4% was noted in the report. 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%.

The following applies to Florence High School. Based on information obtained from the 2018-19 TAPR report there were 336 students enrolled at Florence High School with an ethnicity distribution of 1.8% African American, 47.9% Hispanic, 46.4% White, 0.6% American Indian, 0.3% Asian, 0.3% Pacific Islander and 2.7% of two or more races. The report shows that 50.0% were economically disadvantaged and 58.6% were at-risk. The report noted a student retention rate of 1.3% at Grade 9 only. An attendance rate in 2017-18 of 94.5% was noted in the report. 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 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.

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 the Art Club, the Robotics Club and a FFA Class. 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. 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 use of the high school library and cafeteria. The cafeteria director provides healthy and nutritious snacks each day after school for all students attending ACE. The food science lab is utilized each Tuesday and a science teacher teaches the students how to cook foods they would be able to cook for themselves or their family. 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.

Family Engagement Component: At the beginning of the 2019-20 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 formulated the adult family component of the ACE program. The Services from a FES were limited throughout the 2019-20 school year. According to information provided by the site coordinator, there were a total of 54 parent participants during the school year. Activities offered included English Classes, Nutrition Class, CPR Class, Paint Party and Bragging Buffalo Breakfast. Due to Covid19 activities planned for the spring of 2020 had to be cancelled.

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

Pre 2019-20 Center Setting: The following information describes the end of the 2018-19 school year for the following three campuses: Gonzales Elementary School, Gonzales Primary and Gonzales East Avenue Elementary and sets the scenario for the 2019-2020 school year. The 2019 Accountability Rating for each of the three campuses was a “D”.

The following pertains to Gonzales Elementary School. Based on information obtained from the 2018-19 TAPR report there were 400 students enrolled at the Gonzales Elementary School with an ethnicity distribution of 9.0% African American, 63.3% Hispanic, 27.0% White, 0.3% American Indian, 0.3% Pacific Islander and 0.3% of two or more races. The report shows that 77.0% were economically disadvantaged and 59.0% were at-risk. The report noted a student retention rate of 0% for all grades. An attendance rate in 2017-18 of 96.2% was noted in the report. 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%.

The following pertains to Gonzales Primary Academy. Based on information obtained from the 2018-19 TAPR report there were 352 students enrolled at the Gonzales Primary Academy with an ethnicity distribution of 11.8% African American, 66.1% Hispanic, 21.9% White, 0.6% Asian and 0.3% of two or more races. The report shows that 85.5% were economically disadvantaged and 60.8% were at-risk. The report noted a student retention rate of 4.5% at Grade Kindergarten only. An attendance rate and STAAR performance information were not available.

The following pertains to Gonzales East Avenue Primary. Based on information obtained from the 2018-19 TAPR report there were 389 students enrolled at the Gonzales East Avenue Primary with an ethnicity distribution of 11.8% African American, 66.1% Hispanic, 21.9% White and 0.3% Asian. The report shows that 80.7% were economically disadvantaged and 97.4% were at-risk. The report noted a student retention rate of 7.1% at Grade 1 and 6.4% at Grade 2. An attendance rate in 2017-18 of 95.3% was noted in the report. There was no STAAR performance information noted in the TAPR report.

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 for 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 cafeteria and gym. Two paras and several teachers help in the ACE program. The coordinator attends monthly meetings at 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: At the beginning of the 2019-20 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 formulated the adult family component of the ACE program. Services from a FES were limited throughout the 2019-20 school year. According to information provided by the site coordinator, there were a total of 31 parent participants during the school year. Activities offered included Homework Help Class, Love and Logic Classes, Loteria Night, Polar Express Night, Ornament Decorating Night, Pie Contest, Fun Friday with Parents and Family Library Nights. Due to Covid19 activities planned for the spring of 2020 had to be cancelled.

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

Pre 2019-20 Center Setting: The following information describes the end of the 2018-19 school year for the following two campuses: Gonzales Junior High School and Gonzales Intermediate School and sets the scenario for the 2019-2020 school year.

The following pertains to Gonzales Junior High School. The 2019 Accountability Rating for this campus was a "C". Based on information obtained from the 2018-19 TAPR report there were 468 students enrolled at the Gonzales Junior High School with an ethnicity distribution of 6.8% African American, 65.0% Hispanic, 27.8% White, 0.2% American Indian and 0.2% Pacific Islander. The report shows that 72.9% were economically disadvantaged and 65.2% were at-risk. The report noted a student retention rate of 0% at all Grade levels. An attendance rate in 2017-18 of 95.8% was noted in the report. 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 following pertains to Gonzales Intermediate School. The 2019 Accountability Rating for this campus was a "C". Based on information obtained from the 2018-19 TAPR report there were 429 students enrolled at the Gonzales Intermediate School with an ethnicity distribution of 7.2% African American, 70.6% Hispanic, 21.4% White, 0.2% American Indian and 0.5% of two or more races. The report shows that 76.9% were economically disadvantaged and 67.8% were at-risk. The report noted a student retention rate of 0.6% at Grade 5 and 0.9% at Grade 6. An attendance rate in 2017-18 of 95.3% was noted in the report. 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 5-8. 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 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: At the beginning of the 2019-20 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 2019-20 school year. According to information provided by the site coordinator, there were a total of 59 parent

participants during the school year. Activities offered included College Visits. Due to Covid19 activities planned for the spring of 2020 had to be cancelled.

Center 5: Gonzales High School

Pre 2019-20 Center Setting: The following information describes the Gonzales High School at the end of the 2018-19 school year and sets the scenario for the 2019-2020 school year. The 2019 Accountability Rating for this campus was a “C”. Based on information obtained from the 2018-19 TAPR report there were 821 students enrolled at the Gonzales High School with an ethnicity distribution of 5.1% African American, 69.5% Hispanic, 24.6% White, 0.2% Asian, 0.1% Pacific Islander and 0.4% of two or more races. The report shows that 62.1% were economically disadvantaged and 51.4% were at-risk. The report noted a student retention rate of 5.1% at Grade 9. An attendance rate in 2017-18 of 94.0% was noted in the report. 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 two 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 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 packets were mailed or sent home with students. Once the program started the site coordinator gauged student interest by asking them what clubs or activities they would like to see offered in ACE. This year resulted in carrying forward with two and have partnered with other student organizations to help with other events. Reading and math were identified as focus areas of need and the ACE program has been directed in that direction. 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 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. At the end of last school year the ACE program sought to have a greater campus and community presence. There was partnering with the local food bank, Gonzales Christian Assistance Ministry, Norma's House and Gonzales National Bank. Each of these came out and presented to ACE students about their organization. This year for the local Lights on Afterschool ACE partnered with several community organizations to make it a success. The coordinator asked for donations for prizes to give out with the event’s “Loteria” theme. There was partnering with Sweet Bee's, China Basket, La Bella Tavola, Come and Take It Bar and Grill, Angel's and Outlaws and CJ Land and Gravel. All organizations were happy to help and they were recognized during the program and in the newspaper as

well. At the high school level, the ACE program has also partnered with several student chapters including, FCCLA, Art Club and Spanish Honor Society.

Family Engagement Component: At the beginning of the 2019-20 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 formulated the adult family component of the ACE program. Services from a FES were limited throughout the 2019-20 school year. According to information provided by the site coordinator, there were a total of 55 parent participants during the school year. Activities offered included Library Nights and College Access Nights. Due to Covid19 activities planned for the spring of 2020 had to be cancelled.

Center 6: Bluebonnet Elementary School and Clear Fork Elementary School

Pre 2019-20 Center Setting: The following information describes the Bluebonnet and Clear Fork Elementary campuses at the end of the 2018-19 school year and sets the scenario for the 2019-2020 school year.

The following pertains to Bluebonnet Elementary School. The 2019 Accountability Rating for this campus was a "D". Based on information obtained from the 2018-19 TAPR report there were 572 students enrolled at the Bluebonnet Elementary School with an ethnicity distribution of 2.4% African American, 74.5% Hispanic, 19.9% White, 0.3% Asian and 2.8% of two or more races. The report shows that 74.1% were economically disadvantaged and 65.6% were at-risk. The report noted a student retention rate of 2.5% at Grade 1, 1.3% at Grade 2 and 1.1% at Grade 4. An attendance rate in 2017-18 of 96.0% was noted in the report. 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%.

The following pertains to Clear Fork Elementary School. The 2019 Accountability Rating for this campus was a "C". Based on information obtained from the 2018-19 TAPR report there were 450 students enrolled at the Clear Fork Elementary School with an ethnicity distribution of 1.1% African American, 64.7% Hispanic, 31.6% White, 0.4% American Indian, 0.2% Asian and 2.0% of two or more races. The report shows that 66.0% were economically disadvantaged and 62.7% were at-risk. The report noted a student retention rate of 3.0% at Grade 2. An attendance rate in 2017-18 of 95.3% was noted in the report. 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 student's 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. The ACE program is specifically directed to "Bubble Students", those students who may not be meeting standardized test scores or school district checkpoints. 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. 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.

Family Engagement Component: At the beginning of the 2019-20 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 2019-20 school year. According to information provided by the site coordinator, there were a total of 129 parent participants during the school year. Activities offered included Folklorico and Cooking. Due to Covid19 activities planned for the spring of 2020 had to be cancelled.

Center 7: Navarro Elementary School and Plum Creek Elementary School

Pre 2019-20 Center Setting: The following information describes the Navarro and Plum Elementary campuses at the end of the 2018-19 school year and sets the scenario for the 2019-2020 school year.

The following pertains to Navarro Elementary School. The 2019 Accountability Rating for this campus was a "C". Based on information obtained from the 2018-19 TAPR report there were 517 students enrolled at the Navarro Elementary School with an ethnicity distribution of 3.3% African American, 65.6% Hispanic, 28.6% White, 0.4% Asian and 2.1% of two or more races. The report shows that 73.7% were economically disadvantaged and 63.1% were at-risk. The report noted a student retention rate of 1.6% at Kindergarten, 1.7% at Grade 1 and 1.2% at Grade 2. An attendance rate in 2017-18 of 95.8% was noted in the report. 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 pertains to Plum Creek Elementary School. The 2019 Accountability Rating for this campus was a "C". Based on information obtained from the 2018-19 TAPR report there were 571 students enrolled at the Plum Creek Elementary School with an ethnicity distribution of 3.2% African American, 84.2% Hispanic, 11.0% White, 0.4% American Indian and 1.2% of two or more races. The report shows that 84.1% were economically disadvantaged and 75.1% were at-risk. The report noted a student retention rate of 1.4% at Kindergarten, 4.1% at Grade 1 and 3.6% at Grade 2. An attendance rate in 2017-18 of 96.6% was noted in the report. 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: There is a general need for the ACE program in the Lockhart community. The general background information provided above shows the need for the ACE program at this specific center. In order to address those areas of weakness, the aims of the ACE program are to help student's 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. While there is a strong focus present on reading, writing and comprehension, there is still need for academic assistance beyond homework help to students in math and science at the fifth grade level. Every day after school ACE students are provided an opportunity to be taught by certified teachers. Not only are students being exposed to an on-going school curriculum and tutoring, but we are also experiencing and doing fun enrichment activities. This is giving the ACE students the opportunity to experience more hands-on and exciting experiences.

The students enrolled in the ACE program are identified through collaboration between the principal, RTI lead teacher and the program specialist. While ACE students are initially invited by principals to attend ACE, once these are enrolled then teachers can identify additional students who might benefit from the ACE program.

The school district and campus provide the following resources for the ACE program: regular classrooms, gym, cafeteria, meals, supplies, transportation, TEKS workbooks, writing workbooks, a rolling library and Chrome books. Additional resources include webinars, Eduphoria, Skyward, TEKS Resource System, Dreambox, Prodigy, ISTATION and the Capstone Curriculum.

Family Engagement Component: At the beginning of the 2019-20 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 formulated the adult family component of the ACE program. Services from a FES were limited throughout the 2019-20 school year. According to information provided by the site coordinator, there were a total of 27 parent participants during the school year. Activities offered included a variety of Monthly Parent Events. Due to Covid19 activities planned for the spring of 2020 had to be cancelled. One of the activities canceled was a musical entitled Willie Wonka. The students had been working on costumes and props for the musical; unfortunately, it was not performed due to Covid19.

Center 8: Alma Brewer Strawn Elementary School

Pre 2019-20 Center Setting: The following information describes the Alma Brewer Strawn Elementary School at the end of the 2018-19 school year and sets the scenario for the 2019-2020 school year. The 2019 Accountability Rating for this campus was an “F”. Based on information obtained from the 2018-19 TAPR report there were 497 students enrolled at the Alma Brewer Strawn Elementary School with an ethnicity distribution of 1.0% African American, 92.2% Hispanic, 5.4% White, 0.2% American Indian, 0.2% Asian and 1.0% of two or more races. The report shows that 85.3% were economically disadvantaged and 89.3% were at-risk. The report noted a student retention rate of 1.4% at Kindergarten, 4.3% at Grade 1 and 1.5% at Grade 2. An attendance rate in 2017-18 of 95.6% was noted in the report. 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 an “F” grade from the state. There are many students in grades 3 through 5 that simply are not able to read nor write. The ACE program has the benefit of attracting not only regular classroom teachers but also those with specialization in bilingual and special education.

The principal uses a formula to identify the students who would benefit from participation in ACE. In August the principal invites potential ACE students to enroll in ACE. 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 is really in need of help through ACE.

Family Engagement Component: At the beginning of the 2019-20 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 2019-20 school year. According to information provided by the site coordinator, there were a total of 51 parent participants during the school year. Activities offered included Adult ESL Classes and Parent Events. Due to Covid19 activities planned for the spring of 2020 had to be cancelled.

Center 9: Shanklin Elementary School and Luling Primary School

Pre 2019-20 Center Setting: The following information describes the Shanklin Elementary School and Luling Primary campuses at the end of the 2018-19 school year and sets the scenario for the 2019-2020 school year.

The following pertains to Shanklin Elementary School. The 2019 Accountability Rating for this campus was a "D". Based on information obtained from the 2018-19 TAPR report there were 425 students enrolled at the Shanklin Elementary School with an ethnicity distribution of 6.4% African American, 68.7% Hispanic, 22.1% White, 0.2% American Indian, 0.2% Asian, 0.2% Pacific Islander and 2.1% of two or more races. The report shows that 75.1% were economically disadvantaged and 61.6% were at-risk. The report noted a student retention rate of 3.2% at Grade 4 only. An attendance rate in 2017-18 of 96.3% was noted in the report. 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 following pertains to Luling Primary. The 2019 Accountability Rating for this campus was a "D". Based on information obtained from the 2018-19 TAPR report there were 253 students enrolled at the Luling Primary with an ethnicity distribution of 7.1% African American, 71.1% Hispanic, 16.6% White, 0.4% Asian, 0.4% Pacific Islander and 4.3% of two or more races. The report shows that 79.8% were economically disadvantaged and 59.7% were at-risk. The report noted a student retention rate of 1.3% at Kindergarten. An attendance rate in 2017-18 of 95.6% was noted in the report. No STAAR performance data was available for this campus.

Program Description: The ACE program is located on the Elementary campus in the Luling School district. Shanklin Elementary has a high percentage of students who are economically disadvantaged. They are in need of the extra support that an afterschool program provides. Having an afterschool program that focuses on academics such as targeted tutorials for math and ELA, provides homework help to students and also focuses on social skills can help the students succeed in all areas of the classroom.

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 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 and invitations are sent out to enroll the 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 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 outside the classroom.

The campus provides the program use of the cafeteria, library, teacher classrooms, computer labs, office space, and the playground area. All personnel are required to complete district compliance training as well as professional development designed to help them understand the expectations of the ACE program. 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), the 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 career and readiness activities in the program. The local fitness and nutrition center (The Loft) and the county Agrilife Extension Agency also provide enrichment programs for the students who attend ACE.

Family Engagement Component: At the beginning of the 2019-20 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 formulated the adult family component of the ACE program. Services from a FES were limited throughout the 2019-20 school year. According to information provided by the site coordinator, there were a total of 191 parent participants during the school year. Activities offered included Bullying Program, CPR/First Aid and Parenting Classes. Due to Covid19 activities planned for the spring of 2020 had to be cancelled.

Center 10: Gerdes Junior High School

Pre 2019-20 Center Setting: The following information describes the Gerdes Junior High School at the end of the 2018-19 school year and sets the scenario for the 2019-2020 school year. The 2019 Accountability Rating for this campus was an “F”. Based on information obtained from the 2018-19 TAPR report there were 306 students enrolled at the Gerdes Junior High School with an ethnicity distribution of 5.2% African American, 70.6% Hispanic, 21.9% White, 0.3% Asian and 2.0% of two or more races. The report shows that 70.6% were economically disadvantaged and 74.8% were at-risk. The report noted a student

retention rate of 0.0% at all grades. An attendance rate in 2017-18 of 96.3% was noted in the report. 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 and 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 provide enrichment to our students who attend ACE.

Family Engagement Component: At the beginning of the 2019-20 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 2019-20 school year. According to information provided by the site coordinator, there were a total of 45 parent

participants during the school year. Activities offered included a variety of Family Engagement Nights. Due to Covid19 activities planned for the spring of 2020 had to be cancelled.

B. Impact of Covid 19 on ACE Program

Because of the possibility of the spread of COVID-19, all Cycle 10 schools closed indefinitely while staff and students were already out for Spring Break. This caused some challenges since staff were unable to retrieve their computers, records, and other things they needed to run a virtual program. Because of this and the indecision on the parts of some ACE centers regarding how to proceed, some programs were delayed in starting back up after the extended Spring Break period.

Once TEA directed the ACE program to continue with programming as best as possible, the site directors met with campus leadership to determine where ACE funds could best be used while fulfilling the goals of the grant. Most Centers were primarily concerned with the health and wellbeing of their students, followed closely with trying to prevent any learning slide that would occur due to school closures.

To that end, most Cycle 10 Site Directors assisted their campuses in distributing snacks and meals. In addition, all Centers created academic and enrichment programming that could be delivered either virtually or via packets. This required extensive training, as creating virtual programming was a new skill that had to be learned. Site Directors and ACE teachers attended workshops, webinars, and live trainings on Zoom to learn how to navigate the virtual classroom. Programming included both prerecorded and live sessions on Facebook Live, Google Classroom, Zoom, and TikTok. Most of the intensively academic sessions were live. Teachers would be available for an hour, ready to help one or more students in math, science, or reading. Other live classes included yoga, cooking, and dance. Prerecorded sessions were rare, as they required a higher level of technical know-how.

Many students enrolled in Cycle 10 schools had little to no access to Wi-Fi or Wi-Fi enabled devices and, as a result, were unable to access the virtual programming options. While schools scrambled to purchase and distribute Chromebooks, Site Directors created packets and activity kits to deliver to ACE students. These kits were packed in bags and/or boxes and included all instructions and supplies needed to complete a week's worth of various cooking, gardening, history, writing, or physical activities. For example, a kit might have a baggie of dirt and some flower seeds with instructions on how to plant and water the flower. The instructions also included directions to take a picture of the completed project and send it to the Site Director or teacher. In this way, keeping a sort of attendance was possible.

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 2020 stakeholder survey. Survey results indicated that 69% of students, 91% of parents and 92% of staff either were satisfied or very satisfied with the variety of enrichment activities offered in the ACE program. Also survey results indicated that 65% of students, 86% of parents and 87% 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 2019-20 school year was a response to identified special needs and interests of students. The following nine categories detail a sampling of major activities offered during the fall and spring semesters of 2019-20.

1. Academic Support Activities Included:

After School Academic Hour	Computer Club
Computer Lab	Cooking Club
English Language Arts	ESL Classes
Family Reading Night	Homework Hall
Homework Help	Mad Science Lab
Prodigy	Reading Group
Reading Room	Sight Word Flash Cards
Silent Reading	Small Group Tutoring
STEAM	Translators
Tutorials - English language Arts	Tutorials – Math
UIL	Writing Prompts

2. Enrichment Activities With Academic Focus Included:

After School Academic Hour	Band
Board Games	Building With Magnetix and Strawbees
Chess Club	Computer Club
Computer Lab	Cooking
Crafts	Dance Club
ESL Classes	Fun Friday – STEM/Technology Activities
Fun Friday Science	Humanitarian Club
Lego Club	Legos
Morning ACE	No Bake Cooking Club
Reading Passages on Holidays	Robotics Club
Soccer STEM Camp	Spanish Club
STEAM	STEAM Projects
STEM Activities	STEM Enrichment
UIL Activities	

3. Enrichment Activities With Cultural Arts Focus Included:

Art Club	Black History Month Event
Collages	Cooking Class
Dia De Los Muertos	Diez y Seis De Septiembre
DIY Club	Folklorico Club
Japanese Club	Loteria
Loteria Night	Music Enrichment
Painting	Sewing
Sidewalk Chalk	Spanish Honor Society
Watercolors	

4. Enrichment Activities With Health/Wellness Focus Included:

Bounce Out	Cooking
Cooking Club	CPR Class
Dance Club	Fit 2 Excel
Folklorico Club	Fun Friday Cooking
Hua Hoops	Jump Rope
Love and Logic Workshops	Nutrition Class
Outdoor Play	Pound Exercise Fitness
Soccer Club	Sports and Recreation
Track and Field Day	Zumba

5. Enrichment Activities With Technology Focus Included:

Computer Club	Computers
Cooking Club	DIY Club
Driver's Education	Family Library / Computer Night
Fun Friday – STEM/Technology Activities	Gaming Club
Ipads	Japanese Club
Robotics Club	Small Group Tutoring
Snap Circuits	STEAM
STEM	

6. Enrichment Activities With Recreation Focus Included:

ACE Inflatable Day	ACE Inflatable Extravaganza
Art	Basketball
Black History Month Event	Board Games
Bounce Out	Cooking
Dia De Los Muertos	Dies y Seis de Septiembre
Fit 2 Excel	Folklorico Club
Football	Hula Hoops
Jump Rope	Loteria
Open House	Polar Express Night
Soccer	Soccer Club
Sport and Recreation	Sports and Fitness
Walking / Distance Club	Zumba

7. Enrichment Activities With Character/Social Skills Focus Included:

ACE Polar Express Night	AVID
Board Games	Bounce Out
Bully Club	Campfire
Campus Beautification	Cooking Club
Crafts	DIY Club
Folklorico Club	Football
GJHS Meetings	Humanitarian Club
Japanese Club	Service Learning Activities
Sport and Recreation	Team Building Games
Team Building Projects	Vision Board Workshop

8. Family, Parent and Student and Parent Support Activities Included:

Bragging Buffalo Breakfast	Bullying Program
College Access Nights	College Visits
Cooking Club	CPR and First Aide Training
CPR Class	English Classes
ESL Classes	Fall Festival Pumpkin Painting
Family Engagement Night	Family Library Nights
Folklorico Club	Fun Friday With Parents
Homework Help Class	Library Night
Love and Logic Classes	Monthly Family Events
Nutrition Class	Paint With Me Night
Parent Monthly Theme Events	Parenting Classes
Pumpkin Carving Night	Small Group Tutoring
STEM Night	

9. College and Workforce Readiness Activities Included:

ACT Prep	AVID
College / Career Exploration	College Access Nights
College and Career Enrichment	College Field Trips
College Readiness	College Visit Programs
Cooking	Cooking Club
DIY Club	Engineering Activities
FAFSA Night	Making Slime
Music Enrichment	No Bake Cooking Club
Reading Room	SAT Prep
Small Group Tutoring	Writing Prompts

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 a larger population of students than those enrolled in the ACE program.

The quasi-experimental research design provided a comparison between three groups of students on each center, those that were regular 21st CCLC attendees, those that were non-regular 21st CCLC attendees and those that were non-participants. Charts 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. Charts provide a comparison analysis from three 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. 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, 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. 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. 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. 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, C7, C8, C9, C10

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

Expectation n: That all students will pass their STAAR exams. 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, C3, 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, 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, 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. 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, 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, 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%. 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. C3, C4, C5, C7, C10

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

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

Expectation n: That student behavior expectations will be continually reinforced. C1, C2, C3, C4, 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. 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, 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, 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. 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 charts 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 chart contains a comparison analysis from three groups of students from the combined ten centers. The comparison groups of students are a) all students enrolled on the CTAC Cycle 10 ACE center campuses, b) all students on CTAC Cycle 10 ACE center campuses who enrolled in the ACE program and c) 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: Grade change from semester 1 to semester 2

English Language Arts Average Semester Grades						
Center Number	All Students		All 21st CCLC		Regular Only	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
1	88.22	93.86	86.68	93.91	86.90	93.70
2	88.07	89.80	87.73	89.90	87.81	90.25
3	88.62	87.38	87.07	86.52	87.38	86.61
4	85.20	86.31	84.51	85.31	83.73	86.67
5	83.42	83.01	83.81	83.17	85.03	86.59
6	87.76	87.07	85.51	84.85	84.87	84.37
7	85.38	84.52	86.71	85.86	86.04	85.18
8	84.54	84.27	83.58	83.44	83.62	83.38
9	81.38	87.63	79.96	86.87	80.31	87.21
10	83.31	85.23	83.31	85.23	83.33	85.06
Combined	85.75	86.58	85.08	86.24	85.49	87.36

Actual Semester ELA Grade Change			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	5.64	7.23	6.80
2	1.73	2.17	2.44
3	-1.24	-0.56	-0.77
4	1.11	0.80	2.94
5	-0.41	-0.64	1.56
6	-0.69	-0.66	-0.50
7	-0.86	-0.86	-0.86
8	-0.27	-0.15	-0.25
9	6.25	6.91	6.90
10	1.92	1.92	1.73
All Centers	0.83	1.16	1.86

Mathematics: Grade change from semester 1 to semester 2

Mathematics Average Semester Grades						
	All Students		All 21st CCLC		Regular Only	
Center Number	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
1	84.82	92.33	83.42	91.80	83.52	92.08
2	83.33	88.15	83.06	88.80	84.99	94.64
3	87.05	86.77	84.36	85.53	84.45	85.57
4	81.92	84.91	80.16	83.61	82.55	86.91
5	84.07	85.86	84.74	86.50	85.99	87.64
6	86.19	86.84	85.53	83.70	82.76	83.08
7	84.10	84.10	83.79	83.68	83.19	82.69
8	85.16	84.41	83.71	83.35	83.45	83.32
9	81.69	89.85	80.64	89.56	81.00	89.96
10	81.42	84.81	81.42	84.81	79.52	84.79
Combined	84.07	86.49	82.80	86.12	83.60	87.81

Actual Semester Mathematics Grade Change			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	7.51	8.38	8.56
2	4.82	5.73	9.65
3	-0.27	1.17	1.12
4	2.99	3.45	4.36
5	1.79	1.76	1.66
6	0.65	0.17	0.32
7	0.00	-0.12	-0.50
8	-0.75	-0.35	-0.13
9	8.16	8.92	8.96
10	3.38	3.38	5.27
All Centers	2.42	3.31	4.21

Science: Grade change from semester 1 to semester 2

Science Average Semester Grades						
	All Students		All 21st CCLC		Regular Only	
Center Number	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
1	89.13	92.19	88.06	92.26	88.54	92.54
2	85.48	88.76	85.26	88.82	85.63	88.64
3	95.54	93.26	95.65	93.06	95.94	92.77
4	84.88	86.17	82.88	84.78	84.18	86.00
5	83.41	83.09	83.43	83.30	84.12	85.38
6	91.00	90.25	89.94	89.43	89.48	88.80
7	88.64	88.58	88.22	87.99	88.38	88.08
8	90.20	90.30	89.39	89.39	89.53	89.49
9	88.78	91.90	88.16	91.85	88.46	92.25
10	83.39	85.59	83.39	85.59	81.48	84.33
Combined	88.01	88.68	86.38	87.56	89.01	89.81

Actual Semester Science Grade Change			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	3.06	4.20	4.00
2	3.28	3.55	3.01
3	-2.28	-2.59	-3.17
4	1.29	1.90	1.82
5	-0.32	-0.14	1.26
6	-0.75	-0.52	-0.68
7	-0.06	-0.24	-0.29
8	0.10	0.00	-0.04
9	3.12	3.69	3.80
10	2.20	2.20	2.85
All Centers	0.67	1.18	0.80

Social Studies: Grade change from semester 1 to semester 2

Social Studies Average Semester Grades						
Center Number	All Students		All 21st CCLC		Regular Only	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
1	90.97	94.13	90.59	94.90	91.38	95.32
2	86.16	88.92	85.63	88.46	84.90	88.05
3	95.31	92.57	94.40	92.14	94.50	91.91
4	84.55	87.20	83.21	85.53	84.82	87.48
5	88.56	86.00	88.91	86.64	90.24	86.75
6	93.22	93.17	92.49	92.78	91.89	92.45
7	90.20	90.25	91.09	91.44	90.77	91.04
8	92.56	92.40	91.85	91.50	91.32	91.23
9	88.90	90.81	88.14	90.44	88.36	90.58
10	84.83	87.40	84.83	87.40	81.16	85.25
Combined	89.46	89.90	87.88	88.66	87.74	90.30

Actual Semester Social Studies Grade Change			
Center Number	All Students	21st CCLC Students	Regular Participants
1	3.16	4.31	3.94
2	2.75	2.84	3.14
3	-2.75	-2.26	-2.59
4	2.64	2.32	2.67
5	-2.57	-2.27	-3.48
6	-0.05	0.29	0.56
7	0.06	0.35	0.27
8	-0.17	-0.35	-0.09
9	1.91	2.30	2.23
10	2.57	2.57	4.09
All Centers	0.43	0.79	0.56

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 (Q3:15)	Staff (Q3:17)
Strongly Agree	29%	40%	35%
Agree	30%	33%	38%
Neutral	26%	19%	24%
Disagree	9%	4%	2%
Strongly Disagree	6%	4%	1%

The combined results of all CTAC Cycle 10 centers indicates that stakeholders perceived an improvement in student academic grades. Survey results indicated that 59% of students, 73% of parents and 73% of staff either agreed or strongly agreed that ACE program students had improved in their academic grades during the 2019-2020 school year.

2. Achievement in State Assessment Performance (*STAAR Test)

Note: Student performance on the STAAR tests was not available due to the fact that on March 16, 2019 Governor Greg Abbot waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year.

English Language Arts: STAAR passing rate of all center students

English Language Arts Average STAAR Passing Rate			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	Not Tested	Not Tested	Not Tested
2	Not Tested	Not Tested	Not Tested
3	Not Tested	Not Tested	Not Tested
4	Not Tested	Not Tested	Not Tested
5	Not Tested	Not Tested	Not Tested
6	Not Tested	Not Tested	Not Tested
7	Not Tested	Not Tested	Not Tested
8	Not Tested	Not Tested	Not Tested
9	Not Tested	Not Tested	Not Tested
10	Not Tested	Not Tested	Not Tested
All Centers	Not Tested	Not Tested	Not Tested

Mathematics: STAAR passing rate of all center students

Mathematics Average STAAR Passing Rate			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	Not Tested	Not Tested	Not Tested
2	Not Tested	Not Tested	Not Tested
3	Not Tested	Not Tested	Not Tested
4	Not Tested	Not Tested	Not Tested
5	Not Tested	Not Tested	Not Tested
6	Not Tested	Not Tested	Not Tested
7	Not Tested	Not Tested	Not Tested
8	Not Tested	Not Tested	Not Tested
9	Not Tested	Not Tested	Not Tested
10	Not Tested	Not Tested	Not Tested
All Centers	Not Tested	Not Tested	Not Tested

Science: STAAR passing rate of all center students

Science Average STAAR Passing Rate			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	Not Tested	Not Tested	Not Tested
2	Not Tested	Not Tested	Not Tested
3	N/A	N/A	N/A
4	Not Tested	Not Tested	Not Tested
5	Not Tested	Not Tested	Not Tested
6	Not Tested	Not Tested	Not Tested
7	Not Tested	Not Tested	Not Tested
8	Not Tested	Not Tested	Not Tested
9	Not Tested	Not Tested	Not Tested
10	Not Tested	Not Tested	Not Tested
All Centers	Not Tested	Not Tested	Not Tested

Social Studies: STAAR passing rate of all center students

Social Studies Average STAAR Passing Rate			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	N/A	N/A	N/A
2	Not Tested	Not Tested	Not Tested
3	N/A	N/A	N/A
4	Not Tested	Not Tested	Not Tested
5	Not Tested	Not Tested	Not Tested
6	N/A	N/A	N/A
7	N/A	N/A	N/A
8	N/A	N/A	N/A
9	N/A	N/A	N/A
10	Not Tested	Not Tested	Not Tested
All Centers	Not Tested	Not Tested	Not Tested

3. Achievement in Attendance Improvement

Average Attendance Comparison

Average Semester Attendance Comparison						
Center Number	All Students		All 21st CCLC		Regular Only	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
1	90.31%	92.57%	94.68%	97.00%	95.93%	98.20%
2	93.87%	95.72%	95.11%	96.37%	96.97%	95.75%
3	96.28%	97.70%	96.73%	98.07%	97.01%	98.17%
4	95.80%	97.34%	95.51%	97.51%	97.51%	98.96%
5	89.21%	90.80%	90.40%	91.99%	91.40%	92.82%
6	96.29%	97.35%	96.76%	98.02%	96.85%	98.01%
7	99.33%	99.51%	99.25%	99.28%	99.29%	99.44%
8	96.52%	97.28%	96.56%	97.43%	96.41%	97.16%
9	96.44%	98.15%	96.29%	98.15%	96.65%	98.33%
10	99.90%	96.89%	99.90%	96.89%	99.24%	95.35%
Combined	95.53%	96.48%	95.03%	95.99%	96.55%	97.36%

Average Semester Attendance – All Centers Combined Comparison of Average Semester Attendance			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	95.53%	96.48%	0.95%
All 21st CCLC enrolled students	95.03%	95.99%	0.96%
All 21st CCLC regular students	96.55%	97.36%	0.81%

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 (Q3:16)	Staff (Q3:18)
Strongly Agree	34%	31%	29%
Agree	23%	29%	35%
Neutral	31%	35%	32%
Disagree	8%	3%	4%
Strongly Disagree	4%	2%	0%

The combined results of all CTAC Cycle 10 centers indicates that stakeholders perceived an improvement in school attendance. Survey results indicated that 57% of students, 60% of parents and 64% of staff either agreed or strongly agreed that ACE program students had improved in their attendance during the 2019-2020 school year.

4. Achievement in Absence Improvement

Average Absence Comparison

Average Semester Absence Comparison						
Center Number	All Students		All 21st CCLC		Regular Only	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
1	3.51	2.43	3.53	2.18	3.42	2.25
2	3.98	3.05	3.63	2.79	2.49	2.09
3	3.00	2.09	2.57	1.73	2.33	1.64
4	3.28	2.40	3.51	2.24	1.94	0.94
5	8.41	8.28	8.98	8.63	6.71	6.46
6	3.11	2.36	2.72	1.76	2.65	1.77
7	0.57	0.43	0.63	0.64	0.60	0.50
8	2.92	2.42	2.89	2.29	3.02	2.53
9	3.12	1.70	3.12	1.63	2.81	1.47
10	0.09	2.73	0.09	2.73	0.64	4.09
Combined	3.60	3.05	3.85	3.49	2.79	2.27

Average Absences – All Centers Combined Comparison of Average Semester Absences			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	3.60	3.05	-0.55
All 21st CCLC enrolled students	3.85	3.49	-0.36
All 21st CCLC regular students	2.79	2.27	-0.52

5. Achievement in Behavior Improvement

Average Change in Disciplinary Incidences from Semester 1 to Semester 2

Change in Average Disciplinary Incidences			
Center Number	All Students	21 st CCLC Students	Regular Participants
1	0.03	0.04	0.03
2	-0.04	-0.06	-0.07
3	-0.02	-0.06	-0.10
4	-0.19	-0.22	-0.18
5	-0.04	-0.03	0.01
6	-0.02	-0.09	-0.10
7	-0.12	-0.13	-0.18
8	-0.31	-1.32	-1.55
9	-0.18	-0.28	-0.16
10	-0.01	-0.01	-0.06
All Centers	-0.08	-0.12	-0.19

Student Discipline – All Centers Combined Comparison of Average Disciplinary Incidents			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	0.18	0.10	-0.08
All 21st CCLC enrolled students	0.28	0.16	-0.12
All 21st CCLC regular students	0.27	0.09	-0.19

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 (Q3:14)	Staff (Q3:16)
Strongly Agree	30%	36%	27%
Agree	25%	28%	32%
Neutral	34%	33%	34%
Disagree	7%	2%	6%
Strongly Disagree	4%	1%	1%

The combined results of all CTAC Cycle 10 centers indicates that stakeholders perceived an improvement in student behavior. Survey results indicated that 55% of students, 64% of parents and 59% of staff either agreed or strongly agreed that ACE program students had improved in their behavior during the 2019-2020 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 2020 59% of students, 73% of parents and 73% of staff agreed or strongly agreed that the grades of ACE program students had improved during the 2019-2020 school year. On that same survey 57% of students, 60% of parents and 64% of staff agreed or strongly agreed that the attendance of ACE program students had improved during the 2019-2020 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	37%	60%	49%
Satisfied	40%	29%	41%
Neutral	18%	5%	8%
Dissatisfied	2%	4%	1%
Very Dissatisfied	3%	2%	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 77% of students, 89% of parents and 90% 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	43%	62%	59%
Satisfied	32%	28%	32%
Neutral	15%	4%	7%
Dissatisfied	8%	3%	1%
Very Dissatisfied	2%	3%	1%

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 75% of students, 90% of parents and 91% 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 (2018-2019) Texas Academic Performance Report (TAPR) the 4- Year Federal Graduation Rate without Exclusions (GR 9-12) rate for Florence High School was 92.9% and for Gonzales High School was 91.8%.

VIII. Stakeholder Perception Surveys

In spring 2020 ESC 13 Cycle 10 ACE centers administered online surveys to students, parents and staff members. Survey completion participants included 131 students, 170 parents and 198 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

<u>Response Category</u>	<u>Point Value</u>
Very Satisfied	5
Satisfied	4
Neutral	3
Dissatisfied	2
Very Dissatisfied	1

Table 2

<u>Response Category</u>	<u>Point Value</u>
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
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 spring semester the external evaluator conducted a series of site visits and 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. Using the 21 characteristics of an effective after school program, each site coordinator was asked to make an individual assessment of their ACE program. Each site coordinator identified a strength and an opportunity for improvement. Those discussions are summarized in the following site coordinator statements.

Center 1 – Florence Elementary

Strength: The program is well organized and includes a variety of fun activities for the students. The activities are well planned and effort is made to make the enrichment activities grade/age appropriate. The students are provided learning experiences in the activities which they also find to be fun and enjoyable.

Opportunity for improvement: A concern that exists early in the grant period is a lack of planning for future sustainability. The services provided by the current grant cannot be duplicated by the local school district. The school district is small and rural with very limited businesses within the district boundaries.

Center 2 – Florence Junior High - Florence High School

Strength: A deliberate effort has been made to provide a teacher/ student ratio that is conducive to having students interested and engaged in the activities offered. Having a teacher / student ratio that often is lower than 1:10 allows for students to receive the necessary one-on-one help that they may need. The program offers activities that encourage the students to grow mentally, emotionally and physically.

Opportunity for improvement: The ACE program has provided a safe and caring place for students where they are provided with academic help and enrichment activities. Unfortunately, such a program cannot be funded easily by the local school district. Sustainability plans may have to depend on continued support via a grant application.

Center 3 – Gonzales Elementary – Primary – East Avenue Elementary

Strength: Students are offered a host of different activities in the ACE program but of primary interest are the activities that focus on academic support like tutorials and homework help. In the academic hour students are grouped in classes that are grade level specific to help provide more personalized instruction. The variety of enrichment activities offered are determined through polling and talking to students and getting their ideas for activities that they would like to see offered. Board games which are great at helping students develop their social skills and a sewing class were offered that ranked high on the student interest survey. A robotics class was in the works for the spring semester but did not materialize due to the Covid19 closing of classes. Of special interest to students is a Fun Friday Science Class where

students can participate in fun science experiments. Health and wellness are emphasized in all sports and outside activities as well as in the Fun Friday Cooking Class.

Opportunity for improvement: Last year the program was in need of support from the leadership levels in their support for the ACE objectives and vision. This has been improved and now there is a need to address the issue of program sustainability for the future.

Center 4 – Gonzales Junior High – North Avenue Intermediate School

Strength: The ACE program is tailored specifically to the individual needs of students. As a result of that, much of the program is based on student data. The coordinator is in constant contact with the students regarding their grades including classroom performance and behavior. There is a focus on the areas that the students are having difficulty and ensuring that work is being done to progressively make improvement. The coordinator is in regular contact with parents and does so via phone or in person. Also there is regular contact made with administrators from both campuses served at this site.

Opportunity for improvement: The district had a program in place with the same name in the past that focused on behavior problems, credit recovery and other reasons that were not very positive. Now that the community has come to realize how the current ACE program is designed to benefit the children in a positive manner, students and parents now are seeing the positive improvements in their child's grades, behavior and attendance. This change in ACE program understanding will help in the community's plans for program sustainability that are being discussed by the Community Advisory Council (CAC).

Center 5 – Gonzales High School

Strength: Staff members working in the ACE program are doing so without administrative influence. They have a sincere desire to help the students improve in their academic classes and regularly encourage the students to attend the ACE classes. These teachers, many with over 20 years of experience, are loyal and hard working.

Opportunity for improvement: The program continues to work on collaboration and partnership building with community organizations. In addition there have been numerous administrative changes in the school district and in particular at the high school level. While efforts have been made by the site coordinator to obtain invitations to attend campus administrative cabinet meetings, there has not been a favorable response given by the administration. The coordinator continues to attend other campus team meetings when possible and partners at school events to ensure ACE is represented and visible.

Center 6 – Bluebonnet Elementary – Clear Fork Elementary

Strength: The coordinator has structured an ACE program that addresses the academic, personal, physical and social skills of students. Activities are designed to fit each student's individual needs. The activities scheduled are based on fulfilling the academic needs of students as well as their special interests. Academic needs are based on IStation Tiers and students are placed into small group tutoring sessions that occur one to three times per week depending on which tier the student is in. Each month, the

students will follow their schedules based on their tier testing results. The other two to four days, the students are placed in a club based on their identified interest.

Opportunity for improvement: The district does not have a clear plan for addressing ACE sustainability. Even though many more students could benefit from the services offered via the ACE program, the school district itself will not be able to sustain the cost of the supplies and personnel costs associated with offering a similar program that would be entirely funded locally.

Center 7 – Plum Creek Elementary – Navarro Elementary

Strength: While there are many elements that make this center an outstanding deliver of student services, it has much potential that has not yet been fully developed. The program includes no wasted or down time. Students in ACE appear confident in themselves and are improving in their grades. The lead teachers in the program come from each of the four grade levels and they can help in the recruitment of additional teachers when necessary. Even though the site coordinator is considered a part of the campus leadership team, the coordinator is unable to attend team meetings due to the fact that those meetings occur during the ACE program hours.

Opportunity for improvement: The program could benefit with additional assistants that could help the teachers in the academic portion of the hour or during enrichment activities. There is a strong focus present on reading, writing and comprehension, yet there is still need for academic assistance beyond homework to help students in math and science at the 5th grade level.

Center 8 – Alma Brewer Strawn Elementary

Strength: The quality of teachers serving in ACE are outstanding. They are always positive with the students. They give positive reinforcement to the students and always encourage the students to be successful in all their activities. Even when working with challenging students, the teachers give all they can to these students and help them build their self-confidence and help them to focus on doing their best on their work.

Opportunity for improvement: Eighty percent of the students served in ACE are bused each day. Even though parents are aware of big campus activities, getting parents involved in ACE activities is difficult. Parents have a less than positive mind-set of what their children can be but it helps that the site coordinator talks personally to parents and helps them understand the potential that is available for their children.

Center 9 – Shanklin Elementary – Luling Primary

Strength: The leadership team comprised of the administration, site coordinator and project director has been instrumental in nurturing and developing the ACE program. Collaboration with the team has been important as it ensures the success of a high quality and sustainable program. Everyone works as a team to serve the students and their families in the ACE program. The program is progressing and will continue to focus on a balanced program that offers more support services for the students and families.

Opportunity for improvement: The Advisory Committee which has started will help in the development of a viable sustainability plan. Such is needed because the number of students entering the ACE program will continue to increase in the future.

Center 10 – Gerdes Junior High School

Strength: There are a number of enrichment activities that have been successful during the current year. The robotics team which we started in the fall of 2018 and competed in spring 2019 continues to be led by the Luling High School Career-Tech director. The Robotics Class, the chess club and the Ballet Folkloric class enjoy much student interest and participation.

Opportunity for improvement: Communication with parents continues to be a work in progress. The site coordinator has engaged Class Dojo but it has not been successful in getting parents to participate in family activities.

X. Evaluator Center Recommendations

The following recommendations are based upon the observations noted by the evaluator during the fall and spring site visits and which were noted on the Program Observation Report given to each site coordinator and shared with the project director. The 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. The Florence ISD ACE Council was established and met once before the stay at home order came. It is recommended that the ACE Council be used as a vehicle to support the mission of the ACE program on the Florence ISD campuses and also to provide recommended sources of individuals who may be able to help the program with volunteers.
4. 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.
5. While a mission statement has been written and is included in the student and staff handbooks, it is recommended that the mission statement be posted on the bulletin board or the easel located in the gym where it is visible to parents, staff and students.

6. Many teachers are providing tutorial assistance to students from dismissal to 4:00 PM. It is recommended that teachers be recruited to stay beyond the 4:00 PM time and serve as tutors. I also recommend that the academic hour be expanded to include tutorial assistance to students and not just be a time for homework help.
7. This center has a willing parent participation in all activities associated with ACE. Unfortunately a Family Engage Specialist has not been visible on this site and no services have been provided by such person. While the ACE site coordinator has received input from the parent survey and has responded with appropriate activities, it is recommended that a Family Engagement Specialist be employed as soon as possible and that that individual provide additional parent activity suggestions to the site coordinator.
8. 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.
9. 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.
10. 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.

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. According to the campus administration and staff, the presence and assistance of a Family Engagement Specialist (FES) has been non-existent since the beginning of the ACE program last year. There is agreement that help is needed from a FES and that the help needs to be much more than just written suggestions but actual help in organizing and setting up the various activities that will involve parents and students.
3. Almost fifty percent of the students have attended at least ACE activity. This is a number in excess of 287 students. Unfortunately the registration materials for all students enrolled in ACE have not been received. It is recommended that an effort be made to ensure that every student that attends ACE is properly enrolled.
4. 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.

5. 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.
6. In a rural community, churches play a significant part in the life of the community. It is recommended that the site coordinator expand her contacts to include church leaders who may be able to provide support to the ACE program through volunteers and moral support.
7. 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 campus. The bulletin boards would be used to display pictures of the ACE students and their work through the school year.
8. 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.

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. The campus displays prominently their mission and vision statements. The campus also has many available locations for displaying information regarding ACE including the posting of the ACE mission and vision statements. It is recommended that a bulletin board be made available on campus for display of ACE information to students, staff and parents.
5. The site coordinator expressed the need for training of new site coordinators. It is recommended that the project director work with site coordinators like the one at this center to develop a training program for new coordinators. The training program could include sample documents, schedules, job descriptions, pictures, videos and PowerPoint presentations for individual or group training.
6. With over 300 students attending one or more days of ACE programing, registration materials have only been received on a fraction of those students. It is recommended that the coordinator attempt to get registration materials from all students enrolled in the program. If registration

materials are not being returned to the coordinator, then telephone calls to parents could document their registration.

7. Under the current schedule there is only one enrichment activity that is offered daily to all students. It is recommended that multiple enrichment activities be provided so to provide variety and selection of interest for students.
8. Lesson plans are important and need to be written and submitted to the site coordinator. It is recommended that all teachers be required to submit lesson plans on a timely manner.
9. During the fall site visit, parents were not required to sign their name and time of check-out of their child from ACE. It is important that the site coordinator be able to know the location of each child in the program at any given time. It is recommended that parents be required to sign their name and time of student check-out when picking up their children during ACE program hours.
10. The cafeteria is where the students receive their snack and have time for completing their homework. Homework help should be conducted in a location where noise is held to a minimum. The cafeteria at this center is large. It is recommended that the location where students consume their snack and the location where the students are assigned to do homework, that these two locations within the cafeteria be separated.
11. Sometimes students do not have homework and are therefore likely to be disruptive during the time allowed for homework help. While the site coordinator provided other appropriate materials for these students, it is recommended that a variety of reading books also be made available for students to use.

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. Students at this center communicate their activity interests very well. The site coordinator has done an admirable job of surveying both students and teachers. Additional activities were added in the spring that resulted in a jump in student enrollment and interest. For this age group of students, clubs are a favorite activity choice. It is recommended that the site coordinator develop a list of possible club offerings, survey possible teacher interest in teaching those clubs and survey possible student interest in participating in those clubs.
4. This recommendation was provided after the fall site visit and the coordinator took action on the recommendation. While parents with children operating two or more years behind in math and reading has been sent, benchmarking may identify additional students who will not be prepared to pass the state assessments. It is recommended that as soon as these students are identified, that a similar letter be sent to parents informing them of ACE and recommending that their children be enrolled in the program.

Center 5 – Gonzales High School

1. On the date of the fall site visit there were 308 students who had attended one or more days in ACE, yet very few of them had completed an application to be in ACE. 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.
2. 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 of interest to the students and which can be offered during the ACE program hours.
3. 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.
4. 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.
5. 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.
6. 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.
7. Last year and this year as well, the Family Engagement Specialist has provided minimal or no assistance to the site coordinator at this center. Therefore, little or no family engagement activities have been provided to parents and students. The project director needs to ensure that the Family Engagement Specialist commits to provide not only written suggestions for the center but, also ensures that actual family and student events are scheduled and held.
8. 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.
9. The Gaming Club appears to enjoy a large and regular group of participants. This club could benefit from an adult sponsor being present each day and providing a variety of challenging games for students to play. It is recommended that an adult sponsor for the Gaming Club be identified and that there be defined rules for participation in the Club. The Club should also include a local tournament competition where skills learned in the club are employed and a winner or winners are recognized.

10. 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.
11. 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.

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 site 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. There are several teachers on both of the elementary campuses that are providing tutorial services to their own students after school and outside of the ACE program. It is recommended that the site coordinator contact those teachers and encourage them to join the ACE staff and encourage their students to also join ACE and participate in tutoring and enrichment activities. The site coordinator noted during the spring site visit that no additional tutorial assistance was needed at the present time.
5. 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.

6. 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.
7. 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.
8. 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.

Center 7 – Navarro Elementary – Plum Creek Elementary

1. An effective after school program needs to include within its schedule an opportunity for students to experience enrichment activities in addition to an academic portion. While the current program offers limited opportunities for students to experience activities like sports and crafts, there is a need to expand the enrichment activities. It is recommended that enrichment activities be expanded and included within the regular schedule in the program.
2. 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.
3. 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.
4. 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.
5. ACE Program Advisory Committees have served useful purposes in the past in support of an ACE program. It is recommended that efforts be made to establish an ACE Program Advisory Committee composed of parents, school personnel, business and religious leaders. That was done

6. 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.
7. 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.
8. 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.

Center 8 – Alma Brewer Strawn Elementary

1. Approximately 80% of the students enrolled in ACE require bus transportation. An ACE program must have the support of the transportation services division in order to provide the necessary bus transportation to ACE students at the end of each day. Such services at this center can be improved because there is uncertainty as to which bus or bus driver will serve on any particular day. It is recommended that the transportation department provide a regular bus driver and bus number that will daily serve the ACE program students.
2. 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 be unique.
3. 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 recruit those teachers to work in the ACE program if they are not doing so.
4. 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 teachers be encouraged to use alternative teaching tools that do not incorporate the use of worksheets to reinforce and introduce skills to students.
5. 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 site coordinator in a timely manner of their intended absence thus allowing the site coordinator to obtain a suitable substitute.
6. 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.

7. Having a strong assistant working with the site coordinator is a major necessity. There was a strong and competent assistant working in the program who was highly dependable, unfortunately she left the program for a higher paying position. 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.

Center 9 – Shanklin Elementary – Luling Primary

1. When observed during the middle of the fall semester, this center had already enrolled 97 ACE parents. At this same time, the presence of a Family Engagement Specialist had not yet been confirmed. The 97 parents all came from school scheduled activities and not from ACE sponsored activities. A Family Engagement Specialist was hired for Cycle 10 in the spring semester but did not stay long in that position. The services of the Family Engagement Specialist needs to be fully engaged and established at this center. It is recommended that the project director ensure that the Family Engagement Specialist will focus on providing help to this center that is going to be based on the unique needs and expectations of the parents at this site.
2. 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.
3. 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.

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. Currently there are students attending ACE who have not submitted their registration materials. It is a common practice at some smaller centers for the ACE registration materials to be a part of the regular school day registration packet. It is recommended that beginning in the 2020-21 school year, ACE registration materials be included in the regular campus registration packet given to parents.
5. 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.
6. 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.

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: 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 26 year track record of providing high quality evaluation services. In coordination with Canizales Consulting Services, we have provided 21st CCLC services to eight 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 s has over 29 years of experience in educational administration, program development and program evaluation. He 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.

- Expertise in government, foundation and corporate funding and grant management
- Sponsor identification, liaison and proposal development.
- Managerial skills include budgeting, planning, project and proposal design and writing.
- Experienced with computer information applications including spreadsheets, word processing, presentation and data base applications

EduServ, Inc. has also been the primary evaluator for a variety of federal and state grants including, Safe Schools Healthy Students, Small Learning Communities, Comprehensive Reform, Science and Math Education, Mentoring and Professional Development Partnerships.

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 has been provided by the external evaluator since the beginning of the school year. Dr. Gerabagi has participated in the development and modifications done to the Logic Model, site visit, online survey design and preparation, and the completion of the current final center evaluation report. Through his monitoring and participation in each phase of the evaluation process and his on-site visits to the center, he has developed a thorough knowledge of the ACE program as it exists on this site.

EduServ, Inc. was contracted in August 2018 in coordination 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 2020 Survey Administration

Student Survey Results

Spring 2020 CTAC Cycle 10 ACE Student Survey Combined Center Results

A. What campus does the student attend?

	#	%
Florence Elementary	20	15%
Florence JH and HS	26	20%
Gonzales El/Primary/East Ave	23	18%
Gonzales JH / North Ave Int	18	14%
Gonzales High School	6	5%

	#	%
Bluebonnet El/Clear Fork El	1	1%
Plum Creek El/Navarro El	3	2%
Alma Brewer Strawn El	24	18%
Shanklin El/Luling Primary	10	8%
Gerdes Junior High	0	0%
Total Student Responses:	131	

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.	#	4	3	23	52	48
	%	3%	2%	18%	40%	37%
2. The variety of enrichment activities offered in the ACE program.	#	4	10	27	41	48
	%	3%	8%	21%	32%	37%
3. The variety of academic activities offered in the ACE program.	#	4	5	37	47	38
	%	3%	4%	28%	36%	29%
4. The class sizes in the ACE program.	#	9	13	40	34	34
	%	7%	10%	31%	26%	26%
5. The special help given to me in the ACE program.	#	7	6	19	53	46
	%	5%	5%	15%	40%	35%
6. The attention and care given by teachers.	#	2	11	20	42	56
	%	2%	8%	15%	32%	43%
7. My chance to meet adults from the community.	#	17	14	43	33	23
	%	13%	11%	33%	25%	18%
8. My chance to make new friends.	#	9	7	29	36	48
	%	7%	5%	22%	28%	37%
9. The chance to be in a safe place after school.	#	6	3	22	35	62
	%	5%	2%	17%	27%	48%

Spring 2020 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.	#	5	8	27	49	41
	%	4%	6%	21%	38%	32%
11. I look forward every day to attending ACE.	#	8	18	26	40	35
	%	6%	14%	20%	31%	28%
12. I feel a part of the ACE program.	#	11	9	24	29	53
	%	9%	7%	19%	23%	42%
13. The ACE program has helped me to enjoy learning.	#	6	11	35	33	44
	%	5%	9%	27%	26%	34%
14. My behavior in regular school has been better since I started attending the ACE program.	#	5	9	43	32	39
	%	4%	7%	34%	25%	30%
15. My grades in regular school have been better since I started attending the ACE program.	#	7	12	33	38	37
	%	6%	9%	26%	30%	29%
16. My attendance in regular school has been better since I started attending the ACE program.	#	6	10	40	29	43
	%	5%	8%	31%	23%	34%
17. Most of my experiences in the ACE program have been good.	#	3	6	24	47	48
	%	2%	5%	19%	37%	38%
18. I always learn new things in the ACE program.	#	5	15	21	37	50
	%	4%	12%	16%	29%	39%
19. Because of the ACE program, I enjoy going to school.	#	12	10	32	36	37
	%	9%	8%	25%	28%	29%
20. I look forward to participating in the ACE program in the future.	#	10	8	23	29	58
	%	8%	6%	18%	23%	45%

Spring 2020 Survey Administration

Parent Survey Results

Spring 2020 CTAC Cycle 10 ACE Parent Survey Combined Center Results

A. What campus does your student attend?

	#	%
Florence Elementary	37	22%
Florence JH and HS	21	12%
Gonzales El/Primary/East Ave	16	9%
Gonzales JH / North Ave Int	19	11%
Gonzales High School	8	5%

	#	%
Bluebonnet El/Clear Fork El	3	2%
Plum Creek El/Navarro El	8	5%
Alma Brewer Strawn El	15	9%
Shanklin El/Luling Primary	41	24%
Gerdes Junior High	2	1%
Total Parent Responses:	170	

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	7	8	49	102
	%	2%	4%	5%	29%	60%
2. The variety of enrichment activities offered in the ACE program.	#	4	2	10	59	95
	%	2%	1%	6%	35%	56%
3. The variety of academic activities offered in the ACE program.	#	2	5	17	59	87
	%	1%	3%	10%	35%	51%
4. The class sizes in the ACE program.	#	7	10	20	54	79
	%	4%	6%	12%	32%	46%
5. The special help given to my child in the ACE program.	#	5	8	13	57	86
	%	3%	5%	8%	34%	51%
6. The attention and care given by teacher to my child.	#	5	5	7	48	105
	%	3%	3%	4%	28%	62%
7. My child's chance to meet adults from the community.	#	6	5	37	60	62
	%	4%	3%	22%	35%	36%
8. My child's chance to make new friends.	#	2	2	18	68	80
	%	1%	1%	11%	40%	47%
9. The safety of my child in the after school program.	#	4	2	16	44	104
	%	2%	1%	9%	26%	61%

Spring 2020 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
10. My child feels that he/she is successful in the ACE program.	#	4	3	13	61	89
	%	2%	2%	8%	36%	52%
11. My child looks forward every day to attending ACE.	#	7	0	20	59	84
	%	4%	0%	12%	35%	49%
12. My child feels a part of the ACE program.	#	5	4	10	57	94
	%	3%	2%	6%	34%	55%
13. The ACE program has helped my child to enjoy learning.	#	5	8	19	56	82
	%	3%	5%	11%	33%	48%
14. The behavior of my child in school has been better since he/she started attending ACE.	#	2	3	57	47	60
	%	1%	2%	34%	28%	36%
15. My child's grades in school have been better since he/she started attending the ACE program.	#	6	6	33	56	69
	%	4%	4%	19%	33%	41%
16. My child's attendance in school has been better since he/she started attending the ACE program.	#	3	5	59	49	53
	%	2%	3%	35%	29%	31%
17. Most of my child's experiences in the ACE program have been good.	#	3	7	11	53	94
	%	2%	4%	7%	32%	56%
18. My child always learns new things in the ACE program.	#	5	6	21	66	71
	%	3%	4%	12%	39%	42%
19. Because of the ACE program, my child enjoys going to school.	#	3	8	41	54	62
	%	2%	5%	24%	32%	37%
20. My child looks forward to participating in the ACE program in the future.	#	5	6	10	62	86
	%	3%	4%	6%	37%	51%
21. There are opportunities for me to be involved in the after school program.	#	2	7	25	63	71
	%	1%	4%	15%	38%	42%
22. When I walk into the after school program to pick up my child, I am greeted by a staff member.	#	3	5	16	50	92
	%	2%	3%	10%	30%	55%

Spring 2020 Survey Administration

Staff Survey Results

Spring 2020 CTAC Cycle 10 ACE Staff Survey Combined Center Results

A. What is your assigned campus?

	#	%
Florence Elementary	21	11%
Florence JH and HS	38	19%
Gonzales El/Primary/East Ave	7	4%
Gonzales JH / North Ave Int	13	7%
Gonzales High School	17	9%

	#	%
Bluebonnet El/Clear Fork El	8	4%
Plum Creek El/Navarro El	9	5%
Alma Brewer Strawn El	4	2%
Shanklin El/Luling Primary	39	20%
Gerdes Junior High	42	21%
Total Staff Responses:	198	

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.	#	1	4	16	80	96
	%	1%	2%	8%	41%	49%
2. The variety of enrichment activities offered in the after school program.	#	2	3	11	75	106
	%	1%	2%	6%	38%	54%
3. The variety of academic activities offered in the after school program.	#	2	2	21	73	97
	%	1%	1%	11%	37%	50%
4. The class sizes in the after school program.	#	8	6	32	63	88
	%	4%	3%	16%	32%	45%
5. The special help given to children in the after school program.	#	1	4	18	69	105
	%	1%	2%	9%	35%	53%
6. The attention and care given by teachers to children in the after school program.	#	1	1	15	64	116
	%	1%	1%	8%	32%	59%
7. The chance children have to meet adults from the community.	#	2	5	51	72	67
	%	1%	3%	26%	37%	34%
8. The chance children have to make new friends.	#	1	0	23	78	95
	%	1%	0%	12%	40%	48%
9. The chance children have to be in a safe place after school.	#	1	1	12	46	137
	%	1%	1%	6%	23%	70%

Spring 2020 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	5	17	56	115
	%	2%	3%	9%	29%	59%

11. The operation of the program by the site coordinator.	#	2	4	11	50	129
	%	1%	2%	6%	26%	66%

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	3	20	95	80
	%	0%	2%	10%	48%	40%

13. Children look forward every day to attending the after school program.	#	0	7	18	80	93
	%	0%	4%	9%	40%	47%

14. Children feel a part of the after school program.	#	0	2	18	76	101
	%	0%	1%	9%	39%	51%

15. The after school program has helped children to enjoy learning.	#	0	3	28	81	86
	%	0%	2%	14%	41%	43%

16. The behavior of children in school has been better since they started attending ACE.	#	2	11	69	63	53
	%	1%	6%	35%	32%	27%

17. Children's grades in school have been better since they started attending ACE.	#	1	5	48	75	69
	%	1%	3%	24%	38%	35%

18. Children's attendance in school has been better since they started attending ACE.	#	0	8	64	68	57
	%	0%	4%	32%	35%	29%

19. Most children have experiences in the after school program that have been good.	#	0	2	17	87	92
	%	0%	1%	9%	44%	46%

20. Children always learn new things in the after school program.	#	0	3	31	85	79
	%	0%	2%	16%	43%	40%

21. Because of the after school program children enjoy going to school.	#	0	6	56	81	55
	%	0%	3%	28%	41%	28%

22. Children look forward to participating in the after school program in the future.	#	1	2	25	85	85
	%	1%	1%	13%	43%	43%

Contact Information

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Program Manager
and
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Grantee Information

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