The Central Texas ACE Collaboration (CTAC)

21st Century Community Learning Centers Cycle 9 – Year Four

Region XIII, Education Service Center

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Cycle 9 – Year Four

Grantee Final Report 2020

Prepared by

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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.

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21st CCLC Cycle 9, Year Four – 2020 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 9 Program is comprised of ten (10) centers serving four school districts, three charter schools and one private school. This report examines the outcomes of the Cycle 9 grant awarded to the (CTAC) Program during its 2019-2020 school year.

During its fourth year of operation, the (CTAC) grant program served 2.567 students of which 1,826 were enrolled as ACE program participants. Of those 1,826 ACE program enrollees, 1099 were regular ACE program participants attending at least 45 days or more of programing activities. Over 1541 parents participated in adult and family education programs. The individual centers identified in the (CTAC) program are as follows:

> Center 1: Bartlett Schools
> Center 2: Rockdale Elementary
> Center 3: San Juan Diego Catholic High School
> Center 4: Katherine Anne Porter Charter School
> Center 5: Rockdale Intermediate School
> Center 6: Rockdale Junior High School
> Center 7: Texas Empowerment Academy Elementary School
> Center 8: Texas Empowerment Academy Middle School
> Center 9: Rockdale High School
> Center 10: Smithville Elementary School

Listed below is a summary of the major 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 9 out of the 10 centers had an average increase of +2.67 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 7 of the 10 centers had higher point increases in their second semester ELA grades as compared to all students enrolled in those 7 centers.
      3) In summary, combined regular program students had a +0.72 average point decrease in their second semester ELA grades as compared to all enrolled students who had a +1.34 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 9 out of the 10 centers had an average increase of +1.48 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 4 of the 10 centers had higher point increases in their second semester mathematics grades as compared to all students enrolled in those 4 centers.
3) In summary, combined regular program students had a +0.97 average point increase in their second semester mathematics grades as compared to all enrolled students who had a +1.38 average 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 +2.25 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 2 of the 10 centers had higher point increases in their second semester science grades as compared to all students enrolled in those 2 centers.
3) In summary, combined regular program students had a -0.44 average point decrease in their second semester science grades as compared to all enrolled students who had a +1.29 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 6 out of the 10 centers had an average increase of +2.91 points in their average second semester social studies grades as compared to their first semester grades.
2) In the case where regular program students performed better in their second semester grades, regular program students in 5 of the 10 centers had higher point increases in their second semester social studies grades as compared to all students enrolled in those two centers.
3) In summary, combined regular program students had a -0.78 average point decrease in their second semester social studies grades as compared to all enrolled students who had a +1.32 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 56% of students, 66% of parents and 87% 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 6 of the 10 centers, regular program students had a larger average daily attendance than did all students enrolled in those 10 centers.

b) Regular program students had a 97.15% average attendance in the second semester versus a 96.42% average attendance for all enrolled students at the combined 10 centers.

c) In both semester, the combined regular program students from the 10 centers had a lower average daily absence than the average daily absence of all students combined.

d) Survey results indicated that 51% of students, 62% of parents and 72% 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 lower average disciplinary incidence rate change from first semester to second semester of -0.25 as compared to the decrease in the average disciplinary rate change for all students combined which was -0.26.

b) Survey results indicated that 52% of students, 61% of parents and 74% 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 56% of students, 66% of parents and 87% 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 51% of students, 62% of parents and 72% 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 67% of students, 83% of parents and 94% of staff either were satisfied or very satisfied that the ACE program helped students complete their homework assignments.

d) Survey results indicated that 78% of students, 84% of parents and 95% 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 Rockdale High School was 87.5%, for Katherine Anne Porter Charter School was 82.1% and data for San Juan Diego Catholic High School was not available at the time of reporting.

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 9 program is to achieve a level of excellence as defined by the following twenty-one characteristics of an effective after-school program.

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

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

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

B. Background Information

The Central Texas ACE Collaboration (CTAC) Cycle 9 Program is a partnership made up of small schools in the Central Texas area, managed jointly through a partnership of Education Service Center, Region 13 (ESC 13) and the Austin Community College (ACC). This collaboration consists of three independent school districts, three private schools and one charter school, serving students in grades from Pre-Kindergarten to grade 12. This collaboration allows a direct pathway to higher education and career training. All of the 10 schools in CTAC formerly collaborated in the Cycle 7 21st CCLC Texas ACE Project led by Region XIII Education Service Center. The experiences learned from the Cycle 7 Project have enabled the current collaboration of schools to share lessons learned and create mentor schools. This partnership has built a strong, effective and sustainable out-of-school time (OST) program. Members of this collaboration have shared successful strategies for engaging high-risk youth at state and national 21st CCLC conferences. The addition of ACC brings expertise on parent engagement, adult basic education, character development and a better linkage with higher education and post-secondary career training. Region XIII is a recognized leader in providing training and technical assistance to campuses in Central Texas on improving academic competencies, strategic tutoring, and positive behavior intervention and college and career readiness. This partnership has expanded the community partnerships, family engagement and adult education outreach programs available to the ten participating centers.

The campuses partnering in CTAC are all smaller schools that have limited resources and infrastructure to oversee and manage the various components of 21st CCLC Texas ACE operations and accountability. All ten centers have great needs, in terms of at-risk students, academic achievement gaps and scarcity of community resources for students and their family members. Sharing strengths and experiences with proven, evidence-based strategies using the PRIME Blueprint planning process and associated tools have provided the necessary tools to boost student achievement, increase attendance, improve behavior, and keep students on track for timely promotion and graduation.

Key components of the CTAC Cycle 9 Program include integrated OST time academic tutoring, academic enrichment, technology training, and extracurricular learning for enrolled students and their family members. CTAC offers high quality learning opportunities to students who have been identified by their campus administration, teachers or parents as in need of additional assistance, either academic, behavioral, or both.   Each school provides before school learning time, where students can receive tutoring, complete homework assignments and use the school's computer and library resources. Students in the after-school program are provided a range of learning opportunities, including homework assistance, tutoring in core academic areas, technology, fine arts, health/wellness, college and career exploration opportunities, and physical fitness. Each day, students participate in a minimum of one academic learning activity and one enrichment activity. These programs are offered 4-5 days per week during the school year and four 6 hours per day for four weeks in the summer. There are also occasional special weekend and evening activities available to students and their parents.

Each CTAC campus offers targeted parent and family learning opportunities, including parenting classes, strategies to support student learning, English as a Second Language classes, technology training, and Adult Basic Education and college/career preparation activities. ACC has taken the lead in providing training, technical assistance and expertise in serving the adult and family members. Finally, many diverse community partners continue to participate in these programs. They provide volunteer assistance, college and career readiness opportunities, high engagement classes and resources to support the program at

each center. It is the general belief of the administrative and support team that building parent and community support is necessary to create an effective and sustainable program.

C. Program Intermediate Outcomes and Related Strategies

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. C2, C4, C6, C7, C8, C9

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

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, C5, C7, C8, C9

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

Strategy e: Provide project based learning activities for students in regular and/or enrichment classes offered during the after school program. C1, C4, C7, C8, C9, 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, C3, C4, C5, C6, C7, C9

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, C4, C5, C6, C7, C8, C9, C10

Strategy h: Provide opportunities for students to attend morning homework assistance in an appropriate school setting. C2, C3, C4, C6, C7, C8, 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, C4, C5, C6, C7, C8, C10

Strategy j: Provide tutorials that have a direct relation to the student's school day instruction in one or more of the main content areas of math, reading, science, social studies and writing. C1, C2, C3, C4, C5, C6, C7, C8, C9

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

Strategy l: Communicate with teachers to identify and follow-up on challenges affecting certain students and using ACE to provide customized assistance. C1, C4, C6, C9

Strategy m: Communicate with teachers to identify and follow-up on challenges affecting certain students and using ACE to provide customized assistance. C4

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. C4, C6, C8

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

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

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

Strategy e: Provide a non-intimidating ACE program where students feel comfortable and look forward to attending. C1, C2, C3, C4, C5, C6, C7, C9, 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

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

Strategy i: Provide a meal instead of a snack. C5

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, C4, C7, C8, C9

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. C4, C6, C7, C8

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

Strategy d: Provide opportunities to let students know that people care about how they act and that it is important to behave in school. C2, C3, C4, C5, C6, C7, C8, C9, 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

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. C2, C3, C4, C7, C9

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

Strategy h: Provide continuous positive recognition of students when they demonstrate respect for each other C1, C2, C4, C5, C6, C7, C8, C9

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

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

Strategy b: Provide ACE program activities that focus on mastery of content and that are personalized to individual student needs. C1, C4, C5, C6, C7, C8, C9

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

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, C8, C9

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. C2, C3, C4, C5, C6, C7, C9

Strategy f: Provide resources that target at-risk students who are headed toward failure if there is no intervention. C2, C4, C5, C6, C7, C8

Strategy g: Provide homework help, tutorials and enrichment activities that help students perform better in the regular school day. C1, C2, C3, C4, C5, C6, C7, C8, C9

Strategy h: Provide opportunities for students to complete their regular school day work and verify its successful completion prior to submission to the regular school day teacher. C1, C2, C3, C4, C5, C6, C7, C8, C9

Strategy h: Provide opportunities for students to experience success and to demonstrate acceptable behavior and excellence in academic performance. C2, C4, C5, C7, C8, C9, 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

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. C1, C2, C4, C6, C8, C9

Strategy c: Provide opportunities to encourage students in their daily school activities and enable them to appreciate their school work. C4, C6, C8, C9

Strategy d: Provide opportunities to be in constant communication with parents and students regarding student progress toward successful completion of graduation requirements. C1, C3, C4, C6, C8

III. Evaluation Strategy Plan

For purposes of evaluation reporting the CTAC Cycle 9 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 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	2567
# 21st CCLC students enrolled	1826
% of students enrolled	71%
Total # of parent participants	1541 +

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

	Month	Day	Year
Fall start date	8	26	2019
Fall end date	12	13	2019
Spring start date	1	13	2020
Spring end date	5	15	2020
Summer start date	6	1	2020
Summer end date	7	16	2020

C. Program Schedule (Combined centers)

Number of morning hours per week scheduled	44.00
Number of after-school hours per week scheduled	101.00
Combined total of morning and after-school hours per week	145.00
Number of days per week program is offered	4

D. Staff Information (Combined Centers)

Teacher Categories	#	%
Campus certified teachers	121	60 %
Non campus certified teachers	9	4 %
Non-certified teachers	73	36 %
Total number teachers in ACE	203	

E. ACE Student Demographics for Combined Centers

Ethnicity Information

Ethnicity	All Students		All 21st CCLC		Regular Only	
	#	%	#	%	#	%
American Ind.	7	0.3%	5	0.3%	1	0.1%
Asian	15	0.6%	11	0.6%	5	0.5%
African Amer.	549	21.4%	481	26.3%	403	36.7%
Hispanic	1104	43.0%	707	38.7%	393	35.8%
White	764	29.8%	533	29.2%	231	21.0%
Mixed	128	5.0%	89	4.9%	66	6.0%
Totals	2567	100.0%	1826	100.0%	1099	100.0%

Gender Information

Gender	All Students		All 21st CCLC		Regular Only	
	#	%	#	%	#	%
Males	1308	51.0%	920	50.4%	534	48.6%
Females	1259	49.0%	906	49.6%	565	51.4%
Totals	2567	100.0%	1826	100.0%	1099	100.0%

Grade Level of Students

Grade	All Students		All 21st CCLC		Regular Only	
	#	%	#	%	#	%
PreK	38	1.5%	24	1.3%	18	0.1%
K	180	7.0%	95	5.2%	62	5.6%
1	171	6.7%	107	5.9%	84	7.6%
2	199	7.8%	132	7.2%	104	9.5%
3	176	6.9%	155	8.5%	107	9.7%
4	184	7.2%	163	8.9%	100	9.1%
5	188	7.3%	171	9.4%	106	9.6%
6	206	8.0%	140	7.7%	78	7.1%
7	201	7.8%	157	8.6%	94	8.6%
8	182	7.1%	140	7.7%	69	6.3%
9	263	10.2%	165	9.0%	79	7.2%
10	199	7.8%	128	7.0%	70	6.4%
11	213	8.3%	146	8.0%	7	6.8%
12	167	6.5%	103	5.6%	53	4.8%
Totals	2567	100.0%	1826	100.0%	1099	100.0%

F. ACE Program Participation Combined Centers

Student Participation Types	Combined Campuses	
	#	%
ACE General Program Participant	1826	71.1 %
ACE Regular Program Participant	1099	28.9 %
Non-ACE Participant	741	41.5 %
Total Combined Campus Enrollment	2567	

G. Student Classification and Program Groupings

Percent Economically Disadvantaged			
Center Number	All Students	21st CCLC Students	Regular Participants
1	88.9 %	89.8 %	93.6 %
2	78.7 %	79.7 %	82.1 %
3	65.3 %	65.3 %	65.3 %
4	54.2 %	53.2 %	52.2 %
5	78.6 %	76.9 %	75.3 %
6	71.6 %	71.2 %	89.0 %
7	73.9 %	73.9 %	73.3 %
8	85.6 %	85.6 %	85.6 %
9	65.1 %	72.3 %	73.3 %
10	54.5 %	64.8 %	64.7 %
All Centers	74.9 %	74.8 %	77.9 %

Percent Title I			
Center Number	All Students	21st CCLC Students	Regular Participants
1	100.0 %	100.0 %	100.0 %
2	100.0 %	100.0 %	100.0 %
3	12.2 %	12.2 %	12.2 %
4	100.0 %	100.0 %	100.0 %
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	0.0 %	0.0 %	0.0 %
10	100.0 %	100.0 %	100.0 %
All Centers	77.7 %	79.7 %	85.5 %

Percent At Risk			
Center Number	All Students	21st CCLC Students	Regular Participants
1	41.4 %	46.0 %	50.0 %
2	50.3 %	67.7 %	69.6 %
3	0.0 %	0.0 %	0.0 %
4	42.7 %	42.1 %	35.8 %
5	36.4 %	37.7 %	56.2 %
6	52.8 %	56.6 %	62.0 %
7	0.0 %	0.0 %	0.0 %
8	0.0 %	0.0 %	0.0 %
9	56.5 %	61.2 %	53.3 %
10	48.1 %	46.7 %	47.1 %
All Centers	38.0 %	36.7 %	28.1 %

Percent LEP			
Center Number	All Students	21st CCLC Students	Regular Participants
1	20.2 %	23.3 %	23.6 %
2	8.9 %	10.5 %	8.9 %
3	0.0 %	0.0 %	0.0 %
4	0.0 %	0.0 %	0.0 %
5	15.9 %	16.9 %	25.8 %
6	13.1 %	11.6 %	7.0 %
7	0.0 %	0.0 %	0.0 %
8	0.0 %	0.0 %	0.0 %
9	8.3 %	8.3 %	6.7 %
10	10.9 %	3.8 %	3.9 %
All Centers	8.1 %	8.3 %	10.6 %

Percent Migrant			
Center Number	All Students	21st CCLC Students	Regular Participants
1	0.0 %	0.0 %	0.0 %
2	0.6 %	1.5 %	0.0 %
3	0.0 %	0.0 %	0.0 %
4	0.0 %	0.0 %	0.0 %
5	0.0 %	0.0 %	0.0 %
6	0.0 %	0.0 %	0.0 %
7	0.0 %	0.0 %	0.0 %
8	0.0 %	0.0 %	0.0 %
9	0.0 %	0.0 %	0.0 %
10	0.5 %	0.0 %	0.0 %
All Centers	0.1 %	0.1 %	0.0 %

Percent Bilingual			
Center Number	All Students	21st CCLC Students	Regular Participants
1	0.0 %	0.0 %	0.0 %
2	0.0 %	0.0 %	0.0 %
3	59.9 %	59.9 %	59.9 %
4	0.0 %	0.0 %	0.0 %
5	0.0 %	0.0 %	0.0 %
6	0.0 %	0.0 %	0.0 %
7	0.0 %	0.0 %	0.0 %
8	0.0 %	0.0 %	0.0 %
9	0.0 %	0.0 %	0.0 %
10	0.0 %	0.0 %	0.0 %
All Centers	3.4 %	4.8 %	8.0 %

Percent ESL			
Center Number	All Students	21st CCLC Students	Regular Participants
1	20.2 %	23.3 %	23.6 %
2	7.6 %	9.8 %	8.9 %
3	38.1 %	38.1 %	38.1 %
4	0.0 %	0.0 %	0.0 %
5	7.8 %	8.8 %	18.0 %
6	2.0 %	2.6 %	3.0 %
7	0.0 %	0.0 %	0.0 %
8	0.0 %	0.0 %	0.0 %
9	2.9 %	3.7 %	3.3 %
10	9.7 %	2.9 %	2.9 %
All Centers	8.1 %	8.3 %	10.6 %

Percent Special Education			
Center Number	All Students	21st CCLC Students	Regular Participants
1	10.4 %	8.5 %	7.9 %
2	10.8 %	13.5 %	8.9 %
3	0.0 %	0.0 %	0.0 %
4	19.1 %	19.0 %	16.4 %
5	8.1 %	6.5 %	15.7 %
6	4.8 %	5.2 %	8.0 %
7	7.6 %	7.6 %	7.8 %
8	12.6 %	12.6 %	12.6 %
9	11.3 %	14.0 %	36.7 %
10	12.8 %	15.2 %	15.7 %
All Centers	9.7 %	9.9 %	10.7 %

Percent Talented and Gifted			
Center Number	All Students	21st CCLC Students	Regular Participants
1	0.8 %	0.6 %	0.7 %
2	3.2 %	3.8 %	3.6 %
3	0.0 %	0.0 %	0.0 %
4	0.0 %	0.0 %	0.0 %
5	5.5 %	6.5 %	3.4 %
6	5.1 %	4.5 %	1.0 %
7	0.0 %	0.0 %	0.0 %
8	0.0 %	0.0 %	0.0 %
9	3.3 %	2.1 %	4.1 %
10	5.0 %	3.8 %	3.9 %
All Centers	2.7 %	2.4 %	1.1 %

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: Bartlett Schools

Pre 2019-20 Center Setting: The following information describes the Bartlett schools at the end of the 2018-19 school year and sets the scenario for the 2019-2020 school year. Based on information obtained from the 2018-19 TAPR report there were 342 students enrolled at the Bartlett schools with an ethnicity distribution of 11.7% African American, 65.8% Hispanic, 19.6% White, 0.3% American Indian, 0.0% Asian, 0.0% Pacific Islander and 2.6% of two or more races. The report shows that 83.9% were economically disadvantaged and 43.9% were at-risk. A student retention rate of 0.0% and an attendance rate in 2017-18 of 95.5% 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 34%, mathematics at 28%, writing at 29%, social studies at 22% and social studies at 50%.

Program Description: The Bartlett ACE program serves students in grades Pre-Kindergarten through Grade 7. In addition to the general background information provided above, specific needs for an afterschool program at this site include the unique location of the site, the lack of childcare options for parents, the schedules of families, and the overall community needs. The program also provides opportunities for family outreach and for family and community engagement with the school.

The ACE afterschool program is a vital part of the Bartlett community for ongoing student learning. The ACE program is open to and recommended for 100% of students attending BISD Schools. Local and state assessments that indicate student need include formative assessments, teacher observation, STAAR and other formal assessment data, and anecdotal evidence of student need. ACE activities prioritize the needs of students who are at-risk, who qualify for free/reduced lunch, who have not met standard on state assessments, who demonstrate learning gaps, and/or who demonstrate social-emotional or behavioral needs. The ACE program provides structured, targeted learning interventions by certified staff and enrichment opportunities that engage students in artistic and community-based endeavors, led by highly-qualified support staff.

Students and staff are provided nearly unfettered access to classrooms, computer labs, learning materials, library resources, performance spaces, outdoor recreational areas, and indoor gymnasiums. The program is staffed by Texas Certified teachers and paraprofessionals. While the site director did not conducted formal training, a campus-wide overview was provided prior to the start of the school year, and all staff were given a policy/procedures manual for the school year.

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 help from the Family Engagement Specialist (FES) (beginning in December 2019) formulated the adult family component of the ACE program. According to information

provided by the site coordinator, there were a total of 90 parent participants during the school year. Activities offered included *Walk Across Texas* and *Texas Reads One Book*. Whenever the FES scheduled workshops for parents, such information was sent to coordinators who in turn forwarded the information to parents. The FES also provided resources such as brochures, posters and booklets on Family Engagement and at the time of the school closing was working with Austin Community College to find speakers for a workshop series for ACE parents and students. Due to Covid-19, activities planned for the spring of 2020 had to be cancelled. The family activities planned and cancelled at this site included the ACE Health Expo Family Engagement event with 19 vendors, 10 door prizes, parent workshops, and demonstrations that was scheduled for April 4, 2020. Additional family activities that continued virtually over the spring and summer included:

- Parent Workshops (Texas Workforce Commission, and FES-led career-based virtual learning sessions)
- Two additional One Book initiatives (*A Boy Called Bat* and *Toys Go Out)*
- *Walk Across Texas* restart
- Social and Emotional Learning Resources
- Information and assistance for federal funding opportunities
- Fitness classes
- Information on facilitating at-home learning
- Technology resources and support

Center 2. Rockdale Elementary School

Pre 2019-20 Center Setting: The following information describes the Rockdale 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 "B". Based on information obtained from the 2018-19 TAPR report there were 381 students enrolled at the Rockdale Elementary School with an ethnicity distribution of 8.4% African American, 54.6% Hispanic, 34.1% White and 2.9% of two or more races. The report shows that 82.4% were economically disadvantaged and 40.2% were at-risk. The report noted a student retention rate of 5.7% at Grade 1 and 5.0% at Grade 2. An attendance rate in 2017-18 of 96.1% was noted in the report. No STAAR performance data was available for this campus.

Program Description: The Rockdale Elementary ACE program serves students in Kindergarten through Grade 2. The Rockdale Elementary campus uses the after school program to improve and to enhance the educational and behavioral needs of each student. The ACE program is a source of encouragement and for some students the only thing that is consistent in their lives. This program offers security, stability and concern for the student's academic needs and their well-being. Without this program many students would not have the needed confidence to do better both personally and in school. The majority of students need help with ELA and math tutorials. With each activity the students are encouraged to use the skills necessary to achieve the goal that is desired in the activity, whether it be strategizing to win the board game, counting out seeds for gardening or recalling what happens in the story at book club. Almost all of the activities that are offered encourage the students to be interactive with each other or to think outside of the school day mentality. Each grade level is separated in small groups to have effective tutoring and help with the area of need in which they are struggling. During the tutorial hour the school day is extended and helps struggling students to comprehend the material they are working on.

Identification of students is done through review of data from the previous school year, help from specialists like the dyslexia/reading specialist, ESL/ reading specialist, and counselor. These individuals meet with the principal and assistant principal at the end of each 6 weeks to go over the students educational needs. Students are invited to attend ACE and their duration of participation will be based on the level of their academic need. If a student's need isn't significant, then that student is invited to attend morning tutorials.

The program offers the use of the teacher's classrooms for tutorials and enrichment activities. There is access to the cafeteria, the courtyard, library, computer lab, science lab, gym, and the playground. The staff is quick to help when any issues or problems arise during the program hours. Because this program has been operating at this site for a number of years, there are a number of returning staff members who know what needs to be done and are willing to help the new staff members.

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. According to information provided by the site coordinator, there were a total of 149 parent participants during the school year. Activities offered included Parent University, Adult ESL, Family Cooking Classes and Family Movie Night. Whenever the FES scheduled workshops for parents, such information was sent to coordinators who in turn forwarded the information to parents. The FES also provided resources such as brochures, posters and booklets on Family Engagement and at the time of the school closing was working with Austin Community College to find speakers for a workshop series for ACE parents and students. Due to Covid19 activities planned for the spring of 2020 had to be cancelled. The family activities planned and cancelled at this site included a series of parenting workshops entitled Strengthening Families Program that was scheduled during the April May timeframe.

Center 3: San Juan Diego Catholic High School

Pre 2019-20 Center Setting: The following information describes the San Juan Catholic High School (SJDCHS) at the end of the 2018-19 school year and sets the scenario for the 2019-2020 school year. Since SJDCHS is a private Catholic High School, there was no TAPR information available. Based on information obtained from last year's data submission to the evaluator, there were 148 students enrolled at SJDCHS with an ethnicity distribution of 1.4% African American, 91.2% Hispanic, 5.4% White and 2.0% Asian. Last year's data showed that 0% of the students were neither economically disadvantaged nor at-risk.

Program Description: The San Juan Diego Catholic High School (SJDCHS) ACE program serves students in grades 9 through 12. Since it is a part of the school's requirement, all of the SJDCHS students are enrolled in the ACE after school program. The campus also has a corporate internship program where students are required to work at an assigned work place at least once a week. This corporate internship program is partially supported by ACE and therefore all students participate daily in the program via their internship.

SJDCHS offers a relatively seamless transition between the regular school day and the afterschool program and tutoring is a huge part of the after-school program. The site coordinator monitors student grades and pulls students for tutoring who have a grade below 70 in their classes. Every three weeks grades are

reviewed to determine whether or not students should continue with tutoring. Since teachers are designated to do the tutoring, their ACE lesson plans always mirror the school day lesson plans.

Students at SJDCHS benefit in a number of ways through the program. Many of the students on this campus are considered at-risk and the program helps these latchkey kids stay out of trouble. The program helps to build the student's self-esteem through a sense of accomplishment. It also helps to create or build upon skills sets outside the classroom through the offering of a music program which is not offered during the regular school 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 with possible help from the Family Engagement Specialist (FES) formulated the adult family component of the ACE program. According to information provided by the site coordinator, there were a total of 116 parent participants during the school year. Activities offered included Parent Volunteer Classes and ACE/SPA Spaghetti Dinner Talent Show Event. Whenever the FES scheduled workshops for parents, such information was sent to coordinators who in turn forwarded the information to parents. The FES also provided resources such as brochures, posters and booklets on Family Engagement. Due to Covid19 activities planned for the spring of 2020 had to be cancelled. The family activities planned and cancelled at this site included an ACC Speaker Series for parents/students and a Workforce Solutions Workshop Series for parents/students during the April and May timeframe. The FES also located an Italian teacher for the ACE program that enrolled 15 students and held classes for two weeks. That Italian teacher was planning on leading a trip to Italy, but unfortunately due to Covid19 that trip was cancelled. Also cancelled was the ACE/SPA Spaghetti Dinner Talent Show Event scheduled in April.

Center 4: Katherine Anne Porter Charter School (KAPS)

Pre 2019-20 Center Setting: The following information describes the Katherine Anne Porter Charter 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 "D". Based on information obtained from the 2018-19 TAPR report there were 167 students enrolled at the Katherine Anne Porter Charter School with an ethnicity distribution of 1.8% African American, 22.8% Hispanic, 70.7% White, 0.6% Asian, and 4.2% of two or more races. The report shows that 40.7% were economically disadvantaged and 55.7% were at-risk. The report noted a student retention rate of 12.5% at Grade 9 and 0.0% at all other grades. An attendance rate in 2017-18 of 90.6% 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 53%, Mathematics at 7%, Science at 50% and Social Studies at 80%.

Program Description: The Katherine Anne Porter Charter School (KAPS) ACE program serves students in grades 8 through 12. All KAPS students are enrolled in the after school program. KAPS serves a diverse population from extremely high functioning to barely able to read or write. The ACE program is designed to provide services for all students. Each day's offerings include tutoring, sports, enrichment classes and parent involvement activities. A tutoring coordinator contacts parents on a daily basis and ensures that they have given permission for their children to stay for tutoring. The tutoring coordinator also makes sure that parents are up-to-date on their student's progress, grades and attendance.

The ACE Program at KAPS is completely aligned with the school day and supported by the administration. The school provides use of all facilities, classrooms and transportation. Most of the ACE program teachers are daytime teachers which make the integration from day to after school virtually seamless. The Cafe manager teaches a cooking class once a week and helps students receive their food handler's certificate. The school provides full access to the gymnasium for volleyball and basketball as well as archery. The computer lab is open for tutorials and the night school teacher welcomes any of the students who may need access to a computer for completion of work. Buses are available and drivers whenever field trips are taken and for transportation home at the end of the evening.

There is a working relationship with the city library and there is collaboration with them on their events as well as students completing some of their community service hours. The Fire department drone pilot became the drone instructor and helped the program revive the drone pilot certification class. Also volunteers from the Hays County Master Naturalists come a couple of times a year to talk about different subjects, including but not limited to a Dark Skies Class and other environmental issues that are topics of interest for the students. Plans were also to bring a herpetologist who would be doing a hands-on learning experience with his animals. The site coordinator at the KAPS is an active member of the Lion's Club and serves on both the foreign exchange and scholarship committees. Collaborate also is done with the Wimberley Lion's Club for students who are interested in the foreign exchange program and the scholarship program.

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. According to information provided by the site coordinator, there were a total of 175 parent participants during the school year. Activities offered included Parent's Night, Open House, Tutoring, Art Fest, Chili Cook-Off and Cupcake Wars. Whenever the FES scheduled workshops for parents, such information was sent to coordinators who in turn forwarded the information to parents. The FES also provided resources such as brochures, posters and booklets on Family Engagement. At KAPS the site coordinator scheduled a series of parent workshops that were of specific interest to KAPS parents. Due to Covid19 family activities planned for the spring of 2020 had to be cancelled. The spring and summer sessions had virtual adult Yoga, "Coffee with the Principal", and assemblies every Tuesday afternoon that included both students and parents.

Center 5. Rockdale Intermediate School

Pre 2019-20 Center Setting: The following information describes the Rockdale Intermediate 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 "B". Based on information obtained from the 2018-19 TAPR report there were 334 students enrolled at the Rockdale Intermediate School with an ethnicity distribution of 7.2% African American, 47.3% Hispanic, 40.7% White, 0.6% American Indian, 1.8% Asian and 2.4% of two or more races. The report shows that 74.3% were economically disadvantaged and 49.4% were at-risk. The report noted a student retention rate of 2.2% at Grade 3 and 0.0% at all other grades. An attendance rate in 2017-18 of 97.4% 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 46%, Mathematics at 46%, Writing at 14%, and Science at 40%.

Program Description: The Rockdale Intermediate ACE program serves students in grades 3, 4 and 5. In addition to the general background information provided above, specific needs for an afterschool program at this site include the fact that 40% of the 3rd grade students enter third grade at least one year below grade level in reading and 17% enter third grade being two or more years below grade level in reading. Also 34.9% of third grade students enter at least one year below grade level in math. Many of the current fifth grade students were performing below grade level in ELA and math.

Considerations for ACE program placement includes identifying ACE participants first by their academic grades. Math and ELA tutorials are the program priorities. Additional consideration for ACE placement also is given to sibling groupings, student social needs, needs of ESL and Special Education students, teacher and parent requests and student requests and safety concerns.

The ACE staff is composed of teachers who teach during the regular school day. This allows a continuous flow between the regular school day and the ACE program and student learning experiences. Tutorials are usually an extension of the classroom lessons. Since teachers providing tutorial assistance in the Rockdale Intermediate School ACE program are the regular school day classroom teachers, student needs are very well understood. Homework help is also provided by the classroom teachers. The enrichment classes are safe and age appropriate and kept at a rate of 1:21.

The campus provides everything this is needed including classrooms, kitchen, gym, playground and bus transportation. Since the school day teachers and aides are also the ACE afterschool staff, these individuals are familiar with the student's needs, struggles and strengths. ACE training coincides with school staff professional training.

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. According to information provided by the site coordinator, there were a total of 190 parent participants during the school year. Activities offered included Adult ESL, Parent University, PTO and Parent Teacher Conferences. Whenever the FES scheduled workshops for parents, such information was sent to coordinators who in turn forwarded the information to parents. The FES also provided resources such as brochures, posters and booklets on Family Engagement and at the time of the school closing was working with Austin Community College to find speakers for a workshop series for ACE parents and students. Due to Covid19 activities planned for the spring of 2020 had to be cancelled. The family activities planned and cancelled at this site included a series of parenting workshops entitled Strengthening Families Program that was scheduled during the April May timeframe.

Center 6: Rockdale Junior High School

Pre 2019-20 Center Setting: The following information describes the Rockdale 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 a "C". Based on information obtained from the 2018-19 TAPR report there were 353 students enrolled at the Rockdale Junior High School with an ethnicity distribution of 9.6% African American, 51.6% Hispanic, 35.4% White, 1.4% Asian and 2.0% of two or more races. The report shows that 63.0% were economically disadvantaged and 56.7% were at-risk. The report noted a

student retention rate of 0.0% at Grade 6, 0.8% at Grade 7 and 1.0% at Grade 8. 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 40%, Writing at 31%, Science at 46% and Social Studies at 23%.

Program Description: The Rockdale Junior High School ACE program serves students in grades 6, 7 and 8. In addition to the general background information provided above, a specific community issue is important to recognize. This is a community that has suffered the loss of major employers in 2017 and 2018. These closures continue to impact the community including this campus. In spite of this fact, this small town continues to provide resources to the children and adolescent population of the community.

The ACE program provides to students the after school academic support and enrichment opportunities not available to these kids outside of our program. While the ACE program is open to all students on campus, many students are encouraged to attend ACE based on their academic need, STAAR performance results, attendance, behavior, and the need for continuing social interactions. Following RTI meetings, selected students are expected to attend afterschool tutorials with their designated teacher. Teachers or campus administrators contact parents via telephone or by mailing letters which require their return with a parent signature that acknowledges that their child will attend the discussed tutorials. The site coordinator also uses Skyward to locate current grades for students and addresses those students about any failing classes. After discussing the grades with the student, if the student chooses not to stay for the ACE program, the site coordinator contacts parents/guardians, and makes arrangements for the student to attend ACE daily. Students benefit from a small teacher/student ratio in all the activities offered.

Rockdale Junior High School has an amazing staff that supports the ACE program, and more importantly, the students on the campus Certified teachers offer structured and targeted tutorials for students in need of academic improvement. There is also a teacher/paraprofessional per day who offers homework help to students. Enrichment activities taught by certified teachers are offered based on the interests and needs of the students attending the ACE program.

The school district allows use of facilities without charging for electricity. Together with the district, the ACE program is able to offer late bus transportation for students eligible for bus services during the regular school day. ACE program teachers use the training they receive throughout the school year and a very special Capturing Kids' Hearts training to diligently service the varying needs of the student body.

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. According to information provided by the site coordinator, there were a total of 82 parent participants during the school year. Activities offered included Adult ESL and Parent University. Whenever the FES scheduled workshops for parents, such information was sent to coordinators who in turn forwarded the information to parents. The FES also provided resources such as brochures, posters and booklets on Family Engagement and at the time of the school closing was working with Austin Community College to find speakers for a workshop series for ACE parents and students. Due to Covid19, activities planned for the spring of 2020 had to be cancelled. The family activities planned and cancelled at this site included a series of parenting workshops entitled Strengthening Families Program that was scheduled during the April/ May timeframe. Although the family activities had to be cancelled at the site level, the course was still offered via online services, where RJH has had consistent participation

by one parent. Moving into the new school year, we plan to offer the course in both a person-to-person setting, as well as online.

Center 7. Texas Empowerment Academy Elementary

Pre 2019-20 Center Setting: The following information describes the Texas Empowerment Academy Elementary School at the end of the 2018-19 school year and sets the scenario for the 2019-2020 school year. This campus is a Charter School and there is no Accountability Rating noted in the TAPR report. Based on information obtained from the 2018-19 TAPR report there were 94 students enrolled at the Texas Empowerment Academy Elementary School with an ethnicity distribution of 91.5% African American, 5.3% Hispanic and 3.2% of two or more races. The report shows that 88.3% were economically disadvantaged and 62.8% were at-risk. The report noted a student retention rate of 3.7% at Kindergarten and 0.0% at all other grades. An attendance rate in 2017-18 of 92.9% was noted in the report. No STAAR performance data was available for this campus.

Program Description: The Texas Empowerment Academy Elementary ACE program serves students in Kindergarten through Grade 2. In addition to the information provided above, an after school program is needed on this campus that will provide students with a structured environment and resources that will help them achieve their academic goals in those formative early years of school. The ACE program helps the students to stay on track as they continue to progress throughout the school year. Opportunity and time is provided the students to be with their school day teachers each day after school. This helps the students to gain a better understanding of the material that they learned during the school day. Students are also stimulated to learn by the use of the Chromebooks after school. Knowing student knowledge level and progress is obtained by teachers who administer beginning of year and end of year tests.

All students enrolled on campus have also registered for the ACE Program. The ACE coordinator makes sure to have all student contact information readily available and ensures that all student registration materials are in order.

Having the majority of teachers on campus teaching in tutorials and enrichments also allows for ACE to be able to provide the help the students need during the regular school day. The program coordinator teaches classes and helps to monitor the flow and safety of the students during the ACE program.

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. According to information provided by the site coordinator, there were a total of 186 parent participants during the school year. Activities offered included Zumba, Cooking, Parent's Day, Movie Night and Pot Luck. Whenever the FES scheduled workshops for parents, such information was sent to coordinators who in turn forwarded the information to parents. The FES also provided resources such as brochures, posters and booklets on Family Engagement. Due to Covid19 activities planned for the spring of 2020 had to be cancelled. The family activities planned and cancelled at this site included an ACE Health Expo scheduled for end of May 2020.

Center 8: Texas Empowerment Academy Middle School

Pre 2019-20 Center Setting: The following information describes the Texas Empowerment Academy Junior High School at the end of the 2018-19 school year and sets the scenario for the 2019-2020 school year. This campus is a Charter School and the 2019 Accountability Rating for this campus was a "C". Based on information obtained from the 2018-19 TAPR report there were 240 students enrolled at the Texas Empowerment Academy Junior High School with an ethnicity distribution of 87.5% African American, 10.8% Hispanic and 1.7% of two or more races. The report shows that 84.6% were economically disadvantaged and 52.9% were at-risk. The report noted a student retention rate of 4.2% at Grade 5 and 0.0% at all other grades. An attendance rate in 2017-18 of 94.3% 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 38%, Mathematics at 41%, Writing at 19%, Science at 54% and Social Studies at 58%.

Program Description: The Texas Empowerment Academy Middle School ACE program serves students in grades 3 through 11. In addition to the general background information provided above, specific needs for an afterschool program at this site include the need students have for tutorials in each of the core subject areas of ELA, Math, Science, and Social Studies. All enrolled students on campus are also enrolled in the ACE program. ACE program registration is part of the registration process and parents are provided registration forms with the student school registration forms.

The ACE program helps to address the students' need for tutoring, for small group work, for differentiated instruction, and additional time as needed for completion of student work. The ACE program also enriches core subject matter with technology, dance, sports, and other extracurricular activities. The ACE program uses student report cards, progress reports and state test results to identify students and specific program need. ACE instruction is provided by both certified teachers non-certified personnel who work as part of the regular school-day teaching staff. College students are utilized as tutors in English or Math as per student data or parental/student request. With the ACE program staff being the same as the regular school day staff, there is an awareness of what is important and what is needed to meet the students' needs.

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. According to information provided by the site coordinator, there were a total of 268 parent participants during the school year. Activities offered included Zumba and Girl's Club. Whenever the FES scheduled workshops for parents, such information was sent to coordinators who in turn forwarded the information to parents. The FES also provided resources such as brochures, posters and booklets on Family Engagement. Due to Covid19 activities planned for the spring of 2020 had to be cancelled. The family activities planned and cancelled at this site included an ACE Health Expo scheduled for end of May 2020.

Center 9: Rockdale High School

Pre 2019-20 Center Setting: The following information describes the Rockdale 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 "B". Based on information obtained from the 2018-19 TAPR report there were 433 students enrolled at the Rockdale High School with an ethnicity distribution of 9.5% African American, 44.1% Hispanic, 43.6% White, 0.2% American Indian, 0.2% Asian, 0.2% Pacific Islander and 2.1% of two or more races. The report shows that 94.4% were economically disadvantaged and 58.9% were at-risk. The report noted a student retention rate of 6.4% at Grade 9 and 0.0% at all other grades. 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 46%, Mathematics at 33%, Science at 47% and Social Studies at 71%.

Program Description: The Rockdale High School ACE program serves students in grades 9 through 12. In addition to the general background information provided above, an additional need for an afterschool program at this site includes the fact that many Rockdale High School students come from one parent homes and this makes it likely that when the student gets home, no adult is there. Also many of the students have jobs and do not a lot of time to study. Many students have the responsibility to watch over younger siblings until their parents get home. Many students have no transportation and only go where they can walk and this makes social interaction very hard for both parents and students. Because of being offered before and after school, the ACE program gives the students a flexible time table that they can get help when needed or just hang out with friends or a dependable adult.

Identification of students in need of ACE can occur in a number of ways. An Attendance Committee made up of Administration, Counselor, Nurse, Attendance Clerk, and Site Coordinator discuss students who are struggling with attendance and what steps of action may help with this issue. Grading reports run by the PEIMS Secretary allow the identification of specific students in need of help in specific subjects. All students are enrolled in tutorials and homework Help. Parents, teachers, or counselors can also encourage them to go to a certain session or class. If failing a subject area, the parents are contacted, ACE program information is shared and the student are encouraged to attend.

The ACE staff is primarily composed of teachers who teach in the regular school day. This allows a continuous flow between the regular school day and the ACE program and their learning experiences. Regular meetings between the Site Coordinator and the campus administration. The site coordinator provided yearly training on ACE, explains the program and highlights the benefits to students. This year Capturing Kids Hearts was attended by multiple staff and information brought back to share with all teachers during the week before school started. In addition there are monthly meetings with site coordinators and the assistant superintendent, a bimonthly meeting with the campus principal, regular visits from Region 13 district coordinators, webinar trainings including emails, texts and calls and Capturing Kids Hearts.

This program gives students something to look forward to at school allowing them to be a part of something even if they are not part of sports, band, clubs, etc. Community involvement and ability for field-trips are something that may not happen without this program.

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. According to information provided by the site coordinator, there were a total of 49 parent participants during the school year. Activities offered included GED, Adult ESL, PTA, College Readiness and Family Strengthening. Whenever the FAE scheduled workshops for parents, such information was sent to coordinators who in turn forwarded the information to parents. The FES also provided resources such as brochures, posters and booklets on Family Engagement and at the time of the school closing was working with Austin Community College to find speakers for a workshop series for ACE parents and students. Due to Covid19 activities planned for the spring of 2020 had to be cancelled. The family activities planned and cancelled at this site included a series of parenting workshops entitled Strengthening Families Program that was scheduled during the April May timeframe.

Center 10: Smithville School

Pre 2019-20 Center Setting: The following information describes the Smithville 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 "D". Based on information obtained from the 2018-19 TAPR report there were 387 students enrolled at the Smithville Elementary Schools with an ethnicity distribution of 6.7% African American, 37.5% Hispanic, 50.9% White, 1.0% Asian, and 3.9% of two or more races. The report shows that 60.7% were economically disadvantaged and 51.4% were at-risk. The report noted a student retention rate of 0.8% at Grades 3 and 5 and 0.0% at all other grades. 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 39%, Mathematics at 46%, Writing at 26% and Science at 44%.

Program Description: The Smithville ACE program serves students in grades Kindergarten through Grade 5. In addition to the general background information provided above, the ACE program on this campus serves to provide needed social opportunities for students. The after school program not only provides a place for students to be after school but also provides important social opportunities that supplement the purely academic instruction of their school day. The Smithville ISD ACE program helps to focus on filling the gap for low student social economic experiences. The program uses academic time to build reading skills and enrichment time to build social strength/capital. The field experiences are also focused on social gains. In building social capital, students are better equipped to participate and be successful in the classroom.

The Smithville ISD ACE program uses an open enrollment to let all who wish to enroll to do so. Students in the program the previous year get priority on registering for the following year. A few slots are reserved per grade level for campus-recommended students to enroll. Students are exposed to a variety of teaching styles and perspectives that all align with district standards and improvement goals.

The Smithville ISD ACE staff is primarily composed of teachers who teach in the regular school day. The district provides the classrooms and the busing necessary to open the door for students to stay beyond the normal bus route schedule. Smithville ISD ACE has an on-going relationship with the local library and the Parks and Recreation Department at the City of Smithville. The program has also had a number of program events at Buescher State Park. A number of local businesses are also are supportive during town field trips where students are taken to view different business and sites.

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. According to information provided by the site coordinator, there were a total of 115 parent participants during the school year. Activities offered included Pi-Yo. Whenever the FES scheduled workshops for parents, such information was sent to coordinators who in turn forwarded the information to parents. The FES also provided resources such as brochures, posters and booklets on Family Engagement. 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 9 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 9 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. One Cycle 9 campus, Texas Empowerment, was able to offer prerecorded dance classes.

More than half of students enrolled in Cycle 9 school 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.

Attendance at ACE programs during the COVID shutdown was very high for some schools and low for others. Smithville and the two Texas Empowerment schools had very high attendance. The Site Director at Smithville personally delivered activity kits to each ACE student, increasing participation. Texas Empowerment always has very high participation and there was an existing expectation that all students would be active during the shutdown. Rockdale Junior High School had low attendance during the end of the spring semester but that increased during the summer program after the Site Director took a page from Smithville's book and personally delivered kits. Katherine Anne Porter had some success with a virtual prom, while Rockdale High School had a fairly good turnout for their virtual driver's ed and gardening clubs.

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 65% of students, 85% of parents and 94% 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, 82% of parents and 93% 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:

AM ACE	Band
Creative Writing	ELA Enrichment
ESL	Homework Help
I station	Intervention – Reading
LLI	Math Enrichment
Math Learning	Reading
Science	Study Island
Tutorials – ELA	Tutorials – Math
Tutorials – Reading	Tutorials – Science
Tutorials – Social Studies	Tutorials - Spanish
Vocabulary Enrichment	

2. Enrichment Activities With Academic Focus Included:

Band	Book Club
Brain-Based Games	Chess

Computer Lab	Cooking Club
Creative Writing	Drama
ELA Enrichment	Gardening
Magnets and Puzzles	Math Enrichment
Math Mats	Morning ACE
Reading (AR)	Robotics
Science	Science Club
Science Fair	Spanish Club
STEAM	Technology
Texas Reads One Book	Theatre
UIL	UIL Preparation
Vocabulary	

3. Enrichment Activities With Cultural Arts Focus Included:

Art Club	Arts and Crafts
Band	Card for Nursing Home
Choir	Culinary Arts
Dance	Film Club
Karate	Music
National Spanish Honor Society	Seasonal Art Projects
Songwriter's Club	Spanish Club
Theatre	UIL
World Travel	

4. Enrichment Activities With Health/Wellness Focus Included:

Cooking	Cooking Club
Culinary Arts	Dance
Fitness Fun	Gardening
Gym	Health and Fitness
Karate	Kickball
Recreation (relay races, tag, etc.)	Soccer
Sports	Student Health Advisory Council
Support Groups	Weight Room
Zumba	

5. Enrichment Activities With Technology Focus Included:

3-D Printing Club	Character Design
Coding	Computer Lab
Dark Souls – On Line Gaming Club	Drone Certification

ELA – Aimes	ELA – Lexia Core 5
Music	Raspberry PL Lab
Robotics	STEAM
Technology	Technology
Video Game Room	

6. Enrichment Activities With Recreation Focus Included:

Archery	Band
Basketball	Board Games
Character Design	Choir
Computer Games	Cooking
Dance	Drawing
Fun Fitness	Gala Ball
Game Room	Girls Club
Go Noodle	Health and Fitness
Kickball	Lego Lab
Magnets and Puzzles	Music
Outdoor Explorers	Recreation
Soccer	Sports
Valentine Crafts	Volleyball
Walk Across Texas	

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

8th, 9th, 10th Grade Clubs	Board Games
Cards / Art for Nursing Home	Choir
Color Me Healthy	Cooking
Culinary Arts	Fellowship of Christian Athletes
Future Farmers of America	Game Room
Gardening	Girl's Club
Humanities Club	Karate
Legos	Leo's Club
Magnets and Puzzles	Magnets and Puzzles
National Art Honor Society	Project Based Learning
Rec Time	Rotary Club
Sports	

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

Adult ESL Classes	Adult GED Classes
Art Fest	Chili Cook-Off/ Cupcake Wars
College Readiness	ESL
Family Cooking Classes	Family Movie Night
Family Strengthening	Girl's Club

Open House	Parent Teacher Conferences
Parent University	Parent's Night
Parents Day	Pi-Yo
Pot Luck	PTO
Texas Reads One Book	Tutoring
Walk Across Texas	Zumba

9. College and Workforce Readiness Activities Included:

ACC Fest	Art
Baking	BIM 1 and 2 Tutorials
Career Day	Career Exploration
College Application Help	Computer Lab
Culinary Arts	Explore UT
Gardening	Girls Club
HOSA	On Line Career Exploration
Principles of Business Tutorials	Saturday School
Skills USA	STEAM
Theatre	UIL
UIL Activities	Workforce Readiness Counseling

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 9 21st CCLC combined campuses.

Intermediate Outcomes and Related Expectations

The Region XIII Education Service Center Cycle 9 ACE Program is driven by the five intermediate outcomes listed in each center's logic model found at the end of each centers report. Those intermediate outcomes have helped to focus the structure and the philosophy surrounding the after-school program as it is being implemented in each of the centers.

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

1. To improve academic performance

    Expectation a: That underperforming students will improve in all academic areas. C1, C3, C4, C6

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

    Expectation c: That all students attending tutorials will show significant improvement in their academic grades. C3, C4, C5, C6, C7, C8, C9

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

Expectation e: That all students will show improvement in writing. C1, C3,

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

Expectation g: That all students will show improvement in science. C3, C4, C6, C7, C8, C9, C10

Expectation h: That all students will show improvement in social studies. C3, C4, C7, C8, C10

Expectation i: That the ACE program will provide TEKS Targeted Clinics to improve academic performance. C3, C4, C6, C8

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

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

Expectation l: That the after-school program will offer assessment-based tutorial programs. C3, C4, C5, C6, C7, C8, C9

Expectation m: That ninety-eight (98%) of students attending tutorials will show improvement in their academic grades. C2, C4, C3

Expectation n: That all students will pass their STAAR exams. C1, C4, C5, C8,

Expectation o: That most students will pass their STAAR exams. C6, C9

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

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

Expectation r: That all students will master their current grade level work, move on to their next grade and pass their STAAR exams. None

Expectation s: That all students will be interested in one or more enrichment activities. C1, C4, C5, C6, C8, C10

Expectation t: That all students will appreciate learning. C3, C4, C7, C8, C10

Expectation u: That most students will appreciate learning. C1, C2, C5, 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, C3, C4, C5, C6, 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. C3, C4, C10

Expectation x: That 95% of students attending tutorials will show improvement in reading, math, science and social studies. C1, C2, C4, C6

2. To improve attendance

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

Expectation b: That students will attend school on a more regular and consistent basis. C1, C3, C4, C5, C6, C7, C8, C9

Expectation c: That staff members will work together to help improve student attendance. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

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

Expectation e: That students in the after-school program will stay until the program ends at 5:30 pm or 6:00 pm. C1, C2, C3, C4, C6, C7, C8, C9, C10

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

Expectation h: That school attendance will improve by 2%. C3, C4, C5, C6, C7, C8, C9, 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. C2, C3, C4, C5, C6, C7, C8, C9, C10

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

Expectation d: That the ACE program will help support the regular school day staff with student behavior. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation e: That one-on-one contact with children will show them the correct behavioral direction. C1, C2, C4, C5, C6, C7, C8, 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, C9

Expectation g: That discipline referrals will decrease by 5%. C2, C3, C4, C6, C7, C8, C9, C10

Expectation h: That discipline referrals will decrease by 50%. C1

Expectation i: That the establishment of an incentive system will motivate students to behave. C1, C3, C4, C6, C7, C8,

Expectation j: That the Human Development Day program will improve student behavior. C3, C4, C7, C8

Expectation k: That behavior referrals from teachers and staff will be reduced. C1, C4, C5, C6

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

Expectation m: That student ISS referrals will decrease and the number of 'good news discipline reports' presented on campuses will increase. C4, C6

Expectation n: That student behavior expectations will be continually reinforced. C1, C2, C5, C4, C6, C9

Expectation o: That student disciplinary matters will be addressed accordingly and in a timely manner. C2, C4, C5, C6

Expectation p: That disciplinary referrals will decrease. C4, C5, C6, C8

Expectation q: That treating students with respect and dignity will improve student behavior. C1, C4, C5, C6, C8, 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

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

Expectation d: That students with the greatest risk of being retained are identified and monitored. C1, C2, C3, C4, C5, C6, C7, C8, C9

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

Expectation f: That the ACE program and parent/teacher conferences will help with student promotion. C2, C3, C4, C5, C6, C7, C8, C9

Expectation g: That 4H and parent/teacher conferences will help with student promotion. C3, C4

Expectation h: That all students advance to the next grade level. C3, C4, C5, C8

5. To improve graduation rates

Expectation a: That all students will graduate. C1, C3, C4, C6, C8, C9, C10

Expectation b: That the ACE program will establish good relationships between students and staff members and thus help with students graduating. C1, C3, C4, C6, C8, C9, C10

Expectation c: That students attend tutorials, attend school and behave appropriately so that they can graduate. C1, C3, C4, C6, C8, C9, 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. C1, C3, C4, C6, C8, C9

Expectation e: That the after-school program will provide students with a fun and welcoming learning environment that gives students the tools and assistance needed to perform to their highest ability during their regular school day and encourages students to continue their education. C1, C2, C3, C4, C6, C8, C9, C10

Expectation f: That the ACE program provides a meaningful environment to students that they would not have otherwise. C1, C4, C6, 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 9 ACE center campuses, b) all students on CTAC Cycle 9 ACE center campuses who enrolled in the ACE program and c) all those students from the CTAC Cycle 9 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

a. English Language Arts: Grade change from semester 1 to semester 2

English Language Arts 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	82.25	84.22	82.80	85.55	82.34	85.54
2	85.90	87.25	82.92	83.97	83.55	85.68
3	82.71	85.24	82.71	85.24	82.71	85.24
4	83.92	87.99	83.83	88.01	84.31	87.58
5	87.61	87.71	88.11	87.90	86.71	86.84
6	83.08	88.50	82.31	87.73	81.58	87.38
7	78.95	79.15	78.95	79.15	78.94	79.36
8	79.22	74.25	79.22	74.25	79.22	74.25
9	80.67	81.54	79.69	81.12	79.83	83.03
10	84.30	85.68	83.84	87.24	83.84	87.22
Combined	82.91	84.26	84.44	83.68	81.79	82.50

Actual English Language Arts Semester Grade Change			
Center Number	All Students	21st CCLC Students	Regular Participants
1	1.97	2.75	3.20
2	1.35	1.05	2.13
3	2.53	2.53	2.53
4	4.07	4.18	3.26
5	0.10	-0.21	0.13
6	5.42	5.43	5.80
7	0.20	0.20	0.41
8	-4.97	-4.97	-4.97
9	0.86	1.42	3.20
10	1.39	3.39	3.39
All Centers	1.34	1.24	0.72

b. Mathematics: Grade change from semester 1 to semester 2

Center Number	All Students Sem. 1	All Students Sem. 2	All 21st CCLC Sem. 1	All 21st CCLC Sem. 2	Regular Only Sem. 1	Regular Only Sem. 2
	All Students		**All 21st CCLC**		**Regular Only**	
1	84.32	84.98	84.25	85.34	84.40	84.99
2	87.75	89.99	85.01	88.11	86.84	89.59
3	83.17	84.67	83.17	84.67	83.17	84.67
4	85.01	86.43	84.80	86.48	87.08	87.45
5	86.21	86.57	86.28	86.78	84.96	85.63
6	83.80	86.26	83.12	85.46	82.24	84.04
7	81.81	82.46	81.81	82.46	81.83	82.74
8	78.55	78.98	78.55	78.98	78.55	78.98
9	83.55	85.71	83.38	85.60	81.00	85.34
10	85.04	84.33	84.43	84.02	84.41	83.98
Combined	84.02	85.40	83.25	84.66	82.50	83.48

Table title: Mathematics Average Semester Grades

Center Number	All Students	21st CCLC Students	Regular Participants
1	0.66	1.09	0.59
2	2.25	3.10	2.75
3	1.50	1.50	1.50
4	1.42	1.68	0.37
5	0.36	0.50	0.67
6	2.46	2.34	1.80
7	0.65	0.65	0.91
8	0.43	0.43	0.43
9	2.16	2.22	4.34
10	-0.72	-0.41	-0.43
All Centers	1.38	1.40	0.97

Table title: Actual Mathematics Semester Grade Change

c. 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	86.58	88.02	87.65	88.52	88.20	88.78
2	89.38	90.49	89.60	91.05	90.46	92.71
3	84.28	85.06	84.28	85.06	84.28	85.06
4	84.45	85.59	84.38	85.70	85.98	86.55
5	88.73	88.47	89.70	89.22	89.80	88.75
6	84.64	87.61	83.96	86.87	83.84	86.38
7	81.29	78.71	81.29	78.71	81.31	78.68
8	80.92	77.63	80.92	77.63	80.92	77.63
9	81.99	87.22	81.66	87.28	80.00	86.83
10	84.85	84.49	85.16	84.67	85.02	84.80
Combined	85.03	86.32	84.78	85.59	84.46	84.01

Actual Science Semester Grade Change			
Center Number	All Students	21st CCLC Students	Regular Participants
1	1.44	0.87	0.58
2	1.11	1.45	2.25
3	0.78	0.78	0.78
4	1.14	1.32	0.56
5	-0.26	-0.48	-1.04
6	2.97	2.91	2.52
7	-2.59	-2.59	-2.63
8	-3.29	-3.29	-3.29
9	5.23	5.63	6.83
10	-0.35	-0.49	-0.22
All Centers	1.29	0.81	-0.44

d. Social Studies: Grade change from semester 1 to semester 2

Social Studies 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	84.57	88.84	88.09	88.76	89.29	89.65
2	88.68	89.73	88.75	90.04	89.36	91.04
3	86.63	84.66	86.63	84.66	86.63	84.66
4	86.91	88.08	86.80	88.08	87.80	89.08
5	89.69	88.24	90.48	88.78	90.33	88.98
6	84.87	88.20	84.04	87.62	84.04	87.54
7	85.76	90.53	85.76	90.53	85.82	90.88
8	85.40	79.99	85.40	79.99	85.40	79.99
9	82.93	87.13	82.33	86.74	81.13	86.70
10	89.20	86.68	88.88	86.90	88.84	87.02
Combined	85.92	87.24	86.35	86.70	86.84	86.07

Actual Social Studies Semester Grade Change			
Center Number	All Students	21st CCLC Students	Regular Participants
1	4.27	0.67	0.35
2	1.05	1.28	1.68
3	-1.96	-1.96	-1.96
4	1.17	1.28	1.28
5	-1.44	-1.70	-1.35
6	3.33	3.58	3.50
7	4.78	4.78	5.06
8	-5.41	-5.41	-5.41
9	4.19	4.41	5.57
10	-2.52	-1.98	-1.82
All Centers	1.32	0.35	-0.78

e. 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	31%	40%	43%
Agree	25%	26%	44%
Neutral	26%	27%	11%
Disagree	8%	6%	1%
Strongly Disagree	10%	1%	1%

The combined results of all CTAC Cycle 9 centers indicates that stakeholders perceived an improvement in student academic grades. Survey results indicated that 56% of students, 66% of parents and 87% 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 center students

English Language Arts Average STAAR Passing Rate			
Center Number	All Students	21st CCLC Students	Regular Participants
1	Not Tested	Not Tested	Not Tested
2	N/A	N/A	N/A
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	N/A	N/A	N/A
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 center students

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

3. Achievement in Attendance Improvement

Average Attendance Comparison

Average Semester Attendance Comparison						
	All Students		**All 21st CCLC**		**Regular Only**	
Center Number	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
1	93.23%	95.93%	94.81%	96.95%	95.62%	97.43%
2	90.72%	97.22%	92.03%	97.41%	96.34%	98.21%
3	97.48%	98.18%	97.48%	98.18%	97.48%	98.18%
4	96.83%	99.97%	96.80%	99.97%	97.32%	99.97%
5	91.11%	97.50%	94.55%	98.35%	96.81%	98.40%
6	92.64%	96.22%	93.22%	96.48%	94.56%	97.14%
7	93.54%	97.30%	93.54%	97.30%	93.54%	97.43%
8	93.03%	95.62%	93.03%	95.62%	93.03%	95.62%
9	91.29%	94.53%	92.49%	95.00%	93.25%	97.22%
10	95.82%	95.69%	96.07%	95.69%	96.00%	95.69%
Combined	92.77%	96.42%	94.11%	96.91%	95.16%	97.15%

Average Semester Attendance – All Centers Combined Comparison of Average Semester Attendance			
	1st Sem	**2nd Sem**	**Change**
All Students Enrolled on Campus	92.77%	96.42%	3.65%
All 21st CCLC enrolled students	94.11%	96.91%	2.80%
All 21st CCLC regular students	95.16%	97.15%	2.00%

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	31%	39%	35%
Agree	20%	23%	37%
Neutral	30%	32%	27%
Disagree	8%	3%	1%
Strongly Disagree	11%	3%	0%

The combined results of all CTAC Cycle 9 centers indicates that stakeholders perceived an improvement in school attendance. Survey results indicated that 51% of students, 62% of parents and 72% 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

	All Students		All 21st CCLC		Regular Only	
Center Number	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
1	5.55	3.42	4.25	2.56	3.59	2.16
2	3.15	1.78	3.31	2.03	2.98	1.61
3	2.09	1.51	2.09	1.51	2.09	1.51
4	2.90	0.03	2.93	0.03	2.45	0.03
5	2.61	1.42	2.60	1.39	2.48	1.40
6	4.44	2.53	4.55	2.62	4.12	2.57
7	4.89	2.40	4.89	2.40	4.89	2.29
8	4.31	3.30	4.31	3.30	4.31	3.30
9	5.20	4.18	5.19	4.03	5.53	2.50
10	3.55	3.88	3.34	3.88	3.40	3.88
Combined	4.11	2.67	3.84	2.48	3.57	2.36

Table title: Average Semester Absence Comparison

Average Absences – All Centers Combined Comparison of Average Semester Absences			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	4.11	2.67	-1.44
All 21st CCLC enrolled students	3.84	2.48	-1.36
All 21st CCLC regular students	3.57	2.36	-1.21

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	21st CCLC Students	Regular Participants
1	-0.14	-0.12	-0.11
2	-0.23	-0.34	-0.25
3	0.00	0.00	0.00
4	-0.25	-0.25	-0.97
5	-0.19	-0.23	-0.24
6	-0.24	-0.32	-0.65
7	-0.43	-0.43	-0.42
8	-0.01	-0.01	-0.01
9	-0.68	-0.74	-1.20
10	-0.07	-0.18	-0.17
All Centers	-0.26	-0.26	-0.25

Student Discipline – All Centers Combined Comparison of Average Disciplinary Incidents			
	1st Sem	2nd Sem	Change
All Students Enrolled on Campus	0.55	0.30	-0.26
All 21st CCLC enrolled students	0.54	0.27	-0.26
All 21st CCLC regular students	0.37	0.12	-0.25

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%	37%	36%
Agree	22%	24%	38%
Neutral	29%	33%	23%
Disagree	8%	4%	2%
Strongly Disagree	11%	2%	1%

The combined results of all CTAC Cycle 9 centers indicates that stakeholders perceived an improvement in student behavior. Survey results indicated that 52% of students, 61% of parents and 74% of staff either agreed or strongly agreed that ACE program students had improved in their behavior during the 2019-2020 school year.

5. 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 56% of students, 66% of parents and 87% 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 51% of students, 62% of parents and 72% 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	29%	53%	56%
Satisfied	38%	30%	38%
Neutral	27%	10%	5%
Dissatisfied	5%	6%	0%
Very Dissatisfied	1%	1%	1%

The combined results of all CTAC Cycle 9 centers indicates that stakeholders believed that the ACE program helped students to complete their homework assignments. Survey results indicated that 67% of students, 83% of parents and 94% 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	46%	56%	68%
Satisfied	32%	28%	27%
Neutral	17%	11%	2%
Dissatisfied	3%	3%	2%
Very Dissatisfied	2%	2%	1%

The combined results of all CTAC Cycle 9 centers indicates that stakeholders believed that ACE teachers give attention and care to students. Survey results indicated that 78% of students, 84% of parents and 95% of staff either were satisfied or very satisfied that the ACE program gave care and attention to students.

6. 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 Rockdale High School was 87.5%, for Katherine Anne Porter Charter School was 82.1% and data for San Juan Diego Catholic High School was not available at the time of reporting.

VIII. Stakeholder Perception Surveys

In spring 2020 ESC 13 Cycle 9 ACE centers administered online surveys to students, parents and staff members. Survey completion participants included 273 students, 255 parents and 154 staff members. The primary reason for surveying the stakeholders was to obtain their opinion regarding the effectiveness of the Texas ACE program, particularly as an outcome related to the perceived behaviors and attitudes of student participants. The intent is for this survey to be administered annually for the remainder of the grant period. Future administrations will provide important information regarding possible trends in stakeholder opinions. As the program evolves and experiences demographic and/or programmatic changes, the data obtained will prove helpful in developing decisions that will be more responsive to the needs of the individual centers and the program as a whole. Additionally, the surveys will provide program administrators with a systematic and uniform method of receiving input and serve an integral role in the comprehensive plan for meeting the individual needs of the center community.

Description of the Survey

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

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

Domains

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

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

Analysis of Survey Results

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

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

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

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

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

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

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

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

The combined responses of all stakeholders from all ten centers is shown below and in the Appendices. It provides an accurate depiction of how each stakeholder in general perceived the effectiveness of the CTAC Cycle 9 ACE program as it related to each of the domains listed above. An analysis of the data presented in the following tables indicates that stakeholders hold the CTAC Cycle 9 ACE program in high regard and feel that it is meeting its intended purposes.

IX. Programmatic Themes and Issues across Centers

Each year of the grant the external evaluator conducted a series of two site visits and interviews with each site coordinator. These site visits and interviews were conducted during the fall and spring semesters of each year. 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. The following are the cumulative summaries of the strengths and weaknesses as identified by the site coordinators.

Center 1 – Bartlett Schools

Strength: The Bartlett ISD administrative team, together with teachers and hourly ACE staff, are highly collaborative and share a common vision for the goals and anticipated outcomes of the 21st Century program at Bartlett ISD. The ACE program staff is professionally trained and maintains a positive relationship with all of the children. Staff members are aware of the high poverty in the area and of the needs of families, and often they have personal knowledge of specifics regarding individual children and/or families. The staff members truly care and go above and beyond to help students feel safe and loved. They also work tirelessly to ensure students are academically challenged, and are provided enrichment opportunities that they may not have otherwise.

Opportunity for improvement: The ACE program operates on an "understood" procedure or expectation for student attendance and discipline. A provision needs to be made where written ACE guidelines pertaining to attendance and discipline are communicated to staff, students and parents. ACE sustainability is a serious concern in this community. The community lacks resources to sustain a viable program like ACE and it would be very difficult to maintain the program if 21st Century Grant funding was lost.

Center 2 – Rockdale Elementary

Strength: Many of the ACE staff members on this site have been serving in the ACE program for nearly 15 years. They know the ACE expectations for students and the delivery of services. They are also open to change if needed. Staff members treat students and parents with the same level of expectations and with respect. The students love each and every one of the staff members and the teachers feel the same way. The staff members maintain a professional yet friendly and loving posture with the students and other staff members. Staff members are willing to take on different roles or positions when needed and having such teamwork in place ensures that the program will always run smoothly.

Opportunity for improvement: Seldom is a discussion on developing a strategy to build and sustain an after school program is heard. Because the grant has been at this site for 15 years, most people think that it will not be taken away and have become complacent with the program. Efforts are currently being made to draw in community members and community organizations to see the benefits of the ACE program to the community. It is the hope that they will begin investing their time and funds in to the program.

Center 3 – San Juan Diego Catholic High School

Strength: Efforts have been made in the 2019-20 school year to provide a program that is more balanced in academic, physical and social skill offerings. The addition of sports activities and clubs have helped to improve student's social skills such as cooking, drama and art. The staff is a combination of certified teachers, parents and college students from St. Edwards University.

Opportunity for improvement: It is difficult to keep students after school and keep them engaged with little wasted time. Down time is greater after the first hour of the program. It is at this time that the students have more freedom to enjoy social time with other students. Included in this concern regarding down time are the students enrolled in the CIP program who arrive on campus and wait for their rides home. The program needs to include collaboration and partnership building with community organizations. While there is a plethora of donors who support San Juan Diego Catholic High School, ACE unfortunately hasn't yet established a sustainable relationship with these sponsors.

Center 4 – Katherine Anne Porter Charter School

Strength: The staff at Katherine Anne Porter Charter School is comprised of highly trained professionals who have built healthy relationships with their students. The staff has a high level of investment in the success of its students. The campus is very small and each staff member makes time to be available to students before school hours, during lunch time and during after school hours to tutor, support, and encourage the students.

Opportunity for improvement: Because students at Katherine Anne Porter Charter School reside in seven counties, this makes it difficult for student's parents to be active in school or ACE. As is true in a high school setting, student participation seems to drop as students become more independent. The ACE staff works hard at building and maintaining relationships with parents. Phone calls are made to parents to keep them aware of their child's successes and struggles. Communication is kept current with parents and students via the Dragon News which is sent via by email, a regularly updated website, and a Dragon Daily Facebook page.

Center 5 – Rockdale Intermediate School

Strength: There is a sincere commitment on the part of the staff at Rockdale Intermediate School to serve the students on this campus. The coordinator attempts to offer an assortment of classes and activities for the students and keeps those activities that students enjoy the most. The staff from this campus have served ACE students for a number of years and are always positive when working with the students. There is a sincere commitment on the part of the staff to serve the students on this campus.

Opportunity for improvement: ACE students would enjoy seeing their pictures posted on a wall on campus. This could include pictures of them in their ACE classes and in doing ACE activities. Recognition could also be given to students via EOY certificated for participation. Finally, there are no plans for ACE sustainability beyond the grant period. With the state of the economy in Rockdale, there is no local money in the RISD or in the community to fund a program similar to ACE.

Center 6 – Rockdale Junior High School

Strength: The site coordinator strives to maintain a workable student/teacher ratio throughout the ACE program and especially in the academic areas and in areas where safety is of major concern (i.e., culinary arts, where ovens, stoves, and knives are used). In the academic areas, small pupil/teacher ratios are needed so that students can receive more one-on-one attention or placed in very small groups for learning. There is a recognition that if a student has concerns in his/her well-being, that this will affect their performance academically and emotionally. The program offers classes that afford students the opportunity to be who they are, without fear of isolation or ridicule. Students are challenged to be kind to one another, and help their peers every opportunity they get in the ACE program.

Opportunity for improvement: With the loss of so many bigger companies in Rockdale over the last 5 years, it is difficult to find the financial support or volunteer services to sustain a program of this magnitude. Rockdale is left with primarily smaller "mom & pop" shops that do not have the financial means to provide substantial services to anyone outside of their business. However, the community has recently acquired two new businesses, though not large-scale at this time, that have potential and efforts will be made to reach out to them and build partnerships with them in the future.

Center 7 – Texas Empowerment Academy Elementary School

Strength: The ACE staff on this campus prides themselves in doing what is right for the students and parents. There is evidence of a strong leadership presence that continues to provide care, structure, and opportunities for the students and their families. Staff members support each other and students daily. Additional student help is being provided by college students who are hired as tutors and who serve small groups of students (normally 1 to 3 at a time).

Opportunity for improvement: The program needs to include plans for sustainability. The community has suffered several major business losses and the school has taken financial hits due to this. This has made future program sustainability questionable. There are some activities in place that would remain, but most of the program would change if the grant was discontinued. The program needs to include parental activities that address needs and interests of parents. Few parents appear on campus because a majority of the students are bussed to the other Texas Empowerment Academy campus at the end of each day.

Center 8 – Texas Empowerment Academy Middle School

Strength: Staff meetings are held each morning to discuss objectives and expectations for each day which often carry over onto the after school program. In prior years the program was noted for having a clear balance of academic, enrichment, and college and workforce readiness activities; however, that balance has been on a decline and will need to be reestablished.

Opportunity for improvement: The pupil/teacher ratio fluctuates during the first hour of the program; however, the site coordinator continues to place students in small groups when possible. College tutors help in working with groups of students who may need help in tutorial or homework help.

Center 9 – Rockdale High School

Strength: ACE students at Rockdale High School enjoy the benefit of being able to participate in small group instruction. This benefit provides the ACE students with reinforcement and help on a one-on-one setting.

Opportunity for improvement: As new and additional teachers are joining the ACE staff and becoming more knowledgeable and experienced in ACE, the ACE leadership team will eventually get stronger. The program still needs to include activities with a high level of student participation. This is difficult since ACE is always competing with sports practices, away games, and other extra-curricular activities.

Center 10 – Smithville Elementary School

Strength: Our staff is amazing. So many of our students show up lacking in many areas (social-emotional, reading, confidence, hygiene). Our staff loves on these kids holding them accountable for inappropriate actions through redirection and encouragement more than reprimand and consequences. The staff also is constantly looking for ways to reach the kids and connect on their levels.   --- The program includes a teacher / student ratio that is reasonable for the particular activity offered. We attempt to keep our student: teacher ratio below 20:1 for regular academic sessions and 10:1 for intervention. Most of our enrichment activities are below 15:1 so kids get more personal attention at those times.

Opportunity for improvement: Our sustainability plan has always been to apply for the grant again. ---- The program needs to include parental activities that address needs and interests of parents. We are terrible at parent participation. It is probably our greatest struggle.

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 – Bartlett Schools

1. During the fall visit, a parent volunteer was present and helping a class. In prior years, parent volunteers such as the city major helped teach classes and were very effective in working with the students. During the fall visit, several veterans were in attendance at a Veterans Day Program and appeared to be good candidates to serve as volunteers. It is recommended that the site coordinator issue an invitation to parents and non-parents who may be willing to volunteer in the ACE program.
2. The Bartlett center is located in a rural community where businesses are few but where churches are common and active. In prior years community churches and pastors provided support for the ACE program. Even though the site coordinator and the school superintendent are new to the community, the community will welcome the opportunity to partner with the ACE program. It is recommended that the site coordinator establish relationships with the businesses and churches in the community so as to encourage their involvement with the ACE program in the future.
3. The teaching staff at the Bartlett schools is highly sensitive to the fact that they are serving a large Hispanic population and do an admirable job of identifying with the students and their parents. Every opportunity to highlight the Hispanic culture in enrichment activities should be encouraged. It is therefore recommended that the site coordinator seek activity suggestions from parents and others having knowledge of the Hispanic culture.

Center 2 – Rockdale Elementary

1. Ensuring the safety of students is extremely important and the campus administration and site coordinator are committed to conducting fire evacuation drills during the after school program as well as working on other safety protocols. It is recommended that the guidelines and protocols for conducting the safety drills be written and made available for use by other site coordinators where such safety drills are not conducted on a regular basis.
2. This center is one of many where state assessments are not administered due to the fact that it only includes grades K-2. Nevertheless, this center does an admirable job of providing excellent tutorial services to its students. It is therefore recommended that this center serve as an

exemplary center for grades K-2 and such be communicated throughout the ACE community of schools.

3. It is not common for a center to be blessed with a new site coordinator possessing the abilities and skills that the current site coordinator possesses. When a software designer develops a new program, there always follows a user's manual to accompany that program. To parallel this example with the implementation of a new ACE program or the first exposure of the program to a new site coordinator, it is recommended that the project director develop a user's manual template that will be completed with instructions unique to an individual center. This center's user's manual should include a collection of examples of forms used, instructions as appropriate, sample of activities used and samples of documents used in the past to assist a new site coordinator.

4. The ACE program has had a significant impact on the Rockdale ISD community and this fact needs to be shared with the community. The sustainability of this program is critical to the community and only through the education of the public can such be considered. It is recommended that the site coordinators generate a PowerPoint presentation with a script that highlights the ACE program for the community. The district's assistant superintendent has been a part of the ACE program here since its inception and can help with the development of the presentation.

5. Students are this level need constant reinforcement of accepted behaviors and a regular reward system. It is recommended that the site coordinator consider developing a good behavior reward system for students that is available on a monthly basis and that comes with a visible gift for the students. One such reward system involves passing out tickets to students for their good behavior once a week, have them write their name on the ticket and place their ticket in a box. At the end of the month, one or two tickets are taken out as winners and given a reward like a book, pencil, etc.

6. An annual report on the ACE program activities from the previous year is always welcomed by the ACE program stakeholders. It is recommended that such a report be developed either in a written narrative format or via PowerPoint presentation that would include pictures and information. This report or PowerPoint could be shared with the regular classroom teachers at one of their meetings and with the parents at one of the PTO meetings.

7. This campus does not provide a second language offering to students, yet students have an ability to learn a second language very quickly. It is recommended that the ACE program offer Spanish and Sign Language as enrichment activities for students. While it may be difficult to find a teacher who is able to use sign language, the evaluator has seen a teacher with little or no sign language teach such a course by tapping the resources available on YouTube videos and using them with the students.

8. Students at this level do not hesitate to share their ideas and desires for enrichment activities. While the coordinator has used oral discussions with students to learn of their special interests, it is recommended that the site coordinator select a small group of approximately 10 students that are representative of the ACE population and meet with them in a monthly basis. The purpose for such a meeting would be to listen to the students and seek their suggestions for improvement of the program including which enrichment activities they would like.

Center 3 – San Juan Diego Catholic High School

1. SJDCHS has a new campus and a large gym facility that can accommodate team sports. While the students enjoy an open gym during ACE hours, the program only offers volleyball as a team sport. It is recommended that the site coordinator consider offering more team sport activities that can be offered in the gym area. An on-line query may yield suggestions like Frisbee, flag football, obstacle run courses, dodgeball and relay races as examples.

2. A great number of computers are available for use in the library. During the snack period it is common to see students eating their snacks or drink beverages near the computers. It is recommended that the site coordinator be aware of the safety concerns to the computers when distributing the snacks to students and the possible damage that can result to the computers by accidental drops. Reminding students of the need to keep food and drinks away from the computers would be appropriate. The recommendation noted above was made in the fall and changes were made. Students can no longer use the computers in the library but chrome books can be checked out if needed.

3. A discussion on lesson plans led the evaluator to conclude that this is a weak area at this center. Lesson plans are important. They ensure that activities provide a link between ACE and the regular school day, they provide structure in activity delivery and they provide an outline or framework for the site coordinator to validate the observed activity with the lesson plan. It is not unusual for teachers to resist or hesitant in writing write lesson plans for the ACE program. It is recommended that lesson plans be a requirement and priority for each activity offered. Teachers could be encouraged to write good lesson plans when they are told that their hourly pay will involve 45 minutes of instruction and 15 minutes for the writing of the lesson plans. The above recommendation was made in the fall and a new lesson plan template was given to teachers. Previously teachers were required to only provide a general lesson plan for the entire semester, but now there is a weekly lesson plan requirement.

4. When it comes to enrichment activities teachers are not willing to teach these activities and college student have been hired to teach the enrichments offered. SJDCHS has approximately 15 certified teachers on staff and it has been difficult for the site coordinator to employ these individuals outside of tutoring which is required of the teachers when one or more of their students have grades less than 70. College students are filling many of the teaching vacancies in ACE. It is recommended that the site coordinator solicit the help of the campus principal in recruiting campus certified teachers to fill the primary ACE academic teaching assignments or academic club sponsorships.

Center 4 – Katherine Anne Porter Charter School

1. The KAPS Center has a viable morning program with many students participating in such. Students who attend the morning program generally work after school and this is a convenient time for them to receive homework and tutorial assistance. The Marble Falls High School ACE Program had an excellent morning program that has been shared with the site coordinator at KAPS. It is recommended that the morning program be expanded to include teacher supplied materials such as tests to make up, missed homework assignments and research assignments which can be given to students during their before-school morning attendance. Teachers can be provided a folder

where they can insert a particular student's work to be given by the ACE staff person each morning.

2. With the changing in demographics of the KAPS student body, there appears to be a decline in the fine arts offerings that were so popular with students from the past. It is recommended that the site coordinator continue to receive input regarding the activities to be offered. The student interest surveys should include a variety of fine arts offerings for the students to consider.

3. The KAPS ACE program is a family affair that includes staff, students and parents. It is recommended that at least one major activity whether it be an event or a project be planned that includes the entire KAPS family and their participation.

Center 5 – Rockdale Intermediate

1. It is commendable that a large population of students who are wanting to participate in UIL competition are being enrolled in the ACE program. For many of these students it is possible that their active participation in UIL may be limited in the number of attendance days, therefore, it is recommended that efforts be made to keep them active in ACE via services that would be beneficial to them.

2. The Rockdale Intermediate ACE program has been and is currently an exemplary program. Therefore, it is recommended that the site coordinator or someone with video and audio capabilities be photographing and recording the various activities of the program and put together a video presentation to share with other ACE sites who might benefit from a visual documentary style presentation of an exemplary elementary ACE program.

3. An ACE handbook is an excellent way of communicating with parents regarding the program, student attendance requirements, behavior expectations and consequences, safety procedures and a host of other relevant information. It is recommended that an ACE handbook be written and given to parents of ACE participants. If it is difficult to provide a multi-page document, then it is suggested that a one page summary of the contents be provided to parents.

4. Parents and students enjoy seeing their work displayed for others to see. It is recommended that the site coordinator obtain permission to place a bulletin board on a prominent location on campus where ACE participant work can be displayed. If allowed, pictures of students working in the various ACE activities can also be posted on the bulletin board.

5. While the staff and students at this center are familiar with the fire and safety drills that are required during the regular school day, this center has not performed such drills with the students during the ACE program hours. It is wise for such drills to also be performed during ACE and especially at times when such drills might not be expected to be conducted. It is recommended that such drills be conducted at least once a semester and could include fire drills, severe weather drills and lockdown procedures.

Center 6 – Rockdale Junior High School

1. While the campus administration places a strong emphasis on academics during the after school program, there is still a need for students to experience a variety of enrichment activities that they might not experience during the normal school day. It is recommended that a greater number of enrichment activities be offered to students and that those enrichment activities include a close correlation to academics when possible.

2. Site coordinators have many administrative responsibilities that consume a great deal of their time. It is recommended that the administration support the site coordinators and allow administrative assistants to input necessary student data into the ACE program files.

3. Middle School age students are highly social and enjoy time with their peers. It is recommended that a game room be provided in the ACE program where during the enrichment hour students are able to play games and socialize with the peers.

4. Parents in this school district appear to be reluctant in participating in their children's education and the ACE program. This can be a real challenge in getting parents active in ACE. It is recommended that the Family Engagement Specialist study this issue as it relates to Hispanic parents in particular and make appropriate suggestions to increase parental involvement in ACE events and activities.

5. Student safety is important as it relates to fire and emergency drills being conducted during the ACE program hours. The site coordinator needs to be able to account for all students present during a fire or emergency event and should be able to identify their assigned location in case of such an event. It is recommended that the site coordinator work the school administration to identify the emergency procedures to use during ACE and to conduct at least one emergency drill each semester.

6. The ACE Handbook which is available to parents is an excellent way to communicate general information about the ACE program to parents. It is recommended that a general statement regarding safety procedures that are employed in ACE be stated in the handbook.

7. ACE program staff should be able to identify characteristics of an effective ACE program when presented a list of characteristics. It is recommended that the project director working with the site coordinators develop a listing of various characteristics that might or might not be applicable to an ACE program. This list of characteristics can be discussed with ACE program teachers and other campus teachers at the beginning of a school year.

Center 7 - Texas Empowerment Academy Elementary

1. This center is unique in that it contains enrollment grades that are not tested via the Texas Assessment Program. Because of this uniqueness, this center should have mission statement that addresses the appropriate grade level needs of this center. This mission state needs to also be prominently displayed.

2. Because the parents at this center come from varied locations from central Texas, the Family Engagement Specialist should offer appropriate ideas to draw upon the interests and needs of a varied parent population that has no specific geographic commonalities.

3. A quick viewing of the resources available to ACE program staff at this center leads one to conclude that additional instructional resources may be needed. The project director should ensure that sufficient ACE resources are available to this center to address the various academic and enrichment needs of the program.

4. College students are providing some limited tutorial assistance to students. During the academic hour, students are primarily working on homework. It is my recommendation that the professional instructional staff at this center take a leadership role in providing small group tutorial help to the students that is similar to what is being provided by the college students during ACE.

Center 8 – Texas Empowerment Academy Junior High

1. To improve security measures at the center, in February 2020 the administration locked all entries to the main building expect the entry to the main office area. In addition it also placed cameras to observe movement outside the walk area between the various buildings. These actions improved the needed security measures. The Texas Empowerment Academy Junior High campus is an open campus and does not have the same security measures in place that the elementary campus has; therefore, it is recommended that the site coordinator work with the campus administration to develop safety plans and procedures and to communicate such to the staff. This includes providing procedures for evacuating the building in case of fire or staying in a safe location in the building in case of lockdown or severe storm warnings.

2. This center has experienced four changes in the last three years involving the individual charged with overseeing the ACE program. The orientation of a new site coordinator should receive priority consideration not only by the campus administration but more importantly by the project director. It is recommended that an ACE management orientation curriculum be developed for presentation for each new site coordinator. Also part of the orientation should be a minimum of one week observation by the project director of the program as it is being implemented during the first week of operation.

3. In past years regular school day personnel were required to work during the academic hour of the program. This is no longer is a requirement and the program is suffering significantly due to staff unwilling to work during the first hour of the program. This lack of staff participation is most commonly seen among the secondary level of teachers. It is recommended that the project director and the site coordinator visit and share with the campus administration the issues being caused by a lack of personnel willing to work in ACE. It is recommended that the campus administration work with the site coordinator to address the staffing issues at the center.

4. This center is utilizing a great number of college age students to work in ACE and they for the most part are doing an admirable job. It is recommended that the site coordinator develop or ensure that there is a well-defined job description in place for the college tutors and that students from this center are also aware of what is expected of the college tutors.

5. There is a high level of interest in certain enrichment activities. A cooking class using the kitchen in the gym area generated great interest on the part of students and parents. Students at this center have also expressed an interest in having a drone centered enrichment activity, therefore it is recommended that the site coordinator or a possible instructor visit other sites where enrichment activities are well established and adapt those activities as appropriate to this center.

6. This campus has had an expansion in its student population and has limited space for students to gather. While changes were made to where students gathered at the end of the school day, many factors have hindered the smooth transition of students from the end of the school day to the academic hour and then to the enrichment hour. Since transition of students may also be a problem during the regular school day, the site coordinator should solicit the assistance of the campus administration to address this major concern of the evaluator.

7. If the academic hour is to be effective for students, it must have priority consideration in providing an appropriate and quiet location for students to work on their homework or receive tutoring. Therefore, it is recommended that the campus administration support an ACE environment whereby students are engaged and focused on continuous learning including the addition of tutorial services as needed.

8. In each of the past years, students gathered in the gym area for their snacks. The process was slow and resulted in a large grouping of students in a small area. During the fall visit the site coordinator distributed the snacks at each of the classrooms. A change in the manner of snack distribution was done in January and should be reviewed to ensure that snack distribution does not consume too much time or disruption in instruction.
9. It is recommended that the project director work with the site coordinator to develop a quick checklist of expected behaviors (students, staff and instruction) that would be observed in any classroom observation and use that instrument to work with teachers if needed.

Center 9 – Rockdale High School

1. While the campus administration requires teachers to provide tutorial and homework help services for students and posts those teacher availability schedules in prominent locations on campus, those schedules may not always coincide with the needs of specific students nor do they appear to provide adequate time (one hour) for students. And while students may seek the help of an available teacher, this may not always occur. Therefore, it is recommended that content area teachers be employed to provide homework and tutorial help to students on a daily basis during the full ACE program academic hour.
2. A new principal will be in place for the campus next school year. The campus principal can be the most influential supporter of an after school program and this will occur when the campus principal is fully knowledgeable of how the program is operating. It is recommended that the site coordinator invite the campus principal to jointly conduct walk-throughs during the academic hour and observe how students and teachers are working during their scheduled tutorial and homework help schedules and if necessary to make necessary changes in those schedules and personnel.
3. A lesson plan format is available for use by ACE staff members and ACE teachers should be required to provide the site coordinator a lesson plan for each week. These lesson plans should be provided prior to the start of each week and should be used by the site coordinator to verify via walk-throughs that ACE staff members are actually providing the written lessons as submitted.
4. It appears that teachers are simply providing homework help to students and not going to the level of actually providing tutorial help in skills where students have been proven lacking. If the ACE program is to be effective on this campus, it will be important that assessment tools be utilized to identify the students and their variety of needs. Instructional groupings should be made and ACE teachers should be hired to help tutor those students in their areas of need.
5. Even though the site coordinator did not have an opportunity to experience a full year in the position, she has expressed constructive ideas for improvement of the program in the future. To ensure her success and the program's success, it is recommended that the project director along with the site coordinator ensure that the new campus principal is fully aware of how an effective after school program can benefit this campus.
6. The campus is large and it is difficult for the site coordinator to know exactly where all students are at any given time. It is therefore recommended that all students gather at one location at the start of the academic hour, sign-in, picked up by their respective teachers and then disperse to their respective classes. This process should also be utilized for the enrichment hour as well.
7. At least on the day of the fall site visit, the game room was where most students congregated during the enrichment hour. The number of active participants were few with most students sitting on the coach and talking. There is a young talented librarian who is willing to provide help

during the enrichment hour with activities that would be of high interest to students. It is recommended that students and staff be surveyed regarding their desire to attend or present enrichment activities that would be of high interest to students.

Center 10 – Smithville Elementary

1. The site coordinator has structured the ACE program in a manner that allows for Mondays and Tuesdays to be designated for academic purposes, Wednesday and Thursday are designated for enrichment purposes and Fridays are recess designated. The coordinator also wishes to ensure that enrichment opportunities will reflect the interests of the students, therefore, it is recommended that a student interest survey be administered that gives students a minimum of 10 suggested enrichment activities and provides space for students to add additional suggested activities.

2. This center has the potential to engage parents in a variety of parental activities provided that an individual is designated to be available daily to parents. If funding is available, it is recommended that an administrative assistant be designated to work with parents at this center and that the individual be responsible for scheduling regular parent/student events and activities. This individual would require the training and support of the Family Engagement Specialist.

3. In an effort to increase regular school day personnel support for the ACE program, it is recommended that a proposal be submitted to regular school day teachers that would encourage the teachers to allow ACE students to perform certain tasks or projects that the classroom teacher would accept as extra credit for students attending ACE from their classroom.

4. There are administrative changes that could potentially occur in the coming year that will result in a more favorable view of the ACE program by the campus administration. Once the after school program is recognized as a natural extension of the regular school day, administration and staff will willingly support the program through active participation directly or indirectly, therefore, with the assistance of the project director, the site coordinator could encourage the campus administration to attend informational and sharing sessions initiated by the project director.

XI. Evaluator General Recommendations

1. Within Cycle 9 centers there are exemplary programs already in operation and site coordinators who can serve as mentors to new site coordinators. It is recommended that a mentor be assigned to a new site coordinator so as to provide helpful ideas on program administration, organization and design. Helpful ideas on providing appropriate activities for students and parents can also help a new site coordinator.

2. Regular school day staff members will have a vested interest in how well an ACE program is meeting the needs of the students and parents whenever they are asked for their input in setting the ACE program goals. It is recommended that regular school day staff be kept informed of the activities and successes of the ACE program on a regular basis. This in turn will solidify the campuses desire to continue an after school program for the future and taking the necessary steps to ensure that such a program can continue to be funded.

3. It is reasonable to expect that an after school program should have procedures in place to evacuate in case of fire or move individuals to a safe location in case of severe weather, therefore, it is recommended that procedures pertaining to fire/safety be shared with all stakeholders at least once a semester. The procedures should be posted and may correspond to those used during the regular school day program.

4. It is important to establish a regular basis for communication with ACE program staff. It is recommended that if regular staff meetings are not possible that the site coordinator document all communications sent to staff regardless of the method used. Those documentations should include date, audience, and topics addressed.

5. Participants with special health needs need to be carefully monitored and therefore it is recommended that these individuals be identified to every staff member and to the site coordinator.

6. Whenever there is a large population of Hispanic and black children attending the program, every effort should be made to recognize their cultural heritage. It is recommended that activities be provided that link the language and culture of the participants especially in Black History month or Mexican Independence Day.

7. Once the after school program is recognized as a natural extension of the regular school day, administration and staff will willingly support the program through active participation directly or indirectly, therefore, with the assistance of the project director, the site coordinator could encourage the campus administration to attend informational and sharing sessions initiated by the project director.

8. A manner in which participants can feel as vested in the ACE program is when they fall into mischief and require some disciplinary action taken, therefore, it is recommended that when students are in need of discipline that the site coordinator encourage participation of the student in making disciplinary decisions that are weighed on the relationship of the program to the student and the loss of services to the student.

9. It is important that the site coordinator be informed of curriculum issues and needs that may arise during the regular school day. If informed of such issues and needs, the site coordinator can provide resources and services to compliment the regular school day curriculum. It is recommended that the site coordinator be informed of curriculum issues and needs where ACE can be of assistance.

10. Student regular attendance and good behavior are desirable and having a reward system for both can be planned. It is recommended that a system or systems of rewarding students be developed that will encourage and recognize good behavior and attendance in the ACE program.

11. It is recommended that the site coordinator assess the strengths and needs of the staff as they pertain to serving ACE students and share that information with the project director. It is recommended that the project director review the staff development program needs of staff as listed by the site coordinator and provide the necessary training as appropriate to staff on a day where members could attend and receive compensation for such attendance.

12. Information regarding the ACE program should always be readily available for students, regular school day staff members and parents. Students also appreciate having their ACE work displayed for parents and others to see. It is recommended that the ACE program have a bulletin board prominently located that is strictly devoted to showcasing participant activities and their successes and also a table large enough to provide information to parents about the program.

13. 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.

14. All students need to be academically challenged to perform at the highest level possible, therefore each site coordinator should schedule a few activities that will minimally expose students at the synthesis and evaluation level.

15. 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 their lesson plans with creativity and focus on student response.

16. 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 challenging, exciting and fun for students.

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

18. 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.

19. 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.

20. It is important that communication between the ACE program staff and the regular school day staff exits, therefore each site coordinator should ensure that an alignment exists between the two and that communication flows freely between the after school program and the regular school day.

21. 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.

22. 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.

23. 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.

24. 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.

XII. Evaluator Information

Part A: Qualifications of Independent Evaluator

Company Bio: Started in 1994 and incorporated in 2004 as S 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 28 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 October 2016 in coordination Canizales Consulting service to oversee the evaluation of the ESC Cycle 9 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 9 ACE Student Survey
Combined Center Results

A. What campus does the student attend?

	#	%			#	%
Bartlett Schools	36	13%		Rockdale Junior High	9	3%
Rockdale Elementary	10	4%		Tx Empowerment Elementary	30	11%
San Juan Diego Catholic HS	17	6%		Tx Empowerment Middle School	26	10%
Katherine Anne Porter	85	31%		Rockdale High School	13	5%
Rockdale Intermediate	21	8%		Smithville Elementary	26	10%
				Total Student Responses:	273	

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	13	73	102	80
	%	1%	5%	27%	38%	29%
2. The variety of enrichment activities offered in the ACE program.	#	5	16	73	85	92
	%	2%	6%	27%	31%	34%
3. The variety of academic activities offered in the ACE program.	#	4	13	78	97	79
	%	1%	5%	29%	36%	29%
4. The class sizes in the ACE program.	#	5	21	93	73	76
	%	2%	8%	35%	27%	28%
5. The special help given to me in the ACE program.	#	6	17	72	80	92
	%	2%	6%	27%	30%	34%
6. The attention and care given by teachers.	#	5	9	46	85	125
	%	2%	3%	17%	31%	46%
7. My chance to meet adults from the community.	#	11	24	107	66	62
	%	4%	9%	40%	24%	23%
8. My chance to make new friends.	#	8	17	79	62	102
	%	3%	6%	29%	23%	38%
9. The chance to be in a safe place after school.	#	0	3	39	75	152
	%	0%	1%	14%	28%	57%

Spring 2020 CTAC Cycle 9 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.	#	8	22	66	96	80
	%	3%	8%	24%	35%	29%
11. I look forward every day to attending ACE.	#	21	36	64	54	90
	%	8%	14%	24%	20%	34%
12. I feel a part of the ACE program.	#	14	27	71	60	95
	%	5%	10%	27%	22%	36%
13. The ACE program has helped me to enjoy learning.	#	20	27	68	73	80
	%	7%	10%	25%	27%	30%
14. My behavior in regular school has been better since I started attending the ACE program.	#	29	22	79	58	80
	%	11%	8%	29%	22%	30%
15. My grades in regular school have been better since I started attending the ACE program.	#	27	21	71	68	82
	%	10%	8%	26%	25%	30%
16. My attendance in regular school has been better since I started attending the ACE program.	#	30	22	80	53	84
	%	11%	8%	30%	20%	31%
17. Most of my experiences in the ACE program have been good.	#	6	9	67	76	108
	%	2%	3%	25%	29%	41%
18. I always learn new things in the ACE program.	#	13	19	85	65	83
	%	5%	7%	32%	25%	31%
19. Because of the ACE program, I enjoy going to school.	#	22	33	72	64	76
	%	8%	12%	27%	24%	28%
20. I look forward to participating in the ACE program in the future.	#	17	28	68	52	103
	%	6%	10%	25%	19%	38%

Spring 2020 Survey Administration

Parent Survey Results

Spring 2020 CTAC Cycle 9 ACE Parent Survey
Combined Center Results

A. What campus does your student attend?

	#	%
Bartlett Schools	15	6%
Rockdale Elementary	10	4%
San Juan Diego Catholic HS	10	4%
Katherine Anne Porter	5	2%
Rockdale Intermediate	23	9%

	#	%
Rockdale Junior High	4	2%
Tx Empowerment Elementary	53	21%
Tx Empowerment Middle School	79	31%
Rockdale High School	6	2%
Smithville Elementary	50	20%
Total Parent Responses:	255	

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.	#	3	14	27	75	135
	%	1%	6%	11%	30%	53%
2. The variety of enrichment activities offered in the ACE program.	#	2	4	32	80	134
	%	1%	2%	13%	32%	53%
3. The variety of academic activities offered in the ACE program.	#	2	6	39	78	128
	%	1%	2%	15%	31%	51%
4. The class sizes in the ACE program.	#	2	1	32	89	129
	%	1%	0%	13%	35%	51%
5. The special help given to my child in the ACE program.	#	5	7	33	76	132
	%	2%	3%	13%	30%	52%
6. The attention and care given by teacher to my child.	#	5	8	27	71	142
	%	2%	3%	11%	28%	56%
7. My child's chance to meet adults from the community.	#	3	3	66	82	100
	%	1%	1%	26%	32%	39%
8. My child's chance to make new friends.	#	3	2	29	97	121
	%	1%	1%	12%	38%	48%
9. The safety of my child in the after school program.	#	2	6	18	80	146
	%	1%	2%	7%	32%	58%

Spring 2020 CTAC Cycle 9 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.	#	2	7	33	83	128
	%	1%	3%	13%	33%	51%
11. My child looks forward every day to attending ACE.	#	2	11	46	76	118
	%	1%	4%	18%	30%	47%
12. My child feels a part of the ACE program.	#	2	8	32	82	129
	%	1%	3%	13%	32%	51%
13. The ACE program has helped my child to enjoy learning.	#	2	11	46	73	122
	%	1%	4%	18%	29%	48%
14. The behavior of my child in school has been better since he/she started attending ACE.	#	4	10	85	62	93
	%	2%	4%	33%	24%	37%
15. My child's grades in school have been better since he/she started attending the ACE program.	#	3	14	70	66	101
	%	1%	6%	28%	26%	40%
16. My child's attendance in school has been better since he/she started attending the ACE program.	#	7	8	81	58	100
	%	3%	3%	32%	23%	39%
17. Most of my child's experiences in the ACE program have been good.	#	3	4	26	77	142
	%	1%	2%	10%	31%	56%
18. My child always learns new things in the ACE program.	#	3	4	48	78	121
	%	1%	2%	19%	31%	48%
19. Because of the ACE program, my child enjoys going to school.	#	5	14	68	63	104
	%	2%	6%	27%	25%	41%
20. My child looks forward to participating in the ACE program in the future.	#	3	7	46	73	124
	%	1%	3%	18%	29%	49%
21. There are opportunities for me to be involved in the after school program.	#	1	12	54	74	112
	%	0%	5%	21%	29%	44%
22. When I walk into the after school program to pick up my child, I am greeted by a staff member.	#	5	9	38	67	135
	%	2%	4%	15%	26%	53%

Spring 2020 Survey Administration

Staff Survey Results

Spring 2020 CTAC Cycle 9 ACE Staff Survey
Combined Center Results

A. What is your assigned campus?

	#	%
Bartlett Schools	13	8%
Rockdale Elementary	17	11%
San Juan Diego Catholic HS	13	8%
Katherine Anne Porter	16	10%
Rockdale Intermediate	22	14%

	#	%
Rockdale Junior High	19	12%
Tx Empowerment Elementary	12	8%
Tx Empowerment Middle School	14	9%
Rockdale High School	20	13%
Smithville Elementary	8	5%
Total Staff Responses:	154	

B. Indicate the level of satisfaction with each statement.

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. The help children have in completing their homework.	#	2	0	7	58	86
	%	1%	0%	5%	38%	56%
2. The variety of enrichment activities offered in the after school program.	#	0	2	8	54	88
	%	0%	1%	5%	36%	58%
3. The variety of academic activities offered in the after school program.	#	1	0	10	58	84
	%	1%	0%	7%	38%	55%
4. The class sizes in the after school program.	#	0	3	13	57	80
	%	0%	2%	8%	37%	52%
5. The special help given to children in the after school program.	#	0	1	6	44	101
	%	0%	1%	4%	29%	66%
6. The attention and care given by teachers to children in the after school program.	#	1	3	3	42	104
	%	1%	2%	2%	27%	68%
7. The chance children have to meet adults from the community.	#	2	8	37	57	49
	%	1%	5%	24%	37%	32%
8. The chance children have to make new friends.	#	1	0	15	58	78
	%	1%	0%	10%	38%	51%
9. The chance children have to be in a safe place after school.	#	0	0	1	21	129
	%	0%	0%	1%	14%	85%

Spring 2020 CTAC Cycle 9 ACE Staff Survey
Combined Center Results

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
10. The manner in which the program is organized.	#	1	6	4	39	103
	%	1%	4%	3%	25%	67%

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
11. The operation of the program by the site coordinator.	#	2	0	8	34	108
	%	1%	0%	5%	22%	71%

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	1	10	68	74
	%	0%	1%	7%	44%	48%
13. Children look forward every day to attending the after school program.	#	0	4	19	70	59
	%	0%	3%	13%	46%	39%
14. Children feel a part of the after school program.	#	0	0	10	59	83
	%	0%	0%	7%	39%	55%
15. The after school program has helped children to enjoy learning.	#	0	1	13	68	68
	%	0%	1%	9%	45%	45%
16. The behavior of children in school has been better since they started attending ACE.	#	1	4	35	57	55
	%	1%	3%	23%	38%	36%
17. Children's grades in school have been better since they started attending ACE.	#	1	1	18	66	65
	%	1%	1%	12%	44%	43%
18. Children's attendance in school has been better since they started attending ACE.	#	0	1	41	56	53
	%	0%	1%	27%	37%	35%
19. Most children have experiences in the after school program that have been good.	#	0	1	3	58	90
	%	0%	1%	2%	38%	59%
20. Children always learn new things in the after school program.	#	0	0	14	68	69
	%	0%	0%	9%	45%	46%
21. Because of the after school program children enjoy going to school.	#	0	1	30	64	55
	%	0%	1%	20%	43%	37%
22. Children look forward to participating in the after school program in the future.	#	0	2	12	64	73
	%	0%	1%	8%	42%	48%

Contact Information

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