Executive Summary

Final Evaluation Report:

ACE Program, Cycle 8, Year 5 (AY2017-2018)

YES Prep Public Schools, Inc.

Roger Durand, Ph.D.

Durand Research and Marketing Associates, LLC

July 2018

Executive Summary

In this document a summary of findings of a process and an outcomes evaluation of the Cycle 8, Year 5 (AY 2017-18) Texas 21st Century Community Learning Centers program or "ACE program" (an acronym for "Afterschool Centers on Education,") of the YES Prep Public Schools, Inc., is presented.

Under provisions of the Federal "No Child Left Behind Act" and its replacement, "Every Student Succeeds Act," YES Prep received a funding Cycle 8 grant from the Texas Education Agency (TEA) to provide 21st Century Community Learning Centers (21st CCLC) programming at eight (8) campuses or "program center sites." These eight program center sites included East End, Fifth Ward, Southeast, Gulfton, North Central, North Forest, Northside, and Southwest.

Among the most notable _process findings_ of the evaluation team of Durand Research and Marketing Associates, LLC were the following –

-- The YES Prep's ACE (After-School) Program implemented quite effectively after-school education at its eight centers and supported it well through resources, leadership, staffing, and guidance.

 -- All YES Prep's sites met or exceeded their respective regular student and adult participation numbers required by the grant.

-- In examining the students participation, the team found that the YES Cycle 8, Year 5, ACE program served a total of 2228, a number smaller than any for academic year since the YES Prep ACE program began. _There is strong evidence that the most important reason for this decline was the occurrence of Hurricane Harvey, which began at about the time school began in the fall of 2017._

-- In addition to student participants, YES Prep's ACE program also served 795 adults, a number slightly lower than the 811 who were a part of the previous year's program.

-- In comparing data on YES Prep as a whole with those on the ACE program centers, the evaluation team noticed how closely the ACE centers _on average_ mirrored the characteristics of YES Prep as whole.

-- Program activities for participants were found to be based closely on a needs assessment conducted at the start of the academic year as well as on student-parent "voice and choice."

-- Activities adopted at each of the eight (8) program centers were appropriate and implemented with fidelity to each center's as well as the Grantee's theory of action and logic models.

-- Federal and state requirements for "activity components" – Academic Support, Enrichment, Family Services, College and Career Readiness – were fully met by the YES Prep ACE Program.

-- There was close alignment between the activities adopted at each ACE center and the curriculum of each associated day school. Particularly noteworthy in this regard was a general emphasis on enrichment at ACE centers, an emphasis which supplemented YES Prep's district-wide emphasis on college preparation and career readiness.

-- All federal and state operations requirements (hours, times per week and the like) were met fully at all of the eight sites.

Process evaluation aside, the following were among the most notable findings of the _outcomes evaluation_ –

-- Regular participants (active 30 days or more during the academic year) in the YES Prep ACE program were found more likely to improve in school grades (including reading, math, science, and social studies) and in course pass rates, to have fewer school day absences, and to have fewer non-criminal referrals than non-regular participants.

-- Program participation was found to make the difference in these positive outcomes. That is, statistical findings were consistent with the conclusion that the observed positive outcomes were the _direct result of regular participation in the ACE program_ and not from social "mix," demographic backgrounds, or other similar explanations.

-- The program was perceived quite positively by student participants. An examination of surveys of over 3000 total students conducted district-wide, revealed quite positive feelings about the program. Among the questions posed on the surveys was, "ACE/CASE is helping me to do better in school," to which 72% of program participants agreed or strongly agreed in the fall and 74% agreed or strongly agreed in the spring. Additionally, in the fall nearly 84% of ACE participants indicated they would recommend ACE/CASE to their friends while an almost identical percentage did so in the spring.

-- Similarly, quite positive perceptions were reported by the parents of ACE participants. During the academic year the YES Prep School District asked parents of all students to complete a survey about their school experiences including their experiences with ACE. _Overall, the responses of parents with children participating in ACE were overwhelmingly positive._ For example, in response to the question, "ACE helps my student do better in school," over 89% of parents with participating children responded affirmatively (agree or strongly agree) while only 7% were unsure and just 4% responded negatively. Similarly, when asked, "ACE provides interesting and valuable programs for parents," nearly 80% of parents for whom the question applied agreed or strongly agreed (with another 14% unsure).

-- The Texas Education Agency is, of course, one of the important "stakeholders" in YES Prep's ACE program. During its Cycle 8, Year 5, program YES Prep ACE was monitored by the Texas Education Agency (TEA) through its consultant, SAFAL Partners. Such monitoring in Texas is known as "Key Task Assessment" or KTA. This monitoring and assessment led to a report from Ms. Christine McCormick, the 21st CCLC State Coordinator of TEA that the YES Prep ACE program had "exceeded" all expectations – the highest possible assessment finding.

Based upon the above findings and other observations, the Durand Research and Marketing Associates, LLC, evaluation team adopted a set of _recommendations or "next steps."_ The most salient and strongest recommendations concern future actions to be taken on the part of TEA and its consultants. Accordingly, the most notable of these are presented first followed, in turn, by recommended actions for YES Prep and its ACE program.

Recommendations for TEA and its Consultants --

1. The evaluation team commends TEA for its foresight in establishing the local evaluation advisory group (under the leadership of the American Institutes for Research or AIR), for centering future evaluations on continuous quality improvement (CQI) and for encouraging this more reader-engaging report format. We recommend continuing this local advisory group in the future.

2. There is need to continue to improve the TEAL data system. The evaluation team learned that site coordinators at YES Prep found it easier to use than its predecessor ("TEASE"). That said, there is

need to include more process measures to assist in monitoring program implementations. Additionally, there is need for more information about the reasons for student program attrition, and TEAL does not facilitate a cost-benefit analysis. Most importantly, data on important antecedent conditions, conditions identified as important in previous educational assessments, were found to be quite limited. This limitation inhibited the identification of spurious or merely coincidental relationships that might be confounded with true program results.

3. In a recent report on the national, 21ˢᵗ Century CLC program, the U.S. General Accountability Office, the evaluation arm of Congress, raised the following problems. The program lacks performance measures for some key program objectives, specifically measures for student behavioral and socioemotional outcomes (p. 20). Useful data are also lacking regarding student behavioral and socio-emotional outcomes (p. 22). There is a lack of assurance regarding data accuracy (p. 23) and there has been no assessment of data quality (pp. 23-24). And, the technical assistance provided does not effectively address the challenges faced among "sub-grantees" to operate their programs once grant funding ends. Accordingly, the evaluation team recommends to TEA and its consultants that these criticisms be addressed immediately. A failure to do so will be to the considerable detriment of program participants, including those at YES Prep.

Recommendations for the YES Prep ACE Program—

1. Given the impressive impacts of the YES Prep ACE program deriving from regular compared to non-regular participation, there is a need to increase the number of participants in the former category (regular participation). In order to accomplish such an increase, we further recommend that the program make extensive use of "intrinsic rewards" (for example, attendance award, service recognitions, and the like) rather than "extrinsic rewards" (for example, movie passes or fast-food coupons) to accomplish this end. Research on organizational behavior has demonstrated the motivational impact of such intrinsic rewards (see, for example, Pink, 2017). Moreover, such rewards are typically less costly than alternative extrinsic incentives.

2. At about half of the centers, school campus' leaders need to be more involved in the program, to consider more carefully ACE in relation to an overall campus vision, to promote school day and ACE alignment, and to give greater recognition to ACE. This seems most likely to occur if the top leadership of YES Prep Charter Public Schools, Inc., becomes involved. Accordingly, top leadership is strongly encouraged to provide incentives for campus leadership to more fully embrace and to become more engaged in the program
.
3. There is a considerable need for the Board of Directors and Trustees of YES Prep, the leadership of the ACE program, and the site coordinators to dedicate considerable attention to the *long-term sustainability* of ACE at YES Prep. In doing so, the evaluation team recommends that resources available through various community initiatives (among them the United Way of Greater Houston and its "O2L" program, the Houston Endowment, and Communities-in-Schools, Inc.) be utilized and that YES Prep seek regular long-term involvement with these initiatives.

Durand Research and Marketing Associates, LLC

KEY MESSAGES

Final Evaluation Report: ACE Program, Cycle 8, Year 5 (AY2017-2018), YES Prep Public Schools, Inc., Date: July 2018

Roger Durand, Ph. D.

Programmatic and Managerial Context

When children and youth are exposed to safe, quality, out-of-school-time education, they achieve more in school, do better in class, are culturally enriched and exposed to new ideas, are less likely to engage in risky behavior, and are more likely to succeed in life. Quality after-school education, in turn, requires the commitment of sufficient resources, leadership and effective program implementation, a range of appropriate activities, including ones that engage and assist families, and an emphasis on continuous quality improvement.

Key messages

- **YES Prep's ACE (After-School) Program effectively implemented after-school education at eight centers and supported it well through resources, leadership, staffing, and guidance.**
- **All of YES Prep's ACE sites met fully or exceeded their respective operations' as well as student and adult participation requirements mandated by state-federal funding. This was so despite Hurricane Harvey which devastated the greater Houston area in the late summer and early fall.**
- **The activities adopted were appropriate and implemented with fidelity to each center's as well as YES Prep ACE's underlying theory of action (or "Logic Model").**
- **Federal and state requirements for "activity components" – Academic Support, Enrichment, Family Services, College and Career Readiness – were met fully or often exceeded by the YES Prep ACE program at all centers.**
- **Among the impressive outcomes of the YES Prep ACE Program, particularly noteworthy was that regular as opposed to non-regular participation in the program was found associated with school grade improvements, increased course pass rates, reduced school day absences, and reduced non-criminal referrals.**
- **Student participants in the program and the parents of such participants expressed quite positive feelings about ACE as did the YES Prep site coordinators about ACE meeting its intended objectives.**
- **There is need for the program to increase the number of regular student participants relative to non-regular ones at each of the centers. The use of "intrinsic rewards" (e.g., attendance recognition) for this purpose would likely further increase the positive outcomes found among such regular participants in grade improvements, pass rates, reduced school day absences as well as in fewer non-criminal, behavioral referrals.**
- **At about half of the centers, school campus' leaders need to be more involved in the program, to consider more carefully ACE in relation to the overall campus vision, to promote school day and ACE alignment, and to give greater recognition to ACE.**

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Acknowledgements

Contents

I.   Introduction, Purpose, and Program Description

A. Introduction

In this document the results of a process and an outcomes evaluation of the Cycle 8, Year 5 (AY 2017-18) Texas 21st Century Community Learning Centers program or "ACE program" (an acronym for "Afterschool Centers on Education,") of the YES Prep Public Schools, Inc., are presented.

The contents of this document are based on the guidelines of the *Texas ACE Independent Evaluation Guide, Cycle 9, the guidelines currently applicable.* However, to promote readability, engagement, and suitable program actions on the part of stakeholders, this document and the complete evaluation report follow the "1-3-25 format" suggested by Evergreen (2018) and the Australian National University (nd) as well as encouraged for use in a Webinar discussion hosted by American Institute for Research (AIR) and the Diehl Group, consultants to the State of Texas Education Agency. Following this format, a one-page "Key Messages" and a three-page "Policy Options" or Executive Summary document have been prepared and submitted separately as part of the overall evaluation. In this present document, a full report is presented in about 25 pages with more detailed information, including data tables supporting the evaluation findings and recommendations, reserved for appendices.

B. Program Description

Beginning in 2013 the Yes Prep Public received grant funding from the Texas Education Agency (TEA) for an after-school program under the provisions of the Federal "No Child Left Behind Act" as reauthorized in 2002. This Federal program was subsequently replaced in 2015 by the "Every Student Succeeds Act," which shifted more responsibility away from the Federal government to the states. Under provisions of these acts, YES Prep received a funding Cycle 8 grant to provide 21st Century Community Learning Centers (21st CCLC) programming at eight (8) campuses or "program center sites." These eight program center sites included East End, Fifth Ward, Southeast, Gulfton, North Central, North Forest, Northside, and Southwest. All of these sites are located in Harris County, Texas, in the greater Houston metropolitan area.

In developing its after-school program, YES Prep designed and implemented a program in furtherance of the following purposes of the Federal legislation: "…to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps." (Section 1001, Every Student Succeeds Act). In doing so, YES Prep carried out activities in component areas required for what TEA "re-branded" from 21st Century Community Learning Centers to "ACE." These required component areas were Academic Support, Enrichment, Family Services, College and Career Readiness. Among these component areas, the YES Prep program particularly emphasized the goal of college and career readiness, a goal consistent with the mission of YES Prep Public Schools (YES Prep 2018).

C. Program Theory of Action

The "theory of action" underlying the YES Prep program is as follows –

Students in need, spending additional time (min. 30 days) in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the 4 activity components, will yield improvement in the academic performance, attendance, behavior, and promotion and graduation rates of students.

The YES Prep program and its eight component sites were found by the evaluation team of Durand Research and Marketing Associates, LLC., to be completely faithful to the above theory of action (otherwise known to evaluators as "program fidelity"). Moreover, the above theory was also found to be well-served by the logic model implemented by the Grantee and by each of the eight centers. Finally, confirming evidence was found that the Grantee supported the above theory of action and its implementation at each of the sites through resources, leadership, staffing and guidance. *More details concerning this finding along with the logic models themselves will be found in Appendix A of this report.*

D. <u>District and School Program Contexts</u>

In examining data first on the school contexts, the evaluation team noted that all of the campuses on which the centers were located served a rather large proportion of Hispanic/Latino students as well as a sizable percentage of students from economically disadvantaged and at-risk backgrounds. This was especially true compared to all schools in the State of Texas.

Further, the campuses on which YES Prep's ACE had, in our judgment, very good to excellent student-to-faculty ratios; and, with the possible exception of North Forest, all had quite sizeable percentages of students meeting the STAAR test passing standard for 8th grade reading. Additionally, all were located on school campuses found to have received a 2016-17 Texas Academic Performance accountability rating of "met standard."

Compared to the State of Texas as a whole, YES Prep schools had an especially high proportion of beginning teachers.

Finally, in comparing data on YES Prep as a whole ("district context") with those on the ACE program centers, we noticed how closely the ACE centers on average mirrored the characteristics of the YES Prep school district.

(*Please refer to Appendix A of this report for detailed tables and related data.*)

E. <u>Students Served by the Program</u>

In examining students served, we found that the YES Cycle 8, Year 5, ACE program served a total of 2228, a number smaller than any for academic year since the program began. *We believe that the most important reason for this decline was the occurrence of Hurricane Harvey, which began at about the time school began in the fall of 2017. (Harvey formed on August 17 and dissipated on September 2, 2017). Harvey devastated homes, schools, businesses and communities throughout the greater Houston area. As of this writing (June-July 2018), many individuals and families have still not been able to move back into their homes.*

As shown by the chart immediately below, we also found that **"regular student participation"** (i.e., participation in the program of 30 days or more) was lower among students in grades 9 and above compared to grades 6 through 8 with the lowest numbers among those in grade 12. On the other hand, non-regular participation followed a "see-saw" pattern with the highest student counts occurring in grades 6, 7, 9, and 11.

Regular* and Non-Regular Student Participation by Grade Level
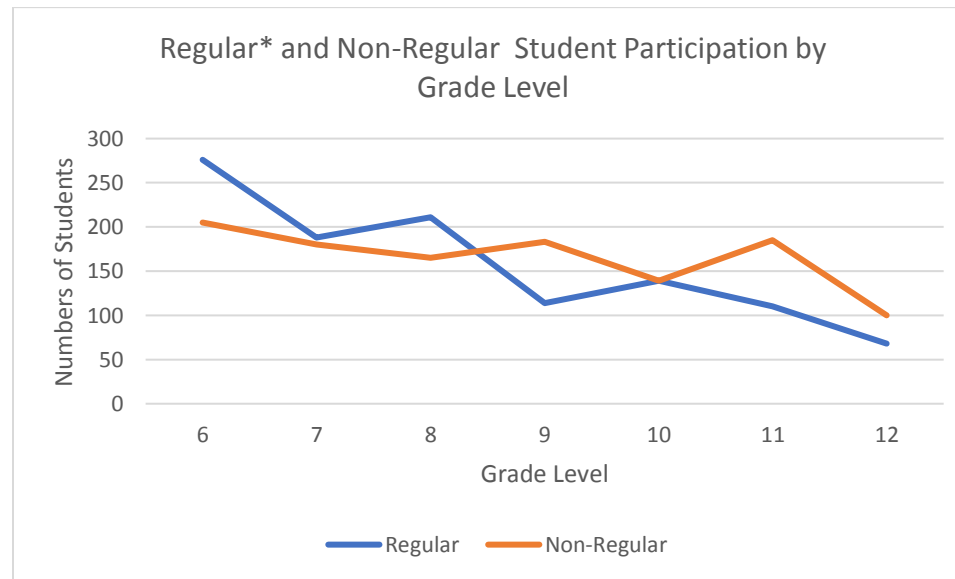
*Note: Regular participation refers to 30 days or more of participation in ACE.

In addition to student participants, the YES Prep ACE program also included 795 total adults, a number slightly lower than the 811 adults that were a part of the program in AY2016-17.

Finally, the evaluation team found that all of YES Prep's sites met their respective, required, regular student and adult participation numbers.

(See Appendix A to this report for more detailed data and information, including data on student demographics.)

II.   Evaluation Strategy and Methods

A. Overview

The evaluation team of Durand Research and Marketing Associates, LLC, conducted systematically both *a process and an outcomes evaluation* of the program. In general, process assessments are concerned with the implementation of a project or program, especially how well the project is being implemented, how the various components complement one another, and how the various project participants or "stakeholders" perceive the program. In the present instance, the results of the process assessment were used *formatively*, i.e., for on-going project development and improvement, as well as for the purposes of assessing the program's implementation of centers' logic models, and for enabling the diffusion and dissemination of implementation information to others considering the future adoption of a similar program.

Outcomes assessments, on the other hand, are generally concerned with the comparing of actual to desired or expected goal achievement often according to success standards. In the present instance, the outcomes component of the evaluation was used *"summatively,"* i.e., to judge the program's effectiveness in producing desired outcomes.

In conducting both types of evaluations, YES Prep's program director, family engagement specialist and site coordinators worked collaboratively and quite closely with the Durand Research and Marketing Associates, LLC, evaluation team.

B. Evaluation Designs and Determining Differential Center Support

In evaluating the YES Prep ACE program, a combination of "pre-experimental designs" and "quasi-experimental designs" were utilized (see Creswell, 2014; Campbell and Stanley, 1963; Shadish, Cook, and Campbell, 2002; Kerlinger 1986; and Fink, 2015). The primary design utilized was pre-experimental, typically cross-sectional, both in nature and in purpose. However, this primary design was supplemented with information derived from quasi-experimental designs that allowed us to draw more valid conclusions regarding the outcomes resulting from the ACE program.

Much of the evaluation evidence employed in this assessment and, more generally, in program monitoring, including the monitoring of differential center support, was from the AY2017-18 *Texas 21st* ACE data reports, data which were collected and provided through the Texas Education Agency's "TEAL" information system. Additionally, this evidence was supplemented with observations derived from a variety of other, multiple sources including site visits to the program's centers; examination of lesson plans at YES Prep centers; open-ended questions posed to site coordinators in response to interim reports (especially "Interim Discussions 1 and 2") suggested by TEA; from survey data collected from parents and students; from Texas Academic Performance Reports (TAPR); observations of district-wide ACE events (e.g., Northside Family Resources Fair; Senior Signing Day); from YES Prep's ACE Web site; popular press reports (e.g., *U.S. News and World Report*); official reports from TEA and its consultants (e.g., Key Task Assessment Report from SAFAL Partners; report on the program's logic models by Westat's technical assistance coordinator (TAC); and from informal and more formal conversations between the evaluation team and "knowledgeable persons," including the program director and site coordinators.

In drawing inferences and conclusions from these data, some comparisons were made with other observations, chiefly but not solely from

statewide ones as well as from other out-of-school time programs (e.g., "Houston's Kids"). The use of such comparative observations rendered our designs quasi-experimental in nature – at least in the main.

C. Assessing Program Implementation Fidelity to Logic Models

As part of its process assessment and in collaboration with YES Prep's program director, family engagement specialist, and site coordinators, the evaluation team of Durand Research and Marketing Associates, LLC, assessed the fidelity of the implementation of each program site (center) to its corresponding logic model. Most of this work was reported to TEA and to TEA's consultants in "Deliverables 1, 2, and 3," "Logic Model and Assurances," "Interim Discussion 1," and "Interim Discussion 2." *(The deliverables are contained in entirety in Appendix B to this report.)*

In those earlier, recommended deliverables and in our site visits, we found that the program's activities were appropriate and implemented with fidelity to each center's as well as the Grantee's logic model.

D. Data Analysis

In analyzing data, we used formal statistical models the selection of which was guided by two considerations: the level of measurement and the number of variables in the analytical problem (on the importance of these considerations see Andrews and others, N.D. and Hoel, 1962).

Evaluation data were, in general, analyzed using the well-known "Statistical Package for the Social Sciences," computer software now developed and maintained by IBM.

Comparisons between equivalent groups is critical to the proper analysis and inferring of evaluation findings. *We discuss our approach in depth to establishing such equivalence along with other details of our evaluation strategy and methods in Appendix B of this report.*

III. Program Implementation and Support Strategy

A. Introduction

In this report section, the program's implementation and support strategy is discussed with particular emphasis on variations across the eight YES Prep ACE centers. We also describe the approach taken and data utilized to prioritize services in support of the centers' activities.

B. Program Implementation among the Sites

From an analysis of data on the operations of the eight YES Prep Centers presented in TEA's TEAL reporting system, we concluded that all Federal and state operations requirements for the program were fully met at each of the sites by the end of the academic year. These requirements included minimum hours of operation for the spring and fall academic terms as well as minimum weeks of operation for these same terms. However, we observed that Hurricane Harvey, which occurred at the start of the 2017-18 academic year, forced the need for some later "makeup"

hours and weeks in order for the various requirements to be met. Makeup hours and weeks, we found, were approved by TEA's Westat consultants.

Besides finding that all program operations requirements were met, the evaluation team also concluded that the Federal and state requirements for "activity components" – Academic Support, Enrichment, Family Services, College and Career Readiness – were fully met by the YES Prep ACE program.

(More detailed information about the meeting both of operations and of activity components by the YES centers will be found in Appendix C of this report.)

The TEA guidance for final reports calls for an overall process evaluation rating for each center on a 10-point scale (see page 26 of the report guidance). After careful consideration of this guidance, the evaluation team found itself unable to provide a 1 to 10-point assessment. First, the evaluation guidelines give insufficient information about the weighting of each of the four major logic model areas (resources, implementation practices, activities, and participation). Were all four areas to be weighted equally? Were some areas, such as activities or implementation, both of which were more under the control of program officials than other program components (e.g., student activity enrollments), to be given extra consideration? Second, and more importantly, we strongly believe that the process evaluation measures available to us, as outlined in the guidelines, lacked sufficient measurement precision and granularity to condense process evaluation findings to a single, interval-level or ordinal-level metric. Rather, we felt that there was sufficient precision and granularity in measures to provide an overall assessment only at a nominal-level of measurement. Accordingly, *the evaluation team concluded the overall YES Prep program and the program at each center was <u>well-implemented</u>.*

C.   <u>Program Staffing at the Sites</u>

As a part of the YES Prep ACE support strategy, the Durand Research and Marketing Associates, LLC, evaluation team examined in detail the levels of program staffing at each of the eight sites. As part of this examination, the team studied the ratios of program participants (students and adults) to staffing at each center.

The team found considerable variation in total and in types of staff across the centers as well is in staffing ratios. What accounts for these cross-center variations? In our site visits, conversations with site coordinators, and in our analysis of TEAL data, we observed that the number and types of activities offered differed across sites as did students' needs based on pre-programming assessments. Further, various types of activities require varying staff resources. For example, a parents' information activity that enrolls, say, 50 parents may only require a single administrative official and no teacher to conduct. But an activity like student cooking requires small class sizes for more "hands-on," specialized instruction. Moreover, the targeting of students from disadvantaged backgrounds for Texas 21st Century after-school education in our view seemed likely to require more teachers and counselors than does the education of students from diverse, often not-disadvantaged backgrounds for general school classroom education. All of these several factors in our view combined to result in the cross-center variations we observed.

(Complete, detailed information about our evaluation of staffing at the sites will be found in Appendix C to this report.)

    D.   Variations in Operating Budgets Across the Sites

An examination of data on the YES Prep centers revealed considerable site to site variation in total operating budgets and in "per attendee operating budgets." *(See the details in Appendix C to this report.)* Such variation was fully expected by the evaluation team. After all, numbers of attendees were observed to vary across the centers as did student needs (as identified by a needs assessment); variations in activities and in teaching resources were identified by the team, and differences were found in "student mix," especially in economic disadvantages, the proportion of at-risk students, and in the % of participants with limited English proficiency across the campuses themselves. Finally, the evaluation team's experience in educational measurement and evaluation also led to an expectation that differences in economies of scale would be found in part as a result of variations in the types of program activities offered across the sites.

    E.   Approach Taken and Data Used to Prioritize Services to Support ACE Center Activities

Decisions about prioritizing resource allocations to support the various centers, the evaluation team found, were made chiefly by the program director based on the total amount made available by TEA. The program director used previous budgets for each campus site going all the way back to Cycle 8, Year 1, as the starting point. She then made adjustments during Year 5 (the current year) based on whether the site previously hit its targeted student numbers and on whether YES Prep Public Schools, Inc., required certain expenses (e.g., increases in insurance). Further, according to the program director, funds allocated to the campus sites were based on the number of students reportedly being served 30 days into the programming year as well as on the bases of student needs identified prior to the program year.

The site coordinators and their campus-based managers reviewed their budgets and line-items based them in large measure on the activities they expected to offer given both student interest and school campus alignment needs (see the detailed discussions of alignment by center, 2nd Recommended Deliverable: Interim Discussion 1, included in Appendix B of this report.)

At the level of the ACE Centers, each site coordinator used student interest and campus needs from surveys, meetings with the respective school leadership team, and with teachers along with program and evaluation results from the past year (Year 4) to determine the focus for the current one (Year 5). For supplies, coordinators kept an inventory log so they knew what supplies they would be able to use during the next year and what supplies they needed to build into their budget for the forthcoming year according to their future activities plans. Feedback from students was also considered.

Marketing, on the other hand, was prioritized based on an "all-in approach" at each campus center site. Marketing was done via Family Resource Center bulletin boards at each campus; calls to parents; personal phone calls; newsletters; the ACE Web site; and referral letters to parents of students who were targeted for ACE recruitment either for academic or behavioral issues.

The evaluation team further found that certain kinds of data were generally used at all eight centers in prioritizing services that supported activities. These data included (but were not limited to) needs assessment data; voice and choice surveys of parents and students; student grades; lesson plan reviews; monthly budget tracking; student retention statistics; and discussions with the evaluation team. Other data used by coordinators at *selected centers* included student focus groups; documented discipline and behavioral referrals; and data on student retention in the program. *(A more complete list of data utilized will be found in Appendix C of this report.)*

In order to assess further services prioritization, the evaluation team also investigated reporting relationships (read "organization chart") in the YES Prep program, relationships that could reasonably be expected to be an important component of the program's support strategy. What the team found could be most accurately described as a matrix form of organizational structure. Based upon its investigation, the evaluation team concluded that that this organizational structure appeared to work quite well and to meet especially the particular needs of the YES Prep ACE program, its participants, and its other stakeholders.

IV.   Program Participation

In this report section, participation in the ACE program at YES Prep is discussed. Also discussed are strategies to support centers with low levels of participation.

Recall from previous sections of this report that TX 21st Century ACE program requirements both for regular student participation and for adult participation were either met or more generally exceeded at all eight YES Prep ACE centers.

A.   Student Program Attendance at the Grantee Level.

In the chart immediately below, the counts of student daily program attendance are shown by the number of days attended for the Grantee (all of YES Prep ACE) for the complete 2017-18 academic year (fall, spring, and summer) –
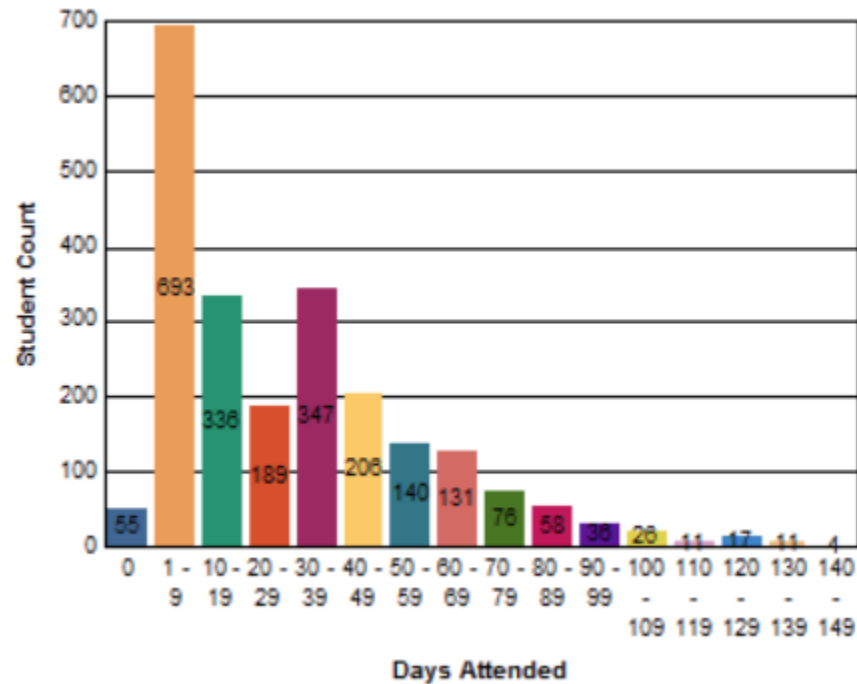
Source: TEAL Data System, Student Attendance Percentage – Grantee Level for Academic Year ending in 2018.

As is evident from the above chart, the highest or modal daily student attendance category was that of just 1 to 9 days of attendance. After that, daily student attendance declined continuously (monotonically) after the 20 to 29-day attendance category. This type of decline was as expected by the Durand Research and Marketing Associates, LLC, evaluation team. It is a characteristic found in nearly out-of-school-time programs with which the team is familiar.

In the table below, student counts are shown by the percentage of their program attendance for the fall, spring, and summer terms. Note that the decline seen in the chart immediately preceding (on student daily attendance) is mirrored for the fall and spring in the attendance percentage counts in this table. However, the summer program did not show a similar continuous decline. Rather, the highest count for summer was among students attending 81+ percent of the time.

Attendance %	Fall	Spring	Summer
0-20	784	845	21
21-40	496	394	35
41-60	361	188	38
61-80	120	104	32
81+	30	33	50
Total	1,791	1,564	176

Source: TEAL Data System, Student Attendance Percentage – Grantee Level for Academic Year ending in 2018.

B. Student Program Attendance at the Center Level

A close examination of the attendance *charts* for each of the eight YES Prep centers revealed to the evaluation team considerable variation in the student counts of days attended across the sites. *(For more details, see the center level data shown in Appendix D to this report. For example, compare the chart of such counts by days attended at Gulfton with that for East End or Southwest.)* The visual depictions shown in the charts for the centers are quite different indicating variations in daily attendance patterns. Further, in contrast to the Grantee chart shown immediately above, strictly monotonic (continuous) declines in student counts by days attended after the 20 to 29 days category were the exception rather than the rule.

An examination of the *attendance percentage tables* for each center revealed generally a decline in total student participation from the fall to the spring term. However, the tables *(see again Appendix D)* showed that Gulfton and Northside were an exception. That is, at these two sites total student participation increased from fall to spring. It seems to the evaluation team that "local factors," such as the neighborhood impact of Hurricane Harvey in the fall, might have been largely responsible for this latter finding.

C. Program Participation by Type of Activity

The evaluation team of Durand Research and Marketing Associates, LLC, also examined program participation by type of activity – academic assistance, enrichment, college and workforce readiness, and family engagement -- across the eight (8) YES Prep ACE centers. In the tables immediately below the average amount of time (as a percent of total programming time) spent by ACE participants in different types of activities is shown both for the fall and spring terms of AY 2017-18.

As can be seen, on average ACE participants spent more time (in percent) active in enrichment activities in the fall term than in any other type followed in turn by the percent time devoted to academic, college/workforce readiness, and family engagement activities. Also seen in the chart is the range in percent time spent across the centers, a range that was greatest for academic assistance followed rather closely by enrichment.

Finally, the chart also shows a single "outlier" for college and workforce readiness, one found for the large percentage of time for that activity at the Southwest center compared to the other centers. *(More detailed information about participation in types of activities at each of the YES Prep centers is presented in Appendix D of this report.)*
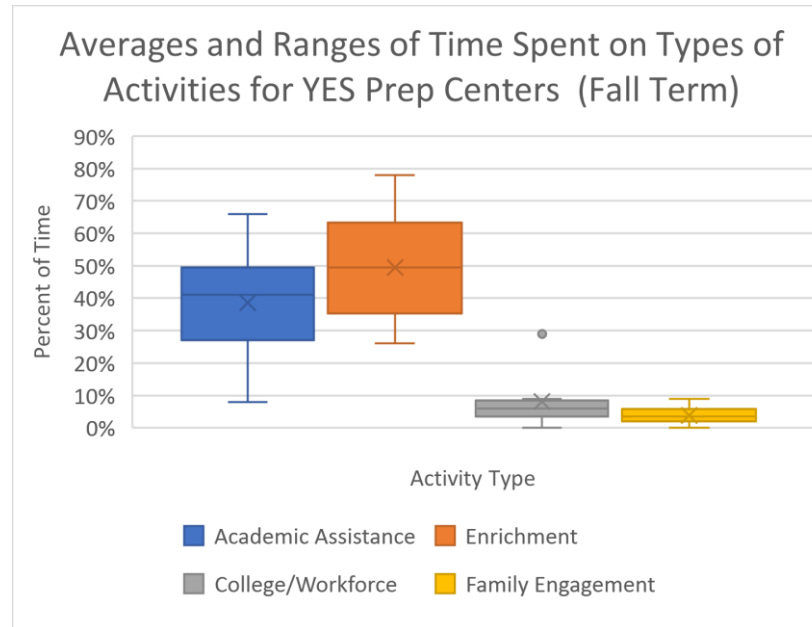
Source: TEAL Data System, Activity Attendance Percentage, Center Reports

Notes: For the statistically inclined, in the above chart and the one below the mean or average time is represented by the "x" in the center of each box while the median time is shown by the horizontal line in a box. The line at the bottom or the inverted "T" is the minimum value. The bottom of the box marks the first quartile in the data. The range from the bottom of the box to the midline inside the box contains the next 25% of the range of times. Another 25% is represented by the midline in the box to the top of the box while the last 25% of times is displayed by the distance from the top of the box to the upper "T" barring any outliers, which are defined as 1.5 times the length of the box from either end. Note that there is an outlier in the College/Workforce data. This outlier is the % of time at the Southwest Center devoted to this type of activity. Thus, this chart shows the mean or average time, the median, and the range of scores for the time devoted to each type of activity.

As shown in the chart below, during the spring term ACE participants again spent a larger percentage of time on average in enrichment activities than in others followed in turn by academic assistance, college and workforce readiness, and family engagement. In the spring, however, the greatest range (and variability) across centers was in the % of time devoted to enrichment followed closely by academic assistance and college/workforce readiness. Finally, note that "outliers" in the data for academic assistance, college and workforce readiness, and for family engagement. *(These outliers are shown in detail by center along with other center-specific information on participation in Appendix D.)*
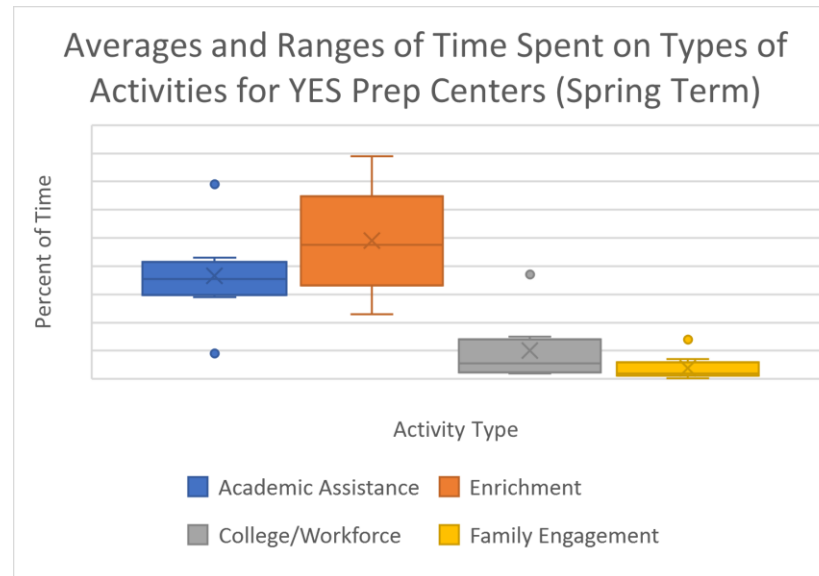
Source: TEAL Data System, Activity Attendance Percentage, Center Reports

Evaluator Commentary

The variation found in the above two charts was expected by the evaluation team. Differences in activities at a center and in an academic term were found to be a function of differences in students' needs (as measured by a needs assessment), student-parent "voice and choice" surveys, alternative scheduling choices, and differences in students' grade level "mix." In addition, Hurricane Harvey in the fall of 2017 had a greater effect on some ACE centers than others resulting in delayed or reduced activity options. Finally, the already heavy emphasis on academic achievement and on college preparedness in the YES Prep day school program also influenced the activity choices made available to ACE participants. *(See the reports on alignment between each ACE center and its corresponding day school found in Interim Discussion 1 found in Appendix B.)*

D. Strategies to Support Centers with Low Student/Family Participation.

As mentioned earlier in this report section and described in more detail in Appendix A, regular participation levels for students as well as participation levels for adults exceeded TX 21st minimum requirements at each and every one of the eight YES Prep centers. That is, no YES Prep ACE center could be described as having "low participation." Hence, there were no strategies to discuss for supporting centers with low student/family participation.

It is noteworthy, however, that the program director in collaboration with the family engagement specialist, the site coordinators, and the respective campus leadership teams adopted and implemented an effective, multifaceted, pro-active strategy to insure there would be no "low participation centers." *This pro-activity strategy is presented in Interim Discussion 2 (Recommended Deliverable 3) found in Appendix B as well as in summary form in Appendix D.).*

E. Need for Additional Program Support

During its analysis of program implementation and its process evaluation, the Durand Research and Marketing Associates, LLC, evaluation team found evidence of need for four forms of additional program support. These needs for additional support were as follows —

1. Assistance is needed by the program in devising a system for identifying and making known high-quality vendors for each of the centers. Such a list could be organized by category such as academic assistance, enrichment, college and workforce readiness and the like. We think that TEA and its consultants need to assist such a system by making resources for it available to YES Prep and to other ACE programs. TEA did provide some limited assistance this year, but more is needed.

2. Space is at a premium for all YES Prep ACE centers. There is need for more additional, dedicated space to facilitate further the program at all sites. Still, the evaluation team recognizes that this need is largely a consequence of the considerable growth in the YES Prep student population as a whole, a growth contributed by the addition of new grade levels at several YES Prep campuses (Fifth Ward and Northside are examples). Hence, this need is a difficult one to meet.

3. Several site coordinators (names withheld to protect confidentiality) expressed strongly the need for campus leaders at their respective campuses to be more supportive and more involved with the ACE program. One, in particular, expressed the view that leaders at her campus did not see ACE in relation to the overall campus' vision.

4. One site coordinator indicated a need for a more timely and frequent payroll for vendors and teachers alike. She related this need to difficulties in retaining good staff.

V.   Program Intermediate Outcomes

A. Introduction

In this report section, the intermediate outcomes of YES Prep's program are discussed. Throughout this section we have followed the guidelines for centers and for the grantee in the evaluation guide (*Texas ACE Independent Evaluation Guide for Cycle 9*) and utilized "two-year metrics" – specifically the period from fall 2016 through the spring of 2018. In utilizing such "two-year metrics," the same individual students –i.e., a true "panel" of YES Prep ACE participants -- were compared at the two points in time.

The reader of this report should take particular note that this section *actually describes* "*outputs*" *rather than true program outcomes – intermediate or otherwise -- found associated* with the YES Prep ACE, Cycle 8, program for the student "panel." To further clarify this comment, there is no control group or comparison group data and no evidence on numerous background factors available in the TEAL data system. Accordingly, there is no way to tell whether the changes discussed in this section – especially school absences, noncriminal referrals, and course pass percentages -- indicate an *outcome* of the program or not. For example, it could be that school absences and noncriminal referrals were much higher and changes course pass percentages much lower among YES Prep students who did not participate in ACE. But there is just no way of knowing from the TEAL data. We return to this point in the next section of this report.

Additionally, members the Durand Research and Marketing Associates, LLC, evaluation team judge that, although called for in the *Independent Evaluation Guide*, grades are not a suitable metric to assess either outputs or outcomes. Rather, we believe strongly that test scores, especially scores on standardized tests, constitute a far better measure of academic improvement than are grades. Grades tend to be highly variable across teachers and classes. Moreover, in comparison to standardized tests, there is no "norm," no test of reliability and no validation of grades as measures of academic performance. Further, grades frequently involve systematic bias on the part of those awarding grades, most notably biases resulting from student conduct or behavior. Finally, we note that evaluations of other out-of-school-time programs we have examined, including the highly successful "Houston's Kids Program" as well as 21st Century Programs in other states, including Alaska (2011-12), Rhode Island (2015) and Illinois (EDC, 2016) as well as others reviewed by the U.S. Government Accountability Office (2017), utilize test scores, not grades.

B.   Grade Changes

In the charts immediately below grade changes among the same student participants (i.e., the true "panel" mentioned above) over the period from the fall of 2016 through the spring of 2018 are shown for the Grantee for each of four subject areas: reading, mathematics, science and social science. Also shown are grade changes for all Texas 21st Cycle 8 students for 2017-18 (one-year only); these latter grade changes are shown to place the YES Prep changes in some context. However, this context is limited in two ways: the Texas ACE Cycle 8 data are only for a single, current year, not the two-years displayed for YES Prep's ACE program; and the Texas data are only for "regular" participants (30 days and more of participation) while the YES Prep panel includes both regular and non-regular participants.

(More detailed information on grade changes, especially for each individual YES Prep ACE center, are shown and discussed in Appendix E of this report.)
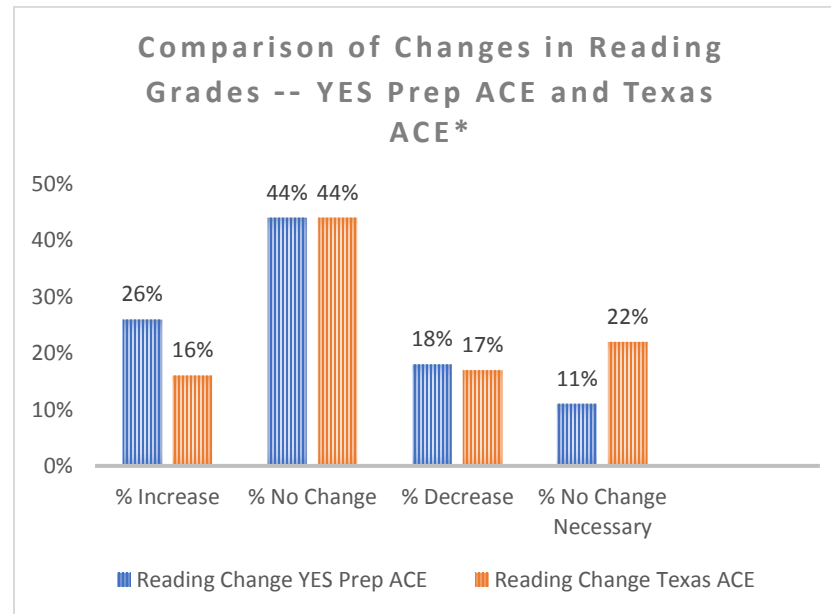
Comparison of Changes in Reading Grades -- YES Prep ACE and Texas ACE*

Source: TEAL Data System, Data Reports on Grades by Individual Participants, Fall 2016 and Spring 2018; Year End Grades State Level for Cycle 8 in 2018.

*Notes: YES Prep's percentages are for the two-year period between fall 2016 and spring 2018 for all participants. Texas ACE Percentages are only for one year (AY 2017-18) for regular participants only. "No change necessary" means a grade of A in fall 2016 and spring 2018.

**Comparison of Changes in Math Grades --
YES Prep ACE and Texas ACE**

Source: TEAL Data System, Data Reports on Grades by Individual Participants, Fall 2016 and Spring 2018; Year End Grades State Level for Cycle 8 in 2018.

*Notes: YES Prep percentages are for the two-year period between fall 2016 and spring 2018 for all participants. Texas ACE Percentages are only for one year (AY 2017-18) for regular participants only. "No change necessary" means a grade of A in fall 2016 and spring 2018.

**Comparison of Changes in Science Grades --
YES Prep ACE and Texas ACE**

Source: TEAL Data System, Data Reports on Grades by Individual Participants, Fall 2016 and Spring 2018; Year End Grades State Level for Cycle 8 in 2018.

*Notes: YES Prep percentages are for the two-year period between fall 2016 and spring 2018 for all participants. Texas ACE Percentages are only for one year (AY 2017-18) for regular participants only. "No change necessary" means a grade of A in fall 2016 and spring 2018.

**Comparison of Changes in Social Studies Grades --
YES Prep ACE and Texas ACE**

Legend: ■ Social Studies Change YES Prep ACE ■ Social Studies Change Texas ACE

Source: TEAL Data System, Data Reports on Grades by Individual Participants, Fall 2016 and Spring 2018; Year End Grades State Level for Cycle 8 in 2018.
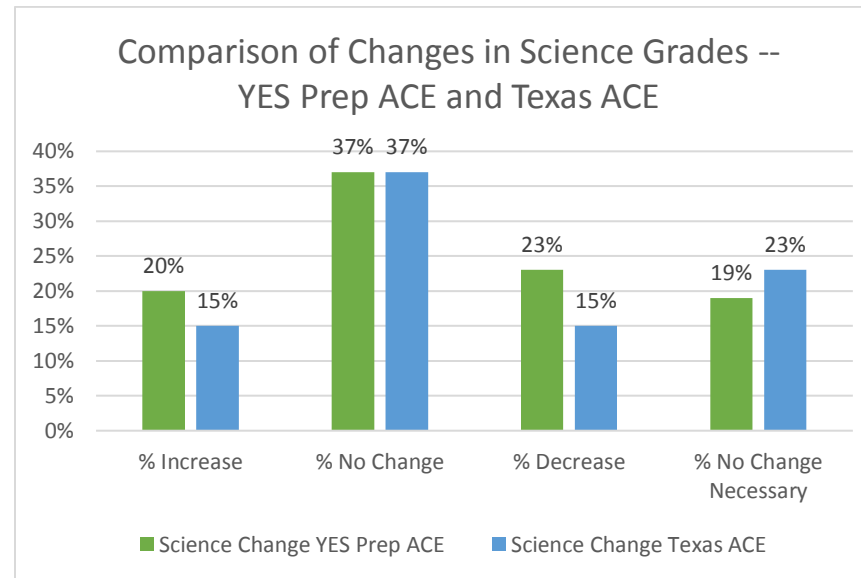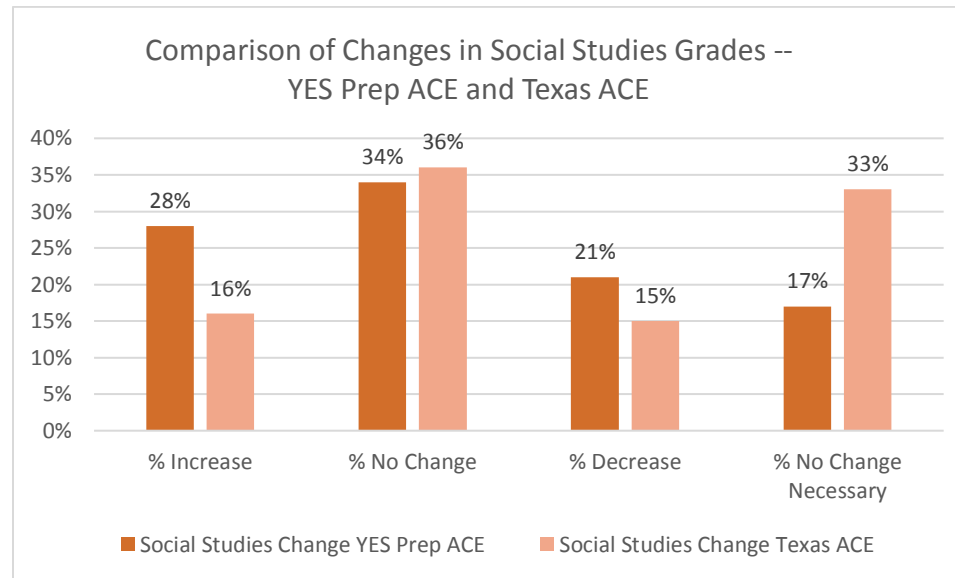
*Notes: YES Prep percentages are for the two-year period between fall 2016 and spring 2018 for all participants. Texas ACE Percentages are only for one year (AY 2017-18) for regular participants only. "No change necessary" means a grade of A in fall 2016 and spring 2018.

Evaluator Commentary

Particularly noteworthy is the greater percentage of <u>grade increases</u> among YES Prep ACE participants compared to Texas ACE "regular participants" in reading, math, science, and social studies. Further, "no changes" in the above charts indicate grade "maintenance" or "reinforcement." Such grade reinforcement was higher in math for YES Prep participants, but about the same for both ACE groups in reading, science, and social studies. Whether the differences shown in the above charts between the two ACE groups are attributable to programmatic or to the "social mix" of participants is considered in the next full section (Section V) of this report.

C.   <u>Changes in Course Pass Percentage, School Day Absences, and Behavior Referrals</u>

In the table immediately below, changes in course pass percentage, in average school day absences per school day and in non-criminal referrals among YES Prep ACE participants are shown for the same two-year period (and same "two-year student panel") analyzed above – the fall of 2016 and the spring of 2018. The changes are for the Grantee level based on averages and standard deviations across the eight (8) YES Prep sites. As a consequence of different numbers of courses in which ACE participants were enrolled during the two semesters (fall 2016 and spring 2018), pass

percentages were adjusted for course numbers. In addition, the two semesters also had different numbers of days which also required an adjustment to permit comparison. Finally, only non-criminal and <u>not</u> criminal referrals are reported here. That is because only three (3) criminal referrals were identified in the TEAL data system for YES Prep ACE, all at East End during the fall of 2016. No criminal referrals were found for the spring of 2018.

Table: Changes in Average* Course Pass Percentages, School Day Absences and Behavior Referrals (Grantee Level) for Fall 2016 and Spring 2018.

Intermediate Output	Fall 2016	Spring 2018
Average Course Passing (adjusted)	Average= 94%	Average = 98%
Average School Days Absent Per School Day	Average = .024	Average = .028
Total Non-Criminal Referrals	Average = 10	Average = 18

Source: TEAL Data System, Data Reports Individual Participants, Fall 2016 and Spring 2018 *Notes: Averages are across the eight YES Prep ACE sites.

(Detailed information by YES Prep Site is shown in Appendix E to this report. The Appendix also includes discussion about cross-site variation.)

Evaluator Commentary

Average course pass percentages (adjusted for the number of course in which a student was enrolled) *increased* over the two-year period for the panel of students at the eight (8) YES Prep ACE sites. However, the average number of school days absent (adjusted for differences in the number of school days) and the total count of non-criminal referrals *decreased* over the same period.

The evaluation team noted that "school day absences" are rather suspect as an output (or outcome) metric given the way they reported in TEAL and by the State of Texas. As discussed more fully in Appendix E, "illnesses" and "excused absences" are counted as school-day absences as are "truancies" and "out of school suspensions." Yet, the difference is critical: the former two types are often non-volitional deriving from accidents, epidemics, or other episodic illnesses while the latter are typically volitional. In all likelihood, an after-school program can more likely influence volitional excuses than those resulting from true emotional or physical maladies.

D.   A Concluding Comment for this Section

It is important to remind the reader that this report section *merely* <u>*describes*</u> *"<u>outputs</u>" rather than true program outcomes found associated* with the YES Prep ACE, Cycle 8, Year 5, program. Whether or not the findings presented in this section truly represent "intermediate program <u>outcomes</u>" is a subject to which we will return in the following section.

VI. Program Impacts

A. Introduction

In this section, we discuss the impacts of the YES Prep, Cycle 8, Year 5, program. We do so by initially reporting our findings regarding "dose-response" relationships between intermediate program outputs and the level or degree of ACE participation. That is, if the ACE program made a positive difference, observed "successes" should be more evident among "regular" (those students with 30 days or more of participation in an academic year) as opposed to the "non-regular" participants who were, after all, less exposed to the ACE program centers' "interventions."

Next, we consider other explanations for the results we observed in the preceding section. In several of his novels, famed writer Sir Arthur Conan Doyle had his fictional character, Sherlock Holmes, maintain, "Once you eliminate the impossible, whatever remains, no matter how improbable, must be the truth." It is in the spirit of this quote that we subsequently proceed.

B. Dose-Response Relationships: Regular vs. Non-Regular Program Participation

In order to analyze dose-response relationships between ACE days of participation and intermediate "outputs," it was first necessary for us to merge data on students' "outputs" (or performance measures) drawn from our two-year panel of YES Prep participants with other available data from TEAL concerning actual days of program of ACE attendance or participation.

In the chart immediately below, such merged data are reported for the average changes in outputs we studied above (in Section IV). Average changes are shown for regular and nonregular ACE participants between Fall 2016 through Spring 2018.

AVERAGE CHANGES IN PERFORMANCE MEASURES FOR ACE REGULAR AND NON-REGULAR PARTICIPANTS FALL 2016 VERSUS SPRING 2018
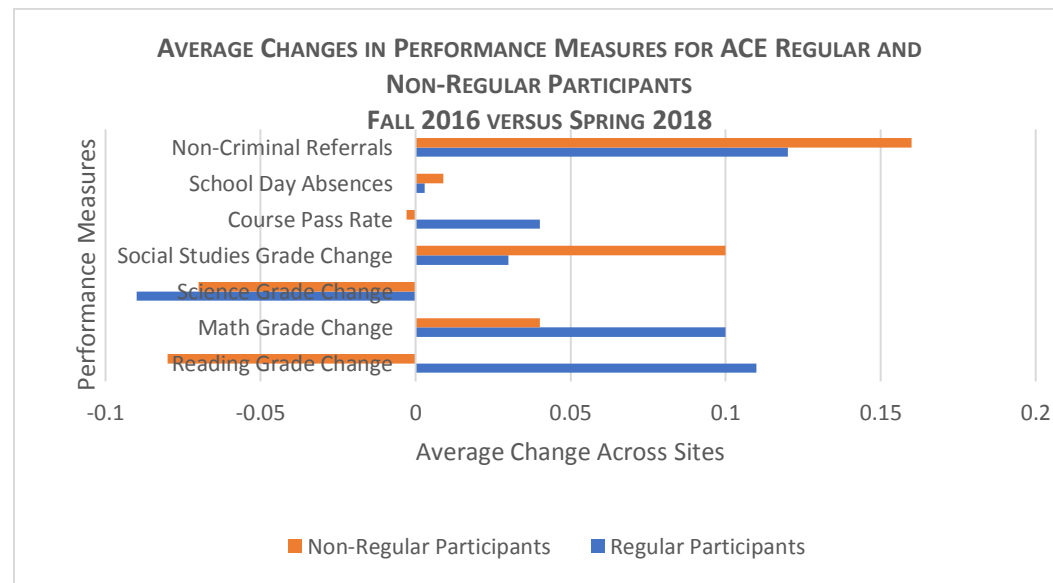
As seen in the chart, regular participants (active 30 days or more in both years) displayed higher average grade changes in reading and math, fewer school days absent, higher rates of passing courses, and fewer behavior (noncriminal) referrals compared to non-regular participants. On the other hand, nonregular participants showed more positive science and social studies grade changes. *(Detailed breakdowns by individual YES Prep ACE center are shown in Appendix F to this report.)*

C.   Alternative Explanations: Did the Program Make the Difference or Did Something Else?

But are the changes in performance measures reported in the preceding section actually *caused* by the program and a stronger "dose" of it, or did something else – such as the social "mix" or demographic backgrounds of participants? For example, students who have achieved higher grade levels in school might be expected to have higher course pass rates than those in lower grades irrespective of ACE participation. To paraphrase the words of Sherlock Holmes, it remains necessary to eliminate other explanations alternative to ACE participation as causes. *Our approach to and methods for eliminating such alternative plausible explanations ("impossible causes") are detailed at length in Appendix F. 3 of this report.*

Using statistical modeling procedures, we were able generally (with few exceptions) to eliminate gender, grade level, age, and ethnicity as alternative plausible explanations at each of the eight ACE centers. That is, regular participation was found to influence program outcomes – include grade changes, changes in school days absent, changes in course pass rates, and changes in non-criminal referrals from fall 2016 to spring 2018 -- even after we eliminated these other alternative plausible explanations. *Thus, the findings are consistent with the conclusion that that ACE YES Prep program outcomes (again, with a few exception) were caused by regular youth participation and not by social "mix," demographic backgrounds or a similar explanation.*

D.   Comparisons with Other 21st Century Programs

In preparing this report, the Durand Research and Marketing Associates, LLC, evaluation team sought to find comparable evidence of the results of 21st Century programs in other locations. We did have some success, however, in most instances we found a lack of comparability owing to considerable variability in programs and to numerous differences in the evaluation of them.

In an April 2017 review of 10 states' (including Texas) programs by the U.S. Government Accountability Office (GAO), the evaluation arm of the U.S. Congress, "differing effects" of participation in 21st programs (ACE in Texas) on students' math scores were identified. In some states, a positive association was found between participation and increased math scores while in others (Washington and Virginia most notably) no such association was found. This GAO finding further suggests to us the impressive impact of the YES Prep ACE program in enhancing mathematics' performance (26% increase in math grades). See Section IV.B. and Appendix E of this report.

Finally, in elementary school reading, the improvement in reading found by the U.S. Department of Education among "regular" participants in 21st Century programs was just 5.4% on state assessments. We further noted that the April 2017 report by the GAO found only what it termed "mixed effects" of 21st Century programs on reading scores for program participants (GAO, p. 21). This latter report went on to note that none of the state program evaluations it reviewed (including Texas') showed a significant association between 21st Century program participation and increased

reading scores. While the data shown above on YES Prep may not be directly comparable since they are based on grades and not statewide test results, the average reading grade improvement for the YES Prep ACE centers of 26% in comparison was, in our view, quite impressive.

VII. Stakeholders' Perceptions

In this report section, the perceptions of several stakeholder groups are discussed with particular emphasis on variations across the YES Prep ACE centers. The stakeholder groups discussed here include ACE participants, the parents of ACE student participants, YES Prep site coordinators, the Texas Education Agency and its consultant, SAFAL Associates, and ACE program instructors at certain sites. The discussion itself is based on several sources but mainly the results of surveys conducted of each stakeholder group. Factors contributing to strong and weak stakeholder support are considered, including keeping stakeholders and their perceptions informed.

A.   Perceptions of ACE Participants.

In the spring and fall of 2017-18 survey instruments were administered to all YES Prep ACE participants at each of the eight centers. Responses were obtained from nearly 1700 such participants in the fall and from nearly 1400 in the spring. Among the questions posed on the surveys was, "ACE/CASE is helping me to do better in school," to which 72% agreed or strongly agreed in the fall and 74% agreed or strongly agreed in the spring. Additionally, in the fall nearly 84% of ACE participants indicated they would recommend ACE/CASE to their friends while an almost identical percentage did so in the spring. *Complete survey responses, including responses at each of the eight YES Prep sites, for this stakeholder group are detailed in Appendix G of this evaluation report.*

B.   Perceptions of the Parents of ACE Participants

During AY2017-18, the YES Prep School District asked parents of all students to complete a survey about their school experiences. This survey included a set of questions about ACE that were answered by parents at each of the eight ACE sites. *Overall, the responses of parents with children participating in ACE were overwhelmingly positive about the program.* For example, in response to the question, "ACE helps my student do better in school," over 89% of parents with participating children responded affirmatively (agree or strongly agree) while only 7% were unsure and just 4% responded negatively. Similarly, when asked, "ACE provides interesting and valuable programs for parents," nearly 80% of parents for whom the question applied agreed or strongly agreed (with another 14% unsure). *The complete survey responses of parents are detailed in Appendix G of this evaluation report by YES Prep site.*

C. Perceptions of the Texas Education Agency and its Consultant, SAFAL Partners

During its Cycle 8, Year 5, program YES Prep ACE was monitored by the Texas Education Agency (TEA) through its consultant, SAFAL Partners. Such monitoring in Texas is known as "Key Task Assessment" or KTA. This monitoring and assessment led to a report from Ms.

Christine McCormick, the 21st CCLC State Coordinator of TEA that the YES Prep ACE program had "exceeded" all expectations – the highest possible assessment finding. *The complete KTA report and Ms. McCormick's reporting letter are included in Appendix G of this report.*

D. Perceptions of YES Prep ACE Site Coordinators

Most of the eight (8) site coordinators expressed positive feelings about working with ACE participants, about the opportunity to create a program, and about the support they received from their immediate leaders. On the other hand, rather widely expressed was the need for more recognition of ACE at one's campus; for more campus leadership involvement in ACE, and for better alignment between ACE and campus' priorities. Further, all eight (8) responding coordinators have high marks to the program meeting its intended objectives regarding enhanced academic support, cultural enrichment, improved student behavior, family engagement, and college and career readiness. Finally, knowing exactly what the ACE program was to accomplish and knowing what one was to do received high praise from the coordinators while receiving needed technical support from Westat/TEA received the lowest score. *Please refer to Appendix G for more detailed information.*

E.   Perceptions of YES Prep ACE Activity Instructors

Activity instructors at the eight YES Prep ACE sites were asked to complete a survey about their experiences in teaching the activity for which they had responsibility. Among the questions asked were two "open-ended" questions: "My biggest challenge in instructing this club was….?" and "If there was one thing that could help me make this club better, it would be…?" Since these two questions were closely-related, considerable overlap was found in the responses to them as expected. Yet, the evaluation team found it difficult to summarize easily the diverse answers we found owing principally, we believe, to the nature of the various activities at the centers, to prior teaching experience, to the number of students involved in activity. What we noted was the frequent mention by instructors of a lack of supplies or resources, of time management problems, and of keeping students' attention and focus. *A complete list of responses to these instructor survey questions are detailed in Appendix G of this report.*

F.   Student-Completed Evaluations of Specific Activities as a Center

Included in Appendix G, but without summary, are examples of student-completed evaluations of specific activities at a center. These surveys proved too difficult to summarize since at least three different survey instruments were utilized across the centers, each of which asked questions of students about different activities. Instead, examples of each type of survey are shown below in the appendix.

G.   Keeping Stakeholders and Their Perceptions Informed

The evaluation team found that the ACE program did an *excellent* job of keeping stakeholders and their perceptions informed. The program utilized quite a variety of means and media to do so. Such means and media ranged from activities (e.g., workshops at a "family summit") for parents, to ACE programming information listed on a Facebook page, to text messages, personal phones calls and to postings on a bulletin board.

YES Prep ACE also made use of dedicated Web space that included evaluation reports, a photo gallery of events, information about program components, and the like. (see http://www.yesprep.org/ACE.)

VIII. Evaluator and Site Coordinator Commentary

The "evaluator commentary," called for in the *Texas ACE Independent Evaluation Guide,* will be found as "Key Messages" on the first page of this three-part (1-3-25 + appendices) report. Commentary was included there to enhance readability and to ensure that the "bottom line" answers are emphasized when critical decisions have to be made. The one-page beginning may also serve well as a "news release" about the program.

The remaining space in this section is reserved from comments by the site coordinators.

IX. Evaluator Recommendations: "Next Steps"

In this report section, the recommendations of the Durand Research and Marketing Associates, LLC, evaluation team to support centers and the ACE program in the future are presented. The recommendations that follow are, of course, based on the principal evaluation findings discussed in the "Key Messages" section on this report. Our most salient and strongest recommendations concern future actions to be taken on the part of TEA and its consultants. Accordingly, we present these first followed, in turn, by our recommended actions for YES Prep and its ACE program.

Recommendations for TEA and its Consultants

1. The evaluation team commends TEA for its foresight in establishing the local evaluation advisory group (under the leadership of the American Institutes for Research or AIR), for centering future evaluations on continuous quality improvement (CQI) and for encouraging this more reader-engaging report format. We recommend continuing this local advisory group in the future.
2. There is need to continue to improve the TEAL data system. The evaluation team learned that site coordinators at YES Prep found it easier to use than its predecessor ("TEASE"). That said, there is need to include more process measures to assist in monitoring program implementations. Additionally, there is need for more information about the reasons for student program attrition, and TEAL does not facilitate a cost-benefit analysis. Most importantly, data on important antecedent conditions, conditions identified as important in previous educational assessments, were found to be quite limited. This limitation inhibited the identification of spurious relationships that might be confounded with true program effects.
3. In a recent report on the 21st Century CLC program, the U.S. General Accountability Office, the evaluation arm of Congress, raised the following problems. The program lacks performance measures for some key program objectives, specifically measures for student behavioral and socioemotional outcomes (p. 20). Useful data are also lacking regarding student behavioral and socio-emotional outcomes (p. 22). There is a lack of assurance regarding data accuracy (p. 23) and there has been no assessment of data quality (pp. 23-24). And, the technical

assistance provided does not effectively address the challenges faced among "sub-grantees" to operate their programs once grant funding ends. Accordingly, the evaluation team recommends to TEA and its consultants that these criticisms be addressed immediately. A failure to do so will be to the considerable detriment of program participants, including those at YES Prep.

4. We recommend the use of standardized test scores over grades in TEAL as metrics for academic achievement. we believe strongly that test scores, especially scores on standardized tests, constitute a far better measure of academic improvement than grades. Grades tend to be highly variable across teachers and classes. Moreover, in comparison to standardized tests, there is no "norm," no test of reliability and no validation of grades as measures of academic performance. Further, grades frequently involve systematic bias on the part of those awarding grades, most notably biases resulting from student conduct or behavior.

Recommendations for the YES Prep ACE Program

1. Given our finding on the impressive impacts of the YES Prep ACE program on regular compared to non-regular participation, there is a need to increase the number of participants in the former category (regular participation). In order to accomplish such an increase, we further recommend that the program make extensive use of "intrinsic rewards" (for example, attendance award, service recognitions, and the like) rather than "extrinsic rewards" (for example, movie passes or fast-food coupons) to accomplish this end. Research on organizational behavior has demonstrated the motivational impact of such intrinsic rewards (see, for example, Pink, 2017). Moreover, such rewards are typically less costly than alternative extrinsic incentives.

2. In our analysis of data over the two-year period from the fall of 2016 through the spring of 2018, we found evidence of improvements in all YES ACE program outcomes. But some outcomes were not found to improve as much as others, especially among regular participants at particular centers (see especially the findings in Appendix F). We recommend that in the future, site coordinators consider carefully these findings in developing activity plans specific to their centers and make appropriate adjustments both in the type and number of activities. Expressed differently, the findings of this report need to be a (but not the) basis of assessing future needs.'

3. In about half of the centers, campus' leaders need to be more supportive of the ACE program; need to be more involved in the program; need to consider more carefully ACE in relation to the overall campus vision; and need to give greater recognition to ACE. We think this is most likely to occur principally if the top leadership of YES Prep Public Schools, Inc., becomes involved. Accordingly, we encourage this top leadership to provide incentives for such campus leadership to more fully embrace and to become more involved in the program.

4. There is a considerable need for the Board of Directors and Trustees of YES Prep, the leadership of the ACE program, and the site coordinators to dedicate considerable attention to the *long-term sustainability* of ACE at YES Prep. In doing so, we recommend that resources available through various community initiatives (among them the United Way of Greater Houston and its "O2L" program, the Houston Endowment, and Communities-in-Schools, Inc.) be utilized and that YES Prep seek regular long-term involvement with these initiatives.

5. Physical space is at a premium for all YES Prep ACE centers. There is need for more additional, dedicated space to facilitate further the program and its development at all sites. Still, the evaluation team recognizes that this need is largely a consequence of the considerable growth in the YES Prep student population as a whole, a growth contributed by the addition of new grade levels at some YES Prep campuses. Thus, while this need is a difficult one to meet, we think it is quite an important one.

X. Evaluator Information

A. <u>Scope of Work and Cost of Evaluation</u> *(More detailed information is provided in Appendix H.)*

Consultant shall provide services to YES Prep….the term "services" shall include assistance with the preparation of all required/recommended 21st Century Learning Centers/Texas ACE Program evaluation deliverables (Logic Model, Interim Report I, Interim Report 2, and Final Evaluation).

The charges for the full and complete evaluation was $2,500 per site.

B. <u>Evaluator Experience Narrative</u>

Durand Research and Marketing Associates, LLC, was founded in the 1980s with a focus on conducting process and outcomes evaluations of educational, health and medical programs, on marketing research, and on evaluating social services. In the field of education, the extensive experience of the firm includes, among others, evaluations for the Greater Houston Collaborative for Children (HELP for Kids under provisions of the Federal government's Learning Opportunities Act as administered by the U.S. Department of Health and Human Services); an evaluation of student retention activities for the University of St. Thomas; evaluation of the "Regional Innovations in Nursing Education" program for the University of Texas Medical Branch in Galveston under provision of a Federal grant); "Regalo de Vida," an educational program of LifeGift funded by a grant from the United States Public Health Service; on-going evaluation activities for the Education for Children Agency Affinity Group of the United Way of Greater Houston. The firm has also conducted regular, continuous evaluations of the *Houston's Kids* after-school program. (*Houston's Kids* is a collaborative effort of the United Way of Greater Houston, the Children's Museum of Greater Houston, the United Way of Greater Houston, Communities in Schools of Houston, Inc., and the Alief Independent School District.) Finally, Durand Research and Marketing Associates, LLC, previously conducted evaluations of YES Prep's Cycle 8, Year 2, Year 3, and Year 4 21st Century (ACE) after-school programs.

Members of the team involved in this evaluation include –

- *Measurement professional and educational statistician,* **Jeffrey K. Durand,** holds a graduate degree from The Pennsylvania State University. An internationally recognized expert on educational measurement, testing, and assessment, he is the author of a number of research papers published in professional journals and presented at conferences held in countries ranging from the U.S. to South Korea, China and Japan. Presently, he is a member of the board of directors of the Pacific Rim Objective Measurement Society (PROMS).
- *Lead evaluator,* **Roger Durand,** holds a Ph.D. awarded with "Distinction" (University of California – Berkeley and Los Angeles campuses) and has completed post-doctoral studies in mathematical modelling in the social sciences at Virginia Tech as well as additional studies in statistics at the University of Michigan. He presently is Professor of Public Affairs at the University of Houston-Clear Lake.

Besides his academic career, Dr. Durand has served as Senior Evaluator in the Division of Evaluation, U.S. Department of Health, Education, and Welfare, and later the U.S. Department of Health and Human Services, in Washington, D.C. Throughout his career, he has been involved in more than 80 program evaluations, including previous work on evaluations of Texas 21[St] ACE programs of the Houston Independent School District, the Texas Serenity Academy, YES Prep Public Schools, Inc., and Be-A-Champion. The author or co-author of more than 200 peer-reviewed publications, research monographs, and professional conference papers, his most recent peer-reviewed publications in evaluation include articles in the *American Journal of Evaluation,* the *Academy of Educational Leadership Journal,* and *Housing, Care and Support.*

- *Data entry specialist,* **Matthew McGaughey,** has extensive experience in working with educational statistical data and with Microsoft Excel.
- *Consulting evaluator,* **Melvin Waits,** has widespread, significant experience in evaluations of after-school programs, especially those funded by Texas ACE. He previously directed evaluations of Texas 21st ACE programs for the Houston Independent School District (Cycles 5, 6, 7, and 8); Be-a-Champion (Cycle 6 years 2, 3, 4, and 5); Texas Serenity Academy (Cycle 7 years 2 and 3); YES Prep (Cycle 8 year 1); and Spring ISD (Cycle 9, Year 1).

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Appendix A. Detailed Information about Program Theory of Action; Logic Models; District and School Program Contexts; Participants Served by the Program

1.   Program Theory of Action and Logic Models

Below the program's theory of action as well as the Grantee logic model and the logic models for each of the eight ACE centers as finalized for the spring term 2018, are displayed.

The coding scheme utilized in each of the logic models is as follows ---

Items kept in both fall and spring are highlighted in blue.

Items from fall no longer retained in spring are highlighted in red.

Items not in the fall but newly added for spring are highlighted in green.

Grantee

The theory of action was identical for the Grantee and for each of the eight centers.

Logic Model for YES Prep Grantee Report Year 5

Theory of Action: Students in need, spending additional time (min. 30 days) in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the 4 activity components will yield improvement in the academic performance, attendance, behavior, and promotion and graduation rates of students.

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcome
Human -8 Site Coordinators, with Bachelor's degrees, 8 returning from Year 4: Nahaira Briz (Southeast) (Spanish Speaking) Isamar Lopez (North Central) (Spanish Speaking) Paula Prince (Southwest) Shvonne Williams (East End) Ashley Long (Gulfton) Tiffany Hogg (North Forest) – new hire TBD Jaimie Griffiths (Northside) Jazzminn Richey (Fifth Ward) -Coordinators who are not Spanish Speaking but have a large population of Spanish Speaking parents (Northside, Fifth Ward, Gulfton, North Forest) hire assistants or independent contractors to help translate during parent meetings; they also rely on our Family Engagement Specialist to help translate documents into Spanish	**School program alignment** -PD, Coordinator, and campus leadership conduct a strategic planning meeting once per year to determine how ACE can address school, grade level, and student-specific needs and priorities -ACE Coordinators/PD attend campus in-service/Districtwide Kick off meeting prior to start of school year to be privy to academic priorities and strategic goals -Coordinators have a site-based supervisor to ensure alignment with school day -Project Director meets with ACE supervisors twice per year to identify needs, address ACE support and alignment - Coordinators recruit YES Prep teachers to teach activities whenever possible in order to ensure school-day alignment as well as alignment with	All activities are intentionally planned by Coordinator, Project Director, FES, School instructional staff. Common activities for each component are listed below, for campus-specific activities refer to each center's Logic Model -Additionally, due to the strong academic and college readiness focus of the school day, all campus needs assessments show a need to more enrichment activities than other categories due to lack of resources for these activities in the school budget. The amount of enrichment activities below reflects this. **Academic Support** **Homework Help** Alignment: Students work on the homework assigned to them during the normal course of school Engagement: teacher actively surveys the room and makes sure students are left with no questions	All campuses will meet or exceed other required number of regular students and adults as well as their required operational hours for both semesters and summer. Reports for both will be reviewed regularly (at least monthly and more frequently if reports suggest a problem) by ACE PD and coordinators and their campus supervisors. Specific numbers per campus can be found in each center's logic model. Based on the particularly intense needs of our middle school students, who come into YES Prep up to two grade levels behind, our program participants are mostly middle school students, although we offer programming open to all students grades 6-12. However, high schoolers	**Improved Attendance** -Reduce the number of students absent from the school day **Academic Performance** -Reduce the number of students given Wall Street (a YES Prep standard consequence given to students for failure to complete homework or follow instructions) -Increase the number of students who maintain or improve grades in 4 core content areas from fall to spring semester -Increase SAT scores -Increase number of students who meet or exceed their projected Common Assessment and STAAR scores	All students graduate ready for college and career

Logic Model for YES Prep Grantee Report Year 5

-**Independent Evaluator:** Durand Research and Marketing Associates (Roger Durand, Professor of Public Affairs at University of Houston) -**YES Prep Staff:** Approximately 100 certified teachers at 8 campuses leading ACE activities and 8 administrative staff providing support -**Contractors:** Approximately 85 independent contractors or vendor employees providing activity instruction -**Students:** Approximately 2,000 students at 8 campuses in grades 6-12 enrolled in ACE -**Parents:** Parents of 2,000 students involved in informational meetings, showcases, ongoing parent classes, and workshops **Support** **Grant Leadership** -**Project Director:** Christa Queen-Sutherland (Bachelor's Degree, Juris Doctor Degree) -**Family Engagement Specialist:** Maria Maradiaga (Bachelor's degree, 10+ years'	behavior and teaching expectations -Coordinators receive training on YES Prep's Teaching Excellence Behavior Management Cycle and utilize the same discipline system as the school day -Coordinators use the same underlying philosophies at each campus (such as the core values: tenacity, integrity, trust, action, and nexus at Fifth Ward) - ACE activities are focused on homework completion and accuracy, and supplemented with enrichment activities aimed at a need or gap identified in community needs assessments, such as physical activity, nutrition, social-emotional skills, gaming, etc. **Recruiting participants** -Coordinator and supervisors determine how students will be recruited at their campus, however, all include a referral system for students with strong academic or behavioral needs, or other at-risk factors, from deans, principals, grade level chairs, college counselors,	**Enrichment** **Arts & Crafts** Alignment: This provides an opportunity for students to experience their artistic side Engagement: Students will be working on projects to take home with them and also display at the school increasing school and ACE pride **Cooking** Alignment: This activity incorporates science, nutrition, and math into measurements and cooking techniques Engagement: students will craft exciting and healthy dishes. Cooking is based on student surveys and focus groups and is one of the most popular activities at all campuses. It also addresses a prevalent issue of obesity and malnutrition at our campuses due to being in food desert areas. **Fitness/General Sports** Alignment: Focuses on healthy activity and the importance of physical exercise, especially important with such high obesity and diabetes rates in the community. Engagement: provides a fun way for students to get active. Also, middle school	are recruited to be mentors and behavior monitors of the younger participants and particularly help in the summer program. This increases their own leadership skills as well. **Parent Meetings** Parent meetings at every campus are used to convey expectations, commitment, and opportunities for learning. Student and parent surveys are utilized to determine the right mix of activities, appropriate timing for family activities, and to receive feedback on the quality of programming, instruction, support to students and families. **Referrals** Every campus has a segment of students who are recruited specifically based on certain at-risk criteria. Student Support Counselors, Deans of Students, Teachers, athletic directors, or other concerned staff refer students to ACE for behavioral interventions	**Behavior** -Reduce the number of incident reports filed -Reduce classroom misconduct and marks earned (a behavior consequence standard across YES Prep) -Reduce number of students on RISE (a discipline system) **Promotion** -Increase retention of students at YES Prep -Increase promotion to next grade **Graduation** -Maintain a high graduation rate **Increased family engagement** -Increase the number of ACE parents attending activities -Provide at least one ongoing activity/class each semester -Create a Family Resource Center -Improve and align services between ACE and Student Support Counselors

Logic Model for YES Prep Grantee Report Year 5

experience in nonprofits, community resources) (Spanish Speaking) **-Director of School Operations:** Madison Fagan (Bachelor's degree, 4 years school operations management experience) **ACE ADVISORY COUNCIL led by Family Engagement Specialist** Community members, YES Prep staff (home office and campuses) and parents to form (4) committees (Student Activities, Family Activities, Advertisement and Sustainability, Community Partnerships) **YES Prep Staff / ACE Advisory Council Members** Recy Dunn (VP of Operations) Christa Queen-Sutherland (PD) Maria Maradiaga (FES) (Spanish Speaking) Frida Rodriguez (YES Prep Mgr. of Community Engagement) (Spanish Speaking) Madison Fagan (Director of School Operations) Terrill North (Director of Community Engagement and Advocacy)	or student support counselors -Additionally, all coordinators review annual needs assessments of their campuses, which are system wide surveys conducted by YES Prep twice per year of every students and results are broken down by campus, demographics, grades, etc -All coordinators also have access to eSP, an internal data tracking system that allows coordinators to run reports on the most at risk students as well as track the progress of their ACE students in real time for academics, behavior, any at-risk circumstances, and absences. -Informational flyers sent home to all students in both English and Spanish -ACE Resource Center on each campus advertises activities and information to parents -Minimum of one parent meeting is held per semester for information, expectations communicated, registration -Coordinators make announcements during lunch, grade level meetings, etc. and meet	students often cannot participate in sports and doing so through ACE provides them an opportunity to explore an athletic interest and learn skills to join a team in older grades. Physical activity has also increased good student behavior during other activities after sitting all day in classrooms **College and Career Readiness** **SAT Prep** Alignment: campuses with juniors and seniors conduct SAT Prep courses taught by either a YES Prep teacher trained and certified by Princeton Review or by a Princeton Review staff member Engagement: The first group of students recruited for SAT Prep are those who have not scored a combined 1000 on the quantitative and verbal sections; if funds allow, a second group of students who would like to improve their score is targeted. **Robotics / STEM** Alignment: Students who plan to enter a STEM field and major in college are recruited for robotics. This is an identified need by YES	or to support their social development. **Homework Completion** All centers will have a focus on homework completion. A standard YES Prep consequence for missing or incomplete homework, or not following directions is "Wall Street." Students must attend Wall Street afterschool where they complete both the previous and current night's homework. Since every ACE center includes homework time activities, each campus has a goal of decreasing the frequency with which students earn Wall Street. During ACE homework activities, students will complete homework and a teacher will be available to work through difficult problems, as well as to check for completion and directions.	-Increase parent satisfaction with school as seen in biannual survey **Students' increased sense of engagement** -Increase number of students who report school satisfaction as seen in the biannual survey -Increase number of students who feel a connection to a teacher/staff person as seen in the biannual survey -Increase number of students involved in an after-school opportunity **YES Prep has designed an OST program that provides students with access to a variety of activities that will improve students' academic performance, persistence, and ability to navigate a collegiate environment. Within the 21st CCLC/ACE framework and with**	

Logic Model for YES Prep Grantee Report Year 5

YES Prep Parents / ACE Advisory Council Members Laura Leija (North Central) (Spanish Speaking) Normal Hernandez (East End) (Spanish Speaking) Rocio Gamez (East End) Tamalisa White (North Forest) *Community Partners / ACE Advisory Council Members* Louis Moser (Reasoning Mind) Patricia Priego (MD Anderson Cancer Center) (Spanish Speaking) Eduardo (Harris County Health Department) **Facilities** -8 YES Prep Campuses (all are adjunct sites for one another) -Adjunct Sites: East End will utilize Peiser Park, (Lawndale St. Houston), and Community Family Center (7317 Avenue) Fifth Ward will utilize Jam Park (3705 Lyons Ave) Nieto Park, (Port St. Houston) and Stone Fort Camp, (14196 Texas 110 Whitehouse, TX) North Forest will utilize Barbara Jordan Park, 6400 Winfield Rd.	with students during lunch, office hours -Coordinators share information with teachers at Professional Development so they can recruit or refer students and answer questions **Retaining Students** -Coordinators hold focus groups of students and survey students at least once per semester in ACE about programs and activities they like and don't like -Using Texas21st data, see what activities have consistent attendance and monitor those more closely that do not to ensure quality -Clearly communicating attendance expectations to students and parents in early information sessions at least once per semester -Using Texas21st data, see what participants are coming regularly and talk to those who are not -Talk to students who have stopped coming to ACE to understand why -Calls home to parents when attendance drops, school messenger text	Prep College Initiatives as the area where alumni struggle the most in college Engagement: Students work in small groups and have a tournament against other campuses. **Behavioral Intervention** Popular behavioral interventions include karate, Girls Groups focusing on self-esteem, healthy relationships, bullying; Boys Groups focused on stereotypes, bullying, respect, etiquette, anger management **Mentorship** Each center coordinator and ACE PD continues to work to bring mentors from external organizations to campus for ACE students to learn about leadership and unique career pathways. Additionally, ACE Coordinators recruit alumni and other mentors for the summer program. Even high school upperclassmen help with behavior management and mentorship of younger ACE participants. ACE instructors are vetted and trained to ensure they are good mentors to each student. Also, some campuses have created		the guidance of the PRIME Blueprint for Texas ACE, YES Prep's program will focus on three components: 1. Lead – focused on character education, discipline, and program management a. 10% decrease in the number of disciplinary referrals, including detentions and suspensions b. 80% of students, staff, and families will Agree/Strongly Agree on program-related survey questions 2. Connect – focused on promotion and connection to opportunities a. 90% year-over-year persistence rate b. 40% of families of students participate in parent and family support services 3. Achieve – focused on academic excellence a. 90% of students will meet STAAR passage goals	

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Gulfton will utilize Baker Ripley Center, (6500 Rookin Rd. Houston) Southeast will utilize Beverly Hills Park (102011 Kingspoint Rd) and Cleveland-Ripley Neighborhood Center (720 Fairmont Pkwy) Northside will use Houston Public Library's Carnegie Neighborhood Library and Center for Learning (1050 Quitman St., Houston), and M.D. Anderson Family YMCA (705 Cavalcade St., Houston) **Financial** **-21stCCLC Budget**: Total of $1,678,791 divided among 8 campuses and home office administrative costs **-Local Funds:** Each campus supplements grant funds with supplies and materials, in-kind use of facilities, in-kind budget donation of all indirect costs, partnerships with athletics, college counseling, transportation/Operations and student support services, totaling approximately $150,000 **-Title I Funds:** are used to supplement parent	system to remind parents of ACE events -Positive phone calls to parents when students are excelling -Attendance initiatives like goal setting trackers, rewards for high attendance -Parent surveys for satisfaction and improvement feedback at least once per semester **Well-structured** -Coordinators do not lead activities, they float between classes assisting with logistics and monitoring implementation -Coordinators use observation rubric to provide instructors with feedback -Coordinators review lesson plans and meet with instructors to provide feedback - Project Director provides formal support via an observation checklist and feedback tool at least once per semester at every campus - Project Director provides informal support via phone, in-person, email **Voice/Choice**	restorative justice activities so that at risk students can reflect on their behavior with a mentor and plan how to not commit the behavior infringement in the future. **Cultural and Student Affinity Groups** Based on the current negative political climate and our students' needs to feel safe and secure, all ACE Campuses have created student culture clubs where they have an opportunity to learn about and celebrate their own heritage and culture. Students celebrate each others' history and build self-esteem and awareness of others through these inclusive groups. Even more campuses have added a cultural component to their spring programs. **Family/Parental Support** Activities vary by campus but include: **ESL Classes** Alignment: Many parents are of Hispanic origin and many of our parents do not adequately speak English Engagement: provides English lessons to parents of ACE students in a safe		b. 80% of students will meet their individual academic goals c. 55% of students will meet expected gains in Math and Reading on the Measures of Academic Progress (MAP) test d. 75% of seniors will score at or above 950 on the SAT (1600 scale) e. 50% of seniors will score at or above the national average of 1020 on the SAT (1600 scale)	

Logic Model for YES Prep Grantee Report Year 5

activities and other student activities based on at-risk factors **TEA/Westat/Safal Partners** -**Technical Assistance Coordinator:** Lason Hines, with the support of Shanya Dean, provides guidance via informal communications (Text, email, phone), as well as through formal reviews, site visits, assessments -**Westat:** Grantee attends required and voluntary webinars (evaluation, deliverables, technical training, etc), as well as professional development opportunities such as Project Based Learning -**Safal Partners** – Francis Jones from Safal Partners our contact for the annual Key Task Assessment **Curriculum** All instructors must provide lesson plans for each day the activity meets and an overarching unit plan per activity. In afterschool activities, there is a focus on active engagement and a hands-on approach to learning. Students learn by doing, be	-Coordinators conduct interest surveys and focus groups with students at least once per semester -Coordinator has ongoing informal interactions with students to gauge engagement and get feedback on instructors (especially vendors) - Family Engagement Plan and updated needs assessment is required annually and FES meets with Coordinator to design activities based on both **Qualified Personnel** -All 8 Coordinators receive midyear and annual evaluations - FES is experienced professional with nonprofit work, community resources, wraparound services and reports directly to PD and attends at least one Family Engagement conference per year -PD has prior grant writing, management, and compliance experience and reports directly to Director of School Operations; also has multiple meetings and open communication with Managing Director of	environment where they can practice and progress through a curriculum preparing them for the workforce and in supporting their children in their academic pursuits **Zumba Classes** Alignment: obesity is a large problem for our families because they live in food desert neighborhoods. Zumba provides a fun, free exercise so parents can get active. Engagement: parents will learn and participate in fun and interactive Zumba classes **Parent University:** Alignment: Parents need to become empowered to best support their students to become college ready through classes such as financial literacy, FAFSA, scholarship research, jobs education, and other community resources Engagement: these classes are specifically designed to prepare parents to best advocate for themselves and for their students to be prepared to go to college. Parents will be empowered with knowledge to support their students and reinforce			

Logic Model for YES Prep Grantee Report Year 5

it science experiments or learning a dance routine. All YES Prep courses are Advanced Placement aligned, therefore academic supports are based on AP curricula Other curricula utilized: Region 6 Driver's Education, HCC ESL	Federal and State Compliance -Vendors are identified by vendor fairs, referrals, and are thoroughly vetted by interview and checking references. All vendors and independent contractors are fingerprinted and records are checked by YES Prep Talent Support - 85 vendors and independent contractors - 100 YES Prep teachers - More than 12 YES Prep Alumni (either enrolled in or graduated from a 4 year college)	at home what they learn in school. **Advisory Council Quarterly Meetings**: will be held to plan and identify opportunities to best support and enhance program offerings; will provide quarterly time to review feedback from campus surveys and time for participating parents and coordinators to share out best practices at their campuses; The main project for the Advisory Council will be to **Plan and host ACExACE Annual Districtwide Family Event**: student and parent workshops, community services and resources, as well as prepare for sustainability for the program after the grant ends. With ACExACE over, the main focus of the ACE Advisory Council will turn toward sustainability. In that vain, the Advisory Council has collaborated with the YES Prep Community Engagement Team and they are meeting as one entity for the remainder of the year and grant. They are			

Logic Model for YES Prep Grantee Report Year 5

		currently voting on district strategic initiatives and voicing that afterschool programming should be included in district priorities regardless of another ACE grant award. **ACE Website** – the Family Engagement Specialist and ACE Project Director, along with the YES Prep Communications Team will create and maintain an ACE website which will serve to promote activities at each ACE campus and provide ongoing information about ACE and its services and resources. The website can be found at www.yesprep.org/ACE			

Southeast Center

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
1. **HUMANS** *1 Site Coordinator (Spanish speaking) *13 certified teachers *Jesse Martin *Laken Cantu *Candace Daniel *Ian Terry *J'Qualin Williams *Terrynan Davis *Ray Green *Jeanine Presley *Kaitlin Joest *Jesse Smith *Jessica Walcick *Steven Kraichauf *Aerial Kerr *Sarah Watson *Bina Dao *Francheska Price *3 alumni students (currently attending college) -Edward Ruiz -Nina Kato -Mayra Torres	1. **Center Hours** After School Program Hours ➔ Monday, Tuesday, Thursday & Friday 4:10-6:10pm ➔ Wednesday 1:30-4:30pm Before School Programming: ➔ Monday-Friday 7am-8am Hours & Weeks 2017-2018 ➔ Minimum of 12 hrs per week ➔ Fall Session is 14 weeks. ➔ Spring Session is 15 weeks ➔ Summer session is 6 weeks. 2. **PROGRAM ALIGNED AS AN EXTENSION OF THE SCHOOL DAY:**	1. **ACADEMIC SUPPORT:** *MS & HS Homework center Wednesday Only-In this activity students will complete their homework and then be allowed to engage in table games and other team building activities. Homework completion is the priority in this activity. *Robotics- In this activity students learn the mechanical and engineering process of robot development. They will build robotic car and participate competition. 2. **ENRICHMENT:** *emphasis on enrichment due to YES Prep strong academic nature	➔ MS & HS Homework Centers ➔ Wednesday 1:30pm-4:30pm ➔ 225 hrs.(fall) ➔ 15 weeks ➔ 60 students ➔ Staff: alumni, independent contractor ➔ Robotics ➔ Monday ➔ Thursday ➔ Fall/ Spring ➔ 4:15-6:15pm ➔ 2hrs/wk ➔ 15 students	1. **IMPROVED ATTENDANCE** *increased school day attendance for ACE students 2. **ACADEMIC PERFORMANCE** *Increase tutorial attendance after school *Decrease wallstreet *(negative consequence for middle school students that don't turn in homework)* 3. **BEHAVIOR** * Decrease WallStreet/ Detention *Decrease marks/demerits * decrease student suspensions 4. **PROMOTION** *decrease retained students *Increase remediation support through the summer remediation camp	*ALL students graduate ready for college and career. *Increase family involvement.

(alumni aid in facilitating instruction for clubs as well as provide logistical support to the coordinator for behavior management and other operational needs during programming)
*2 professional contractor
- Maria Acosta
-Ronald Caraway

*Currently serving
-201 students
-48 regular
  Required: 100
-44 Parents
  Required: 40

1. **SUPPORT:**
*ACE Advisory Council-members are expected and encouraged to play an active role in supporting and promoting ACE programs.
*WFA- Wizard Family Association (PTO Parent community) will provide parents additional opportunities for parents to be involved on campus happenings.

*using SE school teachers and alumni to help with academic activities.
*Activities emphasize enrichment opportunities
*Yes Prep regular school day is academically strong and rigorous
*Students receive ACE schedules
* Students will be held accountable to same standards as the school day.
*hall passes after school are used.
*Students must be in ACE by 4:10pm, after that students need a pass from teacher or parents to excuse them.

* Modified versions of school systems and upheld.
*External staff is trained how to issue consequences based on campus systems.

*AM Band Practice-Students that need more practice with their instruments will attend this morning band practices.

*Cooking & Crafting-In this activity students will explore their creativity through cooking and various arts and crafts projects.

*Southeast Steppers-In this activity students will learn choreography as it relates to stepping/ stomping - a very popular form of group dancing for high school and college organizations. The students will perform at school pep rallies to increase student culture and campus pride.

*Girls Club- students will meet with staff

→ AM Band Practice
→ M-F
→ 7am-8am
→ Fall
→ 4hrs/wk
→ 10 students
→ Staff: Jessie Smith

→ Cooking & Crafting
→ M, T, Th, F
→ 4:15p-6:15pm
→ Spring
→ 8hrs/wk
→ 10 students
→ Staff: Maria Acosta

→ Southeast Steppers
→ Tues, Th 4:10-6:10
→ 30hrs
→ 15 weeks
→ 16 students
→ Staff: J. Williams & J. Kelly

→ Girl's Club
→ Tuesday
→ 4:10pm-6:10pm
→ 30hrs
→ 15 weeks
→ 22 students
→ Staff: Joest

*Increase promotion rates

5. **GRADUATION**
*on-time graduation
*Decrease credit recovery rate

6. **INCREASED FAMILY ENGAGEMENT**
* increased attendance in parent monthly meetings WFA- Wizard Family Association
*Increase parent volunteers during campus events

7. **Relationship Building**
*increase positive teacher/student interaction by the end of the school year

*Stronger relationships between teachers and parents measured by the number of parents at open house, grade level meetings or campus wide events.

*Student support Counselors -campus family engagement efforts
*Christa Queen- Project Director
*Maria Maradiaga- Family Engagement Specialist (Spanish)
*Durand Research & Marketing Associates

Community Partnership:
* Pasadena Police Department- provides drug and alcohol awareness workshop for parents.

CURRICULUM:
*Weekly lesson Plans for each activity
* Activity plans will be submitted at the start of a club which outlines the lessons covered over the course of the club.
*Academic support through homework club
* Activities are aligned with school day curriculum

3. **RECRUITING PARTICIPANTS**
* Open to all students.
*Recruitment kicks off with an info parent meeting.
*Assess the number of interested students based on parent meeting attendance.
*Conduct a student activity fair during lunch
*Administer student voice & choice surveys
*Recruit during lunch time if necessary
*power points to recruit students during homerooms
*Prioritize referrals from counselors or dean of students

4. **RETAINING STUDENTS**
*Weekly attendance will be tracked and inputted into 21st
*Student who reach 15 days will be celebrated with party as an

weekly to discuss various topics like self-image, confidence, peer pressure, college readiness, self-defense techniques.

*Running Activity- In this activity students will condition and practice endurance while training for track season.

*Chess Club-Students will learn the many strategies involved with the game of chess. They will learn the rules, and the thought process behind every move. Students will compete with their peers and participate in district wide tournaments from time to time.

*Dance Company-In this activity, students will learn new contemporary, modern routines and

➔ Running Club
➔ M, T, Th,
➔ 4:15p-6:15pm
➔ Spring
➔ 6hrs/wk
➔ 10 students
➔ Staff: teacher: Laken Cantu

➔ Chess Club
➔ Wenesday
➔ 1:30-3:30
➔ 2 hrs/wk
➔ 20 students
➔ Staff: Bott

➔ Dance CO.
➔ M, Tue, Thurs, Fri
➔ 4:10pm-5:10pm

Successful turnout is indicated by parent participation increase of 20% from previous year.

* positive growth on student cultural surveys administered three times per year

5. **GRADUATION**
*on-time graduation
*Decrease credit recovery rate

2. **Campus Behavior Systems:** *Passes are expected for all students during and after the school day if they are in the hallway. *Wallstreet- A consequence similar to after school detention for middle school students that do not complete their homework correctly and or do not turn it in. *Detention- a consequence for high school and middle school students who receive 5 demerits or more. *Cross reference the detention list to ensure that students that have detention do not attend ACE. 3. **Communication:** *ACE Parent mail outs and calls- an opportunity to connect with parents and update them on happenings, their students' progress or focus areas.	incentive to reach 30 days *Students who reach 30 days will receive reward for becoming "regular" ACE participants. *Regular communication with grade level chairs on ACE students who need additional support. *Referrals from ssc (Student support counselor) were prioritized. *Parent surveys were administered. *monitor progress towards goals and make adjustments based on data. *provide engaging activities with engaging staff. *train staff during orientation on classroom management and engagement tactics 5. **VOICE/CHOICE:** *student survey *students were able to choose/sign up for clubs	perform at pep rallies or campus events. Students will have to try out for this activity. **4. COLLEGE AND CAREER READINESS:** *Environmental Club- In this club, students will learn various ways to preserve our planet and put forth efforts to create a more "green" community. *Newspaper Club/ Journalis.- this activity the students will write articles, take pictures, conduct interviews and function as working newspaper. They will print several issues and the paper is called the Wizardly Times. **5. FAMILY ENGAGEMENT**	→ 90 hrs → 15 weeks → 12 students → Staff: Davis → Newspaper → Friday → Fall → 4:15-6:15pm → 2hrs/ wk → 20 studenst → Staff: Kauchauf → ACE BY ACE → Saturday → 9/24/16 → 9am-1pm → 4hrs → 12 adults → WFA → 1st Thursday of every month → 8am-9am	6. **INCREASED FAMILY ENGAGEMENT** * increased attendance in parent monthly meetings WFA- Wizard Family Association *Increase parent volunteers during campus events	

*ACE webpage link found on campus website which is a medium used to communicate ACE related happenings and showcase activities. *ACE Resource tab in the Southeast staff website to make ace related happenings accessible to staff. *ACE bulletin board and parent resource center	during lunch and at Parent Info Night *Conduct focus groups * Administer student satisfaction surveys at the closing of each semester and make necessary adjustments. **6. QUALIFIED PERSONNEL:** *Yes Prep teachers undergo an extensive hiring process prior to employment. *Met with staff referred to me by campus leadership team *interviewed vendors about services offered *contacted vendor references *train staff during orientation on classroom management and engagement tactics. **7. Progress Monitoring:** *weekly data entry *run routine TEA 21ˢᵗ data reports	*ACE BY ACE- A community event for ACE families to receive a variety of community resources & opportunities *WFA- Monthly meetings with our campus PTO. Parents will learn about opportunities, school wide events, and initiatives. Parents will also be able to review calendar and provide feedback to the school. **6. BEHAVIORAL INTERVENTION:** *Restorative Circles- behavior intervention pull outs during detention for students that are high risk students and frequent detention often. Open dialogue with group facilitators to discuss practical ways to improve their behavior.	→ 10hrs (fall & Spring) → 100 adults → Staff: Coordinator → Restorative Circles → Mon, Tues, Thurs, Friday → 4:10pm-5:10pm → 15 students → 60 hrs → 15 weeks → Staff: Certified Teachers	3. BEHAVIOR * Decrease WallStreet/Detention *Decrease marks/demerits * decrease student suspensions	

	*run school behavior & academic data for ACE participants *daily sign-in attendance sheets *check-ins with activity staff * observe and evaluate activities and staff. *provide feedback to staff. *evaluate poorly attended activities and make changes *track frequency of individual student attendance every 6 weeks and call parents with students with more than 5 absences that six weeks. 8. **PROFESSIONAL DEVELOPMENT:** *weekly check-ins with onsite supervisor *monthly check-ins with ACE Project Director and other Site Coordinators *TEA 21ˢᵗ CCL Workshops *attend national conferences once a year	*Men Up Conference - (behavior intervention seminar for boy students that struggle with behavior & emotional factors) Spring Only *Girls Conference- (behavior intervention seminar for girl students that struggle with behavior & emotional factors) Spring Only	➔ Men up Conference ➔ Fall ➔ 5:30-10pm ➔ 60 students ➔ Staff: Flores, SSC (Candace Daniel) ➔ Girls Conference ➔ Selected Date ➔ Spring ➔ 5:30-10pm ➔ 60 students ➔ Staff: Briz & SSC (Candace Daniel)		

Fifth Ward Center

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
HUMAN 1 ACE Coordinator 10 Certified YES Prep Teachers 2 YES Prep Student Support Counselors- used for referrals **SUPPORT (Partners, vendors, stakeholders, funders, and so forth)** 6 Independent Contractors providing services for: • Culinary Arts • ~~Boxing~~ • ~~Self-Defense~~ • Dance • ~~Cheerleading~~ • ~~Cosmetology~~ • ~~Adult Zumba~~ • Parenting Classes 2 Vendors providing services for: • Inner Change, LLC.; Culture Club	**School Program Alignment** (How is your program specifically aligned with the regular school day) ACE program aligns with the school day by: -Using the same discipline system as the school day -Sharing ownership of problems and solutions surrounding students of concern, academic assistance, behavior, and culture -Using the same underlying philosophies (such as the core values: tenacity, integrity, trust, action, and nexus)	**Academic Support** Name of Activity – brief description of what you are working on *Biology- This club draws on concepts from chemistry, math and physics and gives students extra homework and classroom support. ~~*Yu Gi Oh Helps students to recognize, group, and~~	**Activity name, targeted number of students & instructor** (if certified teacher or other please indicate here) **List the total number of days and hours for the semester for each activity** (i.e., Homework Help – 233 students, 70 days, 70 hours) Biology- Certified Teacher, 20 students, 30 days, 30 hours	**Increased Attendance** - Reduce the number of students absent from the school day **Increased Academic Performance** - Reduce the number of students put on Academic Probation -Increase number of homework help opportunities -Enhance grades specifically in Biology, Math, Computer Science, and Physical education **Decrease Problem Behavior** -Reduce the number of incident reports filed -Reduce classroom misconduct and marks earned	**ALL STUDENTS GRADUATION READY FOR COLLEGE AND CAREER.**

• Clemons; Sports & Strength & Conditioning 4 Community Partner 　Community Bridges 　Fifth Ward CRC 　The Woods Project 　DePelchin Children's Center 1 Program Director 1 School Director 1 Family Engagement Specialist **CURRICULUM (be specific: name the curriculum)** Each vendor or independent contractor must provide lesson plans for each day the activity meets and an overarching unit plan per activity that include TEKS in relation to grade level and academic/behavior alignment. In afterschool activities, there is a focus on active engagement and a hands on approach to learning. Students learn by doing, be it science	-Providing homework assistance to expound on the school day curriculum -Making ACE a presence on campus at all times; all teachers and staff are aware of the program and constantly thinking of ways to target students who need it most; ensuring all staff are knowledgeable to answer parents and student question and concerns -Aligning curriculum whenever possible (making use of LightSail technology that's used in both the classroom and during Homework Help, Sports, Health & Fitness aligned with Physical Education courses, Biology is taught directly from the regular school day professor, Investment and Banking taught directly from the 7th/8th grade Math instructor) -ACE is a key point in home visits to new students to ensure its integration with the campus	~~count numbers, shapes, equations, etc. Increases letter recognition and reading. Increases eye-hand coordination and manual dexterity, while enhancing visual perception and color recognition.~~ *Morning Study Hall- The school will open early in the morning to provide students and their families a choice to drop their students off to receive homework help with a certified teacher. *Homework Help- Homework Help is designed for students needing extra time to complete their homework; this is an environment to study and strengthen what they learned in the classroom that day. ~~*Investment and Banking- students learn about the stock market, stock exchange, and wallstreet while enhancing their mathematical knowledge~~	~~Yu-Gi-Oh Certified Teacher, 15 students, 15 days, 15 hours~~ Morning Study Hall-Certified Teacher, 20 students, 30 days, 15 hours Homework Help-Certified Teacher, Vendors, and Independent Contractors, 150 students, 75 days, 75 hours ~~Investment and Banking- Certified Teacher, 20 students, 30 days, 15 hours~~	-Reduce number of students given reflection -Increase behavioral clubs after school **Increase Promotion Rates** -Decrease the retention rate of middle school males -Increase of promotion rated after school activities **Increase Graduation Rates** Increased family engagement -Increase the number of services provided to families -Increase the number of families who live healthy lifestyles -Increase the number of families who view the school as a safe place to turn for help and encouragement Students' increased sense of engagement We have an emphasis on improved attendance and academic performance.	

experiments or learning a dance routine.

There is a focus on our Titanic core values: tenacity, integrity, trust, action, nexus and social justice.

Whenever possible, have activities project based and goal driven. Focus on project based learning.

OTHER? (Special kinds of facilities, field trips that are related to program activities)

Jam Park (3705 Lyons Ave Houston) used as an exercise outlet

Students participating in *The Woods Project* will be attending a camp site each semester of their choice

Students in Chess club will be participating in a Chess tournament at the end of the semester at George Sanchez Charter School, Houston, TX

Recruiting and Retaining (right students, right mix of students) (How do you recruit & retain students/families and how do you determine which to recruit? What systems, strategies, processes, people, and tools do you currently use?)

-Informational flyer sent home to all students in both English and Spanish

-Using school discipline data from the six weeks to drive which students need interventions and target those students

-Bulletin board in the cafeteria with information regarding the different activities behind offered

-Making announcements during lunch, grade level meetings, etc

-Making sure that all teachers were informed about the program to answer questions for

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6th Grade Science

Enrichment
Name of Activity – brief description of what you are working on

*Dance- This program will allow students to learn about this unique art form that will also serve as an athletic activity & culture builder.

*Cheerleading- In this activity students will have an opportunity to participate in cheerleading. They will have try outs and those who make team will have regular practices. Students will work on chants, tumbling, and leadership skills.

6th Grade Science, Certified Teacher, 10 students, 16 days, 32 Hours

Dance- Certified Teacher and Independent Contractor, 15 students, 30 days, 30 hours

Cheerleading- Independent Contractor, 15 students, 30 days, 30 hours

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We have less of an emphasis on increased sense of engagement.

Anything else you would currently measure would go here as well – Examples**:** increased student engagement, family engagement, increased focus of control, school bonding, family bonding and so forth depending upon what you are wanting to achieve.

-Increase family engagement by providing more family oriented opportunities on campus
-Increase school bonding by providing a space for students, staff, and families to celebrate the accomplishments of their children/students

	students during the school day by doing a presentation during professional development	*Sports Health and Fitness- Students will participate in strength and conditioning exercises in order to develop systematic training programs. This will help improve fitness, performance as well their group skills.	Sports Health and Fitness, Independent Contractor, 20 students, 30 days, 30 hours		
	-Targeted "at-risk" students by receiving recommendations from grade level chairs and student support counselor. Talked to these students specifically and had student support counselor make calls home to parents				
		*Yearbook- In this program, students work together to take pictures, write captions and learn the many processes that are required to produce a yearbook. It is a unique opportunity for students to practice teamwork and acquire the skills necessary to successfully produce a comprehensive publication.	Yearbook- Certified Teacher, 15 students, 15 days, 15 hours		
	- ACE stakeholders (student support counselors, front office staff, school administration, teachers, grade level chairs) seek out students they believe would benefit from after school programs and ensure that they register for ACE				
	- Student make-up of ACE mirrors student make-up of school	*Chess- students learn the basics of chess, increase their knowledge of the rules and game, and compete against other students in a timely manner.	Chess- Certified Teacher, 15 students, 15 days, 15 hours		
	-Target number of students: 150 *Includes both at-risk students and other students.	*Movie Club- students will watch movies in relation to current events, past historical	Movie Club- Certified Teacher, 15 students, 30 hours, 30 Days		

	-Surveys given to students in ACE about programs and activities they like and don't like -Using Texas21st data, see what activities have consistent attendance and monitor those more closely that do not -Using Texas21st data, see what participants are coming regularly and talk to those who are not -Talk to students who have stopped coming to ACE to understand why and create a resolution if possible **Integrating Student & Family Voice** (How do you include student/family voice and choice at the macro (center) level and at the micro (activity) level? -Conducted ACE inventory survey to understand student want and needs	events, educational topics, and learning fundamentals. ~~*Film Club- students will watch and engage in conversation about films from foreign countries and films not shown in mainstream theatre.~~ **Anime Club-** The purpose of the Anime Club is to enrich the academic environment by stimulating the growth and appreciation of Anime as an art form as well as the awareness and understanding of Japanese Culture. Anime fans can enjoy sharing time and their interests with others who appreciate anime. The club meets weekly and does a variety of activities including watching films, drawing, playing games, and expressing themselves through anime art forms. **Family Engagement**	~~Film Club- Certified Teacher, 15 students, 15 hours, 15 days~~ Anime Club- Certified Teacher, 16 days, 15 students, 16 Hours		

| | - Conducted parent survey to gage interest in different programs and find best availability to run said programs

-Conducted focus groups with students to discuss wants and needs

- Semester wrap-up questionnaire to send home to parents about programming and student behavior/grades

Ongoing Monitoring (data use and observation) (How do you currently monitor your program? What tools do you use? How often?)
-Ongoing, daily monitoring and assessment of programs and activities being offered. Site coordinator observes activities and takes notes, giving instructors "grows" and "glows" for improvement and recognition. If something doesn't seem right or needs improvement, she | Name of Activity – brief description of what you are working on

*ACE Parent Informational- This meeting was an informative meeting about the upcoming events and activities for ACE parents and students for this school year.

~~*Zumba- Parents are invited to attend a Zumba class where they learn basic Zumba moves and learn how to put those together for a dance workout. This class is about providing a safe environment for fitness as well as to develop camaraderie between parents and teachers.~~

Depelchin Childrens Center- Parenting Classes

College and Career
Name of Activity – brief description of what you are working on | ACE Parent Informational- 90 parents, 1 day, 2 hours

~~Zumba- Vendor, 10 parents, 20 days, 40 hours~~

Depelchin Representative- 10 parents, 16 days, 32 hours | | |

| | contacts the person responsible to evaluate options for change

-Check-in with club sponsors

- Observation forms for instructors given to them during evaluative walk-throughs of activities by Site Coordinator or school day staff

- Employee staff evaluations given once per semester talking through different skill sets and rating them on a 1 to 5 scale

- Communication with students and families to share data via school website, family newsletter, facebook, and instagram

- Communication with school board members & high stakes holders via monthly memo to share data

- Communication with regular day staff via staff notes sent out weekly | *Culinary Arts- Teaches cooking and other aspects of household management, especially as taught at school.

*Computer Science- Students will learn about the scientific and practical approach to computation and its applications

*SAT Prep- Test Prep is for students who want help or to review before taking the ACT, SAT, THEA, or GED tests. Test preparation courses include instruction in relevant subjects such as reading, writing and math, and the students will leave with a better understanding of the testing format and subject material in which they will be tested.

~~*Cosmetology- students learn the basics of makeup applications (foundation, primer, eyeshadow, etc) and easy-to-do professional hair styles. Students will~~ | Culinary Arts- Independent Contractor, 20 students 30 days, 30 hours,

Computer Science- Certified Teacher, 15 students, 30 days, 30 hours

SAT Prep- Certified Teachers, 50 students, 1 day, 4 hours

~~Cosmetology- Independent Contractor, 20~~ | | |

	Professional Development (What kinds of professional development do you and your staff participate in & how often?)	~~learn what it takes to become a certified cosmetologist and explore different schools that offer the license.~~	~~students, 15 days, 15 hours~~		
	Met and interviewed each vendor and assistant on campus to ensure quality before hiring	**Behavior** Name of Activity – brief description of what you are working on			
	-Must be organized, hardworking, with a dedication to students and afterschool care.	*Culture Club- Holistic program that builds self esteem in the areas of life skills, self respect, inner and outward confidence, etiquette, proper grooming, and social mannerism within a structured program.	Culture Club- Vendor, 15 students, 13 days, 13 hours		
	-Site Coordinators meet monthly with Project director for collaboration time				
	-Site Coordinators and Project Director to attend afterschool programming conference	*Service Club- Students will work towards service opportunities. They will search for relevant causes and coordinate special projects to give back to their community.	Service Club- Certified Teacher, 20 students, 30 days, 30 hours		
	-"Glows" and "Grows" for instructors				
	-Staff check-ins	Capa Club- Students will be a part of Creative and Performing Arts. Students will practice acting, singing, and dancing. Students will increase their creative mindset	Capa Club- Certified Teacher, 15 students, 16 days, 16 Hours		
	-Weekly check ins with Site Coordinator supervisor to ensure quality work and programming				

	-Provide 2 hour ACE Introductory course to each vendor, stakeholder and community partner each semester	and put on a performance at end of semester.			
		Intervention *Reflection- designed to provide positive constructive learning experiences for students who have violate school behavioral standards.	Reflection- Certified Teachers, 30 students, 75 days, 75 hours		
		*Boxing- students learn the basics of boxing, the proper way to condition and treat the body when exercising. Students also learn to manage stress and everyday issues with the release of anger.	Boxing- Independent Contractor, 15 students, 30 days, 30 hours		
		*Self-Defense- students learn how to manage their anger, breathing techniques to calm down, and how to defend themselves when being attacked physically and verbally.	Self-Defense- Independent Contractor, 15 students, 30 days, 30 hours		
		*Civil Rights-students learn about the history of the Civil Rights movement and how it's played a part in today's society. Students will also talk about and discuss			

		basic rights of citizens, political and social freedom.	Civil Rights- Certified Teacher, 15 students, 15 days, 15 hours		

Southwest Center

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
>Humans ACE Coordinator, Paula Prince, ACE Coordinator for all 5 years of cycle 8 ACE grant Christa Queen-Sutherland, ACE Project Director -17 Teachers -All ACE Academic clubs teachers carry a Teacher's Certification Addison Feind Lucia Laughlin Brian Chavez Kason Twitchell Cynthia Haskell Rachel Rucker Clarence Davis Madeline Williams Amanda Marquina Michael Pham Timothy Durham Rosa Gutierra	School program alignment -the same school day teachers are utilized, to lead ACE related activities after school. Recruiting participants -the 1st target population are low performing academically students. -the 2nd target population are average students who need social enrichment. -the 3rd target population are the high excelling students who need intense college readiness activities. -Parent Information Meeting -Grade Level/ Dean recommendations - ACE Kick-off - ACE Information brochure - ACE Information corner/wall -Target # (100)	**Academic Support** >Homework Posse- This program will allow students extended time to complete homework in a controlled environment to produce legible, completed work, character development on self-expectation and standards. > Creative Writing & Book Club- This program will allow students to learn different writing techniques and styles, pre-writing for college applications. > Library- This program gives students the opportunity for extra research, read literature, and check out books for outside reading from classroom assignments. Students will also have the	Homework Posse- > (Mon-Thurs-2hr/weekly) > 10-30 student participation > Soaring w/Eagles Vendor Creative Writing & Book Club > (Tues- 2hrs/weekly) > 5-10 student participation > Katie MacMillian- Texas Certified teacher Library- >(Mon/Tues/Thurs-2hrs/biweekly) >5-10 student participation >Cynthia Haskell- Texas Certified teacher	Improved Attendance a) Students will attend school on a more regular basis including after school activities. Academic Performance a) Reduce the number of students that are placed on Academic probation b) Increased number in students not receiving Wall Street/ Detention due to incomplete homework assignments c) Increase in English speaking parents through ESL parent courses to ensure parents can actively support their students' academic journey.	All students will graduate ready to attend college or move forward with a trade and/or career.

Melanie Renner Sydney Stegall Ann Kuhl Tim Tran Mike Birk -Projected # (100) -Currently Servicing (215) 6 Vendors -Houston Community College (Bilingual) -Soaring With Eagles Afterschool Program - Writing Instructor - Fitness Instructor- Private Sports Administration teacher - Game Stop teacher -GYRL Inc. (non-profit) Community Support - ACE Family Engagement Specialist (bilingual) -Advisory Council -PTO (Maverick Parent) will assist in helping the parents	Retaining Students -Surveys where students get to voice what they would like to have here on campus and what they do not like about the ACE program -Parent Meetings to keep parents on track with the ACE mission -Recruitment Events - Make sure that students are enrolled into at least 2-3 clubs for consistent attendance days and maximum participation - Running weekly reports from Texas 21st system on which students are attending consistently - Meet with students and parents who are not having consistent attendance - Have ACE students' parents enrolled in adult ongoing in activities -Attend Open house/ Academic Probation Night	opportunity to use computers to complete assignments in which they do not have access at home. > Academic Support Counseling- This program help students schedule out their tutorials and retakes for the upcoming week. Also monitors ACE students that are on Academic Probation. > STAAR Study Help- This program is a study help program that helps get students ready for the state test. > French Club- This program is to enrich, encourage, and expand the knowledge of the French language and culture for our students by providing them with the opportunities to participate in French cultural festivities. This includes field trips, having guest speakers, international nights and	Academic Support Counseling- >(Mon-Thurs-1 hr. -weekly) >10-20 student participation >Various Texas Certified Teachers STAAR Study Help- >(Tues, Thurs, Fri- 2 hrs.- weekly >5-10 students participation (each class has small groups) >Joan Grey/ Bianca Perez- Texas Certified teacher French Club- >(Tuesday- 2 hrs.- bi weekly) >7-10 student participation >Bianca Perez- Texas Certified teacher	Behavior a) Reduce the number of times students will receive Wall Street and Detention. b) Reduce the number of demits earned. c) Reduce the number of incident reports filed by students. Promotion a) Increase in students being promoted to the next grade level. Graduation a) Increase students to graduate with all the requirements mastered. b) Increased number of families who have high school and college graduates. Increased Family Engagement a) Increase family involvement by providing family enrichment classes to help family co-exist together in a positive environment.	

engage in ACE related activities planned for the students and parents.
-Durand and Assocs. Evaluation team

Curriculum
-Lesson Plans
-Accelerated academic program (the curriculum on campus helps prepare the students to be college ready when they graduate)

-Maverick Character (seven different traits in which students should excel in order to be successful in life; which are non-cognitive skills that we are trying to instill into the students)

Qualified Personnel
-all teachers have a teachers certification
-interviewed vendors
-all vendors have passed a background check/finger printing
-testimonies from previous service recipients

Well-Structured
-Site coordinator observe activities for feed back
-Daily schedule for operations and procedures
-Staff meeting set aside to review any material or for clarification on any ACE related questions

Voice/Choice
-Verbal survey of students/parents
-Students were able to choose/sign up for clubs during lunch
-Parent Info Night
-Initial club demos performed for students

Ongoing Monitoring
-Weekly check-ins with Ops Manager
-Monthly meetings with Director and team
-Daily data entry

culinary demonstrations as well as various workshops.

> Achievement Academy- This class will teach high school students study habits, test taking skills, and organizational skills needed to be prepared for college.

Enrichment

>National Art Society- This program will create accelerated art work, developing a creative, abstract thinker, bring art education to the attention of the school and community.

>Game Stop- This program will allow students to play with assorted playing and trading cards games, collect and trade cards, a socialize. Friendly match play and fundamental game time, by learning how to take challenges and strategize.

Achievement Academy->(Mon/Thurs 2hrs- weekly)
>5-15 student participation
>Chancie Price/ Zack Dickson- Texas Certified Teacher

National Art Society->(Tuesdays-2hrs/biweekly)
>10-20 student participation
>Lucia Laughlin- Texas Certified teacher

Game Stop-
> (Wednesdays- 2hr/weekly)
>10-15 student participation
>Joshua Perez- alumni/vendor

b) Increase the number of families who live healthy lifestyles.

Adult ESL
a) Parents will complete the course with increased readiness for enrolling in the GED program.

Student's increase in social skills by increasing club participation each semester.

Student's increase in College Readiness

Student increase in Vocational skills

We have an emphasis on improved academic performance and attendance.

	-Run routine TEA 21st data reports -Daily sign-in attendance sheets Professional Development -TEA 21st CCL Workshops conferences -YES Prep evaluations (mid-year and end of the year) -School staff has Professional Development every Wednesday after school -Yes Prep has content days monthly	>Magic Card Club- Magic is a complex game of numbers that is being used to improve student's math and vocabulary skills while encouraging sportsmanship and a positive atmosphere after school. >Thespian Club- Students learn the rich history of the spoken word movement and poetic conventions, practices, and skills that prepare them to be critical readers, proficient writers, adept editors, and dynamic performers. These ascendance classes are high energy classes for students to follow choreography and learn basic street dance movements aligned with the Hip Hop culture. >Music - This program promote contemporary music from around the world through education, recognition, and the creation of performance opportunities. They will also demonstrate leadership in innovating,	Magic Card Club- > (Fridays- 2hrs/weekly) >15-20 student participation >Kason Twitchell- Texas certified teacher Thespian Club- >(Tues/Thurs-2hrs/weekly) >5-10 student participation >Blair Ault- Texas Certified teacher Music- > (Thursday- 2 hrs/weekly) >10-15 student participation >Henry Garcia- Texas Certified teacher		

		developing, and expanding the A 'Capella community so that every singer, educator, and fan has the opportunity and means to share and spread their love of vocal music. >Anime- This program meets to discuss, show, and promote anime and focus on broadening of Japanese cultural understanding. >Dead Poets Society- This program was created for students to discuss poetry, philosophy and other English topics. >Dessert Gallery- This program was created to have students explore different desserts around the country and world. >Cooking Delight- This program was created to have students explore classic cuisines around the United States. >Folklorico Dance- This class teaches traditional	Anime- ≥(Tuesday- 2 hrs.- bi weekly) >10-15 student participation Bianca Perez- Texas Certified teacher Dead Poets Society- ≥(Tuesday- 2hrs- weekly) >5-10 student participation Tim Durham- Texas Certified Teacher/ Grade Level Chair Dessert Gallery- ≥(Friday- 2 hrs.- weekly) >10-15 student participation >Soaring with Eagles Vendor Cooking Delight- ≥(Friday- 2 hrs.- weekly) >10-15 student participation >Soaring with Eagles Vendor Folklorico Dance ≥(Fridays- 2 hrs.-weekly) >10-18 student participation		

		Latin American dances that emphasize local folk culture with ballet. **Behavior** >My Sister's Keeper- This program will engage young girls in empowerment, life skills scenarios and one-on-one coaching sessions with self-esteem and leadership experts that will enhance their self-image, goal setting, communication, etiquette skills, networking skills, and leadership skills. Help the girls make choices that will produce self-assured, positive thinking. That will teach the girls responsibility and accountability for their actions, achievements, and accomplishments. >Charm School- This program will engage young girls in empowerment, life skills scenarios and one-on-one coaching sessions with	Bianca Perez- Texas Certified Teacher My Sister's Keeper Girls Club > (Thursdays- 2 hrs/ weekly) >8-12 student participation >Jela Simpson- Non- Profit private contractor Charm School Girls Club > (Fridays- 2 hrs/ weekly) >8-12 student participation >Leslie LaBarre- Independent Contractor		

		self-esteem and leadership experts that will enhance their self-image, goal setting, communication, etiquette skills, networking skills, and leadership skills. Help the girls make choices that will produce self-assured, positive thinking. That will teach the girls responsibility and accountability for their actions, achievements, and accomplishments. >~~Soccer Conditioning--This program will help students improve performance, reduce injuries, and become a better player by being disciplined and improving soccer skills.~~ >Debate: "Mock Trial"-This program was designed to help students debate issues in the community, world, and politics in a healthy controlled environment.	~~Soccer Conditioning->(Friday- 2 hrs. – weekly) >7-20 student participation >Tim Tran- Texas Certified teacher/ Dean of Academics~~ Debate: "Mock Trial"->(Thursday- 2 hrs. – weekly) >8-12 student participation >Carlos Cruz- Texas Certified teacher		

College and Career Readiness

>Maverick Event Planners- This program will give students a platform to make decisions about high school social and academic events as well as give ownership of their school to upper classmen.

>Princeton Review- Princeton Review-certified instructors lead classes in test-taking strategy for each section of the test so you know exactly how to tackle each question you encounter.

Family Engagement

>Adult ESL- This program will allow staff use a variety of materials, activities, and techniques to engage the interest of the learners and improve their English language skills.

>Yoga- This class incorporates a variety of poses and movements

Maverick Event Planners—
>(Tues/Thurs-2hr/weekly)
>20-30 student participation
>Brian Chavez- Texas Certified teacher

Princeton Review-
> (Wednesdays- 2hrs/weekly)
>15-30 student participation
>Princeton Review appointed teacher

Adult ESL Class –
>(Mon,Tues,Thurs- 2hrs/weekly)
>7-10 student participation
>Houston Community College appointed teacher

Yoga-
>(Select Wednesdays)- 1 hr.
>7-10 student participation

East End Center

Resources	Implementation	Outputs – Activities	Outputs – Participation	Intermediate Outcomes	Outcomes
HUMAN **Rosa Castilleja** – Part-time (English/Spanish speaking) **Daisy Frias** – Part-time (English/Spanish speaking) **Cassandra Neace** – Full-time (Certified Teacher) **Joanette Jenkins** – Full-time (Certified Teacher) **Jessica Trejo** – Full-time (Certified Teacher - **English/Spanish speaking)** **Tavhata Boyer** – Full-time (Certified Teacher - English/Spanish speaking)	School Program Alignment (How is your program specifically aligned with the regular school day) Hall Pass System – ACE uses the same hall passes the school uses throughout the day. Behavior System – ACE uses the same anchor system the school uses throughout the day for both positive and negative behaviors. Some consequences are changed such as students having their afterschool privileges suspended. Reflect for Success – ACE started program has students who have	**Academic Support** Name of Activity – brief description of what you are working on Study Club – Students will be provided with a safe working supervised space and time to be able to work on their homework and/or projects. Media Cluster: Writing Blogging – Students will learn the basics of computer programming, website blogging, website maintenance, newspaper format and writing. Students will use Scratch visual language and	Activity name, **targeted number of students & instructor** (if certified teacher or other please indicate here) **List the total number of days and hours for the semester for each activity** (i.e., Homework Help – 233 students, 70 days, 70 hours) Study Club – 80 students, 80 days, 80 hours Media Clusters – 45 students, 80 days, 120 hours	Improve School Day Attendance **Improve Academic Performance** **Improve Behavior** **Improve Promotion Rates** **Decrease Problem Behavior** **Increase Graduation Rates** **Increased School Pride** **Increased Retention Rates** (students staying with the school for all 7 years) **Below data provided by Student Survey Data reported three times per year:**	Texas ACE Objectives: Increase Graduation Rates All students graduate ready for college and career. **Family Engagement:** Increase Family

Charles Boclair – Full-time (Certified Teacher) **Francisco Solorzano** – Full-time (Certified Teacher - English/Spanish speaking) **Shvonne Williams** – Full-time (ACE Coordinator) **Laura Martinez** – Full-time (Certified Teacher – English/Spanish speaking) **Oshane Elliott**- Full-time (Certified Teacher) English/Spanish speaking) **SUPPORT (Partners, vendors, stakeholders, funders, and so forth)** **YES Prep System ACE Advisory Council –** Volunteers (Community and family group – see	detention reflect on their choices instead in this ACE program. This style is adopted to the school's regular detention to align the detention consequence and activity. Boosters – Occasionally, a group of students are in need of extra support to help raise their grades up. When this occurs, the school and the ACE site coordinator meet to discuss the implementation of a booster class for targeted students who are doing poorly in a particular study or exams. The instructor picked for the activity teaches these students old and new material that follows the grade level's scope and sequence as well as the school day's curriculum to better align the lesson.	collaborate with other media cluster clubs. English Booster – Students who need extra support in English 1 and 2 will attend a booster that will cover both old and new materials to help them catch up to their classmates. **Enrichment** Name of Activity – brief description of what you are working on Soccer, Basketball & 4 Square – Students will learn and play regular playground games such as soccer, basketball, Frisbee, Four-Square, and more in a non-competitive format as well as be given a supervised space to talk with friends or make chalk art. MS Cheerleading – Middle school students	English Booster – 15 students, 12 days, 12 hours General Sports – 45 students, 150 days, 375 hours Cosmetology – 20 students, 50 days, 75 hours MS Cheerleading – 15 students, 90 days, 225 hours Chess & Board Games – 15 students, 25 days, 50 hours Video Games Club – 20 students, 50 days 100 hours Eco Art – 15 students, 40 days, 60 hours Media Cluster Photography – 15 students, 30 days, 45 hours	**Increased number of students who report school satisfaction** **Increased number of students who feel a connection to a teacher/staff person** **Increased number of parents who report school satisfaction** **Increased number of student driven afterschool clubs and endeavors** (determined by voice and choice surveys and clubs) **Increased number of students involved in an after-school opportunity**	Involve ment

District Logic Model for names) **Preferred Meals- Child Nutrition Program that** Provide Supper to students every day during the ACE program. Vendors: **Studio Lux** – Contract Service (provides staff for cosmetology program, hair nails and skin care class) **Artist Boat** – Contract Service (provides staff for Bio chemistry art class) **American Robotics –Contract Service** (provide staff for robotics math class) **Depelchine** – Contract Service (non-profit, provides staff for character education classes) **HCC Progress** – Contract Service (providing college	Study Club – Instructors provide a safe working environment for students to be able to work on any homework or projects they may have from the school day. In conjunction with the Athletic department, athletes are targeted to attend their own Athletic Study Club due to their busy afterschool schedule and followed up on by their respective coaches to ensure grades are maintained. Students who have major projects/exams, that need special equipment (such as a laptop) or that need to work with a group are encouraged to attend ACE by their respective teachers. **Recruiting and Retaining (right students, right mix of students)** (How do you recruit & retain students/families and	will be a part of the middle school cheerleading team, performing, practicing, and establishing their own East End routines using basic and intermediate cheerleading moves. Chess & Board Games – Students will play a variety of board games, learning the rules and social etiquette for all the games. Students interested in chess will be able to hone their chess skills to competition level while learning a variety of different chess maneuvers. Flag Football: Students that attend this activity will participate in scrimmages and learn the skills necessary to play competitive flag football. The coach will work closely with	Zumba – 5 parents, 30 days, 30 hours Yoga-20 Parents, 5 days for 10 hours. Financial Aid Workshops - 30 Parents, 5 days, 10 hours . Parent Club Meetings – 10 parents, 8 days, 8 hours Parent University – 8 parents, 8 days, 16 hours Spanish Honor Society – 25 students, 30 days, 30 hours Student Organization of LatinX – 10 students, 30 days, 30 hours Media Clusters – 15 students, 30 days, 45 hours		

workshops for parents) Contractors **Kalya Rangel** – Contractor **Martin Perez** – Contractor (English/Spanish Speaking) **Edward Smith** – Contractor **George Perez-Contractor** (English/Spanish Speaker) Other Support: **Christa Queen-Sutherland** – Full time (Project Director) **Maria Maradiaga** – Full Time (Family Engagement Specialist) **Evaluation Team of Durand Research & Marketing Associates** – Contract Service **Charles Schmidt –** Full time (School Director) **Justin Vigil** – Full time (Operations Manager)	how do you determine which to recruit? What systems, strategies, processes, people, and tools do you currently use?) Recruitment • Fliers posted around campus • ACE instructors sharing in class • Morning updates emails to teachers • Morning PowerPoint updates to students during homeroom • Pre-recorded calls to all East End parents • Individual parent calls based on prior interest • Interest Sessions • Morning fliers passed to all students during homeroom Retention • Instructor reminders • Surveys of interest • Flier reminders	students; making sure they're always academically eligible and in good standing. Video Games Club – Students will be able to play a variety of video games as they host competitions, practice social game etiquette, and engage in educational facets of the games (strategy, building, and more). Cooking Crafts & Art – Students will engage in cooking & craft projects, learning both the art of cooking/preparing food as well as the art of craft making. Eco Art – Students will learn bio chemistry science about water and sea levels while creating artwork from recyclables and other items while at the same time, using a	Weightlifting – 10 students, 80 days, 160 hours Volleyball – 15 students, 25 days, 50 hours Soccer – 15 students, 25 days, 50 hours Baseball – 15 students, 25 days, 50 hours Reflect for Success – 10 students, 50 days, 50 hours Supper/ Reflections: 70 students, 90 days, 90 hours. Flag Football: 15 students, 24 days, 36 hours		

Marisa Alonzo – Full Time (High School Dean of Students) **Brittney Jones** – Full Time (Middle School Dean of Students) **Pierre Urban** – Full Time (Athletics Director) **Yuliana Arriaga** – Full Time (College Counselor) **Kristi Singletary** – Full Time (Director of College Counseling) **Megan Zimmerhanzel** – Full Time (Campus Student Support) **CURRICULUM (be specific: name the curriculum)** Instructors are required to provide a lesson plan for each day and an overarching unit plan for the activity/club showing what TEKS are addressed. The afterschool activities focus on active engagement,	• Passing on message through club classmates • Phone calls • Ensuring the program is entertaining and has student voice. Determining who to recruit is based off of… • Club specifics – What is this club made for? Are specific students better to focus on? If so, who and how do we recruit them? EX: Spanish Honor Society is focused on Spanish High School students since the national society looks for this. Due to the high student population of this demographic along with the emphasis on college readiness, ACE implemented East End's first ever Spanish Honor Society	variety of art forms to make their own individualized art piece. Students will also work on a culminating project to hand in the school entrance. Media Cluster Photography – Students will explore the different aspects of photography, learning the compositional styles and emotional filters they can take. Students will also have a chance to take pictures of different East End events for use in other areas. Robotics- Using creative thought, time management and team communication as groups build a diverse range of off-road vehicles that battle other robots, race against the clock and play tug of war! This class will discuss drive			

planning, and group work. Students learn by doing, such as when performing their dance/cheer routines or by learning a new game. Depending on the activity, groups may opt for a routine of activities to do. School day procedures are aligned with the afterschool program while school day curriculum is matched in academic activities such as Spanish Honor Society that focuses on academic Spanish and English Booster that aligns with the school day's English classes. **OTHER? (Special kinds of facilities, field trips that are related to program activities)** Piezer Park (next door) University of Houston	• Conversations with students, parents, and administration. Topics include ways to advance the program in positive directions and feedback on student/parent needs. • Grade data – part of the meetings with administration include looking through grade data to determine student needs. • Interest sessions for parents/students to attend. • Club goals - Interest such as a National Spanish Honor Society would be best for students in Spanish class and were the first to be communicated to. **Integrating Student & Family Voice** (How do you include student/family voice	and follower gears and the various ranges of gear ratios. Students will discover if a fast vehicle can outperform a robot with lots of power while learning if gear ratios are associated with speed or torque. **Cosmetology:** Students will work with a licensed cosmetologist, learning the art of cutting, coloring, and styling hair, as well as nails and eyelashes. Students will work through practice exams for cosmetology school. **Family Engagement** Name of Activity – brief description of what you are working on Zumba – Parents, students, and teachers are invited to attend a			

| Other YES Prep campuses for club competitions | and choice at the macro (center) level and at the micro (activity) level?

Center Level
• One on one Parent meetings
• Presentation like meetings such as the ACE Kick Off
• Parent, student, and instructor surveys to determine satisfaction with current activities and for ideas regarding new activities. Surveys help decide what activities will continue to occur
• Conversations with students, parents and instructors to determine what students and parents want to have in the ACE programs. Talks with parents occur during pick up while talks with students and instructors is during the ACE program. | Zumba class where they learn basic Zumba moves and learn how to put those together for a dance workout. This class is about providing a safe environment for fitness as well as to develop camaraderie between parents and teachers.

Yoga- Families will join a yoga instructor once a month for yoga classes where they will learn how to destress and refocus energy to having a better health, performance, and mental acuity.

College Workshops: Financial Aid Advisors will come onto campus and give parents the resources they need to plan for their child's college career.

Parent Club Meetings

Parent University | | | |

	Activity Level: • Conversations with attendees or instructors on what attendees have mentioned. • Surveys • Student/Parent meetings **Ongoing Monitoring (data use and observation)** (How do you currently monitor your program? What tools do you use? How often?) • Daily Observations • Formal observation rubric once a semester • Student work review such as completed dance routines or artwork. • Lesson Plan review • Individual student data to determine how often a student attends ACE programs and which activities are	**Supper Program/Reflections:** Students all meet in the Great Hall once ACE Classes end. A sa family we sit eat and reflect on the day and the choices we have made. Families in the community are also welcomed and students age 18 and under can participate in the Supper Profgram. **College and Career** Name of Activity – brief description of what you are working on Spanish Honor Society – Students will work together to host events, collaborate on projects, and to promote interest in Spanish/Portuguese studies. Students will be able to elect their leaders and work in different committees			

	Activity Level: • Conversations with attendees or instructors on what attendees have mentioned. • Surveys • Student/Parent meetings **Ongoing Monitoring (data use and observation)** (How do you currently monitor your program? What tools do you use? How often?) • Daily Observations • Formal observation rubric once a semester • Student work review such as completed dance routines or artwork. • Lesson Plan review • Individual student data to determine how often a student attends ACE programs and which activities are	**Supper Program/Reflections:** Students all meet in the Great Hall once ACE Classes end. A sa family we sit eat and reflect on the day and the choices we have made. Families in the community are also welcomed and students age 18 and under can participate in the Supper Profgram. **College and Career** Name of Activity – brief description of what you are working on Spanish Honor Society – Students will work together to host events, collaborate on projects, and to promote interest in Spanish/Portuguese studies. Students will be able to elect their leaders and work in different committees			

	attended. Students are followed up on if there are discrepancies or to help them find their interest if they are still struggling to identify it. • Program activity attendance to determine whether students attend clubs and on which days. Clubs must have attendance for clubs to continue or risk being dropped. Discrepancies could also mean different approaches are needed for the club to retain attendance. Discussions with the instructor and students would need to be made in this circumstance. **Professional Development** (What kinds of professional development do you and your staff	as well. Students with strong interest and achievement in Spanish will also be given an opportunity to join the national organization. Student Organization of LatinX – Students who join SOLx will learn about the Latino culture and will be able to help bring the latin culture to campus by hosting latin culture style events/tables, employ a variety of decorative techniques on campus, and by spreading education on what the culture is. Media Clusters – Students will have the opportunity to write creative stories, poems, and other writing assignments in an effort to improve their technique and have a creative outlet to be published in the			

| Other YES Prep campuses for club competitions | and choice at the macro (center) level and at the micro (activity) level?

Center Level
• One on one Parent meetings
• Presentation like meetings such as the ACE Kick Off
• Parent, student, and instructor surveys to determine satisfaction with current activities and for ideas regarding new activities. Surveys help decide what activities will continue to occur
• Conversations with students, parents and instructors to determine what students and parents want to have in the ACE programs. Talks with parents occur during pick up while talks with students and instructors is during the ACE program. | Zumba class where they learn basic Zumba moves and learn how to put those together for a dance workout. This class is about providing a safe environment for fitness as well as to develop camaraderie between parents and teachers.

Yoga- Families will join a yoga instructor once a month for yoga classes where they will learn how to destress and refocus energy to having a better health, performance, and mental acuity.

College Workshops: Financial Aid Advisors will come onto campus and give parents the resources they need to plan for their child's college career.

Parent Club Meetings

Parent University | | | |

	participate in & how often?) • Monthly PD sessions (Content Days) with other ACE coordinators that covers action items, ways to improve the program, and learning about new organizations. • Regular school PD sessions throughout the year for teachers are provided by YES Prep East End campus. These 1 hour PD sessions occur on a weekly basis and primarily deal with school procedures, curriculum, and student needs. • ACE introductory meeting to all instructors (small group sessions) in the beginning of the year.	school online newspaper. **Behavior** Name of Activity – brief description of what you are working on The following sporting activities have been implemented based on student voice and choice. They also serve as a deterrent for behavioral issues that were occurring afterschool. These clubs are incentives for students who otherwise did not have a club they were interested. Active participation and good behavior is promoted or students are disqualified from participating in them. Weightlifting – Students will learn about weight lifting techniques, including safe lifting and			

		the opportunity to participate in a physical activity and learn martial art concepts as well as its history. Dedication to such activity is expected, in which our students will learn the importance of discipline, and be able to relatively apply it to different areas of their lives. Students will also have the opportunity to participate in community wide tournaments. **M.S Character Education class:** This class promotes an intrinsic interest in learning and encourages cooperation among students. It works by teaching and reinforcing the intuitive philosophy that you feel good about yourself when you do positive actions.			

Gulfton Center

Resources	Implementation	Outputs- Activities	Outputs- Participation	Intermediate Outcomes	Impact

HUMAN RESOURCES:
• Site Coordinator: Ashley Long
• 10 ACE staff members
  1. Giles
  2. Thomas
  3. Hych
  4. Williams
  5. Leventhal
  6. Fitzpatrick
  7. Guzman
  8. Robertson
  9. Shanks-Vendor
  10. Morejon
• 5 certified regular school day teachers
• 3 homework help instructors
• 4 bilingual staff members
• Target student count: 130 regular attending
• Target parent count: 40 attending
 	
SUPPORT
• Partnerships:
	ALIGNMENT
	• Yes Prep Gulfton regular school day teachers used for the 6/8 student activities.
	• Mission for academic success obtained through homework program.
	• Time of programming aligned with school dismissal time, extended school day.
	• Behavioral expectations and commitment letters signed by parents and students.
	• Needs assessment completed by school leadership.
	
	RECRUITING
	• Student club fair hosted during middle school lunch.
	• Enrollment dates posted on campuses' Facebook website.
		DATA
		• Annual needs-assessment performed by school director.
		• Weekly monitoring of activity attendance and individual student attendance.
		• Homework missing assignment/Detention data pulled from database.
		• Health data provided by school nurse. Information includes disease related to or associated with nutrition and obesity and food allergies.
		5 component Model:
		  1. Academic Support
		  2. Enrichment
		  3. College and Career
		  4. Behavioral
		  5. Family Engagement
			FALL SEMESTER:
			• 13 weeks
			• 12 hours per week
			SPRING SEMESTER
			• 16 weeks
			• 12 hours per week
			OPERATIONS:
			• Monday- Friday 3:30 PM- 6:00 PM
			SUMMER SEMESTER
			• 6 weeks
			• 12 hours per week
			• Monday- Thursday
			• 8:00- 1:00 PM
			
			Target Participation:
			• 130 students for at least 30 days
				Texas ACE Objectives
				• Improve Academic Performance
				• Increased student sense of engagement.
				• Improve Attendance
				• Improve Behavior
				• Increase Promotion
					• Increased academic performance and homework completion.
					  o Decrease the amount of homework detentions and required OHI/ Tutorials.
					• Increased physical activity and physical health.
					• Increased self-awareness and confidence.
					
					• All students graduate ready for college and career.
					• Increase family involvement in school events.

		ACADEMIC SUPPORT Homework Support: • Historically low completion of	**ACADEMIC SUPPORT** Homework Support: • 3 homework help teachers	• Improve academic performance- high priority	

o MD Anderson-provides health education series to families • Project Director- Christa Queen-Sutherland • Family Engagement Specialist- Maria Maradiaga • On campus operations manager-Jennifer Reyes **CURRICULUM** • Daily objective-based lesson Plans • Activity plans **FIELD TRIPS** • Yes Prep North Central- ACExACE event	• Open to all students that attend Yes Prep Gulfton. • Parent brochures and pamphlets. • Parent phone calls made to students that attended the program last year. • Bulletin posts and monthly parent newsletter with information. • ACE Instagram with posts of student activities and important dates. **RETAINING** • Student evaluation of programming through surveys. • Parent interest surveys regarding student activities/program operations efficacy. • Attendance tracker updated each marking period (6 weeks) to	assignments at MS level • Students work in small groups to complete homework accurately and neatly.	• 11 hours per week, 53 classes • Target: 91 students • Monday-Thursday 3:30-6:00 PM • Friday 3:30-4:30 PM	o Increase scores in ELA and Math courses. • Increase Promotion	
		ENRICHMENT Dance: • Students will engage in fitness activities to learn the importance of movement and health.	**ENRICHMENT** Dance: • 2 RSD certified teacher • 3.5 hours per week, 23 classes • Target: 25 students • Thursday, Friday 4:30-6:00 PM	• Improve attendance • Improve behavior	
		Soccer: • Students interested in playing on the school soccer team work on conditioning and training as well as footwork skills.	Soccer: • 1 RSD teacher(coach) • 7.5 hours per week, 35 classes • Target: 22 middle school students • Monday-Thursday 3:30-5:00 pm	• Improve attendance • Improve behavior	

• Yes Prep North Central- Dance competition	notify students of attendance. • Parents of low attending students called by ACE homework help teachers daily. **STRUCTURED** • Attendance taken as part of the school day, student's parents notified when not attending (daily). • Instructor takes attendance at the start of every class. • Durand Research and Marketing Associates, LLC to provide on-going monitoring and evaluation. • Monthly budget reports. **VOICE AND CHOICE** • Student/Parent interest survey administered every semester.				

	• Benchmark surveys of program satisfaction given halfway through each semester. • Classes change every semester to make the needs/voice of students. **PERSONNEL** • All staff is fingerprinted and receives professional development on lesson planning regularly (Yes Prep Teachers). • All homework help teachers attend an ACE professional development weekly where they learn campus systems for rewards and discipline. • All YP instructors have at least two				

	years or more of teaching experience. • All vendors are professionals in the field they teach (guitar instructor) Professional Development • Bi-monthly check-ins and meetings with program director. • Instructor training and expectations (teacher and vendor) • Observation forms that focus on student engagement and instructor effectiveness.				
		Guitar • Learn basic chords and finger placement on acoustic guitar.	Guitar • 1 independent contractor • 4.5 hours per week, 35 classes	• Improve attendance • Improve behavior	

	years or more of teaching experience. • All vendors are professionals in the field they teach (guitar instructor) Professional Development • Bi-monthly check-ins and meetings with program director. • Instructor training and expectations (teacher and vendor) • Observation forms that focus on student engagement and instructor effectiveness.				
		Guitar • Learn basic chords and finger placement on acoustic guitar.	Guitar • 1 independent contractor • 4.5 hours per week, 35 classes	• Improve attendance • Improve behavior	

			• Target: 13 middle school students • Tuesday, Wednesday, Thursday 4:30-6:00		
		Robotics • Students work through a series of experimental and investigative learning opportunities to demonstrate scientific thinking.	Robotics • 1 RSD certified teacher • 3 hours per week, 28 classes • Target: 13 middle school students • Monday & Tuesday 4:30- 6:00 PM	• Improve attendance • Improve behavior	
		Sewing • Students will be taught the skills of hand sewing and machine sewing. They will be taught to follow written directions on sewing patterns and visual instructions to create a variety of projects	Sewing • 1 RSD certified teacher • 3 hours per week, 23 classes • Target: 12 students • Monday & Tuesday 4:30- 6:00 PM	• Improve attendance • Improve behavior	
		COLLEGE/CAREER READINESS Computer Coding • Students learn basic computer skills and learn coding and	**COLLEGE/CAREER READINESS** Computer Coding • 1 RSD certified teacher • 3 hours per week, 21 classes	• Improve Academic Performance • Increased student sense of engagement.	

		programming to create robots videogames.	• Target 10 students • Wednesday & Thursday 4:30-6:00 PM		
		BEHAVIORAL: Cosmetology • Girls meet to discuss puberty, friendship, community, beauty, and self-esteem.	**BEHAVIORAL:** Cosmetology • 1 RSD certified teacher • 3 hours per week, 24 classes • Target: 10 middle school girls • Monday & Wednesday 4:30PM-6:00PM	Improve behavior- both inside and outside of class. • Increase the amount of times students earn grade level reward for behavior.	
		FAMILY ENGAGEMENT Parent University • A series of family centered activities that focus on school involvement through family bonding opportunities.	**FAMILY ENGAGEMENT** Parent University • Monthly events • 1.5 hours per event • 10/14, 11/8, 12/18 • Target: 40 parents/families	• Increase family involvement in school events.	

North Forest Center

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
HUMAN • Certified teachers -Crystal Spruiell • Support staff team members -James Mosley, Bryce Moore, Christa Queen-Sutherland, Justin West & Maria Maradiaga • Vendors/ Independent contractors & their representatives -Cory Dixon (IC), Vanessa Flores (IC), Colby Johns (IC), Vera Maxie (IC), Erika Mejia (IC), Gina Miller (IC), Anabelly	**School Program Alignment** (How is your program specifically aligned with the regular school day) Who: • Utilize and recruit additional teachers/staff that students interact with throughout their regular day to assist with ACE Activities -Current certified teachers Crystal Spruiell • Students receive an after school schedule with location, days and times of	**Academic Support** Name of Activity – brief description of what you are working on • Homework Help The Homework Heroes in Homework Help serves as a support to the core content areas. Students are able to receive assistance with class/homework assignments in Math, Science, Social Studies, Reading, & Spanish.	Activity name, targeted number of students & instructor (if certified teacher or other please indicate here) List the total number of days and hours for the semester for each activity (i.e., Homework Help – 233 students, 70 days, 70 hours) Homework Help • M, T, & TR, (Fall & Spring) 4:15-6:15p • About 75 students enrolled • Target: About 150 students • Wed: 1:45-3:30p • About 45 students enrolled • 7.75 hours weekly • Instructors: Vanessa Flores, Janie Saldivar, Nia	Increased Attendance Increased Academic Performance Decrease Problem Behavior Increase Promotion Rates Increase Graduation Rates Anything else you would currently measure would go here as well – Examples: increased student engagement, family engagement, increased focus of control, school bonding, family bonding and so forth depending upon	**ALL STUDENTS GRADUATION READY FOR COLLEGE AND CAREER.** • ACE participants graduate ready for college and their career • ACE participants are promoted • ACE participants are exposed to activities they may have never experienced prior to the program • ACE ESL parents are able to communicate

Linton Weems (IC), Nia Wilkerson (IC) **SUPPORT (Partners, vendors, stakeholders, funders, and so forth)** • Partnerships - Houston Community College -MD Anderson Cancer Center -Harris County Public Health -Texas Dow Employees Credit Union (TDECU) **CURRICULUM (be specific: name the curriculum)** • All teachers and vendors are required to complete lesson plans for their activities daily. Though some activities are hosted for student enjoyment, activities should be	scheduled school day • ACE information is distributed via announcements, website, and calls to parents • Transportation is available for participants within the ACE bus route • Discipline and/behavioral issues are documented and handled the same as a regular class day **Recruiting and Retaining (right students, right mix of students)** (How do you recruit & retain students/families and how do you determine which to recruit? What systems, strategies, processes, people, and tools do you currently use?) Who: • Coordinator host student voice and choice sessions to assure students are enjoying	• Study Hall & After-school Lab Study Hall/After-school Lab provides high school students a relaxed and safe environment in which they can receive academic coaching and homework help. Study Hall/After-school Lab also provides access to campus computers and the internet to those students who don't have computer or internet access at home and/or those students that have outside obligations once they leave campus. • Morning Lab Morning Lab provides students a relaxed and safe environment in which students can receive	• Instructors: Vanessa Flores, Janie Saldivar, Nia Wilkerson, & Colby Johns Study Hall & After-school Lab • M, T, & TR, (Fall & Spring) 4:15-6:15p • About 25 students enrolled • Wed, 1:45-3:30p • About 20 students enrolled • 7.75 hours weekly • Instructors: Lorin Shirdon II, Anita Prieto, & Nia Wilkerson (Independent Contractors) Morning Lab	• Improved attendance - There will be an improvement in attendance due to students eagerness to participate in after school activities • Academic performance -An increase in participant grades will be evident from beginning of program to the end • Improved Behavior -There will be a decrease of ACE participants assigned to detention, ISS, and OSS. • Promotion -Less retainess amongst participants • Graduation -Less retainees and more on-time graduation rates • Increased family engagement -Family participation and

Partners hips - Houston Commun ity College -MD Anderso n Cancer Center -Harris County Public Health -Texas Dow Employe es Credit Union (TDECU) **CURRICULUM (be specific: name the curriculum)** • All teachers and vendors are required to complete lesson plans for	information from their activities • Each club/activity is work towards an End-of-Year project. The karate class works towards their rank test, piano is working toward and end of year showcase, the art club works towards their art show, anime club works towards the anime convention, <u>and etc.</u> • North Forest ACE Team will send alert calls <u>daily regarding</u> students that have missed classes • Monthly, Coordinator and staff will compare attendance and conference with parents who student have low attendance rates How:	Morning Lab also provides access to campus computers and the internet before the regular school day begins. **Enrichment** Name of Activity – brief description of what you are working on • <u>Art/Graffiti</u> The purpose of the Art Club is to encourage fine art awareness, to enhance, enrich and foster art member's exposure to art. • <u>Photography</u> The Photography Club provides an atmosphere where club members can develop their creativity and awareness through	7:00-7:45p • About 15 students enrolled • Target: 45 students • 2.25 hours weekly • Instructor: Vanessa Flores & Erika Mejia (Independent Contractor) Art/Graffiti • M, 4:15-6:15p • About 40 students enrolled • Wed, 1:45-3:30p • About 30 students enrolled • 3.75 hours weekly • Instructor: Erika Mejia (Independent Contractor) Photography	increase. • Students' increased sense of engagement -End of the year ACE social/focus group with parents and students will be held to discuss various pits and peaks of the program.	

their activities daily. Though some activities are hosted for student enjoyment, activities should be fundamentally fun. -Lesson plans are aligned with Texas Essential Knowledge and Skills (TEKS) -Texas Driver Education and Traffic Safety Course -Martial Arts	• Monitor attendance and those students enrolled who have low attendance send A "We haven't seen you in a while" invitation and contact parents and students personally • Monitor attendance and conduct one-on-ones with those students with low attendance • Talk to students to make sure they are enjoying and retaining information from the programs Well-structured: Who: • Utilize teachers/staff that students interact with throughout the regular school day • Utilize returning vendors & independent	photography. Photography Club allows students to exercise both sides of their brain, increases their creativity, teach planning and foresight, and career development. • Sewing Club The purpose of the sewing club is; (1) to help students prepare themselves for home and family living &; (2) to provide certain experiences which prepare students professionally and economically. • Mi Cocina (Cooking Class) The cooking class is dedicated to teaching literacy skills through cooking, and exploring culinary literacy. The curriculum will not only support increased literacy.	• W, 1:45-3:30p • About 18 students enrolled • 1.75 hours weekly • Instructor: Cory Dixon (Independent Contractor) Sewing • T, 4:15-6:15p • About 20 students enrolled • 2 hours weekly • Instructor: Erika Mejia (Independent Contractor) Mi Cocina (Cooking Class) • T, & TR, 4:15-6:15p	

al Curriculum <mark>– Nutrition & Culinary Arts</mark> <mark>OTHER? (Special kinds of facilities, field trips that are related to program activities)</mark>	provide effective and engaging activities and lessons How: • Program runs immediately following regular school day • Students receive an after school schedule with location, days and times of their planned activities • Student and parent expectations are addressed and reviewed at the beginning of each semester during a mandatory meeting **Integrating Student & Family Voice** (How do you include student/family voice and choice at the macro (center) level and at the micro (activity) level? • An ACE focus group is conducted at the end of summer, fall and middle of spring to gage	math skills while exploring the chemistry involved in cooking. • Dance The dance team is to provide a dance outlet for all North Forest students. This activity also encourages diversity and all styles of dance. We program will strive to promote unity among the campus, and form strong friendships within those involved. Dance will help members learn the importance of teamwork and leadership by giving them an opportunity to choreograph and direct the group. Outside of leadership and character building students will also expand their love for the art of dance. • Piano Piano's purpose is to increase student's aesthetic sensitivity and response	• About 88 students enrolled combined • 4 hours weekly • Instructor: Anita Prieto & Anabelly Pacheco (Independent Contractor) Dance • M & TR, 4:15-6:15p • About 25 students enrolled • 4 hours weekly • Instructor: Crystal Spruiell (Certified Teacher)		

	students and parents interest for the following term • The "Ask ACE" table is available during all major campus events. Parents and students can pick up registration forms and ask or voice any questions or concerns they may have. • Host parent meetings and informational nights • Attend campus coffee talks Qualified personnel: Who: • Certified teachers are being utilized and recruited to grasp what hobbies and skills they are interested in to teach participants • Returning vendors and available independent contractors that	through heightened awareness. Piano also increases the understanding of the musical experience, develop musical skills and musical techniques which enable students to appreciate musical heritage and become lifelong participants and consumers of music. • Anime The purpose of the Anime Club is to enrich the academic environment by stimulating the growth and appreciation of anime as an art form as well as the awareness and understanding of the Japanese Culture. • Online Drivers-Ed Participants will learn state rules and laws by following an online curriculum. Once students have successfully completed the modules in the online curriculum, parents will assist with the necessary steps to obtain their drivers permit and monitor students	Piano • T, & TR, 4:15-6:15p • About 40 students enrolled • 4 hours weekly • Instructor: Linton Weems (Independent Contractor) Anime • TR & F, 4:15-6:15p • About 40 students enrolled • 4 hours weekly • Instructor: Erika Mejia (Independent Contractor) Online Drivers-Ed • T & TR, 4:15-6:15p		

| | rapport with staff and students from the previous year returned

How:
• Vendors and Independent contractors pitched proposals and were interviewed

Ongoing Monitoring (data use and observation) (How do you currently monitor your program? What tools do you use? How often?)
Who:
• Vendors and Independent Contractors are observed and updated monthly or as needed.
• <mark>Daily visits to activities to review</mark> student content, rigor and engagement
How:
• Contracts and Insurance (if applicable) are being collected and filed | taught-behind-the-wheel portion of the program by utilizing the state's guidelines.

Family Engagement
Name of Activity – brief description of what you are working on

• ACE by ACE
  ACE by ACE is a family engagement program with various workshops to better support the YES prep family. Health screenings, aerobics classes, financial planning and various workshops are provided for students and their families.

• Get Fit In the Forest
  The purpose of this program is to focus on the health of our students and their parents. This program will allow students and their parents to come together in a safe environment and motivate and encourage each other through Zumba fitness classes. | • About 15 students enrolled
• 4 hours weekly
• Instructor: Lorin Shirdon II, Nia Wilkerson & Anita Prieto (Independent Contractor)

ACE by ACE
• Saturday, October 14, 2017 10a-1p
• 27 families RSVP'd
• 3 hours

Get Fit in the Forest
• T & TR, 5:30-6:30p
• About 12 parents and students enrolled combined
• 2 hours weekly | | |

• Monthly Review of budget and expenses are being audited • Daily attendance/ sign-in sheets are collected • Daily data entry • Run routine TEA data reports **Professional Development** (What kinds of professional development do you and your staff participate in & how often?) How: • Bi-weekly check-ins with on-site supervisor • Monthly one-on-one check-ins with ACE Project Director • Monthly meeting with other ACE Site Coordinators, ACE Project Director, & Family Engagement Specialist • During monthly meetings various PD sessions are offered to coordinators.	• <u>ESL Classes</u> The goal of the ESL program is to develop English Language Proficiency using second language methodology through explicit instruction in listening, speaking, reading, and writing in all academic areas. • <u>Karate Rank Test</u> The Karate Rank Test allows the Sensei to rank the students' progress and award them their particular rank belt. Parents and staff	• Instructor: Maricela Hernandez (Parent Volunteer) ESL Classes • M & T 8:30a-12:30p • About 25 parents enrolled • 8 hours weekly • Instructor: Houston Community College Melba Rubacalva

	• <mark>TEA 21st CCL Workshops</mark> • <mark>Opportunities to attend conferences</mark> Staff Professional Development: Who: • ACE training and onboarding is offered at the beginning of each semester or when staff is hired. • School Staff has Professional Development every Wednesday afterschool. This includes those teachers that are affiliated with ACE.	were invited to observe what the student has learned in the class and celebrate this success with them. **College and Career** Name of Activity – brief description of what you are working on • Study Hall & After-school Lab Study Hall/After-school Lab provides high school students a safe environment in which they can receive academic coaching and homework help. Study Hall/After-school Lab also provides access to campus computers and the internet to those students who don't have computer or internet access at home and/or those students that have outside obligations once they leave campus.	Karate Rank Test • Spring 2018 • About 30 students enrolled (Advanced & Intermediate) • About 30 Parents/Families • Spring: Vera Maxie & North Shore Mixed Martial Arts (Vendor & Independent Contractors) Study Hall & After-school Lab • M, T, & TR, (Fall & Spring) 4:15-6:15p • About 25 students enrolled • Wed. 1:45-3:30p		

- About 20 students enrolled
- 7.75 hours weekly
- Instructors: Lorin Shirdon II, Anita Prieto, & Nia Wilkerson (Independent Contractors)

- Online Drivers-Ed
  Participants will learn state rules and laws by following an online curriculum. Once students have successfully completed the modules in the online curriculum, parents will assist with the necessary steps to obtain their drivers permit and monitor students as they complete the parent-taught-behind-the-wheel portion of the program by utilizing the state's guidelines.

Online Drivers-Ed
- T & TR, 4:15-6:15p
- About 15 students enrolled
- 4 hours weekly
- Instructor: Lorin Shirdon II, Anita Prieto & Nia Wilkerson (Independent Contractor)

- Photography
  The Photography Club provides an atmosphere where club members can develop their creativity and awareness through photography. Photography Club allows students to exercise both sides of their brain, increases their creativity, teach planning and foresight, and career development.

Photography
- W, 1:45-3:30p
- About 18 students enrolled
- 1.75 hours weekly
- Instructor: Cory Dixon

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Behavior Intervention Name of Activity – brief description of what you are working on

- <u>Karate</u>
  This program will provide initiatives and assistance with students that require behavioral intervention. The purpose of karate is for students to learn discipline, self-control, respect, and get in shape in a safe and fun environment.

- <u>Karate Rank Test</u>
  The Karate Rank Test allows the Sensei to rank the students' progress and award them their particular rank belt. Parents and staff are invited to observe what the student has learned in the class and celebrate this success with them.
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(Independent Contractor)

Karate
- M, 4:15-6:15p
- 35 students enrolled
- W 1:45-3:30p
- 15 students enrolled
- 3.75 hours weekly
- Instructor: Vera Maxie (Independent Contractors)

Karate Rank Test
- Not scheduled
- 30 students enrolled (Advanced & Intermediate)
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		• Soccer Soccer creates an opportunity for participants to learn the concepts of soccer and develop their game. Clinics focus on helping athletes improve their skills, stay or get in shape and develop their talent by learning basic practice drills and emphasizing the fundamentals.	• Instructor: Vera Maxie & North Shore Mixed Martial Arts (Vendor & Independent Contractors) Soccer • M & F, 4:15-6:15p • 35 students enrolled • 2 hours weekly • Instructor: Colby Johns (Independent Contractor) & Eddie Flores (Volunteer)		

Northside Center

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
Human: -15 YES Prep certified teachers -4 Vendors providing services: Preferred Foods Houston Food Bank Houston Public Library SERS Jobs -1 Assistant (bilingual) -8 Independent Contractors Targeting 100 Northside students and 40 Parents. Our target students are at-risk with non-	**School Program Alignment:** • Utilizing YES Prep teachers as the afterschool program instructors as much as possible to ensure that the students are held to the same academic and behavioral standards that they are during the regular school day. • ACE site coordinator will join campus PD and leadership meetings to ensure ACE	**Academic Support:** **Daily Study Hall/Games** Students explore a variety of games after completing homework to enhance math, literacy, and critical thinking skills. Alignment: Students work on the homework assigned to them during the normal course of school. Engagement: Teachers help students with homework to ensure students have adequate time and materials to complete assignments. **Athletics/Study, Strength and Conditioning** Alignment: Students work on homework assigned to them during	Expected number of students participate in each activity and participation rates meet expected level. Attendance is assessed to evaluate student/parent engagement and activities are canceled or reinvented accordingly. ➔ **Daily Study Hall/Games (40 students, 100 days, 100 hours)** (certified teachers) and contractors number of students: 40;	**Improved Academic Performance** • Grades of regularly attending students will increase fall to spring. • The number of Wall street attendance (consequence for incomplete homework), for regularly attending students will decrease fall to spring. **Promotion** Programming will increase the number	All students graduate ready to be successful throughout college and careers.

at-risk students participating as a secondary tier. **Support:** • ACE coordinator Jaimie Turner Griffiths *Program Director: Christa Queen-Sutherland *Operations Manager Bereket Worku as direct supervisor *Family Engagement Specialist Maria Maradiaga (bilingual) *ACE Advisory Council **Curriculum:** *Lesson & Activity Planning - All lesson plans are completed by the instructor and reviewed by the site coordinator to	activities are aligned with school day • ACE site coordinator will review campus needs assessments annually, which includes annual data of behavior, academic, and enrichment, goals and drivers for the school. This will be used to inform ACE programming. • The ACE program is able to supplement a lot of extracurricular activities not yet provided by the school. For instance, Northside does not allow many middle	the normal course of school before or after sports practice begins. Engagement: Coaches/Teachers help students with homework before or after homework to ensure students complete and turn in assignments to remain eligible for sports. **Enrichment:** **Cheerleading** Students learn cheerleading techniques to engage and produce routines for athletic games and special events. Alignment: Students learn basic cheers and routines to support and perform at various school functions and games. Techniques include dance, tumbling and leadership to promote school spirit pride and teamwork. Engagement: Teachers ensure that students	Days offered: 5 days per week for 2 hours. During the first hour of all ACE clubs; during Wednesday rotation and athletic study hall (varies due to sports calendar) ➔ **Athletics/Study Strength and Conditioning** (certified teachers) Targeted number of students: 30 students Days offered: 4 days per week, 1hour	of regularly attending students being promoted to the next grade level fall to fall **Improved Attendance** • Decrease the number of unexcused absences for regular attending students fall to spring. **Students' increased sense of engagement** • Programming will increase the amount of participation in all school and service related projects fall to spring. • Student surveys will	

ensure quality and feasibility, as well as school day alignment.

*All activities have activity worksheets that provide the TEKS addressed throughout the activity curriculum

*Afterschool programming utilizes all of YES Prep Northside's norms/values during our afterschool activities:

- Passion
- Resiliency
- Integrity
- Discipline
- Empathy

schoolers to participate in varsity sports. Therefore students gain exposure to sports, arts, and academic support through the ACE activities.

Recruiting Participants:

- The student body received flyers containing information for the program which was followed up with an information session for both parents and students.
- At-risk students are the priority cohort but to date ACE can accommodate

practice hard, exercise daily, and keep their grades and behavior in good standing to ultimately compete in competitions.

Yoga and Meditation

Students will flow through a yoga class guided with meditation thoughts for the week and introduced to a variety of hot beverages.

Alignment: Students will gain flexibility in both body and mind while learning coping skills.

Engagement: Students will be able to calm themselves by having discussions over hot beverages.

Art

Students will gain an understanding of the elements of art and principles of design. Students will create a variety of art projects to get a feel for various materials and methods.

→ **Cheerleading** (certified teachers) targeted number of students: 20 Days offered: 2 days, per week for 2 hours

→ **Yoga and Meditation** (certified teachers) Targeted number of students: 20 offered: 1 day per week for 2 hours

→ **ART** Certified teacher Targeted number of students: 20 Days offered: 1 day per week for 2 hours

show increase in students reporting increased positive responses to questions about "supportive relationships" "sense of belonging"

Behavior

- Reduce classroom misconduct and marks earned
- Reduce number of students on RISE

Graduation

- Increased family engagement
- Increase the number of

all students who are interested.	Alignment: Students will master art techniques with a variety of materials and methods.	➔ **Aviation and Drones** (certified teacher) Targeted number of students: 20 Days Offered: 1 day per week for 2 hours	services provided to families • Students' increased sense of engagement
• The coordinator gives all students an orientation for all clubs and the opportunity to try out different clubs to help students decide what clubs they will commit to.	Engagement: Students gain a respect for culture and art appreciation while given the opportunity to compete in contest. **College & Career Readiness:**		
		➔ **Chinese Culture and Kungfu** (certified teacher) Targeted number of students: 40 Days Offered: 3 days per week , for 2 hours.	
• Students complete a commitment packet in which the coordinator tracks their attendance and club progression towards 30 days.	**Aviation/Drones** Aviation physics and rocket engine design and safety precautions, career opportunities and college highlights that have aviation/space related degree options such as aerospace engineering.		
• The coordinator invites referrals from Teachers and SSCs to target at-risk students who have missed homework	Alignment: operate drones in a safe and responsible manner in accordance with FAA Rules (Part 107) Small Unmanned Aircraft Rule Engagement: Students will describe the physics at work on a drone aircraft and model	➔ **Cosmetology** (contractor) Targeted number of students: 20	

have had behavioral concerns.
- Family and student resource center prominently displayed in front office

Retaining Students:

- Students will be surveyed to ensure programs and activities that students are most interested in are offered (Districtwide student survey taken in October 2016 includes 4 ACE Questions; NS ACE students received additional survey about specific NS ACE activities early

Chinese Culture and Kungfu
Students will participate in a variety of activities to learn and embrace the Chinese Culture.
Alignment: Students become more authentic in the Chinese language to advance their studies through handcrafts, music and art.
Engagement: Students learn and participate in martial arts to develop an understanding of the Chinese culture.
Cosmetology – students are introduced to the science and career in cosmetology with an overview of self-care maintenance, self image, and appearance enhancements.
Alignment: Students will learn beauty, health, and styling tips while discussing relevant issues like self-image, diversity, social media, peer pressure etc.
Engagement: Students will apply the learned

Days Offered: 1 day per week, for 2 hours.

➔ **Theater** (certified teacher)
Targeted number of students: 30
Days Offered: 2 days , for 2 hours.

➔ **ACExACE** (contractors and venders)
Targeted number of parents and students: 40
Days Offered: 1day , for 4hrs

➔ **Parent Summit**

Graduation

- Programming will increase the persistence rate for regularly attending participants.
- Programming will provide students with college-ready skills (technology)

Family Engagement

- Programming will increase family engagement for afterschool activities and the campus overall
- Programming will provide opportunities for students and parents

	December 2016 to help plan Spring programming) • Actively monitor attendance- when a student misses more than a week of programming, a phone call will be made home to ensure enrollment and discus any concerns had by the student or parent. • Weekly check-ins with students to ensure that they are enjoying what they are learning after school. **Ongoing Monitoring:** • Student surveys (districtwide surveys occur	concepts on each other and discuss their opinions while being guided by a licensed cosmetologist. **Theater:** Students will audition and practice to produce productions throughout the school year. Alignment: Students increase their confidence and self- esteem, communication and problem solving skills. Engagement: Students learn skills and techniques through theater that improves students' literacy and confidence which they display through performance throughout the year. **Family Engagement:** **ACExACE:** Parents and students are invited to attend a day of festivities that include food, fun, and workshops for the entire family.	(contractors and vendors) Targeted number of parents: 40 Days Offered: 1day , for 4 hours. ➔ Character Coaching ➔ Wednesday Rotations	to come together to work toward healthy lifestyles together **Behavior-** • Programming will reduce the number of demerits that regularly attending students receive during the school day.	

	three times per year and include ACE questions; NS ACE students will also receive a survey of activities at the end of every term to help determine activities for the next term) and focus groups (occur at the end of each term) are used to gauge the success of the program according to students attending, and to gain insight as to why some choose not to. • Parent meetings are held ongoing throughout the year, to relay as much information as	Alignment: Engagement: **Parent Summit**: Classes including university prep, dental screenings, and information to help parents provide college prep support for their students Alignment: in parent surveys, families stated interest in learning more about the school, connecting with one another, learning about different schools, how to check grades online, etc. Engagement: parents will learn and participate in classes **Behavioral Intervention:** **Character Coaching** Students who have had behavioral issues during school are referred by the Dean of Students to attend thi_for 6 weeks to address behavior concerns to improve self-esteem, self-awareness, and coping skills.			

	possible to parents, as well as to continue recruitment and retention. • Parents complete surveys two times per school year and it includes ACE questions • Participant calendar reports are monitored to ensure activities maintain participation **Well-Structured:** • Align all activities and leadership as close to the school's as feasible, which includes feedback from Northside's leadership team	Alignment: Teachers work with students in small groups to complete individualized goals to help decrease student behavior concerns. Enrichment – Campus leadership and ACE instructors will work together to utilize this club as a restorative justice approach, something Northside campus is working toward as a school goal. Students can re-earn trust and access to other opportunities including earning eligibility to participate in regular afterschool opportunities. **Wednesday Rotations** Students participate in activities that focus on STREAM subjects such as open sports, cooking, crafts, and scheduled enrichment trips to decrease behavior concerns and support academic and cultural growth.			

	• Monthly Site Coordinator meetings led by the Project Director. • Additional collaborative time between all Site Coordinators and their supervisors, who are on the campus leadership team. **Voice/Choice:** • Parent and student surveys are utilized to provide feedback on all current and future activities offered, they are done every six weeks. **Qualified Personnel:**	Alignment: To increase academic growth in Science, Technology, Reading, Arts, and Math. Engagement: To engage in fun rotating activities that increase social and academic performance.		

	- YES Prep staff members are some of the most qualified teachers available. When not using YES Prep staff, vendors are chosen based on a stringent screening process. - Site Coordinators participate in monthly meetings to discuss areas of success and growth for each campus. **Ongoing Monitoring** - Monthly Site Coordinator meetings led by the Project Director. - Additional			

	organized by Project Director on specific topics including: data entry, logic models, data analysis using SIS systems to track student grades, behavior; budget tracking; behavior management training, CPR training. • Site Coordinator will utilize PEIMS clerk to obtain campus data, and will meet with leadership team members to discuss campus needs • Site Coordinator will meet with teachers to ensurestudents'				

North Central Site

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes

HUMAN
-site coordinator (bilingual)
- Program director: Christa Queen-Sutherland
- Family engagement specialist: Maria Maradiaga (bilingual)
- evaluation team of Durand Research and Marketing Associates, and campus leadership team should all be mentioned.
- **Fall: teachers- 7 Certified Teachers, 6 not certified; 5 people on**
	School Program Alignment (How is your program specifically aligned with the regular school day)
	*using the same teachers as regular school day to extend school day learning and increase relationships with school day staff
	*program starts as soon as the school day ends
	*aligns with mission statement of YES Prep
	* Monthly meetings with Deans of instruction, College counseling team, and the SPED department to see how ACE can
		Academic Support
		Name of Activity – brief description of what you are working on
		
		*Homework Help- designed for students needing extra time to complete their homework; environment to study and strengthen what they learned in the classroom that day (Fall and Spring)
		
		*Robotics- students build robots so they can compete with other campuses in bimonthly competitions (Fall and Spring)
		
		*Chess Club-students will learn the basic principles of chess, strategies and improve their time; they will also learn about
			Activity name, targeted number of students & instructor (if certified teacher or other please indicate here)
			
			List the total number of days and hours for the semester for each activity (i.e., Homework Help – 233 students, 70 days, 70 hours)
			
			    Academics
			Chess
			  → Thursday (5-6 PM)
			  → 1 hour
			  → 25 students
			  → 13 hours Fall semester, 13 days
			  → Teacher: Krystal Smith (certified)
			Homework Help
				Increased Attendance
				    *increased school day attendance from previous year to current year with added afterschool program
				
				Increased Academic Performance
				    *grade reviews each 6th week; increase from beginning of program to the end
				
				Decrease Problem Behavior
				    *less marks
				    *less WallStreet/ Detention
				    *fewer referrals
				    *less suspensions
				
				Increase Promotion Rates
				    *less retainees
					ALL STUDENTS GRADUATION READY FOR COLLEGE AND CAREER.
					*ALL students graduate ready for college and career

staff are bilingual (Spanish and English speaking) out of the 13 people on staff - - **Teachers:** - Moten, Ike - Jackson, Tonya - Garrett, Harley - Estrada, Marco - Zipfel, Hailey - Smith, Krystal - Morris, Kristen **Fall: 6** **Vendors** - Alejandre, Karina - Maxie, Vera - Navia, Laura - Maredith Ferreyra - Jannaisy Carbajal - Leija, Laura - Fall and Spring: proposed students to serve: 100	support the <u>students</u> afterschool **Recruiting and Retaining (right students, right mix of students)** (How do you recruit & retain students/families and how do you determine which to recruit? What systems, strategies, processes, people, and tools do you currently use?) 　　*initial survey of student body 　　*recruited during lunchtime 　　*flyers to <u>parents</u> afterschool 　　*targeted at-risk youth recommended by Student Support Counselors and SPED department *received teacher recommendations * Parent Meetings *Parent Info Night *target number:100 **Integrating Student & Family Voice** (How do you include student/family voice and choice at the	<u>healthy competition;</u> <u>students will host and</u> <u>compete in a district</u> <u>chess tournament in May</u> <u>(Fall and Spring)</u> **Enrichment** Name of Activity – brief description of what you are working on <u>*Drill Team (HS & MS)-</u> <u>students will learn</u> <u>choreographed routines,</u> <u>rhythm techniques and</u> <u>various dance genres;</u> <u>middle school and high</u> <u>school students were</u> <u>only recruited; students</u> <u>tried out and were placed</u> <u>in two groups (Fall and</u> <u>Spring)</u> <u>*Step Team (NCB)</u> <u>students will learn</u> <u>choreographed step</u> <u>routines, rhythm</u> <u>techniques High school</u> <u>students were only</u> <u>recruited; students tried</u> <u>out and were placed in</u> <u>the group (Fall and</u> <u>Spring)</u>	➔ Monday, Tuesday, Thursday, Friday (4-5 PM); ➔ 1 hour ➔ 25 students ➔ 390 hours fall semester; 4 days a week for 13 weeks ➔ Teacher: Tonya Idlebird (certified); Karina Alejandre (non- certified) Robotics ➔ Monday (5-6 PM) ➔ 1 hour ➔ 15-20 students ➔ 13 hours Fall semester, 13 days ➔ Teacher: Ike Moten (certified) Enrichment <u>Drill Team (HS & MS)</u> ➔ Monday, Tuesday, Thursday, and Friday (4-6	**Increase Graduation Rates** 　　*less retainees 　　*on-time graduation 　　==*create and facilitate Parent Initiatives Team== 　　(made up of school counselors, parents, Coordinator for Parent and Student Initiatives, ACE Site Coordinator); more participation on campus; increased attendance and volunteer support **STUDENTS' INCREASED SENSE OF ENGAGEMENT** 　　*pre and <u>post test</u> (survey for Fall and Spring semesters) -Increase number of students who report school satisfaction -Increase number of students who

*currently serving over 260 students
 	
SUPPORT (Partners, vendors, stakeholders, funders, and so forth)
 	
- **Spring Teachers:**
- Moten, Ike
- Jackson, Tonya
- Garrett, Harley
- Estrada, Marco
- Zipfel, Hailey
- Smith, Krystal
- Morris, Kristen
 	
- **Spring: 6 Vendors**
- Alejandre, Karina
- Maxie, Vera
- Navia, Laura
- Maredith Ferreyra
- Jannaisy Carbajal
- Leija, Laura
- ACE Advisory Council – see district level logic model for more details
	macro (center) level and at the micro (activity) level?
	   *student focus groups
	   *counseling from school counselors
	   *review surveys of parents and students in Spring and fall to determine what needs to be adjusted in the program
	   *Redistributing applications
	
	Ongoing Monitoring (data use and observation)
	(How do you currently monitor your program? What tools do you use? How often?)
	   *daily data entry
	   *run TEA 21st data reports
	   *daily sign-in attendance sheets
	   *check-ins with club sponsors
	   -review ACE attendance for commitment of students to clubs; cancel clubs if less
		*Outdoor Sports-Students will learn how to play various outdoor and indoor sports (Fall and Spring)
		
		*Minecraft- Students will learn how to build strategize and compete in the virtual word of Minecraft. This club allows students to learn different computer skills and work in teams to accomplish a task. (Fall and Spring)
		
		MS Flag Football-Students will learn the sport of Flag Football and practice as a team to compete against other schools; middle school students were only recruited (Fall only)
		
		*Home Economics-gain practical culinary skills; students will learn a variety of cooking techniques and recipes, while exploring foods from around the world. Students will also learn how to sew and practice their life skills (Fall and Spring)
			PM);
			Wednesday (2-4 PM)
			➔ 2 hour
			➔ 20 students hours Fall semester, 52 days, 13 weeks
			➔ Teacher: Maredith Ferreyra, Jannaisey Carbajal (not certified)
			Home Economics
			➔ Monday (4-6 PM) and Wednesday (2-4 PM)
			➔ 2 hour
			➔ 25 students
			➔ 52 hours, 26 days
			➔ Teacher: Laura Navia (not certified) and Flor Bolainez (certified)
			
			Minecraft
			➔ Friday (4-6 PM)
			➔ 2 hours
			➔ 30 students
				feel a connection to a teacher/staff person
				-Increase number of students involved in an after-school opportunity
				
				STRONGER RELATIONSHIP BETWEEN TEACHERS AND STUDENTS
				*more positive teacher/student interaction by the end of the school year
				*more positive phone calls to parents	

CURRICULUM (be specific: name the curriculum) *Lesson Plans for each club, each week • Instructors Must provide lesson plans for each day the activity meets and an overarching unit plan per activity. • In afterschool activities, there is a focus on active engagement and a hands on approach to learning. Students learn by doing, be it science experiments or learning a dance routine. • There is a focus on Yes Prep core values	than 10 students coming **Professional Development** (What kinds of professional development do you and your staff participate in & how often?) * The ACE Site Coordinator goes to a yearly National conference (NAA in Atlanta this year) to become aware of programs nationally and implement systems that have worked at other school districts. *weekly check-ins with onsite supervisor/campus leader once a week *monthly check-ins with ACE Project Director and other Site Coordinators *TEA 21st CCL Workshops *conferences *YES Prep evaluations (mid-year and end of the year)	*Board games is where students learn how to play board games and learn to develop their own board game. **Family Engagement** Name of Activity – brief description of what you are working on * TFA (Trailblazer Family Association) is a group of volunteers that coordinate student events and serve as boosters for student clubs and sports teams. They recruit parents to attend parent meetings and work with campus staff to build community. *All Things ACE Parent Info Night-engage and educate parents about the ACE Afterschool Program; provide ways that they can be involved in the program as well (Fall only)	➔ 35 hours Fall semester, 26 days ➔ Teacher: Marco Estrada (certified) MS Flag Football ➔ Tuesday and Thursday (4-5 PM); Fridays & Saturdays ➔ 1 hour ➔ 18 students ➔ 40 hours Fall semester, 40 days ➔ Teacher: Ike Moten (certified) Outdoor Sports ➔ Monday and Friday (4-6 PM); ➔ 2 hours ➔ 40 students ➔ 39 hours hours Fall semester, 39 days ➔ Teacher: Marco Estrada (certified) NCB (Step Team)		

- When ever possible, have activities project based and goal driven. Focus on project based learning.

OTHER? (Special kinds of facilities, field trips that are related to program activities)
- Flag Football, Karate, Chess, and Drill Teams will have additional games held at various YES campuses.

*school staff has Professional Development every Wednesday after school for YES Prep Staff members (Diversity leadership workshops and lesson plan development); teambuilders, student data review, school priorities presentations

*ACE Thanksgiving Dinner- celebrate the holiday with all ACE staff and families, participants will bring their own dish to share with everyone else. (Fall only)

*Financial Literacy- Parents will learn about how to handle their finances with various vendors and work with HR Block to do their taxes in the spring. (Fall and Spring)

College and Career
Name of Activity – brief description of what you are working on

*Photography Club- This club targets and identifies students with potential in

→ Monday and Thursday (4-6 PM)
→ 2 hours
→ 25 students
→ 52 hours Fall semester, 26 days
→ Teacher: Kristen Morris (certified)

Board Games
→ Tuesday (5-6 PM)
→ 1 hour
→ 30 students
→ 13 hours Fall semester, 13 days
→ Teacher: Hailey Zipfel (certified)

FAMILY ENGAGEMENT

Financial Literacy
→ Thursday (5-6 PM)
→ 1 hour
→ 22 students

| | | pursuing Photography as a career and majoring in it in College. This course is geared to prepare students with learning how to work with computer software to help them with photo editing. (Fall and Spring)

*Cosmetology-Students will work with a licensed cosmetologist, learning the art of cutting, coloring and styling hair; they will also learn about facials and makeup; middle and high school students were recruited. This course is not for students to achieve a cosmetology license but does prepare them to take one in college. (Fall and Spring)

*Driver's Education-Students will work to complete an online driver's education course in order to receive their driver's permit; high school students were only recruited (Fall, Spring, and only) | ➔ 13 hours Fall semester, 13 days
➔ Teacher: TDECU (not certified)

Trailblazer Family Association
➔ Friday (8am-10am); Additonal evening events
➔ 1-5 hour s
➔ 10 students
➔ 13 hours Fall semester, 13 days
➔ Teacher: Laura Leija (not certified)

College and Career

Cosmetology | | |

		Behavior Name of Activity – brief description of what you are working on **Intervention** *Karate-students will learn the basic martial arts and self-defense skills; they will learn the importance of conflict management and positive interactions/ relationship with peers; students were referred from school counselors and grade level chairs (Fall and Spring)	➔ Tuesday and Thursday (4-6 PM) ➔ 2 hours ➔ 20 students ➔ 52 hours Fall semester, 26 days ➔ Teacher: Laura Navia (not certified) Driver's Education ➔ Wednesday (2-4 PM) Friday (4-6 PM) ➔ 2 hours ➔ 15 students ➔ 52 hours Fall semester, 26 days ➔ Teacher: Karina Alejandre (non-certified); Region VI Online Educational Services Photography ➔ Monday and Thursday (4-6 PM) ➔ 2 hours

			➔ 17 students ➔ 52 hours Fall semester, 26 days ➔ Teacher: Harley Garrett (certified) BEHAVIORAL 1. *The following clubs are labeled behavioral because these students undergo weekly behavioral checks with a club demerit system. These club's curriculum focus on how to be an exceptional YES Prep NC student. These clubs reduce the number of incident reports filed; Reduce classroom misconduct and marks earned (a behavior consequence standard across YES Prep); and Reduce number of students on RISE (a discipline system)		

			Karate (Advanced and Introduction) ➔ Tuesday (4-6 PM) ➔ 2 hours ➔ 10 students ➔ 26 hours Fall semester, 13 days ➔ Teacher: Vera Maxie (not certified); North Side Karate		

{End of Logic Models}

   2.   District and Schools Context Information

In the two tables immediately below, data are presented on the YES Prep (district) context as well as on the individual school contexts of the eight centers that comprised the YES Prep ACE Program:

Tables: District and School Contexts for the YES Prep ACE

Center	% Hispanic/ Latino	% Economic-ally Disadvant-aged	% At-Risk	Student/ Teach-er Ratio	Total Student Count	STAAR Met 8th Grade Reading Standard	TEA Account-ability Rating	Grades Served
East End	98.0%	82.0%	31.3%	16.0	930	92%	Met Standard	6-12
Fifth Ward	93.5%	90.1%	37%	15.2	784	91%	Met Standard	6-11*
Southeast	95.5%	77.9%	29.0%	15.0	1,030	92%	Met Standard	6-12
Gulfton	91.1%	98.6%	44.3%	14.8	1,040	85%	Met Standard	6-12
North Central	96.3%	82.9%	33.6%	15.2	958	94%	Met Standard	6-12
North Forest	76.3%	83.7%	58.7%	15.2	865	80%	Met Standard	6-12
Northside	92.6%	91.5%	51%	13.8	774	84%	Met Standard	6-11*
South-west	91.8%	81.9%	35%	15.6	919	96%	Met Standard	6-12
Average ACE program campuses	91.89%	86.08%	40%	15.1	912.5	89%	…	…
Standard deviation ACE program campuses	0.067	0.068	0.104	0.64	100.31	.056	…	…

YES Prep Total (district as a whole)	85.4%	83.2%	42.5%	14.8	9512	88%	…	…
State of Texas	52.4%	59.0%	50.3%	15.1	5.34 Million	85%	…	…

Source: Texas Academic Performance Reports, 2016-17.

*Notes: An 11th grade was added to Northside and to Fifth Ward in 2017 bringing the grades served to 6 to 12 in 2017-18; there was no grade 12 at either school in 2016-17. The current campus Web sites (as of June 11, 2017) list a 12th grade for Fifth Ward and for Northside. But numbers of 12th graders were not part of the 2016-17 Texas Academic Performance Reports.

Table: District and School Contexts (Continued): Beginning Teachers

School Campus	2016-17
East End	44.0%
Fifth Ward	47.9%
Southeast	30.6%
Gulfton	41.5%
North Central	50.6%
North Forest	57.7%
Northside	52.5%
Southwest	39.1%
Average (ACE program campuses)	45.49%
Standard deviation (ACE Program campuses)	.085
YES Prep Total (District) Average	48.2%
State of Texas	7.8%

Source: Texas Academic Performance Reports, 2015-16.

In addition to the above data, we noted that some of the campus ACE sites received *Academic Distinctions* from the Texas Education Agency. These Distinctions were as follows –

Southeast: Academic Achievement in Mathematics; Academic Achievement in English Language Arts/Reading; Academic Achievement in Social Studies; Top 25 Student Progress; Postsecondary Readiness

North Central: Academic Achievement in Mathematics

Southwest: Academic Achievement in Mathematics; Academic Readiness in Science; Postsecondary Readiness; Academic Achievement in Social Studies; Top 25%: Closing Performance Gaps; Top 25%: Student Progress.

Evaluator Commentary

In examining data on the characteristics of school contexts for YES Prep's ACE program, we noted in the above tables that all of the campuses on which the centers were located served a rather large proportion of Hispanic/Latino students as well as a sizable percentage of students from economically disadvantaged and at-risk backgrounds. This was especially true compared to all schools in the State of Texas.

Further, the campuses on which YES Prep's ACE had, in our judgment, very good to excellent student-to-faculty ratios; and, with the possible exception of North Forest, all had quite sizeable percentages of students meeting the STAAR test passing standard for 8th grade reading. Additionally, all were located on school campuses found to have received a 2016-17 Texas Academic Performance accountability rating of "met standard." And as shown above, there were some rather substantial differences in the size of campus' student enrollments.

In addition, we found especially noteworthy that the campuses on which the YES Prep ACE sites were located (school contexts) had some variation in the percentages of "beginning teachers." As shown in the table immediately above, the North Forest campus had the highest percentage of those beginning their teaching careers while Southeast had the lowest. In our experience, beginning teachers bring with them to the classroom both educational advantages (e.g., enthusiasm, the latest educational thinking, low levels of burnout) and possible disadvantages (e.g., inexperience in handling student behavior issues and in dealing with parents; a relative lack of first-hand familiarity with student learning problems).

Compared to the State of Texas as a whole, however, YES Prep had an especially high proportion of beginning teachers. While it is difficult to draw evaluative conclusions about this finding and its impact, this high proportion for the YES Prep ACE program might argue the importance of out-of-school-time activities in promoting further academic enrichment, cultural enrichment, and college readiness for the development of students enrolled at YES Prep. At least, this is a hypothesis worth entertaining.

Finally, in comparing data in the above tables on YES Prep as a whole ("district context") with those on the ACE program centers, we noticed how closely the ACE centers *on average* mirrored the characteristics of YES Prep as whole. This was especially true of the percentage of economically disadvantaged students, student/teacher ratios, and the percentage of students meeting the STAAR passing standard for 8th grade reading. On the other hand, the campuses on which the ACE program operated at YES Prep enrolled a slightly higher percentage of students from Hispanic/Latino backgrounds than did YES Prep as a whole and a *very* slightly smaller proportion of at-risk students.

3. Students and Adults Served at Each Center

In examining student counts, we found that the YES Cycle 8, Year 5, ACE program served a total of 2228, a number smaller than any for academic year since the program began. *We believe that the most important reason for this decline was the occurrence of Hurricane Harvey, which began at about the time school began in the fall of 2017. (Harvey formed on August 17 and dissipated on September 2, 2017). Harvey devasted homes, schools, businesses and communities throughout the greater Houston area. As of this writing (June-July 2018), many individuals and families have still not been able to move back into their homes.*

In the table below, counts of students and adults served by the YES Prep ACE program are reported by center for the fall and spring of AY 2017-18. The total number of participating students along with the numbers of regular and non-regular student participants as well as the numbers of adult participants for the same academic year are shown. Note that in addition to student participants, the YES Prep ACE program also had 795 total adults in attendance, slightly lower than the 811 adults that attended in AY2016-17.

Table: Students and Adults Served at Each Center: Total, Regular, and Non-Regular (Participation Numbers) Fall and Spring 2017-2018

ACE Site	Total Students Served	Regular Student Participants	Regular Participants Number Required	Non-Regular Participants	Adults	Adults Required
East End	445	101	100	344	71	40
Fifth Ward	301	150	150	151	58	40
Southeast	231	145	100	86	54	40
Gulfton	190	133	130	57	123	40
North Central	230	120	100	110	150	40
North Forest	253	185	175	68	171	50
Northside	348	106	100	242	92	40
Southwest	230	116	100	114	76	40
Total	2228	1056		1172	795	
Standard deviation	83.24	27.62		98.83	43.8	

Source: TEAL report data on center operations (by center)

<mark>As can be seen in the above table, all of YES Prep's sites met their respective, required, regular student and adult participation numbers.</mark>

4. Characteristics of Regular and Non-Regular Program Participants

Table: District-Wide Demographic Characteristics of ACE Students by Regular and Non-Regular Participation, AY2017-2018*

Demographic Characteristic	Regular Participation	Non-Regular Participation
Females	534	614
Males	522	548
African American Descent	122	66
Hispanic/Latino Background	920	1076
Other Ethnicities (including two or more)	21	16
Economically Disadvantaged	532	519
At-Risk	519	554
Limited English Proficiency	196	154
ESL	177	147

Source: TEAL Data, Grantee Reports, Year End Summary

*Note: Numbers in the table are counts of ACE students

Appendix B: Assessing Fidelity to Logic Models –Alignment and Outputs (Recommended Deliverables 2 and 3); Additional Information about Methods

In completing this evaluation, the Durand Research and Marketing Associates, LLC, team worked closely with YES Prep's ACE program director, family engagement specialist, and site coordinators to answer questions posed in two deliverables *recommended* by TEA's ACE *Guidance.* The first of these deliverables (called "Deliverable 2" in the *Guidance*) was about the alignment between each school's day program and its respective after-school program. The second deliverable (called "Deliverable 3") concerned the link between program activities, participation, and program outputs. Complete responses from each site coordinator to questions posed in these deliverables are presented below. In other words, both deliverables are about assessing fidelity to a center's logic models and the requirements for doing so. In addition, TEA's ACE *Guidance* calls for discussion of overcoming the limitations of evaluation designs, including establishing baseline comparison group equivalence when quasi-experimental designs are utilized in assessment. This latter discussion is also included in this Appendix.

1. Deliverable: Program Alignment Between School Day and ACE by Center

Campus: Southeast
Date: December 15th 2017
ACE Year 5

Questions and Explanation - Are the implementation practices in place and functioning effectively? How do you know, is there evidence?

a. Do leadership and staff of TX ACE and the regular school day leadership team have a shared understanding about student needs?

Yes, the coordinator meets quarterly with various members of the Leadership team, Dean of Students, Dean of Instruction, Student Support Counselors, School Director and Director of Academics to align ACE resources with campus goals. We collectively construct ACE programming, interventions and initiatives that will support overall campus goals. Such as student's achievement, increased family engagement, positive student culture, building teacher & student transformative relationships. For example, the restorative circles activity was introduced for students that have difficulty following behavior expectations and are frequently in ISS (in school suspension) or detention. This activity uses ACE resources to provide a safe space for these students and an opportunity to communicate their feelings in a restorative manner. It was designed in collaboration with the Deans of Students, School Director and ACE Coordinator.

b. Is there a shared understanding of the direction that will be taken to address identified students' needs between the regular school day and ACE program?

Yes, as mentioned, the ACE coordinator meets with members of the leadership team determine the needs of our students and build the ACE program around those needs. The Director of Academics shares STAAR data with coordinator to design a STAAR test intervention through ACE. Dean of students also provides the ACE coordinator with academic and common assessment student data to intentionally recruit ACE participants. The compiled list is updated twice a year to ensure we are continuously targeting students most at risk. The student support counselors are responsible for providing student referrals with social or emotional needs based on behavioral data or home life. The coordinator is responsible for staffing the after-school program, recruiting the student participants, monitor student progress and maintain student persistence from one semester the next.

c. Do your activity selections reinforce students' mastery of academic learning objectives (TEKS)?
- Yes, lesson plans incorporating TEKS are submitted for each activity. Both enrichment and academic activities are designed to complement the academic learning. For example; AP Calculus Club is an activity where participants receive more one on one support with calculus objectives, are allowed to work together on projects and practice the mastery of their school day math classes, specifically calculus class. Enrichment activities are also used to primarily engage the student with an opportunity otherwise not available, such activities also incorporate TEKS in their curriculum. For example, the Southeast Steppers is an activity for students that enjoy dancing and performing. Though the activity is an enriching activity, it also encompasses academic components like vocabulary and counting.

d. Do ACE program personnel and the regular school day leadership and/or other school personnel engage in communication about the ACE program on a regular basis?
- Yes, ACE Coordinator and Operations Manager meet once a week for a check in. In this check-in, the coordinator receives logistical support, is provided with resources for tasks and communicates program successes that can be showcased to the whole campus. Coordinator meets with certified teachers that lead ACE activities quarterly to go over student engagement ideas, persistence, lesson plans and activity goals. Coordinator also meets with program director, family engagement specialist and the other district coordinators, once a month to receive content support from the entire ACE team. Lastly, coordinator meets with campus parent organization officers once a month to ensure that family needs are being met and upheld.

e. Do ACE program personnel and the regular school day personnel participate in shared learning experiences?

- Yes. The Coordinator attends monthly meetings with district ACE team for district wide content day. In these content day meetings, coordinator receives presentation on various topics like leadership, influence, behavior management, school data systems. Coordinator also attends in service week along with the rest of campus personnel, at the beginning of each semester. During in service week personnel attends trainings, workshops, and team activities ranging from topics of diversity, vison alignment, behavior management, campus systems, and family engagement efforts.

f. Is there shared ownership of problems and solutions *(i.e.* regular day, ACE and community)?

- Yes, there is a shared ownership of problems and solutions between ACE, campus staff and parents. Coordinator aligns after school program with campus systems to ensure systematic resolution. For example, the late pick up room. Our school director was noticing that there were a lot of students were getting picked up late and remaining unsupervised. Jointly we developed a system to decrease after school incidents due to negligence. The ACE coordinator and her staff are responsible for clearing out the area where students are being unsupervised and direct them into an ACE activity, usually study hall or homework center. We also created a system for teachers that lead after school tutorials. ACE students that are in mandatory after school tutorials must be escorted to a designated ACE space after tutorials. ACE coordinator also meets with ACE advisory council committee quarterly, and campus parent organization. The ACE advisory council is composed of community partners, parents, and staff. The council meets to share best practices and discuss ideas for program growth.

Campus: YES Prep Fifth Ward
Date: December 1, 2017
ACE Year 5

Questions and Explanation - Are the implementation practices in place and functioning effectively? How do you know, is there evidence?

a. Do leadership and staff of TX ACE and the regular school day leadership team have a shared understanding about student needs?

Yes. Student needs are communicated thoroughly to leadership and staff of ACE and the regular school day leadership team on a weekly basis. The TX ACE Program Coordinator meets with the School Director, Dean of Students, and Student Support Counselors on a weekly basis to discuss student behavior, attendance, special circumstances, activities/events happening on and off campus, and any other information that may be necessary. The TX ACE Program Coordinator also meets with the Operations Manager and the Dean of Academics monthly to target students they specifically believe would benefit from the TX ACE program. More precisely, those members of the regular school day program leadership team and the Program Coordinator actively discuss students of concern and why they believe the afterschool program would assist these students with either academic assistance, effects of Hurricane Harvey, socialization, or serve as an outlet for grief, anger, or creativity. In addition, the Coordinator also meets with different students on a weekly basis to discuss their activities, follow up with any previous feedback, and to communicate any campus or program needs. Students are always able to leave suggestions for clubs, activities, events, and feedback from ACE staff in a disclosed location; this allows for anonymity and comfortability. The feedback from students is then used to create better programming for the upcoming semester, and during that semester if changes are deemed necessary and will not alter programming dramatically.

b. Is there a shared understanding of the direction that will be taken to address identified students' needs between the regular school day and ACE program?

Yes. At the start of the academic year, the ACE Program Coordinator and members of the school leadership team meet to discuss the direction that ACE will be taking for that year. In this meeting, the objective is to focus on the school's needs assessments and how to accommodate needs identified. A continued and successful practice it to identify students in the TX ACE Program who are on IEPs and 504 Plans and also students who are not in the program, but who may benefit; These students have special accommodations during the regular school day, that continue into the after-school program; such things may be; sitting at the front of the room, allowing extra time for homework help, or allowing a student to take a break when they get overwhelmed. The program is viewed as an addition of the school day, and also as an integral part of the happenings on campus. The ACE Program Coordinator also meets with the Dean of Academics and lead Literacy Specialist as deemed necessary to locate students in the program, as well as those who can benefit from the program to increase the amount of homework help. For the past three years, the ACE Program Coordinator has partnered with the local food manager to create a dinner program that will allow students to partake in a healthy and nutritious meal during program hours. The program is offered to all students on campus, with priority to students in the ACE Program. This allows the student to go a full day with nutrition. Lastly, a Memorandum of Understanding is signed on a yearly basis between the School Director and the Project Director which outlines and clarifies the roles and responsibilities of the school and of the TX 21st Century ACE program staff.

c. Do your activity selections reinforce students' mastery of academic learning objectives (TEKS)?

Yes. Texas Essential Knowledge and Skills standards are a current standard that must be at the forefront of each ACE activity/club on campus. The TX 21st Century ACE Program on campus offers a morning study hall, with a certified YES Prep teacher for a minimum of two days a week. In addition, each TX 21st Century ACE program activity consists of forty-five minutes to an hour of homework help before any enrichment activity in which during this time staff help to reinforce the TEKS learned inside of the classroom during regular school hours. Secondly, many programs are intentionally designed to deepen understanding of a variety of subjects. For example, students learn concepts of chemistry and math through Culinary Arts, college and career readiness skills through Computer Science, and family and community services through the variety of parenting classes, fitness classes, and on campus meetings. In addition, each activity requires TEKS to be administered in each lesson plan. In doing so, students build skills that contribute to success inside and outside of the classroom and learn to apply those skills in the real world, which is part of the YES Prep tradition.

d. Do ACE program personnel and the regular school day leadership and/or other school personnel engage in communication about the ACE program on a regular basis?

Yes. Communication about the ACE Program exist on a regular basis through many forms. The ACE Program Coordinator meets weekly with the School Director, a member of the school leadership team, to discuss operational issues, program development, and professional development. Furthermore, the Program Coordinator meets regularly with a Student Support Counselor to discuss familial and student needs in addition to programmatic options. The Program Coordinator attends monthly Grade Level meetings and schedules check-ins with teachers and Deans of Students who run TX ACE activities or may assist with those students who are in the TX 21st Century Program. Lastly, the Program Coordinator provides program updates on a weekly basis in the staff newsletter, so that all staff are on the same accord.

e. Do ACE program personnel and the regular school day personnel participate in shared learning experiences?

Yes. ACE program personnel and regular school day personnel are able to have shared learning experiences through the many activities and events that take place both on and off campus. For example, the ACE Program Coordinator participates in weekly professional development sessions with the regular school day staff where issues varying from effective teaching practices to behavior management are discussed. Although most TX ACE Program staff are YES Prep teachers, those club sponsors who are not, are mandated to attend an ACE introductory session each semester, where behavior management, classroom rules and expectations, and emergency protocols are discussed, along with ACE and its program guidelines. The information given to ACE staff is the same information given to YES Prep staff in order to keep the school day and after school program in alignment. In addition to professional development, there are many opportunities for ACE program personnel and regular school day personnel to meet, converse, and build relationships. Such opportunities range from fitness classes, to showcases, to monthly Titan Family Association meetings

f. Is there shared ownership of problems and solutions (*i.e.* regular day, ACE and community)?

Yes. Problems associated with the TX ACE program are shared by the Program Coordinator, the School Leadership Team, and occasionally, club sponsors if necessary. The ACE Program Coordinator is copied on emails regarding In School Suspension, Out of School Suspension, After school detention, Medical Issues and distinct cases from the Student Support Counselors. If larger issues arise, such as drug paraphilia, the leadership team works with the Program Coordinator and Student Support Counselors to begin an investigation, notify the parents of the students involved, and looks to the community for assistance with finding an organization that can provide a forum and/or discussion that will allow the students to understand the bigger picture. In all, the entire staff work as a team to recognize problems, solve them, and keep them from revitalizing.

Campus: Southwest
Date: 12/13/2017
ACE Year 5

Questions and Explanation - Are the implementation practices in place and functioning effectively? How do you know, is there evidence?

a. Do leadership and staff of TX ACE and the regular school day leadership team have a shared understanding about student needs?

Yes, leadership and staff of the regular school day have a shared understanding about student needs. The Program Coordinator meets with the Operations Director bi-weekly that meets with Grade Level Chairs, Student Support Counselors, and the Dean of Students on a weekly basis to discuss programming that targets students they specifically believe would benefit from the TX ACE program. More precisely, those members of the regular school day program leadership team and the Program Coordinator actively discuss certain programming and why they believe these specific afterschool programming would benefit these students of concern with either academic assistance, socialization, or serve as an outlet for behavior management. When collaborating with various departments it allows ACE to target department's key objectives and provide additional assistance where needed. In addition, the Coordinator also meets with students on a weekly basis to discuss their activities, follow up with any previous feedback, and to communicate any needs. Students are also presented with surveys to help incorporate new suggestions for clubs, activities, and evets. Staff members are also surveyed as well in order to keep great programming with substance and balance.

b. Is there a shared understanding of the direction that will be taken to address identified students' needs between the regular school day and ACE program?

Yes, there is a shared understanding with the direction that will be taken to address students' needs between the regular school day and ACE program. Through weekly meeting with leadership we found it very beneficial to offer Homework Posse to students that are struggling

academically. ACE has incorporated a library area for those who need to do additional research since we originally did not have a library on campus and to increase students' out-of-school reading time, also this year we offer 1:1 services for some of our 504 students who have IEPs that require additional time to complete work. Other academic programs that we offer such as the Princeton Review that are taught by their very own instructor for those students who require remedial attention to prepare for the SATs or for those who need a refresher course. Our at-risk students with behavioral and academic issues where referred to site coordinator at the beginning of the school year and their programming was picked strategically in order for ACE to benefit them in its entirety. ACE provides "My Sisters Keeper" for our African American young ladies who are dealing with self-image issues and also need an attitude aliment. We also provide homework assistance to those struggling with academics or would just like a quiet place that controlled for study time. When meeting with leadership they made the suggestion to have some STAAR Study Help classes for students who needed help studying for the STAAR test. These meetings allow the site coordinator to develop a common ground with leadership knowing the needs of the school and the ACE program for the Fall. Most of the clubs are created from a need of the school or a popular demand by the students.

c. Do your activity selections reinforce students' mastery of academic learning objectives (TEKS)?

Yes, activities reinforce student mastery of academic learning. The ACE schedule is intentionally designed to support specific student needs and wants in order to benefit them academically and have great attendance numbers for the enrichment programs requested by the students. All the lesson plans incorporate TEKS that are submitted for each activity. Some specific activities are also designed to complement the college readiness learning, for example; Maverick Event Planners. This activity allows students use vocational skills as if they were in the real world by using strategic planning for a company. They plan, they budget, and they market all events they host on campus. Most of the enrichment activities are also used to primarily engage the student with some opportunities they would not typically be exposed to due to financial deficits.

d. Do ACE program personnel and the regular school day leadership and/or other school personnel engage in communication about the ACE program on a regular basis?

Yes, the ACE Site Coordinator meets bi-weekly with the Operations Manager, in which he is a member of the school leadership team that meet weekly to discuss the operations of the school, programming during and after school. In addition to meeting with the Operations Manager, the ACE Site Coordinator meets monthly with a Student Support Counselor to discuss family and student needs in addition to programmatic options. In conclusion, the ACE Site Coordinator provides program updates on a weekly basis in the staff notes, social media, parent memo, and monthly on the ACE bulletin board in order for students, parents and staff to be on one accord.

e. Do ACE program personnel and the regular school day personnel participate in shared learning experiences?

Yes. Here at Southwest I have been very lucky to have Seventy-Five percent (75%) of the ACE program to consist of regular school day teachers that receive professional development once a week. These professional development classes have an array of classes that focus on numerous subject matters from lesson planning to behavioral and classroom management. The ACE Site Coordinator and ACE instructors have all engaged in training in identifying and reporting child abuse. The coordinator is also certified in CPR and has engaged in lock-down training as well as regular day fire drills. Also, all ACE instructors attend an orientation training session for the program at the beginning of each semester in order to get clearance that they are ready to host an ACE program in the classroom.

f. Is there shared ownership of problems and solutions *(i.e.* regular day, ACE and community)?

Yes, the campus Operations Manager works with the Site Coordinator in supporting whatever the program needs. The Operations Manager is a part of the campus Leadership Team and uses this platform to collaborate with the leadership team on behalf of ACE team. This team has the specific data needed to specifically target students who would benefit from the ACE Program with programs such as STAAR Study Help. The best example would be how students wanted a Debate team to talk about issues that are happening in the world today that affects them, but unfortunately, we could not find a teacher at first that knew how to run a debate club. Well in order for us to provide programming with some substance we reached out to the YMCA and they trained our teacher and also developed a partnership with us. Currently, we have 4 students that will be representing us in Austin at the state Debate Tournament.

The great thing we have here on our campus is MFA, which is Maverick Family Alliance that meet monthly about the needs and goals of the campus. ACE has partnered up with this group to ensure that the goal of family involvement with education is not merely to get families involved, but rather to connect important contexts for strengthening children's learning and development. The Operations Manager is the Site Coordinator's supervisor and takes an active role in trouble shooting issues and making modifications to the program.

Campus: East End
Date: 12/15/2017
ACE Year 5

Questions and Explanation - Are the implementation practices in place and functioning effectively? How do you know, is there evidence?

a. Do leadership and staff of TX ACE and the regular school day leadership team have a shared understanding about student needs?

Yes. Leadership and staff of ACE as well as the East End regular school day leadership team does have a shared understanding about student needs. These needs are surveyed and evaluated various times throughout the school year.

Throughout the year, staff members at Yes Prep have various Professional development's targeted towards understanding and managing others beliefs, values, and principles.
This shared understanding provides a basic structure within teams, grade levels and on both a micro and macro level to develop common goals, determine actions that will lead toward the attainment of the goals, and judge whether our efforts have been successful. During these weekly meetings (check ins), bi-weekly and monthly (content day) meetings with Operations Manager, ACE Director and other leadership and key stakeholders progress is monitored and action items are identified . During these meetings students' needs and wants are also discussed in addition to any other outstanding information that pertains to student's needs.

Once this information is gained and followed by effective planning, implementation, and evaluation, during regular meetings all stakeholders involved will determine if further action is needed. For example, one particular school needs that warranted attention was bringing on the supper program for students. Students often stay after school for extra circular activities which means there is a large gap in between when students eat lunch and dinner. Most students attend study hall before their afterschool activity which also leads to students wandering off campus or losing interest in staying afterschool. Implementing the Supper program provided students with the nutrition, energy and expectation that they will be fed and will also be able to give their all during their ACE/Athletic or other afterschool activities.
Through the collaboration between all stakeholders the expectations are clear and made aware of to all Staff, students and the East End families.

b. Is there a shared understanding of the direction that will be taken to address identified students' needs between the regular school day and ACE program?

Yes. There is a shared understanding of the direction that will be taken to address identified students' needs between the regular school day and ACE program. As mentioned in the previous answer, through weekly, bi-weekly, and monthly check-ins collaboration with leadership and stakeholders past agenda items as well as follow-ups items regarding students' needs are discussed and if needed addressed with an action item. .Depending on the student's area of need: Academic, Behavior, Character Education, Enrichment etc contact is made with families after resources have been identified.

ACE streamlines needs of students with the regular day staff members during Management, Grade Level and Ops Manger meetings. Directions of how identified student needs are addressed is communicated between school administration and the ACE Coordinator through these meetings. The ACE coordinator details how the different programs are running, plans for new programs/events, and reviews how previous programs have been.

The Operations Manager/ Leadership keeps the ACE Coordinator informed of any new student issues during the school day, any new initiatives by the school day leadership or any school day operational changes that would impact ACE.

One partnership that is working very well with between the ACE Coordinator and the Athletic Director. A meeting with the Athletic Director and the Operations Manager in the beginning of the year established the continuation of ACE Study Club for athletes. When a sports season is about to begin, the ACE coordinator meets with the respective coaches to discuss having the athlete students attend Study Club before practice. In particular, High School Cheerleaders practice throughout the school year and attend Study Club meetings by their coach so that the student grades stay high enough for the students to keep participating in Athletics.

c. Do your activity selections reinforce students' mastery of academic learning objectives (TEKS)?
Yes. The ACE programs at YES Prep East End focus on making sure all activities hit their TEKS objectives (recreational, behavioral, academic, college/career readiness, and family). Every club must have an activity worksheet that describes the overall unit as well as the TEKS addressed in the club. These are on file in the ACE coordinators' office. Activities include clubs that target academic learning objectives such as Spanish Honor Society, which reinforces foreign language objectives, Photography/ Videography which reinforces computer skills, Media Cluster: Social Media and Yearbook which reinforces English writing/critical thinking skills, and STAAR Booster which focuses on Language Arts skills. Other clubs, such as Eco Art and Cheer Club, also hit upon their respective TEKS by focusing on the creative side of TEKS.

In addition to academic understanding, other general skills are worked in throughout the other programs such as being able to work well in groups, organizational skills, and discipline. These soft skills, which are vital to success in school, college, and career, can be seen in the recreational clubs such as Middle School Cheerleading, Dance, and Video Games. Each club forms their own organizational structure as well as their own drills, practice groups, and objectives.

d. Do ACE program personnel and the regular school day leadership and/or other school personnel engage in communication about the ACE program on a regular basis?

Yes, communication between the ACE program personnel and regular school day leadership about the ACE program occurs on a regular basis. Group presentations, face to face meetings, and emails, morning update and campus compass (weekly) are all ways that communication is used by ACE to communicate to campus staff.

Each semester there is a major event among the campus where all YES Prep staff hear from YES Prep leadership about the districtwide and campus wide priorities for the year. Then all ACE Coordinators and their Project Director determine who their work can complement those district priorities during their first monthly meeting. During the first campus level professional development meeting of the year, the ACE coordinator introduces the ACE program to all campus staff. During this ACE portion of the campus meeting, the coordinator shares the ACE site's vision, goals, and rules of the ACE program. Teachers are also given the opportunity to talk to the ACE coordinator to discuss potential ideas and to ask questions if they're interested in hosting a club.

Throughout the year, the coordinator meets with the Operations Manager, who is second in command of the school, next to the school director, on a weekly basis to discuss the ACE program. Topics range from logistics and program function, to feedback on potential plans and on student needs. When the topic of Reflect for Success and detention were brought up, the ACE coordinator connected with the Dean of Students for High School and Middle school. The meeting covered how detention would share the Reflect for Success vision in giving students opportunities to reflect on their actions, share group discussions, and to have some writing/drawing time to have the students feel calm.

In addition to face to face meetings, the ACE Site Coordinator uses the on campus modes of communications (i.e. individual emails, morning updates, and the compass). When communicating with specific personnel, individual emails are sent on an as-needed basis, as frequently as daily. Immediate updates on staff and on programs are sent in this fashion. For large announcements, such as to announce special events or updates on programs/rules, messages to school personnel are sent via the daily morning update (an all campus email sent daily in the morning) as needed. To celebrate events or students, large announcements are sent via the compass (an all campus weekly email) after the events.

e. Do ACE program personnel and the regular school day personnel participate in shared learning experiences?

Yes, both ACE program personnel and regular school day personnel participate in shared experiences.

ACE program personnel who are also YES Prep staff members, are able to attend all professional development sessions due to the nature of their respective positions. YES Prep instructors are required to attend campus professional developments and meetings that occur every Wednesday and Thursday.

Due to the timing of most professional development sessions on campus, potential shared learning experiences between non-YES Prep instructors (ACE contractors and vendors) and regular school day personnel is diminished. It is difficult for these particular ACE program staff since they are unavailable during the school day (due to being employed or taking classes) or are working in the ACE program when most trainings occur. That said, there are a few experiences that are shared between several members of the ACE personnel team that are not regular school day instructors. One such experience includes the campus professional development beginning of the school year professional development (2 weeks) that the ACE Site Coordinator attends. Other examples include the professional development for Reflect for Success that ACE program personnel attended with other regular school day personnel to learn the importance of student reflections. Another example is the technological meeting that dealt with how to use the online Schoolrunner system the school uses for attendance and behavior.

f. Is there shared ownership of problems and solutions (*i.e.* regular day, ACE and community)?

Yes, there is shared ownership of problems and solutions between the regular school day, ACE, and the community. The ACE program at YES Prep East End continues to adapt based on the feedback and collaboration between leadership and ACE staff. Between events, meetings, and classes, the East End community (including ACE and the regular school day staff) actively seek solutions to address problems.

The ACE Coordinator works very closely with the Dean of Students (DOS) to ensure that there is a clear line of expectation for all grade levels. If ever an issue or situation needs to be made aware of the DOS's will send a brief email detailing the issue along with an invite for the ACE Coordinator to attend the Grade level or team meetings. Meeting with Grade level staff, Dos's and Administration helps to assess the progress of the program as well as any areas of grows/glows. These meetings have covered issues such as schedule and room conflicts (such as when a tutorials or field trips affect ACE) and afterschool expectations. Several of those meetings also involved finalization of collaboration between the campus, ACE, and outside community groups such as the Avenue CDC home buyer education classes and Legacy Clinic presentations. In both of those events, East End and ACE recognized the need for those types of educational classes and worked together to have those groups come to campus.

Campus: YES Prep Gulfton
Date: 12/15/2017
ACE Year 5

Questions and Explanation - Are the implementation practices in place and functioning effectively? How do you know, is there evidence?

a. Do leadership and staff of TX ACE and the regular school day leadership team have a shared understanding about student needs?
<center>YES</center>
The site coordinator meets with regular school day operations manager weekly during ACE check-in time to discuss students of concern who may need ACE recruitment or other attention. During this time, the operations manager may discuss a student of concern for either academic or behavioral reasons. If the student is already enrolled in the program, the coordinator updates the operations manager on the student's behavior, academic progress, and club accomplishments. This is also an opportunity for the site coordinator to offer other possible interventions for the student that can be implemented during ACE program time. Also, every student enrolled in the program receives at least an hour of homework support in which they can work with a teacher to complete assignments. Academic success through homework completion is a campus-wide responsibility. ACE can support this through one-to-one homework help.

b. Is there a shared understanding of the direction that will be taken to address identified students' needs between the regular school day and ACE program?

YES

The ACE site coordinator works closely with the middle school dean of students to offer programming that meets student needs. For example, ACE is offering homework support this semester. Accurate homework completion and practice has been identified as a student need as seen by the high amount of homework demerits accrued by students historically. Students earn homework demerits when they do not complete the homework neatly and accurately. With the ability to provide concentrated homework support, students that regularly earn homework demerits can complete most of their homework before they go home for the day and avoid these consequences.

Over the course of the semester the site coordinator is in constant conversation with the campus athletic director. The main concern, for athletics, is that students that join the teams are not able to continue to engage in the sport due to low academic performance and behaviors. Through collaboration, we provided homework support to these students in hopes of increasing academic performance through the completion of homework. Also, because students are not allowed to join athletic teams until their seventh-grade year, ACE is able to fill the gap and provide a space for sixth grade students to engage in athletics and overall better school culture.

 Also, regular day staff are used in the program as instructional leaders to ensure consistency and high-quality instruction. The site coordinator works with the instructors to make sure that first-class instruction is provided so that students are on track to meet the outlined attendance goals.

Lastly, the site coordinator and the middle school dean of students collaborate to determine new clubs and activities for each semester. The coordinator is responsible for training teachers and enrolling identified students into the program and hosts a new instructor orientation every semester. Regular school day teachers, instruct, maintain, and track student's attendance.

c. Do your activity selections reinforce students' mastery of academic learning objectives (TEKS)?

YES

All ACE activity unit plans and lesson plans describe the connection to TEKS objectives. Each activity was purposefully designed to supplement academic objectives in which students have not demonstrated mastery. Campus data and school demographics were considered when creating activities for this center.

Hip Hop Dance, addresses health education objectives that encourage students to develop and describe the importance of an exercise and diet plans. With the demographics of the school being mostly Latino/a, these objectives were high priority for our campus as the leading causes of death in the Latino community is cancer and heart disease (CDC), both of which, many times can be avoided with proper diet and exercise.

Clubs such as robotics and computer coding focus on using science and technology objectives to solve problems and create games. In these two courses, students use math objectives to program and compete their creations. Sewing, in a non-traditional way, allows students to use measurement and creativity to make everything from keychains to pencil pouches.

While most activities are focused on academic TEKS, some of the activities are designed to increase student investment into the program as well as address prevalent community concerns. For example, soccer is a very popular sport in our community. This alone makes up for almost

28% of the students in the program. Because of its popularity, we can leverage student's excitement about soccer and promote better regular school day attendance, behavior, and academic performance.

Similarly, our community experiences high numbers of teen pregnancy and student drop out. Courses such as cosmetology encourage students to prioritize school through group discussions and journal entries focused on friendships, romantic relationships, and self-esteem.

d. Do ACE program personnel and the regular school day leadership and/or other school personnel engage in communication about the ACE program on a regular basis?

<div align="center">YES</div>

Communication on site occurs regularly through formal meetings and informal conversations. The site coordinator meets with school operations manager weekly to discuss program logistics and vision setting and to ensure the ACE program is aligned with school day priorities. Through this constant communication the operations manager can discuss the ACE program during school administrators meeting to ensure that all integral staff on campus is aware of the impact of the program.

The ACE coordinator also submits information to the regular day staff weekly through staff notes. In these memos, the staff is updated on the progress towards the attendance goals, as well as updates on students in clubs through pictures and videos. Also, staff and students can locate the after-school calendar and upcoming family events on the bulletin board located near the front office.

In addition, grade level chairs receive emails from the site coordinator regarding student homework or behavioral progress. These emails range from questions about homework, homework modifications, and student performance on the tasks. This information is also given to parents via phone calls when appropriate.

e. Do ACE program personnel and the regular school day personnel participate in shared learning experiences?

<div align="center">YES</div>

The ACE site coordinator and instructors that are regular school day staff have all engaged in training in identifying and reporting child abuse and neglect. The coordinator is also certified in CPR and has engaged in concussion and safety training. Also, at least one of program assistants and the coordinator have engaged Civil rights training, a required training session for the free dinner offered at the end of ACE programming.

Also, all program assistants attend professional development led by the coordinator every Friday. The professional development focuses on classroom management, setting expectations for students, and building a positive classroom culture and is based off the "Teach Like a Champion" curriculum.

Lastly, the instructors that are regular school day teachers, are required to attend weekly development opportunities offered through campus leadership geared towards topics such as: classroom management, lesson planning, and data driven instruction.

f. Is there shared ownership of problems and solutions *(i.e.* regular day, ACE and community)?

YES

The clubs with high-performing regular school day teachers have the highest student attendance to their clubs. These instructors balance engaging lessons with learning objectives the best. For example, in sewing, the teacher has students measuring fabric and working on using fractions while having fun creating pencil pouches. Similarly, instructors that have been with the program for years tend to have the most success with student retention. The guitar teacher has been a program contributor for all years of the grant. Because of this, he has been able to learn the school culture and connect with students personally. All the students in his club show consistently.

This year when recruiting staff. I reached out to those that have a proven track record of positive relationship with students. I only have one new staff member that is a regular school day "master" teacher. The approach that I took this year was "quality over quantity." These teachers, time and time again, say that ACE programming is their favorite part of their day. Finding staff that is experienced and passionate about the work has been key this semester and I was given suggestions by the school operations manager.

Although most of classes have been engaging and effective for students, there is one class of concern. Cosmetology has a trend of low attendance. Upon investigation, the teacher is often unprepared to the class, cancels without notice, and overall unmotivated. Collaboration on action steps have been discussed by the site coordinator and operations manager. Difficult conversations have been had, and we are devising a plan of action for next semester.

Campus: North Forest

ACE Year 5

December 2017

Questions and Explanation

a. Do leadership and staff of TX ACE and the regular school day leadership team have a shared understanding about student needs?

 Yes. The Site Coordinator who is directly managed by the Middle School Dean of Students, a member of the campuses leadership team, meet prior to the first day of school and programming to discuss program activities, program scheduling, alignment of program policies and procedures with that of the regular school day, and overall campus/program goals.

Outside of the beginning of the year meeting, the Site Coordinator has bi-weekly one on ones with the Middle School Dean of Students and monthly meetings with the Student Support Team (SST) to discuss successes of the program and areas of improvement within North Forest ACE. During these bi-weekly one on ones and monthly Student Support Team meetings the Site Coordinator, Middle and High School Dean of Students, Student Support Counselors and Director of Student Support collaborate and generate program activities that target those students that are at-risk academically and behaviorally.

For example, if a student consistently receives detention for lack of self-control in the classroom the Dean of Student may refer the student to karate in which students learn discipline and respect.

b. Is there a shared understanding of the direction that will be taken to address identified students' needs between the regular school day and ACE program?

Yes. As mentioned above, there is collaboration between campus administration and the ACE Site Coordinator. During the campuses beginning of the year training the Site Coordinator introduces and updates staff on the overall goal and purpose of the program, and reviews the program referral policy and procedure.

Once parents and student are enrolled in the program and have received their schedules, on-campus staff also have access to ACE participants schedule and the TEKS breakdown of each class.

Throughout the year, campus staff members are also encouraged and reminded in team meetings the Site Coordinator attends, to refer students to the program, to send recommended schedule updates, and study guides and lesson plans from the regular day are also utilized by ACE staff to generate their activities/lessons.

c. Do your activity selections reinforce students' mastery of academic learning objectives (TEKS)?

Yes. Activities are offered in the areas of academic, enrichment, career and college readiness, behavior and family engagement. All ACE activities require a unit plan and all lessons require a lesson plan that are aligned with one or more TEKS. We provide homework help Monday-Thursday, which includes individualized support for students in Math, English, Science, History, and Social Studies. Furthermore, our sports and dance clubs provide instruction on physical health. In addition to academic understanding, other skills have been identified at being vital to student success. A few examples include being able to work well in a group, organization skills and general responsibility. For behavioral intervention activities, the selection process for which activities are chosen is based on the overall behavioral needs of the students, not necessarily their TEKs.

For example, karate is a behavioral activity where the focus is discipline, self-control and respect for themselves and others. Another example would be our cooking class (Mi Cocina). Although the cooking class is for cooking, it is also dedicated to teaching literacy skills and strengthening math skills while exploring the chemistry involved in cooking.

d. Do ACE program personnel and the regular school day leadership and/or other school personnel engage in communication about the ACE program on a regular basis?

Yes. At the beginning of the year the site coordinator gives a beginning of the year presentation to the entire school staff regarding ACE. This presentation outlines the purpose, goals and vision of the ACE program. Staff are informed of the after-school opportunities available for them as staff and are also able to ask additional questions.

Communication is also distributed weekly via staff notes. Weekly, ACE is incorporated into the campus' staff notes. Staff notes is distributed by the school director and includes all school information and updates. Weekly, the Site Coordinator submits ACE updates for staff notes for the upcoming week which includes information regarding upcoming showcases, meetings, special events, the student and parent of the month, schedule modifications, ACE logistics, student success stories and photos of various components of the program.

For any updates that occur throughout the week, the coordinator creates a PowerPoint slide to be displayed during Legend Time. Legend Time occurs daily and includes an open discussion of current events, campus discussions and campus updates which includes the ACE PowerPoint.

e. Do ACE program personnel and the regular school day personnel participate in shared learning experiences?

Yes. Each ACE program personnel is paired with a member of the regular school day personnel. ACE program personnel are required to observe the regular day personnel monthly and align their after-school activity with the TEKS addressed in their coach's classroom. During these observations, ACE program personnel also align their after-school activity with general campus norms such as students "Do First." The "Do First" PowerPoint which is displayed as the students walk into each class, self-directs the students of items that should be completed within the first 5-10 minutes of class.

ACE personnel are also required to attend two campus led professional development session that will benefit the instructor and the students of the ACE program. Previous professional development sessions that ACE staff have attended with regular school day staff include, identifying and reporting child abuse, lock down and fire drills (FEMA), restorative discipline which is an alternate intervention philosophy that places relationships at the heart of disciplinary issues, and setting and implementing campus norms.

f. Is there shared ownership of problems and solutions *(i.e.* regular day, ACE and community)?

Yes. Since ACE is considered a continuation of the regular class day, ACE also has a shared ownership of campus and community problems and solutions. After school rules, regulations, consequences and incentives are aligned with the regular day. If a student receives a consequence after school, it has the same weight and follows the same structure of a consequence that is given throughout the regular day.

Per the student handbook, while on-campus or at any campus event, students are required to maintain appropriate behavior and adhere to the honor code. ACE participants can receive positive points and negative marks on their behavioral tracker during ACE activities, they can also receive

detention for certain offenses during ACE activies, and students can also be suspended or serve and in-school suspension for certain incidents that occur in any, before/after-school program hosted on campus or through an activity hosted by the campus.

Positive and negative incidents that have occurred before, during or after-school are discussed during the site coordinators bi-weekly check-ins with the middle school dean of students, the monthly meeting with the SST and in some cases grade level chair team meetings. During these meetings, if there is a question or concern regarding student safety, academics, behavior, family engagement and etc. the regular school day staff and after school staff, collectively come to an agreement and/or solution and decide next steps.

Campus: Northside
YES Prep ACE Cycle 8 Year 5
December 15, 2017

Questions and Explanation

a. Do leadership and staff of TX ACE and the regular school day leadership team have a shared understanding about student needs?
Yes. The Program Director, Site Coordinator, School Operations Manager , and Family Engagement Specialist meet to specifically discuss issues around incorporating culture into all aspects of our students after school time. The hope was that the more connected the students felt to the program, the more driven they would be to continue their education. There is a Memorandum of Understanding between ACE and campus leadership. Additionally, the Project Director, Family Engagement Specialist, and campus Operations Manager all share responsibilities to ensure programming began as soon as possible to the projected start date, post Hurricane Harvey. We conducted student surveys at the end of the summer and the beginning of the semester to determine what clubs' students wanted for the fall and completed the same at the end of the fall semester. We continue to have regular meetings (once per week) to share an understanding of student needs. For example, we have had to problem solve how to address schedule conflicts with the athletics department, detention, and tutorials. We came up with a plan for students who may be involved in all the said activities, on how to hold students and teachers accountable for where students should be at dismissal times. For example, any students coming from detention or tutorials must go to the Daily Study Hall club for the remainder of programming for the day. All other students who do not attend ACE, wait with the Administrator on duty until picked up. Athletics activity students must stay with their coaches for the entire time of practice. They are not allowed to go back and forth from ACE to Athletics, one or the other. There has also been an increased need for dinner to be provided to students. The dinner program is offered to all students on campus between 5-6pm. Students have 15 minutes to eat, then they return to their afterschool activities.

b. Is there a shared understanding of the direction that will be taken to address identified students' needs between the regular school day and ACE program?
Yes. On a weekly basis, the Site Coordinator checks in with the campus Operations Manager to assure that all plans are aligned to the students' school time needs. Each meeting has an agenda which the areas of programming being focused on are detailed. The Site Coordinator meets with the campus Operations Manager once per week and updates him on the afterschool program as well as ensures the program is meeting the needs of the students. Activities are discussed two to three times per week to determine which clubs have strong student attendance and lesson plans from the instructors. Changes are made accordingly. Most changes are implemented right away to improve the quality of programming. For example, communicating with students and teachers that students will report to their club classrooms ten minutes after dismissal every day. This gives teachers and students time to transition to activities. In addition, the site coordinator also checks in with the campus leadership team: MS/ HS Student Support Counselors and MS/HS Dean of Students daily to align student needs and adjustments with their performance during the school day. For example, if a student has been in an alternative learning environment for the day due to behavior, this may be a concern for behavior concerns afterschool especially as it relates or involves other students that may be staying afterschool. This also helps align the needs of the students pertaining to behavior as it connects to the campus needs assessment and targets at risk students. The site coordinator and project director are given the results of this needs assessment to align programming with campus drivers and priorities.

c. Do your activity selections reinforce students' mastery of academic learning objectives (TEKS)?
Yes.   All activities taught by YES Prep teachers reinforce content master for students during their Homework Help portion of the afternoon, which takes place in every club every day for 30-45 minutes. Teachers provide personalized instruction in subjects of Math, English, Reading, Social Studies, and Science. Our daily Study Hall ensures that students and athletes can remain eligible for all activities by maintaining their required grades. Additionally, we provide Art, Yoga &Meditation, Aviation/Drones, Chinese Culture and Kung Fu, and Cosmetology activities every week that provide skills for students that they would otherwise not receive. These clubs meet weekly which provide TEKS as well. Rather than overlapping, these clubs are an extension to objectives which ultimately enhance the learning environment.

d. Do ACE program personnel and the regular school day leadership and/or other school personnel engage in communication about the ACE program on a regular basis?
Yes. The Site Coordinator meets with the Operations Manager on a weekly basis to receive feedback on both programming and students of concern. The Site Coordinator also meets with the Athletic Director, Student Support Counselors, and Dean of Students to discuss and understand the needs of the students with a holistic approach. The campus Operations Manager meets with the School Director biweekly

and updates her on the afterschool program as well as ensures the program is meeting the needs of the students. Additionally, daily emails are sent by the Project Director to all coordinators and their campus supervisors to provide updates on programming and share grows and glows among the campuses.

e. Do ACE program personnel and the regular school day personnel participate in shared learning experiences?
Yes. The school provides weekly professional development to all staff on Wednesday afternoons and the Site Coordinator participates as frequently as possible, due to the overlap with ACE programming. The Site Coordinator also holds meetings with all vendors/non-YES Prep staff, in order to align their instruction with the school's culture. Site Coordinators participate in professional development meetings at least once per month and all site coordinators and supervisors meet to strategize across the district and share best practices at least once per semester. For example; The Operations Manager completed a site visit with the ACE program at 5th Ward to observe an implement best practices. This was a great opportunity to observe the grows and glows from a peer campus, which allowed the exchange of ideas, problem solving, and feedback that was both beneficial to both campuses. We were able to share what works well at different campuses to best strategize how to conduct the afterschool program at our own campuses, based on what has worked and not worked. ACE instructional staff who are teachers are also provided with weekly professional development, which includes ongoing behavior management training and review of data to ensure the most at risk of students are being supported. External vendors are continually monitored during programming and in addition to a kickoff meeting at the beginning of each term, they are provided with ongoing feedback, as well as completing surveys to give their feedback on how they can be better supported.

f. Is there shared ownership of problems and solutions *(i.e.* regular day, ACE and community)?
Yes. The campus Operations Manager works with the Site Coordinator and Project Director to troubleshoot problems and to make modifications to the program. He is a member of the campus Leadership Team and uses Leadership meetings to collaborate with the School Director on behalf of ACE. The leadership team has analyzed campus data in the form of parent, student, and teacher surveys as well as test scores from STAAR and Common Assessments (internal test), and review of behavior referrals and detention for homework incompletion., etc. All this data is used to specifically target students who would benefit from extra support in the form of afterschool homework help or enrichment activities. For example, we are currently working on creating a behavior coaching club, for students with strong concerns with behavior issues that consistently affect their school day. The goal is for the students to complete 6 weeks of this specific club, targeted to address their behavior needs in order to redirect students to improve their behavior. This club will use specific curriculum referred by grade level Student Support Counselors, and taught by grade level Teachers. This is a work in progress, as the list of referred students is in the process of being completed, then commitment from parents and teachers will need to be implemented, before the club starts. The goal is to use this opportunity to get students back on track, while being coached by a teacher who has an existing relationship with the student, with hopes of engaging these students into regular ACE programing as a support to decrease behavior concerns.

Another example of shared ownership of problems and solutions was our ongoing challenge to get more parent engagement on campus. The Site Coordinator completed open house for both MS and HS students, which initiated conversation and relationship building with

parents. In addition, the Site Coordinator has completed (2) safety neighborhood workshops with parents about cyber safety. The Site Coordinator has implemented weekly parent meetings into the schedule for parents to voice concerns about programming in order to better meet their needs. Parents gave feedback at the beginning of the year that they needed more time and date options to plan to attend parent activities. To accommodate this request, the Site Coordinator has pre-planned activities for the rest of the school year, implementing subject matters like healthy eating and community resources to accommodate the needs of the parents. What has worked well thus far, is scheduling parent events close to pick-up time for students and on days that students are busy with activities on campus. Parent engagement is still a growth area for this campus, we are moving in the right direction by having all parties, ACE and school staff, involved in trying to create more parent engagement.

Campus: North Central
YES Prep ACE Cycle 8 Year 5
December 15, 2017

Questions and Explanation

a. Do leadership and staff of TX ACE and the regular school day leadership team have a shared understanding about student needs?

-   Yes. Leadership team and staff of TX ACE and regular school day leadership team have a shared understanding of the importance of student involvement by reinforcing extracurricular activities as a norm in our school culture.

    Throughout the year, the ACE coordinator received various forms of data to evaluate student performance starting with the 2015-2017 survey results. Weekly meetings with the Operations Manager, Operations Coordinator, and Athletic Director cover both ACE status and the school's current status and student's changing needs. The information learned from the weekly meetings helps the leadership team, Athletic Director, and the Site Coordinator reinforce and create afterschool program policies. For example, the leadership team provides the Site Coordinator and ACE Families by allowing students siblings of the ACE program to stay in the front office while they wait for ACE students to be released from their clubs to be picked up by their parents. By having an additional person from the administration leadership team stay afterschool and be in the front office, the site coordinator is able to walk around the campus to manage the clubs and thus increase the safety of the program. Safety and supervision afterschool is a top priority of the campus administration team because of the amount of afterschool curricular programs offered.

In terms of behavior, the Site Coordinator has worked with the Athletic Director to develop a system where students show the same amount of commitment to their clubs as they would a team sport. Behavior trackers have been issued to clubs that lack attendance consistency and that help track behavior in the club and the regular classroom day.

Meetings with teachers, Student support counselors, and students help set up future programs based on student voice and choice. For example, the dance club has slowly transition from a dance club to a dance drill competition team. With the lack of opportunities for students to compete, the Site Coordinator has created a dance competition with the support of the leadership team.

b. Is there a shared understanding of the direction that will be taken to address identified students' needs between the regular school day and ACE program?

Yes. Through weekly meetings with the Operations Manager and Parent Initiatives Team, we are able to communicate about ACE's strategic plan to identify plans for clubs and to review their current progress. The ACE Coordinator provides data on student attendance, survey results, and overall program details to the operations manager and members of the Parent Initiative Team. The Operations Manager keeps the ACE Coordinator informed of any new program or campus issues/operational changes that need to be aligned with the ACE program. The members of the Parent Initiative team are the Student Support Counselors for High School and Middle School, Athletic Director, ACE Coordinator, and Parent Ambassador.

A partnership that works well at the campus is the involvement of the Parent Initiatives team with the ACE Program. The ACE Coordinator developed a new role for a parent to become the Parent Ambassador. Due to the highly developed Parent Volunteer program, the Trailblazer Family Association, a stronger structure needed to be implemented in order to increase program communication. The Parent Ambassador is in charge of communicating Campus goals and program initiatives from the ACE Coordinator and Operations Coordinator to the Trailblazer Family Association through regular weekly meetings.

c. Do your activity selections reinforce students' mastery of academic learning objectives (TEKS)?

Yes. The ACE program at YES Prep North Central focus on making sure all activities hit their TEKS objectives (recreational, behavioral, academic, college/career readiness, and family). Every club has an activity planning worksheet that describes the overall unit as well as the TEKS addressed in the club. These are on file in the ACE coordinator's office in the Lesson Plans binder. Activities include clubs that target academic learning objectives such as Homework Help, Robotics, and Minecraft reinforce STEM TEKS.

In general, the ACE program at YP North Central focuses on developing the performing arts programs. Our campus already offers arts, choir, and yoga electives. The ACE program provides students with dance and photography classes. The Photography class is created in a way where students can continue their studies in College or use the skills learned to make it a Career. The dance program has been developed in the ACE program over the past five years. The first three years, the program's mission was to identify students interested in dance. Years four and five were structured to develop a competitive dance team.

Students in the ACE program have the opportunity to develop non-cognitive skills necessary for the academic school day. Students are pushed to work in groups, organizational skills, and to develop their discipline skills. These non-cognitive skills are further developed in Outdoor sports, dance, and board games. Students in the Driver's Ed class are learning how to work independently on a laptop, similar to working on classwork in a college setting.

d. Do ACE program personnel and the regular school day leadership and/or other school personnel engage in communication about the ACE program on a regular basis?

Yes, communication between the ACE program personnel and the regular school day leadership and/or school personnel engage in communication about the ACE program on a regular basis. Communication is seen through mainly email, face to face meetings, and on staff professional development days where general campus announcements are made to the entire staff.

During the begging of the year, the entire NC Staff go through two weeks of in-service to align the staff to this year's campus goals. During this time, the ACE Coordinator presents on campus afterschool related strategic goals, rules of the program, and important events the staff could take part in. Teachers are also surveyed and recruited for different clubs that they would like for the year.

Throughout the year, the coordinator meets with Student Support Counselors, the SPED department, 504 Compliance Coordinator, Dean of Students, and Operations Manager to discuss target students. Through these meetings, the Coordinator sets up behavioral trackers and academic trackers (depending on student) so students can report to leadership team about afterschool behavior. Communication with the Operations Manager, the second in command after the School Director, allows the ACE Coordinator to discuss the logistics of the program.

In addition, with face to face communication with staff leadership, the ACE Coordinator posts on Staff Notes, Parent Notes, Calendar Invitations to ACE events.

e. Do ACE program personnel and the regular school day personnel participate in shared learning experiences?

Yes, ACE program personnel who are YP NC staff participate in all professional development session on Wednesdays. Independent Contractors and Vendors participate in a weekly meeting on either Tuesday and Thursdays 30 minutes before clubs for meetings and receive training on

classroom management, managing student behavior, ACE rules and expectations, or lesson plan workshops. Because independent contractors or vendors hold outside jobs or schooling, scheduling training is difficult. These contractors or vendors do not participate in the same trainings or in-service weeks as the regular YP NC personnel.

f. Is there shared ownership of problems and solutions *(i.e.* regular day, ACE and community)?

Yes. The ACE Coordinator has started training YP NC leadership staff to stop viewing the ACE program as a reward program for student participation. In the past few years, when students who find themselves in detention or go to Wallstreet, afterschool detention for student in middle school that fail to complete homework, leadership member and YP Prep NC teachers removed ACE students from ACE. The phrases, "ACE is a reward system," "ACE is a privilege," or "Don't skip Wallstreet/Detention to just go to your ACE club" sets the wrong tone for the purpose of the program. The ACE Coordinator has presented to the staff at the beginning of the year that ACE can be used as a positive program for student behavior realignment. When students are removed from the program because of school day related incidents, parents are put in a difficult position when they were not informed in a timely manner. Once the ACE coordinator made the announcement at the beginning of the year, students were no longer removed from the program, and it allowed the ACE Coordinator to place the students in clubs where they are able to reflect and practice proper behavior. This has allowed students and ACE families to communicate better with leadership and teachers about the benefits of the ACE program.

ACE plays a large part for some students with academic and behavior problems. Students are identified through School Runner and Grade Reports. These reports are pulled from Student Support Counselors and Dean of Students. When the SSC and DOS identify with the student in ACE we coordinate with the family about scheduling for the student afterschool schedule. Students are often place in tutorials/detention and are able to attend their second club. The ACE Coordinator speaks with the family to make sure parents are aware of the situation and to track the student's behavior. The idea of having the SSC, DOS, ACE Coordinator and the parents notified of student behavior is to form a team to make sure the student is held accountable to school expectations.

The most significant problem and solution that took place in the 2017 school year was properly scheduling the use of spaces afterschool. Events were constantly happening afterschool without any coordination of the various departments. At our campus, any staff member had the ability to schedule a parent meeting/event. After meeting with the operations manager, new regulations were given to staff so that overlap does not occur and that ACE clubs are no longer moved from classroom to classroom.

In general, the ACE program is now seen as an extension to the school day with the benefit to connect with families. Through the cooperation of the leadership team, the ACE program has grown as a wonderful program in which select students can participate.

2. <u>Deliverable 3 Activities, Participation and Program Outputs</u>

Southeast Center

1.   Please total the number of activities and hours offered in each of the four program categories (academic assistance, enrichment, family engagement, and college readiness) and calculate their percentage.

> 7 activities, 2,820.25 hours, 41%
> 6 activities, 3,480.75 hours, 51%
> 0 activity, 0 hours, **error in coding College/Career readiness
> 2 activities, 411 hours, 6% Family Engagement
> 1 activity, 165 hours, 2% Behavior Intervention

** College/Career Readiness should have included Environmental Club and Newspaper/Yearbook Club in TX21st. I didn't code it correctly in TX21st so the report will show there are no College/Career Readiness activities for Fall. However, my logic model will show that this was a coding error.

2.   Which component areas have highest emphasis? Why?
Enrichment component with 51% represents the highest percentage of ACE programming hours. It is the highest component because students have expressed their interest and need for more enrichment and curricular activities since Southeast does not offer enough extracurricular variety.

3. Please discuss how the activities correspond to the needs of your student population?
The curriculum during Yes Prep school day is rigorous and has strong academic resources. For that reason, ACE has focused on enrichment activities to fill the gap at the Southeast campus. Based on student surveys, they expressed wanting more enrichment opportunities on their campus.

4. Enter the names of the 3 highest attended activities (choose the 75-100% category). [Name, activity type]
Family Engagement: WFA Parent University
Academic: STAAR tutorials

Enrichment: Chess Club

Highest total hours attended- Because the directions are unclear we are providing additional information.

Soccer- Enrichment
Wednesday Homework Club- Academic
Video Game Design- Enrichment

5. Do the best attended activities yield significant programmatic benefits?

Yes. STAAR Tutorial is an effective activity and very beneficial to all stakeholders. We were very intentional when recruiting the participants. We recruited 8th grade students that are at risk to fail the exam. Certified teachers held tutorials to help support that cohort of students with test content.

Parent University is family engagement activity where adults receive presentations on various educational topics. It has gained momentum within the parent community. The program benefits by having an increase in family engagement because it strengthens relationships and increases communication between all program stakeholders.

Chess Club which is under the Enrichment category is also a well-attended activity. It is one of the popular ones because it is a returning activity and led by a culturally strong staff. In this activity students that have a difficult time making friends during the school day find a place of belonging and emotional support after school. Students also attend field trips and tournaments.

6. How do you increase the availability of and/or quality of activities that are highly attended?

First, the Coordinator reviews the highly attended, highest quality clubs and looks for best practices to incorporate those practices across all ACE activities. The Coordinator also talks with students and staff to see if the club should be increased in availability; i.e., if the club days are increased, will the staff and students be able to attend more, or is the current availability enough. If the instructor is available more days and if students would like to attend more days, the Coordinator will confirm the ACE budget can handle the added day and increase days of that activity.

7. Enter the names of the 3 lowest attended activities (choose the 0-25% category). [Name, activity type]

Wednesday HW center - HW
HW center-Academic
Video Games – Enrichment

Lowest total hours attended- Because the directions are unclear we are providing additional information.

Ace by Ace- Family
Dance Company- Enrichment
AP Calculus- Academic

8. What indicators do the least attended activities give about either the content or attendees?

Wednesday HW Center is a low attended activity. Wednesday is an early release day for our campus. A lot of students leave early and don't stay for after school programming. I believe it is the timing of the activity that makes it difficult for the students to maintain consistent attendance.

HW is an academic based activity. It was activity facilitated by a vendor staff. I believe that this activity has low commitment from students because it is offered every day. I enrolled students everyday even though they only come once or twice per week. I did this because they couldn't confirm what day they were going to attend due to their work or game schedule.

Video Games this club is designed to be a smaller club and may vary from week to week, not that many kids were enrolled so when they do not attend it is very noticeable.

For the alternative lowest attended activities as provided by the total hours, ACE x ACE was a one-time districtwide event for students and parents to celebrate ACE together and meet many community organizations to support them. Dance was not attended much and therefore we changed the offering to activities students were more excited about, and AP calculus was a very targeted club for specific students to receive extra support on their calculus class.

9. What strategies do you employ when activity attendance is well below targets? Are student/parental needs being met?

When an activity is way below target participants, the coordinator will measure the effectiveness of the activity by conducting student surveys and correlating campus data. For instance, if homework club was showing to be below targets, coordinator would check student grades and homework completion data for participants. If the participants are showing passing grades and low Wall Street assignations (Wallstreet is a campus consequence given to students when they don't turn in homework is not turned in) then the activity itself is proven effective, and other factors will

be evaluated before determining adjustments. The coordinator visits activities regularly and conducts evaluations quarterly following an established rubric.

10. At what point do you drop an activity (if at all)? Can desired outcomes be realized when participation levels are low?

Activities that continuously fall below target will be visited weekly, and evaluated monthly up to three months. If activity participation does not increase and other relative campus data indicates little impact from participants, then the coordinator will make staffing adjustments to the activity. If the activity continues to show less than desired outcomes the activity will be discontinued. On the other hand, there are activities intentionally designed to be smaller in size in order to meet desired outcomes. If student campus data and grant data shows students progressively meeting their goals, then those activities will not be affected due to low participation.

B. *Tx21st Student Report: Student Attendance Percentage-<mark>Grantee Level</mark> (<mark>you will run yours for your center only</mark>)*—**Run for 2018**

This report provides the distribution of students by attendance at all centers by providing the number of students attending in 10-day increments. The overall reporting on the first two pages will provide the number of students at all centers combined. Later pages in the report break the information down to the center level. This information can provide an overall analysis of which centers may need to increase program enrollment as well as changes in enrollment from the Fall to Spring terms, thus indicating effectiveness of the center's activities.

Page 4 Questions:

11.   What category range has the highest number of students?
        The 20-29 day range has highest number of students.

12.   The preferred ordering of the bars in the days attended bar graph has the smallest bar in the 1-9 day category and the highest bar in the 120-129 day category. Does your attendance graph match the preferred? If not, then explain why.
        The attendance graph for Yes Prep Southeast does not match the preferred. For Southeast, the bar graph peaks in the (10-19) bracket, then steadily trends downwards, the lowest brackets is the (80-89 and 90-99 days). The downward trend speaks on the

initial interest of ACE participants and student availability in the beginning of the school year, however as the school year progresses, scheduling conflicts arise. Majority of ACE students partake in other extracurricular activities such as athletics, and tutorials throughout the school year. This graph shows that out of 178 students, 9 % attend ACE 60 % or more in the fall term.

13.   What percentage of students participate more than 60% of the time? How would you increase this number?
9% of students participate more than 60 % of the time.

Coordinator will administer voice and choice to student with lowest and highest ACE participation to gather feedback from both extremes. Coordinator will continue to monitor attendance and conduct exit interviews to students who have stopped attending ACE completely.

Teacher tutorials, athletics and the frequency of the activity are all factors that contribute to low participation percentages. Polling student athletes on their availability and purposefully scheduling activities around the athletic schedule will continue to be the primary factor when creating ACE schedule.

C. *Tx21st Center Report: Participant Attendance*—**Run by Center for 2018**

This report provides a list of the participants enrolled at the center, number of days of participation in the program, average number of hours attending per day, and if the participant attended a number of days that classifies them as regular or non-regular attendees. Additionally, this report provides a bar graph showing the distribution of days of participant attendance in increments of 10.

Note: It may help to sort the students by their hours of participation. Please see the appendix for a detailed document describing how to sort this report in Excel.

Page 5 Question:

A program assumption is that you are aware of the students most in need. Please look at the hours of attendance for your students (by ranking students from highest to lowest hours of) attendance) and address the following question.

14.   Are the students most in need attending the most? Are they attending enough?

Yes. Out of the 70 students with 30 days or more, 65 are middle school students, and 21 are 6th grade students. Middle school students, specifically 6th grade students are the identified most at risk students at Southeast because they typically enter 1-3 years behind reading level. This indicates effective alignment between program and college readiness efforts.

D. *Tx21st report: Participant Activity Attendance Detail*—**Run by Center for Fall 2018**

This report provides a detailed listing of the activities each student/adult participated in and the percentage of days the activity was offered that they attended. This is a snapshot of the program by attendee participation is each of the offerings.

Page 6 Questions:

15. On a case-by-case basis, are you aware of the types of activities a student is participating in, whether the activities are aligned with the student's needs, and whether the student is participating in them fully?

Yes. High risk ACE participants are identified and monitored closely. The coordinator is given a list of students in need of additional academic supports. Those students are placed in homework club and their attendance is monitored closely. When students are absent more than 3 consecutive days, coordinator will call home. Another example, 8th grade students that have never passed a state exam (STAAR) were identified and recruited for specialized ACE tutorials

16. Who is responsible for managing the set of activities offered for specific student(s)? Please discuss your strategy for addressing this issue.

There is shared ownership of activity management. Teachers, parents and students are made aware of the classification the student is placed under after the needs assessment is conducted. Coordinator enlist students in the respective activities and the

parents either agree or dispute that placement. Parents are made aware of their students' needs to support coordinator & facilitator with accountability.

17. Are parents aware of their student's selection of activities and their level of participation? Please discuss your strategy for addressing this issue.

Yes - parents are involved with their student's selections. Voice and choice surveys are administered during the parent meeting, so parents are involved in the selection process. For parents that could not attend the meeting, the survey is also attached to the registration form for students to complete and bring back with parent signature. If student is not attending regularly (missing more than 3 consecutive days) to their scheduled activity, then the coordinator contacts the parent. Parents are also notified about any special ACE happenings on the campus website, which also displays monthly ACE calendars, coordinator also shares ACE highlights through the monthly parent newsletter.

18. Please discuss how you will use the findings of the Participant Activity Attendance Detail.

Student consistency has decreased from last grant year. There has been a lot external factors that have affected the program this year. The campus was closed for snow days on several occasions during the very beginning of the semester which didn't help with positive momentum. Also, a lot of our student families were misplaced due to hurricane Harvey and lost vehicles and their homes. This resulted with fewer students having transportation for ACE. In spite of having difficulties, the program is resilient and still in route to meet it numbers.

Fifth Ward Center

Page Two Questions:

6. Please total the number of activities and hours offered in each of the four program categories (academic assistance, enrichment, family engagement, and college readiness) and calculate their percentage.

Academic assistance = 7 activities totaling 4444.00 hours, 52%

Enrichment = 20 activities totaling 3363.5 hours, 39%

Family Engagement = 3 activities totaling 210.5 hours, 3%

College Readiness = 2 activities totaling 498 hours, 6%

7. Which component areas have highest emphasis? Why?

The component areas that have the highest emphasis are academic assistance and enrichment. These areas are high due to YES Prep's non-traditional school day. Our students often lack the traditional enrichment afterschool activities and school-day electives offered at traditional school districts nationwide. As a college preparatory charter school, we have an extended school day causing our school to lack most is the provision of quality enrichment activities where students can discover their interests, enhance skills, and release energy. Because ACE 21st Century is able to provide these activities for our students, many of their interests lies within the enrichment sector. Enrichment activities give students the desire to come to school and to participate in fun, structured, programs. After creating and distributing a needs assessment to students on campus, we found academic assistance and enrichment activities were most wanted. These enrichment activities are important aspects because the majority of our students come from a low socioeconomic background, which limits their ability to cultural understanding and their capability to become involved in unrelated, outside of school activities. Additionally, students spend the majority of their day seated without the opportunity to socially interact. The intended outcomes of these component areas are to help increase school-day attendance, increase graduation rates, and improve behavior.

8. Please discuss how the activities correspond to the needs of your student population?

As stated previously, our campus' priority is to instill academic values in our students, but also provide them activities in which they can develop and grow as well-rounded adults in a thriving world. The overarching theme for our campus needs assessment is to allow students to become awakened and aware of the many diverse talents, interests, and possibilities available to them. The needs assessment stated that electives such as fine arts, STEM, and sports are lacking from our school culture. By providing classes such as anime, computer, and sports & fitness, we are directly filling this hole in our campus needs.

Sports and fitness awareness was once something missing both from the traditional school day and after-school activities. With obesity and health problems related to weight being a main focal point in our community and in our school, it was very important to adapt activities such as nutrition and indoor sports. These activities afford students the capability to lead a better lifestyle, exercise, and eat well.

Leadership has been a continuous focal area for our campus. Accordingly, we built leadership roles into clubs such as yearbook, and service club. Each activity gives students the chance to discuss campus needs and ways to address them. Moreover, many of the clubs instilled hierarchal positions such as president, editor, and/or captain to further instill a sense of leadership in our students.

At YES Prep Fifth Ward, we strive to promote academic success and awareness. The Homework Help component in our daily schedule allows students a 45-minute to hour block of time built in to each activity to complete their homework assignments before they leave campus. Students are also able to borrow laptops with internet for assignments that require extra services that may not be provided at home. This is especially true and helpful for our low income students.

9. Enter the names of the 3 highest attended activities (choose the 75-100% category). [Name, activity type]

Winter showcase – Enrichment Activity
ACE Parent Meeting – Family and Parental Support Services
SAT Prep – College/Career Readiness

Because the directions are unclear, we have provided another set of data for this question, which includes the top three activities with the highest hours provided during the fall term:

Homework Help – academics
Morning study hall – academics
Homework help Wednesdays - academics

10. Do the best attended activities yield significant programmatic benefits?

Yes. The winter showcase is a culminating event where all students in ACE create a presentation of what they have learned in their clubs over the semester. Parents, teachers, and staff are invited to attend, and it becomes a night to celebrate all their students have accomplished in ACE. This event motivates students to consistently attend ACE throughout the semester because they know their work will be showcased and celebrated at the end of the term. Parents are always amazed at what their parents have accomplished, and ACE instructors also enjoy celebrating what their students have learned. The ACE Parent meeting is very important to the program because it lays out the benefits and expectations of your student being a part of ACE. Parent involvement and alignment with program expectations is key to a successful ACE program. Once parents are invested in the success of ACE and understand the benefits of their students attending ACE regularly, student participation remains consistent. Also, because program expectations are proactively communicated with parents, parent are invested in the program and work with the Site Coordinator to reinforce expectations for their students. SAT Prep is vital to the success of our high school students. Currently only 20% of our high school students test 'college ready' on SAT tests. Therefore, we have aligned our ACE offerings with the schools priority of getting more high school students truly college ready.

Alternatively, if you consider the top three activities based on number of hours provided, you can see they are all academic related, specifically homework help and study hall clubs. These do yield significant programmatic benefits and are therefore offered every day of the week. These clubs provide support for students to complete, review for accuracy and understand their daily homework assignments so that they improve their course grades, exams, and state test exams, as well as work toward on-time promotion.

11. How do you increase the availability of and/or quality of activities that are highly attended?

Clubs with high attendance rates, highly populated, and/or requested by parents and students are given additional classes, if the budget allows; this means, some classes may be scheduled for two to three times per week to accommodate different students with different schedules. These clubs allow our school to fit the needs and wants of our students and parents. As far as quality of programming, all classes are observed monthly. Feedback from the observation is given during the monthly check in between site director and vendor/teacher. If an activity needs improvement, the observation of that club then becomes weekly, with regular feedback given the day of the observation. If the instructor does not show improvement, the vendor is contacted and a request for a new instructor is made; if the instructor is a YES Prep teacher, he/she will be replaced with a more sufficient instructor.

12. Enter the names of the 3 lowest attended activities (choose the 0-25% category). [Name, activity type]
Homework Help – academic assistance
Movie Club – enrichment
Computer Programming – college/career readiness

Do to the unclear directions of this question, we have provided another set of alternative data for the question above. Below are the lowest attended activities based on the least amount of hours the activity was provided:

Hip Hop Dance   - enrichment
ACExACE Adults – family services
Civil Rights – enrichment

13. What indicators do the least attended activities give about either the content or attendees?

Although attendance for the given activities was very low, the students who attended these classes were quite dedicated. Positive indicators for these activities include: the students were very dedicated to their studies, their instructor, and the content of the activity. However, it

was found that only a small sector of students held some type of interest in the academic assistance or enrichment category of the 3 activities. As a future reference, these activities can be labeled and promoted in a different way (different name, student population, etc.) to gage the interest of students. Confidently, those who are attending are affected positively and enjoy the activities very much. Also, all three of these clubs are dedicated to high school students, who are less likely to attend ACE as consistently as middle school students. This is because they have extra afterschool responsibilities and opportunities, such as jobs or non-ACE sports teams. Even if they cannot come as often, we believe supporting them when they are able to come is very important so that we know that are in a safe and quality environment on those days.

For the alternatively provided lowest activity category, these were special one time events, not ongoing ones, which is why the numbers are so low.

14. What strategies do you employ when activity attendance is well below targets? Are student/parental needs being met?

Firstly, the Program Coordinator sends personal invitations to those who originally showed interest to ensure that those enrolled do not forget about the activity. Secondly, the instructor sets a vision for the program and gives students who attend invitations for students to personally invite their friends to join the club. The Coordinator encourages and provides support for the instructor to seek student feedback and create an activity that both meets the expectations of the student and the instructor. Recruiting additional students is also done regularly through the school newsletter and social media outlets provided by the school.

Some activities are low in attendance but very high in commitment. If there is a select core of students who attend their program weekly without fail, these classes are kept. Many times, the classes that are low in attendance but high in commitment serve a very specific need for our students and gives them a chance to belong that they might not find in the school day. Additionally, by canceling classes that have low but consistent numbers, you risk losing those students altogether which may result in lower participation in the afterschool program and students' needs not being met.

15. At what point do you drop an activity (if at all)? Can desired outcomes be realized when participation levels are low?

As a campus of tradition and practice, an activity is eliminated if the instructor is sub-par and does not respond to efforts made by the program coordinator to try and support the instructor or increase attendance for the activity. The activity can also be eliminated if it is not cost effective, meaning the cost of the activity outweighs the number of students who regularly attend the course. In many cases, small number of students may not lead to cancellation if the students are highly committed and are benefiting from the program. If there is still an extreme interest in the activity, the Coordinator will find a cost-effective replacement. Lastly, if students lose interest in the activity altogether, the activity is cancelled.

B. *Tx21st Student Report: Student Attendance Percentage-<mark>Grantee Level</mark> (<mark>you will run yours for your center only</mark>)*—**Run for 2018**

This report provides the distribution of students by attendance at all centers by providing the number of students attending in 10-day increments. The overall reporting on the first two pages will provide the number of students at all centers combined. Later pages in the report break the information down to the center level. This information can provide an overall analysis of which centers may need to increase program enrollment as well as changes in enrollment from the Fall to Spring terms, thus indicating effectiveness of the center's activities.

Page 4 Questions:

16. What category range has the highest number of students?

The category range that has the highest number of students is 1-9 days.

17. The preferred ordering of the bars in the days attended bar graph has the smallest bar in the 1-9 day category and the highest bar in the 120-129 day category. Does your attendance graph match the preferred? If not, then explain why.

No, the attendance graph does not match the preferred graph. The current highest category is 1-9 days, followed by 20-29 days, then 40-49 days, 10-19 days and 30-39 days. The graph indicates there a fewer students with a higher attendance rate (50 or more days), yet is still on track to meet the required number of regular students for the cycle (total 150 students).

18. What percentage of students participate more than 60% of the time? How would you increase this number?

5% of students participate more than 60% of the time. This number can be increased by establishing better communication with both parents and students about minimum participation, scheduling, and the benefits of afterschool programming. Clarity around these issues set the expectations for parents and students. As a reference from previous years and knowledge, many students cannot feasibly participate more than 60% of the time due to athletic, job, or familial obligations. Students who participate in sports are not likely to reach such a high percentage of participation due to practices and games. Additionally, students who care for younger siblings at home or who need to coordinate their schedule with a sibling at the school will not reach 60%. Lastly, to possibly increase the percentage, the program coordinator may send reminders home to students and parents

about regularly attending program. In addition, weekly reminders can be put on the bulletin board and in the weekly newsletter sent home to parents about afterschool program requirements and expectations.

C. *Tx21st Center Report: Participant Attendance*—**Run by Center for 2018**

This report provides a list of the participants enrolled at the center, number of days of participation in the program, average number of hours attending per day, and if the participant attended a number of days that classifies them as regular or non-regular attendees. Additionally, this report provides a bar graph showing the distribution of days of participant attendance in increments of 10.

Note: It may help to sort the students by their hours of participation. Please see the appendix for a detailed document describing how to sort this report in Excel.

Page 5 Question:

A program assumption is that you are aware of the students most in need. Please look at the hours of attendance for your students (by ranking students from highest to lowest hours of) attendance) and address the following question.

19. Are the students most in need attending the most? Are they attending enough?

The students most in need are attending. Those most in need are currently in outside tutorials that are not sponsored by 21st Century or have failed to attend homework help sessions when asked due to many different circumstances. Students who struggle academically do attend with frequency because of the academic study halls. In addition, athletes are motivated by their coaches and the prospect of playing to attend these same sessions. Unfortunately, in the case of our most behaviorally challenged students, they might not have a supportive home environment or an "enforcer" to ensure the student stays afterschool. Creative and collaborative ideas for new activities specifically for these students have been implemented to continue the efforts of reaching our most in need students and their parents.

D. *Tx21st report: Participant Activity Attendance Detail*—**Run by Center for Fall 2018**

This report provides a detailed listing of the activities each student/adult participated in and the percentage of days the activity was offered that they attended. This is a snapshot of the program by attendee participation is each of the offerings.

Page 6 Questions:

19. On a case-by-case basis, are you aware of the types of activities a student is participating in, whether the activities are aligned with the student's needs, and whether the student is participating in them fully?

Yes. Successfully proven over the years, the afterschool program at Fifth Ward is very individualized and the Program Coordinator is aware of which students are in which activities. The registration form for the program requires a signature from the Coordinator after students have selected their classes so the coordinator can have a conversation with the student about their choices and whether she thinks they might be interested in another program. The classes the students choose, also make for their schedule. Therefore, the program coordinator, school staff, and student know each activity they are to be participating in. In addition, activity guidance by the Program Coordinator takes place considering individual students' needs and recommendations from YES Prep campus teachers, etc.

    The Coordinator created an attendance tracker for each afterschool club that can be found in the front office, cafeteria, and in the program coordinators office. This tracker includes the roster of that club, a column for each time the club meets, and the assigned room. Under the date in which the club meets, the club sponsor inputs attendance by having students physically sign-in. This allows for the coordinator and the sponsor to easily track if a student is failing to attend consistently. She then follows up with the students to explain the commitment of signing up for a club and asks what the cause of their failure to attend is. Using the same routine as previous years, if attendance is low because they did not like the program, the Coordinator seeks to understand why and, based on the response, encourages the student to keep with it or select another club. If it is a trend with multiple students in the same activity, the Coordinator follows up with the person leading the club to address whether the lessons should be modified to engage students better.

20. Who is responsible for managing the set of activities offered for specific student(s)? Please discuss your strategy for addressing this issue.

Continuing the practice from the previous year due to its success, upon registration, students receive a blank schedule and a list of all the clubs available afterschool. In the blank schedule there is a line for the signature of the person leading that club, called the club sponsor. To sign-up for any club, students find the club sponsor and must get their signature to register for their club. After they receive the signature of the club sponsor(s), they must get their parent's signature on the completed schedule and, finally, the signature of the Coordinator. Thus, students

choose their activities, and by doing so, create their own set schedule. If a student has been identified by their Grade Level Chair, Student Support Counselor, Dean of Students, and/or Learning Lab Specialist as needing to attend a certain program or having a certain need, the Coordinator will go with the student to the club sponsor to get their signature and call their parents when they are done to tell of their afterschool obligations. The Coordinator explains that the student will come home with a schedule that requires their signature. The Coordinator manages and tracks the attendance in all the clubs. If she notices a trend with a particular student not attending clubs, she follows up with the student. If she notices a trend with a particular club with many students not attending, she follows up with the club sponsor.

21. Are parents aware of their student's selection of activities and their level of participation? Please discuss your strategy for addressing this issue.

At the beginning of each semester, the afterschool program holds a mandatory parent night where parents are introduced or reminded of the procedures and expectations of the school day, as well as the after school program. The Coordinator discusses the afterschool program, the procedures and the expectations associated with it. It gives parents the space to ask questions about other programs and clarify what is needed of their students' afterschool.

As part of the registration for the afterschool program, students complete a schedule of their afterschool clubs and parents must sign the completed schedule. By doing so, parents become aware of their student's selection of activities and the frequency in which they must stay afterschool. Often times we get buy-in from parents by discussing that the first hour of all afterschool clubs is an hour of homework help and study hall. Parents are also made aware of their child's absences, positive and negative actions, and any incentives students receive via email, texts, or phone calls.

22. Please discuss how you will use the findings of the Participant Activity Attendance Detail.

The Participant Activity Attendance Detail report will allow the Coordinator to identify those students who are exceeding program expectations, as well as those who may need to attend more regularly. The findings will give the Coordinator the ability to offer incentives and rewards for those who show progress, and those who regularly attend. This report can also be shared with Grade Level Chairs, SSCs, club sponsors, teachers, and the leadership team. This will allow the school to work, encouraging students to attend more often and to congratulate those who are on track. Moreover, this detail helps to plan for programming needs, changes, additions, etc. In addition, this report can be shared with parents, so that they are able to track their child's whereabouts, progress, and schedule. This will allow the program coordinator, student, parent, and staff to be aligned.

Southwest Center

Page Two Questions:

16. Please total the number of activities and hours offered in each of the four program categories (academic assistance, enrichment, family engagement, and college readiness) and calculate their percentage.

Academic Assistance: 5 activities = 3,087 hours = 33%

College Readiness: 3 activities = 2,738 hours = 29%

Enrichment: 8 activities = 3,144 hours = 34%

Family Engagement: 4 activities = 355 hours = 3%

17. Which component areas have highest emphasis? Why?

At 34%, Enrichment represents a great portion of programming out of the four components for Southwest. When developing programing for this year the Site Coordinator thought about activities that would help students achieve success in an academic, yet fun filled environment that would also be able to help students develop a keen sense of social skills. This year we had students participating in multiple clubs during the week for them to receive a variety of benefits. Southwest has a high academic focus, and student feedback has requested more enrichment programs in the afterschool programming. As the coordinator, I made it a priority to make sure that all students were able to maximize all programming that was offered by speaking to a the ACE students one-on-one about programming and what benefits them personally with their agenda in preparing for college.

ACE provides these activities to balance the rigors of the academic school day and enhance social skills. For example, My Sister's Keeper Girl is a club that helps empower young African American girls from 6-12 grade on self-esteem and self-image. In this club, girls can recognize what a positive self-esteem looks like and have discussions about real life issues. ACE provides these young girls with the tools necessary to know their self-worth and how to handle real life situations with being African American.

18. Please discuss how the activities correspond to the needs of your student population?

The community around Southwest lacks afterschool activities for students and parents. With Southwest and YES Prep district-wide being smaller than the average school and district it has difficulty providing a wide range of electives due to budget constraints. Therefore, ACE offers popular programming afterschool that some traditional schools offer as electives

during the school day. These include Debate, French Club, Dessert Gallery, Homework Posse, and Thespian club, just to name a few. ACE also provides Southwest with an afterschool library with computers since the school does not haven an official school library on campus. This provides an area for students to have access to use additional resources for homework assignments and projects.

Students came to me stating that they would like to have an ACE Debate team. Since students voiced what they wanted and met all the preliminary requirements, ACE definitely wanted to provide this for the students. The debate team was created for students who wanted to have forums about real life issues that affected them like DACA. This club has become a priority for our campus because it allows students to voice their feelings in a controlled environment. This club has also brought upon a great partnership with the YMCA.

19. Enter the names of the 3 highest attended activities (choose the 75-100% category).
    1. Maverick Event Planners, College and Workforce Readiness
    2. Princeton Review, College and Workforce Readiness
    3. Art Club Winter Showcase, Family and Parental Support Services

    Alternatively, because the directions are unclear we will also provide the top three activities with the highest total hours.

    a. Homework Posse, Academic
    b. Maverick Event Planners, College and Workforce Readiness
    c. Thespian Club, Enrichment

20. Do the best attended activities yield significant programmatic benefits?
    One of the biggest yields for students who are in Maverick Event Planners Club is that they get to work on multiple skills that can enhance their personal academic skills such as entrepreneurship, as well as building on to their organizational and social skills. Building on to these skills helps with their day to day skills within the classroom and helps them become a stronger student and person. To have a successful event, you must brainstorm, plan, and execute.

    The Art Department and ACE teamed up to serve ours student with a love for Art with ongoing Enrichment support afterschool. With increased Enrichment our mission is to provide students with the enrichment tools needed to be successful in college and to develop long lasting relationships outside of the classroom on a broader spectrum in the arts. The Art winter showcase is a culminating event for students to showcase their work and have their peers, teachers, and parents admire what they have accomplished in their ACE art club over the semester.

For the alternative activities provided above, Homework Posse is greatly beneficial because it provides a quiet place for students to complete their homework each day, understand the material they learned during the school-day, which helps them prepare for better grades, exams, and state assessments, as well as supports them to on-time promotion. Maverick Event Planners and Thespian club are both based on student voice and choice and have very committed teachers and students.

21. How do you increase the availability of and/or quality of activities that are highly attended?

I work with staff and students to determine their interest and availability for additional days. I observe every activity regularly and provide feedback and best practices to ensure high quality. For example, My Sister's Keepers is a very popular program with young African American young ladies but can have low attendance at times. As the coordinator I compared the attendance days across the board for the Southwest campus and saw that Fridays had a low percentage of attendance. For the ACE program to be successful every day I had one-on-one sessions with students and surveyed them for the best day to offer different programming and adjusted based on their feedback.

22. Enter the names of the 3 lowest attended activities (choose the 0-25% category).

1. Homework Posse, this is only club that has students in the 0-25% range. All other clubs are highly attended.

   Alternatively, because the directions are unclear we will also provide the top three activities with the least total hours.

   a. ACE Parent Meeting, Family and Parent Support Services
   b. ACE x ACE, Family and Parent Support Services
   c. Art Club Winter Showcase, Family and Parent Support Services

23. What indicators do the least attended activities give about either the content or attendees?

Homework Posse is a genuinely voluntary club where students can go to finish their homework in a quiet setting afterschool. If students do not need homework help, they are welcome to attend other ACE clubs. Students are expected to be self-accountable and only attend when needed. If students take advantage of this and school day teachers realize homework is consistently incomplete, the Coordinator will work with the teacher and students to ensure homework is complete and homework posse is utilized appropriately. Many times, however, students only need homework posse club once or twice per week and not every day, based on their academic needs.

The alternative clubs above were all special one-time events to celebrate and promote the "normal" ACE activities.

24. What strategies do you employ when activity attendance is well below targets? Are student/parental needs being met?

When clubs are low in participation, trending below 10 participants for an activity, I speak with the parents, teacher, and students who originally signed up for the club. I assess the factors that could be fixed in a short amount of time. I try to give bi-weekly feedback to instructors and when doing so I try to meet with them to discuss ways that we could improve the club to maximize student participation. I make parent phone calls to have the parents understand the benefits of the ACE program and how important it is for them to attend consistently. Some other strategies have been reaching out to homerooms, parent letters, and posters. Another major strategy that I use when attendance numbers are low would be to replace the club with another club. Sometimes the students get bored and need another activity to spark their interest. There are some programs that are low in numbers but have consistent members such as STAAR Study Help. STAAR Study Help was designed for a small group setting for students to receive a more one-on-one coaching in a more controlled environment.

The alternatively provided lowest activities above are all one-time events, not meant to be ongoing, but rather meant for setting up parents and students for ACE success at the beginning of the year or meant to celebrate students' achievements through a showcase at the end of the term.

25. At what point do you drop an activity (if at all)? Can desired outcomes be realized when participation levels are low?

When analyzing the data on a daily basis the Coordinator evaluates if the club needs a change in the curriculum or the teacher needs more feedback. In some cases, it is important to weigh the options, taking into consideration the contract with the vendor. Sometimes going to one day a week with a club can increase numbers with students knowing that they have only one day that week to attend. Foremost meeting the needs of the students is most important and must be taken into account when making these decisions.

B. Tx21st Student Report: Student Attendance Percentage-Grantee Level (you will run yours for your center only)—Run for 2018

Page 4 Questions:

26. What category range has the highest number of students?
1-9 days is highest number category.

27. The preferred ordering of the bars in the days attended bar graph has the smallest bar in the 0-9 day category and the highest bar in the 160-180 day category. Does your attendance graph match the preferred? If not, then explain why.

No, the ordering of the bars for Southwest goes from the 1-9 as the high and the 80-89; 100-109; and 110-119 days the low. Some clubs are offered once a week to accommodate students' involvement in other organizations at the school. Since these clubs are once a week, these students are fully aware of their commitment and consistently show up for their preferred club. I have also introduced new clubs in the spring semester that were not offered in the fall to increase attendance numbers.

28. What percentage of students participate more than 60% of the time? How would you increase this number?

9% of students participate more than 60% of the time. Students are committed to the ACE program but attend multiple clubs that meet once a week or even bi-weekly. Numerous students join the ACE program to become a part of specific programming and specializations or discover other things that spark their interest. Furthermore, many students cannot commit to more than 40% of the time due to everyday life obligations, such as working, taking care of a sibling, or being a part of an athletic team. Personal phone calls home to parents about the programs expectations has been a great success as well as having clubs changed to different days for better attendance.

C. Tx21st Center Report: Participant Attendance—Run by Center for 2018

Page 5 Question:

A program assumption is that you are aware of the students most in need. Please look at the hours of attendance for your students (by ranking students from highest to lowest hours of) attendance) and address the following question.

29. Are the students most in need attending the most? Are they attending enough?

Yes. There is an array of students that have specific needs in different areas that are benefiting from ACE. ACE has aligned with school day teachers to ensure afterschool activities are meeting high-quality academic expectations. Many Southwest teachers are also instructors for an ACE club. Teachers, counselors, deans of students, and other school day staff work with the Coordinator to ensure students in need are targeted for ACE. The Coordinator has work specifically with the high school college counselor to provide targeted SAT prep tutorials through ACE for those students most in need, has created afterschool SPED learning labs for our SPED students, and has created affinity groups for students who were in need of behavioral and cultural support. All of these targeted supports have proven very beneficial for our students.

D. **Tx21st report: Participant Activity Attendance Detail—Run by Center for Fall 2018**

This report provides a detailed listing of the activities each student/adult participated in and the percentage of days the activity was offered that they attended. This is a snapshot of the program by attendee participation is each of the offerings.

Page 6 Questions:

20. On a case-by-case basis, are you aware of the types of activities a student is participating in, whether the activities are aligned with the student's needs, and whether the student is participating in them fully?

Yes. ACE student schedules are made by the parent and student for their individual academic needs and their individual likes and interests for enrichment activities. Some activities are designed for a specific group of students. For example, Achievement Academy focus to our students who need extra help with study skills and testing strategies for the Common Assessment, and internal test that projects how students will do on the STAAR exam, and those students who are referred to ACE by the Deans of Academic Department. Homework Posse is strongly recommended by Grade Level Chairs for students who are on Academic Probation. Attendance data is evaluated on a weekly basis and any decrease in attendance results in a follow up conversation with the specific student in question, their dean, and grade level chair. The Coordinator knows what clubs each of her students are in and follows up with students who do not attend when expected to see what if any additional or alternative supports they need to remain consistently attending ACE.

21. Who is responsible for managing the set of activities offered for specific student(s)? Please discuss your strategy for addressing this issue.

The ACE Site Coordinator is responsible for managing activities to ensure they meet the needs of students and parents. The coordinator is responsible for monitoring the Academic Probation list provided by the Grade level chairs every six weeks in order to know first-hand which students need to utilize ACE programing.

Academic Probation students that are in Homework Posse are required to prioritize their homework by completing their Academic Probation subject first and they are also required to attend offered non-ACE tutorial classes before ACE programming.

Designated students that are referred to us by their teachers attend Writing Center for extended time for work and help with one-on-one writing skills provided.

Enrichment activities are based on student voice and choice and have produced great consistency among ACE participants, including Thespian club, Maverick Event Planners, Debate Team, and more!

22. Are parents aware of their student's selection of activities and their level of participation? Please discuss your strategy for addressing this issue.

Every semester students and parents are given a brochure that informs them on the ACE programs that are offered and they make class selections with their student based on their needs and interest. During the parent meetings, parents are asked to make the commitment to assist the Site Coordinator and teachers to make sure their student attends on a regular basis by signing a parent handbook that explain the importance of the grant and how they can help their student stay in compliance for the ACE program. When students' attendance numbers are low parents are called and made aware of the amount of days their student has been absent and present.

23. Please discuss how you will use the findings of the Participant Activity Attendance Detail.

Analyzing the Participant Activity data helps the coordinator improve the quality of programming and see the areas that need improvement.

The Participation Activity Attendance Detail data provides a better perspective on which students to identify with to get them re-engaged with the ACE program since they are not attending on a regular basics. Another use for this data is to determine which clubs need to be re-developed to have increasing numbers, which will help with regular attendance.

East End Center

Page Two Questions:

1. Please total the number of activities and hours offered in each of the four program categories (academic assistance, enrichment, family engagement, and college readiness) and calculate their percentage.

Academic – 7 activities, 1,921 hours, 25%
Enrichment – 13 activities, 5,104.5 hours, 67%

College/Career – 5 activities, 462 hours, 6%
Family Engagement – 8 activities, 127,75 hours, 2%

2.   Which component areas have highest emphasis? Why?

Enrichment has the highest emphasis because, per our original grant application and per the center's annual logic model and center plan, enrichment is something this campus can otherwise not provide unless through ACE activities. YES Prep East End is very focused on academics and college/career readiness during the school day, with little emphasis on enrichment activities. Our limited school budget also allows only a minimal number of afterschool enrichment activities that are hosted through the campus budget. Therefore, the ACE grant supplements this need by providing important enrichment activities our students would otherwise not be able to experience. Additionally, some of our highest attendance enrichment activities are cross-functional and have college/career and academic components to them. For example, SOLX (Society for LatinX students) is a wonderful enrichment activity that allows students to learn about and celebrate their culture and heritage. During this club, they complete research projects, participate in service learning projects around their campus and community and learn Spanish, all of which could be categorized as other than enrichment, but that is the component we chose to put this club into.

3.   Please discuss how the activities correspond to the needs of your student population?

Many of our enrichment clubs are sports related which were implemented after student voice and choice requested these clubs be added to ACE. Also these sports clubs meet the needs of our students and community because our campus is in a food dessert and students historically have physical and health problems due to lack of nutritious food options outside of school. Including physical movement in ACE is imperative to students' overall wellness both physically and mentally. For our team sports, like Cheer and Baseball, students are given their first opportunity to be on a team and build skills around not just the sport but also around sportsmanship and teambuilding skills. They are also given the opportunity to work with a coach and increase their self esteem while being part of this team. They also increase their sense of school pride, because for the first time, they are on a school sports team, representing their campus. These sports related activities are also increasing their resume for college since being involved in afterschool activities helps with college applications. Lastly, video games is a really popular enrichment activity among students. We include this activity because of the continuous request from students, the consistent attendance by students in this club and as an incentive to come to school during the school day and finish their homework before playing games. We have also included new strategy board games in this club to continue to try to increase its academic quality.

4.   Enter the names of the 3 highest attended activities (choose the 75-100% category). [Name, activity type]

Futbolio Tournament - Enrichment

College Talk – College/Career

Family Paint with a Twist – Family

Clubs with the highest total hours attended- because the directions aren't clear, we are providing additional information for thoroughness.

- Reflections/Supper
- Soccer/ Study Hall Club
- Athletic Study Club

5. Do the best attended activities yield significant programmatic benefits?

Futbolio tournament was a one-day fun enrichment activity where students picked teams and then rotated in a tournament style to the next team until there were only the best teams remaining. This activity allowed every student an opportunity to be on a team and play soccer, even those who are not normally on the soccer team/club. The team tournament created great comradery between classmates and the competition made a fun way for all ACE students to get excited about being together.

The College talk was an overview for students on the importance of college education. Students reviewed college application timelines, higher ed options, reviewed the admissions process and researched financial aid opportunities. This club goes to the heart of the YES Prep mission to prepare each of our students to be college ready.

The Family Paint with a Twist was a fun and interactive way to get parents and students creating something artistic together. Students and parents worked on a blank canvas and were given directions on how to create a specific work of art. It was a great way for parents and students to bond over something fun. We also provided a hot chocolate bar so parents and students could mix different sweets and toppings together and enjoy a warm hot cocoa while painting. It was a great event for fun in the middle of a difficult semester post-Harvey.

6. How do you increase the availability of and/or quality of activities that are highly attended?

The activities listed above that were highly attended were high quality. Since they were so successful, it would be ideal to recreate them and see if they could become a regularly scheduled event. However, students and parents don't like too much repetition, so I try to change up the different family and college events in order for the program offerings to stay relevant, new and exciting to all. For other clubs that are highly attended, such as video games, I use the carrot and the stick approach where students love video games, but they have to have attended school during the school day, can't have detention or other disciplinary issues, must have completed their homework, and then can enjoy video games. Additionally, I have added some board games and chess games that

are known for building brain capacity and strategic skills so that students waiting for the controls on the video games can play with games that are both fun and building brain power.

7.   Enter the names of the 3 lowest attended activities (choose the 0-25% category). [Name, activity type]
Athletic Study Hall – Academic
Supper and Reflections – Enrichment
Basketball and Four Square - enrichment

   Clubs with the least total hours attended- because the directions aren't clear, we are providing additional information for thoroughness.

   - Family Yoga: one day parent activity
   - Parent Self Care Workshop: One day parent activity
   - Open House: One day parent activity

8.   What indicators do the least attended activities give about either the content or attendees?
Athletic study hall is a collaboration between ACE and the YES Prep athletic department. Collaborations are great, but this is an example of the collaboration meeting the needs of the students while not necessarily fitting perfectly into the ACE model for participation. The athletic coaches enjoy utilizing Athletic study hall because it gives their athletes a structured and quiet place for athletes to complete their homework. This helps the athletes maintain their required grades and keeps athletes accountable to the school day academic requirements. However, athletes may only come to study hall during the season during which their sport is active. The other parts of the school year, the coach isn't necessarily able to tell students to go to study hall. The coach may even be a temporary hire, who is only on campus during season. Also, sports teams have tournaments away from school, which may result in Athletic Study Hall being canceled that day. Both ACE and athletes appreciate this collaboration and benefit from it, but due to the way sports seasons rotate, the numbers won't look as consistent as other ACE clubs. For the alternative clubs listed above, parent self-care, open house, and family yoga were all one-day special events to accommodate family schedules and motivate parents to engage with their students and ACE.

9.   What strategies do you employ when activity attendance is well below targets? Are student/parental needs being met?
When an activity has attendance well below the targeted number, the coordinator first observes the activity to monitor its quality and ensure that the instructor is engaging and actively participating with students during the activity. In short, to make sure the activity isn't boring. If the instructor is doing everything appropriately, then the coordinator will ask the students whether they have friends who they could invite to the club. Peer recruitment generally works well among students. Also, students will be honest if asked what they like about a club and what they don't. The

coordinator will attempt to make adjustments for the club as requested by the students when possible. The coordinator will also be honest with the students and teacher that if attendance remains too low for too long, the club will have to be cut due to budget constraints. Students appreciate the honesty and work hard to remain accountable when they are aware of the consequences.

10.   At what point do you drop an activity (if at all)? Can desired outcomes be realized when participation levels are low?

The coordinator tries very hard not to cut clubs unless there are no other options. If a club is lowly attended, but is high quality and the few students love the club and are totally committed to the club, the coordinator reviews her budget to ensure she can afford keeping the club. For example, Cirque du Distraction was a club that was requested by student voice and choice. They learn different circus stunts and have become skilled at juggling and other tricks. There are about five high schoolers who absolutely love this club and come every time it is held. So long as the budget allows, this club will remain in effect for these very passionate and committed students, who wouldn't be in ACE for any other club. On the other hand, last semester there was a club that was hosted by an external vendor where students learned about the ocean ecosystem and painted a large mural of the ocean for the school. It sounded like a really amazing opportunity for students and the campus, but the instructor could never get more than four students to commit. Due to the small number of students, research about the marine life in the ocean was rushed through because it would take so long for only four students to complete the mural. The mural now hangs in the EE hallway, but that club was too expensive an not high quality enough for ACE to host that club again this spring. The instructor never was able to recruit more students either, so without a guarantee that a future project would generate more student interest, this is a club that has been canceled for now.

B. *Tx21st Student Report: Student Attendance Percentage-==Grantee Level== (*you will run yours for your center only*)*—Run for 2018

This report provides the distribution of students by attendance at all centers by providing the number of students attending in 10-day increments. The overall reporting on the first two pages will provide the number of students at all centers combined. Later pages in the report break the information down to the center level. This information can provide an overall analysis of which centers may need to increase program enrollment as well as changes in enrollment from the Fall to Spring terms, thus indicating effectiveness of the center's activities.

Page 4 Questions:

11.   What category range has the highest number of students?
       The highest number of students are in the 1-9 days category.

12.   The preferred ordering of the bars in the days attended bar graph has the smallest bar in the 1-9 day category and the highest bar in the 120-129 day category. Does your attendance graph match the preferred? If not, then explain why.

Our chart does not match the preferring ordering of the bars. One of the main reasons for the chart not matching the preferred order is because this campus ACE program is genuinely based on a student voice and choice model. When students ask to try ACE, they are welcome to, regardless of their other afterschool or home commitments. If they are able to attend one day per week, although not ideal, we would prefer them be in a safe afterschool ACE program during that time than not at all. Also, if a student requests a club, if the budget allows, the coordinator allows for that club to be tried out. Many of the students' ideas have ultimately not caught on very well, but it is meaningful for the students to have the autonomy to be able to try new ideas. Additionally, while we continue to push for students to come as much as possible, we are genuinely built on a voluntarily model so we do not in any way force students to come to ACE. While the chart isn't perfectly matched to the ideal model, our way of structuring ACE means that students who are there genuinely want to be there.

13.   What percentage of students participate more than 60% of the time? How would you increase this number?

4% of students participate in ACE more than 60% of the time. In order to increase this number, we could implement a policy that clubs must run more than they currently are. While this can put strain on the instructors and the budget, increasing clubs that are popular to run more days than they do would likely increase this students participation number. Additionally, while being in ACE would remain voluntary, would could implement a policy that if you're interested in ACE, priority will come to students who can commit to the most days of attendance per week. This is something we have not implemented at our campus, but could incentivize students to come more often.

C. *Tx21st Center Report: Participant Attendance*—Run by Center for 2018

This report provides a list of the participants enrolled at the center, number of days of participation in the program, average number of hours attending per day, and if the participant attended a number of days that classifies them as regular or non-regular attendees. Additionally, this report provides a bar graph showing the distribution of days of participant attendance in increments of 10.

Note: It may help to sort the students by their hours of participation. Please see the appendix for a detailed document describing how to sort this report in Excel.

Page 5 Question:

A program assumption is that you are aware of the students most in need. Please look at the hours of attendance for your students (by ranking students from highest to lowest hours of) attendance) and address the following question.

14. Are the students most in need attending the most? Are they attending enough?

Yes. We recruit students who are most in need for ACE. The coordinator works with the Dean of Students, teachers, college counselor, and other campus leadership to get referrals from staff about students who would benefit from ACE because they are in need of extra support. The close relationships between the coordinator and the rest of the YES Prep East End staff make recruitment of students in most need very fluid and easy. The coordinator also has technological access to the campus disciplinary system, detention list, and attendance and grades reports for students. This allows the coordinator to monitor students' needs in real time. While many students who are most in need are attending, some of the most needy students may not be able to attend ACE. Even though free, ACE participation in itself is a privilege that some students can't afford. For example, students may be required by their parents to watch younger siblings at home afterschool or have a paid job to help support the family afterschool.

D. *Tx21st report: Participant Activity Attendance Detail*—**Run by Center for Fall 2018**

This report provides a detailed listing of the activities each student/adult participated in and the percentage of days the activity was offered that they attended. This is a snapshot of the program by attendee participation is each of the offerings.

Page 6 Questions:

24. On a case-by-case basis, are you aware of the types of activities a student is participating in, whether the activities are aligned with the student's needs, and whether the student is participating in them fully?

Yes. Every student has an opportunity at the beginning of the semester to 'try out' the clubs they find interesting. After the first week, the student 'signs up' for the clubs they want to commit to for the semester. This structure adds a level of student voice and choice but then also accountability. If the student ultimately hates the club, they are allowed to talk with the coordinator to work through a schedule change together, however, students aren't allowed to change clubs on a day to day basis from what they have committed to. This decreases the behavior problems that were originally occurring when students freely changes clubs all the time. The bigger commitment to each club also allows for that club's participants to really get to bond and to move forward together on project based learning.

25. Who is responsible for managing the set of activities offered for specific student(s)? Please discuss your strategy for addressing this issue.

As discussed above, aside from meeting the minimum requirements of the different components of the grant, students have a lot of voice and choice in implementing the activities for this ACE program. Students requested Cirque du Distraction, Yearbook/Photography, Cheer, Baseball, SOLX, Hispanic Honor Society, and video games, all of which were then created and have been very successful for several semesters.

26. Are parents aware of their student's selection of activities and their level of participation? Please discuss your strategy for addressing this issue.

Yes. Parents must attend a registration / orientation night to understand what ACE is and what their students are signing up for. Also the coordinator is in constant communication with parents through the school messaging service, which sends texts to parents about activity reminders or ACE cancelations. Parents are called if there is a behavior issue with their student, and also called to celebrate students' accomplishments. The ACE Coordinator has created multiple family engagement activities where parents can learn about what their student does in ACE and also can participate in a fun activity with their student.

27. Please discuss how you will use the findings of the Participant Activity Attendance Detail.

This report is a great way to focus in on each individual student and see exactly where they love to go for ACE. While the ACE Coordinator is aware of which students are in what clubs, based on the practices listed above, this report still provides the hard data that is reliable and easily understandable. It also provides a quick reference for students who attend many different activities compared to those who are participate in only one or a few. It would be a good report to compare those students who are in one club together and then talk with those students to see if they would attend the other clubs their friends from that one club are in.

Gulfton Center

Page Two Questions:

30. Please total the number of activities and hours offered in each of the four program categories (academic assistance, enrichment, family engagement, and college readiness) and calculate their percentage.

Component	Hours	Percentage (Rounded)
Academic	1,033.50	20%
Adult/Family	184.50	3.6%
Enrichment	3,542	70%
Behavioral	152.50	3%
College/Career Readiness	173.50	3.4%
Total	5,086	100%

31. Which component areas have highest emphasis? Why?

The top two component areas are enrichment and academic. Students have limited access to enrichment and elective opportunities at the middle school level at Gulfton. We can supplement the lack of electives during the regular school day during after school programming. Also, our school struggles with meeting attendance goals for the regular school day so enrichment activities help incentivize attendance to the regular school day.

Lastly, academics is a school-wide priority that is owned by everyone on campus. In this program, we support our campus-wide academic goals by assisting students with homework completion and informal tutorials with ACE program instructors.

32. Please discuss how the activities correspond to the needs of your student population?

The activities that are offered as enrichment are activities that have taken into consideration student voice and choice. Since this is the fifth year of the program, we have a strong sense of which enrichment activities our students are most likely to attend. These include soccer, guitar, and dance. The primary goal of offering these programs is to incentivize attendance to both the regular school day and the ACE program.

Providing academic support in the form of homework completion/ study hall opportunities also address our student's biggest needs. YES Prep Gulfton is a college focused school that prepares students for college and beyond. Gulfton teachers assign students with homework every night and students that don't complete the assignments fall behind. The ACE program can help keep students on track and provide meaningful practice on classroom objectives outside of the classroom.

33. Enter the names of the 3 highest attended activities (choose the 75-100% category). [Name, activity type]
   1. Guitar, Enrichment

2. Hip Hop Dance, Enrichment
3. Robotics, Enrichment

As an alternative note, the clubs that are offered the most (as seen through hours) are the clubs that have the most commitment from students. These clubs are homework help (academics), dance (enrichment), and soccer (enrichment). We have added these in addition to those above due to the unclear instructions of the question.

34. Do the best attended activities yield significant programmatic benefits?

The best attended activities yield regular attenders for the program which helps the program meet the attendance goal for grant funding. The other benefits to having students engaging in these activities regularly is that there has become a school-wide demand for these activities. For example, in Spring semester, we saw a significant increase in student enrollment to these courses and parent interest in the ACE program on campus. Parents, students, and school administration are more aware and involved in the program offerings.

As an alternative note, the clubs that are offered the most (as seen through hours) are the clubs that have the most commitment from students. These clubs are homework help (academics), dance (enrichment), and soccer (enrichment), which yield significant programmatic benefits because dance and soccer are the two most popular and committed by the students' voice and choice, and homework help is provided daily to ensure students are fully supported to improve their understanding of academic content, complete homework assignments, prepare them for course exams and state assessments, and be ready for on-time promotion.

35. How do you increase the availability of and/or quality of activities that are highly attended?

In previous years soccer was the most attended program so I increased the amount of times per week that the club meets. This year guitar is offered three times a week, and ideally, we would increase this to four times a week, however, the cost to do this would not align with our budget. Additionally, both Hip Hop Dance and Robotics are led by regular school day staff, and we have restrictions based on staff's schedules. For the alternatively provided activities, homework help, dance, and soccer, these are the most attended clubs because students are deeply committed

36. Enter the names of the 3 lowest attended activities (choose the 0-25% category). [Name, activity type]
1. Homework Support, Academic
2. Enrollment Parent Meetings, Family
3. Computer Coding, college/career or Soccer, enrichment

Because the directions are unclear, I have also provided the lowest activities based on number of hours provided:
Enrollment Parent meeting – family services
Parent university – family services
Cosmetology - enrichment

37. What indicators do the least attended activities give about either the content or attendees?

Students are never content with doing homework after school. I believe that is why this is one of the activities with low consistency for student attenders. Also, the parent enrollment meetings do not occur over time. Parents are only required to attend once to enroll their child into the program, which produces low consistency. For parent university, attendance is low and we need to find new strategies to re-engage parents. However, we just had two ESL parent registration nights this Spring that attracted over 60 parents. This was due to continuous advertising of the ESL opportunity and parents getting involved to invite other parents. HCC has partnered with us to provide free education for our parents and we are hopeful that this new boost of energy from parents will remain consistent this spring.

Additionally, parent events tend to be offered least due to low attendance to these events because of parents' work commitments. The events generally have the lowest attendance are parent enrollment nights, parent university and cosmetology. Fall semester, the cosmetology class had some struggle with finding a committed instructor which led to the decision to offer the club less than others.

38. What strategies do you employ when activity attendance is well below targets? Are student/parental needs being met?

For students, we have incorporated team building activities within the homework completion hour. Also, students work independently for 15 minutes and get the remainder of time to work with partners and group members. This strategy was introduced to increase student collaboration.

Strategies for consistent parent involvement still need to be created. Incentivizing opportunities to parents might be the best way to increase engagement. I believe that the programs are meeting the need, however, maybe not aligned with parent schedules. In Spring semester, we are making a concerted effort to align with parent schedules.

39. At what point do you drop an activity (if at all)? Can desired outcomes be realized when participation levels are low?

Activities are dropped by considering two essential components. The impact of the program/quality and the attendance. For example, if a program has low attendance but has a great deal of impact on the attenders, the program may continue and conversations around increasing attendance would occur. For programs that have both low attendance and are lacking in impact, those programs will be dropped immediately.

B. *Tx21st Student Report: Student Attendance Percentage-<mark>Grantee Level</mark> (<mark>you will run yours for your center only</mark>)*—**Run for 2018**

This report provides the distribution of students by attendance at all centers by providing the number of students attending in 10-day increments. The overall reporting on the first two pages will provide the number of students at all centers combined. Later pages in the report break the information down to the center level. This information can provide an overall analysis of which centers may need to increase program enrollment as well as changes in enrollment from the Fall to Spring terms, thus indicating effectiveness of the center's activities.

Page 4 Questions:

40. What category range has the highest number of students?
The category range with highest number of students is the 21-40 range.

41. The preferred ordering of the bars in the days attended bar graph has the smallest bar in the 1-9 day category and the highest bar in the 120-129 day category. Does your attendance graph match the preferred? If not, then explain why.
My graph does resemble the recommended graph. This year students have been more committed to the program and due to the structure, they have been consistent. The structure this year allows students at least 2-3 opportunities a week to attend their elected club. This aids in attendance numbers and helps the students build the necessary skills in their club weekly, without overwhelming them. This semester's schedule was heavily influenced by "student voice and choice" of previous years.

42. What percentage of students participate more than 60% of the time? How would you increase this number?
8 % of the students attend the program more than 60% or more of the time. This could be increased by ensuring that activities are engaging and high-quality. Also, this may mean that the ACE schedule occurs during times that do not interfere with school wide events such as mandatory tutorials, grade level celebrations, etc.

C. *Tx21st Center Report: Participant Attendance*—**Run by Center for 2018**

This report provides a list of the participants enrolled at the center, number of days of participation in the program, average number of hours attending per day, and if the participant attended a number of days that classifies them as regular or non-regular attendees. Additionally, this report provides a bar graph showing the distribution of days of participant attendance in increments of 10.

Note: It may help to sort the students by their hours of participation. Please see the appendix for a detailed document describing how to sort this report in Excel.

Page 5 Question:

> *A program assumption is that you are aware of the students most in need. Please look at the hours of attendance for your students (by ranking students from highest to lowest hours of) attendance) and address the following question.*

43. Are the students most in need attending the most? Are they attending enough?

The students that I believe would benefit the most from the program are not attending the most. Students that have "risk factors" such as low academics, low attendance to the regular school day, and behavioral concerns do come to ACE, but are not the highest attenders. Although parents/guardians have enrolled their child into the program, they are not continually encouraging students to attend. The coordinator has tried to re-invest these students by offering incentives for attendance, however, external factors often trump these efforts. In particular, Gulfton serves a transient population so we see students drop out of the regular school day more than other campuses. That in addition to Harvey this year has increased the inconsistency among students most in need. While afterschool is a great resource for some, there is still a level of privilege that comes with being able to attend ACE, even though it's free. If a student needs to work to support their family afterschool or be home to watch younger siblings while their parents work, there is not much the ACE program can do to get those students to attend.

D. *Tx21st report: Participant Activity Attendance Detail*—**Run by Center for Fall 2018**

This report provides a detailed listing of the activities each student/adult participated in and the percentage of days the activity was offered that they attended. This is a snapshot of the program by attendee participation is each of the offerings.

Page 6 Questions:

> **28.**   On a case-by-case basis, are you aware of the types of activities a student is participating in, whether the activities are aligned with the student's needs, and whether the student is participating in them fully?

I am aware of the types of activities that each student is participating in during ACE. When we hosted enrollment meetings, parents and the program staff discussed the best activities to enroll each student into based off student interest, need, and parent interest. Students are only allowed to make changes to their activities with permission from the site coordinator and their parents.

29.   Who is responsible for managing the set of activities offered for specific student(s)? Please discuss your strategy for addressing this issue.

The site coordinator is responsible for bringing different opportunities to campus. Students who want to enroll in an activity must have parents attend the enrollment meeting. If the site coordinator or program staff notices that an activity isn't a good fit for a student, they will work with parents and students to determine next steps. The final decision lies within the hands of the site coordinator, as she has to ensure that each activity is appropriate and quality for the students.

30.   Are parents aware of their student's selection of activities and their level of participation? Please discuss your strategy for addressing this issue.

Parents are very aware of the activities that their child participates in during program time. Parents, in collaboration with the program staff and their child select the activities during enrollment. Additionally, every activity is required to host a culminating event at the end of each semester in which parents and regular school day staff are invited to attend. Lastly, the program has an "open door" policy and hosts parent nights each six-week cycle where parents can observe their child in the program.

31.   Please discuss how you will use the findings of the Participant Activity Attendance Detail.

The participant activity attendance detail will be used to re-engage students into the program. With this report, I can target specific students that have either stopped attending the program or that are struggling in school. I have the added advantage of knowing each student that is enrolled into the program on a personal level, so I can use the data as talking points with parents and students to increase their attendance.

North Forest Center

Page Two Questions:

1. Please total the number of activities and hours offered in each of the four program categories (academic assistance, enrichment, family engagement, and college readiness) and calculate their percentage.

> Academic Assistance- 4 activities, 30%, 4,068 hours
> Enrichment- 13 activities, 46%, 6,198.50 hours
> Family Engagement- 4 activities, 7%, 978 hours
> College and Career Readiness- 3 activities, 17%, 2,336.50 hours**
>
> **The Texas 21st report shows no College and Career Readiness activities for Fall 2018. However, this was a data input error. According to the North Forest ACE logic model, there are three activities that should have been coded as College and Career activities; (1.) Driver's Ed (2.) After-school Lab/Study Hall (3.) Photography. These were coded as enrichment my mistake.

2. Which component areas have highest emphasis? Why?

> At 46%, enrichment activities represent the highest percentage of ACE activities offered at North Forest. A majority of the enrichment activities encompass other components. For example, Mi Cocina (Cooking Club) is categorized as enrichment, but also includes aspects of academics and college and career readiness through the exploration of various math skills and preparing students professionally and economically. YES Prep North Forest students are held to higher academic standard than students in traditional public schools across the country. During the regular school day, North Forest focuses on rigorous academic content and college and career readiness. After school academics is the second highest activity we emphasize at 30% each.

3. Please discuss how the activities correspond to the needs of your student population?

> Though students have access to a variety of life-changing non-ACE extracurricular activities such as spring trips, athletics, and summer opportunities, many opportunities limit who is eligible and at times the availability is inconsistent. Based on student and parent surveys, consistent organized activities are wanted and needed. Parents are consistent in their yearly request for activities within the arts and homework assistance and ESL and fitness activities for families. Students surveyed, request activities that would allow them to be more creative, give them the opportunity to compete as a club/group and be able to showcase their talents and activities to their peers. Sixth grade students which are the largest population are not allowed to

participate in certain non-ACE activities during their first year but ACE provides a safe place for all students regardless the grade level to consistently participate in scheduled activities/clubs throughout the year.

The site coordinator and school leadership team worked together to strategize activity selections for the school year ACE program in order to meet campus priority and improve student and parent opinion around extracurricular activities. The leadership team consist of the School Director (SD), Director of Student Support (DoSS), Dean of Student (DoS), Student Support Counselor (SSC), and Grade Level Chairs (GLCs).

ACE offers Homework Help specifically for middle school students and After-school Lab/Study Hall which is specifically for high school students so that they can get college and career ready support. These activities allow students to receive support with take home assignments and/or the classroom curriculum. Art, anime, sewing, and drama encourages fine art awareness and allows students to utilize their creativity. Other activities that were selected based on the campus' needs included behavioral activities such as karate.

4.   Enter the names of the 3 highest attended activities (choose the 75-100% category). [Name, activity type]

   1. ACE Celebration/Reflections, Enrichment
   2. Online-Driver's Ed Parent Meeting, Parental Support Services
   3. North Forest Open House, Parental Support Services

Alternatively, because the directions are vague, I am providing the highest attended total hours.

   1. Homework Help (M, T, & TR), Academic Assistance- 2,010.00
   2. Anime Club, Enrichment Activity- 1,410.00
   3. Mi Cocina (Cooking Class), academic enrichment -1,176.00

5.   Do the best attended activities yield significant programmatic benefits?

ACE Celebration/Reflection is a day for students to come together, reflect on what they've learned in ACE all semester/ party hosted for participants that have completed 30 days or more in the ACE program. The purpose of this celebration is to show our students appreciation in their consistency throughout the fall semester. Even the slightest student recognition does wonders because not only are students rewarded, but they are motivated and excited to continue ACE in Spring.

Online-Driver's Ed Parent meeting also yields significant programmatic benefits because it increases communication with parents, sets expectations for both students and parents, and gets parents involved with what their students are doing. This specific ACE course requires parents to attend this meeting for students currently enrolled in the ACE program and interested in taking online Driver's Ed to get his/or her driving permit. During this meeting, parents are asked to sign a contract to which helps us hold students accountable.

North Forest Open House is a collaborative campus-wide event that is required to enroll your student in ACE. During each session, the Site Coordinator and ACE staff are able to provide information and data of the significant benefits to students and families that the program provides. Since students and parents attend these sessions together this allows the Site Coordinator and staff to involve parents in the overall goals and outcomes of the program which include increased attendance, increased academic performance, decreased behavioral issues, increased promotion and graduation rates.

For the alternative numbers, these activities have the highest attended total hours due   to majority participants enrolled into the program attend these activities. Homework help is a significant benefit to ensure students are supported academically. Therefore, it is offered every day. Cooking and Anime are the students' favorite clubs based on voice and choice, and therefore are provided most often.

6.   How do you increase the availability of and/or quality of activities that are highly attended?

Increased availability always depends on the needs of the students and the attendance rate of the activity. For instance, last year Homework Help was expanded to two classes and because the campus student population increases yearly, and it was expanded to three classes for the school year. This gives students more one-on-one support from their instructors and limits the student behavioral disruptions. We have also dedicated study hall for high school students only so they can receive college/career support as well as differentiated homework support separate from the middle school homework help club. When determining activities for the Fall and Spring previous attendance rates are reviewed. Once a activity/club has been selected for expansion, additional instructors are interviewed and also required to teach a lesson to that particular activity/club to ensure they are able to provide high-quality instruction to students before they are fully hired.

During the year, instructors are observed for quality. Scheduled and impromptu observations occur monthly and staff evaluations occur at the end of each semester.

7.   Enter the names of the 3 lowest attended activities (choose the 0-25% category). [Name, activity type]

    1. Morning ESL, Family and Parental Support Services
    2. Zumba & ESL Parent Orientation, Family and Parental Support Services
    3. Yoga, Enrichment: Recreational Activity

Alternatively, because the directions are vague, I am providing the lowest attended total hours.

    1. ACE Celebration (Parents), Family and Parental Support Services- 10.00
    2. Online Driver's-Ed (Parent Mtg), Family and Parental Support Services-26.00
    3. ACE by ACE, Recreational Activity-33.00

8.   What indicators do the least attended activities give about either the content or attendees?

There are varying reasons why these three activities have the least attendance. Though ESL is a very popular activity amongst parents, most parents who opted to take an evening class are parents that work during the day. For most parents regular class attendance was difficult. Parents had to decide between managing their job, their family and the course and it became too difficult for most to attend during the day. Morning ESL is a mix of ACE and non ACE parents, so not all who benefit the course are shown in Texas 21st reports.

Even though Zumba is one of our highest attended parent activities at North Forest, this club also has a mixture of ACE and non ACE parents, so not all who benefit the course are shown in Texas 21st reports.
ESL parent orientation low attendance is due to parents that work during the hours it's being hosted. During this orientation, parents take an exam so that the instructor knows which area participants need to focus the most in once ESL begins. Therefore, parents aren't allowed to bring children to this orientation. This policy affects attendance highly, because most parents interested aren't able to find a sitter.

Yoga however is a low attended club that was added this year, and didn't quite work out due to the activity being held on an early dismissal day and students not having transportation home after ACE. Student's failed to commit because they found Yoga club challenging and decided if their peers no longer wanted to attend, they wouldn't either.

In reference to the alternative lowest total hours provided, these clubs had the lowest activity hours due to the activity being hosted on one day. These three events were meant to be special one-time events to set up success for the ongoing events or celebrate the consistent attendance of other activities with a culminating event at the end of the term.

9.   What strategies do you employ when activity attendance is well below targets? Are student/parental needs being met?

When a class activity attendance is low the coordinator's first task is to visit the class to observe the varying reasons why attendance may be low. The coordinator will also speak to the current members of the class to get feedback on what they feel could help with recruiting efforts. After observing the class, and meeting with the current members of the activity/club the coordinator and instructor meet regarding recruiting logistics and efforts that should begin immediately. Most of the time recruiting consists of coordinator, instructor, staff and student referral. If attendance continues to drop, depending on the amount of students that are currently involved in the activity, the coordinator may decide to keep the club until the end of the semester. The coordinator may limit the number of hours/days per week and/or cancel but this is determined on a case by case basis. Cost per student for the class is also included in determining the next step of the course. Other efforts before cancelling an activity/club also include attempting to combine clubs/activities.

10.   At what point do you drop an activity (if at all)? Can desired outcomes be realized when participation levels are low?

Low attendance does not mean that the activity is not meeting the needs of students, and does not always mean an activity will be cancelled. Soccer, for example, has lower attendance than others, but serves a very specific purpose for a targeted group of students. Soccer allows students to stay fit, healthy, increases coordination, improves strength and concentration.

If an activity/club was not intended to be a small group, works better as a larger group and/or the cost does not justify the attendance percentages then a class is transitioned into something that can be more marketable to more students if possible. Decisions are made on a case-by-case basis. Meeting the needs of the students in the areas of increased attendance, increased academic performance, decreased behavioral problems, increased promotion rates and increased graduation rates is most important and is taken into account when these decisions are made.

B. *Tx21st Student Report: Student Attendance Percentage-<mark>Grantee Level</mark> (<mark>you will run yours for your center only</mark>)*—**Run for 2018**

This report provides the distribution of students by attendance at all centers by providing the number of students attending in 10-day increments. The overall reporting on the first two pages will provide the number of students at all centers combined. Later pages in the report break the information down to the center level. This information can provide an overall analysis of which centers may need to increase program enrollment as well as changes in enrollment from the Fall to Spring terms, thus indicating effectiveness of the center's activities.

Page 4 Questions:

11.   What category range has the highest number of students?

The category range with the highest number of students is 41-60 at 85%.

The preferred ordering of the bars in the days attended bar graph has the smallest bar in the 1-9 day category and the highest bar in the 120-129 day category. Does your attendance graph match the preferred? If not, then explain why.

The attendance graph does not match the preferred ordering. For YES Prep North Forest, the highest category was 85 students at 41-60%, which is much higher than the required 30 days and also much higher than last year's report for our campus. After 60%, the graph does show a drop in participant attendance and this is due to non ACE activities occurring.

For behavioral and academic recommended middle school students, the recommended number of days for ACE is three days per week. However, at times students are unable to attend if they are assigned a detention or must attend non-ACE tutorials. Another factor that plays into the attendance for middle school students are their siblings. Student attendance can depend on the afterschool schedule of their sibling. If a sibling refuses to participate this can lead to a significant decrease in average weekly attendance. As for high school students, they fail to continue to attend the program due to student's jobs no longer fitting the hours of release, attend/interest is in one specific club, and joining non-ACE sports. Campus has a budget for non-ACE sports, and therefore, ACE loses students once those sports begin.

Overall, students are encouraged to attend as many days as they can to ensure they are reaping as many benefits of ACE as they can. However, for reasons listed above, students attend more or less frequently and we do not exclude those students who will not attend the most because we know it is important to provide those students with a safe, high-quality afterschool program any days they are in need of attending.

12.   What percentage of students participate more than 60% of the time? How would you increase this number?

Based on attendance, approximately 16% of students attended ACE more than 61% of the time. There are several ways this number can be increased by the end of summer 2018 and for the following grant year.

One way to increase this number is to follow-up with those students that started activities/clubs and ended mid-year/semester. There have been several follow-ups but circling back to these parents and students may re-engage those students that have had less than regular attendance. Another way to increase the attendance rate is by having the students reach out to their peers. We utilize students often to recruit, showcase and advocate for ACE activities/club because they are the individuals that are in the class and are able to articulate to their peers why they have decided to stay in the program, what they have learned and the benefits of the program from their perspective.

C. *Tx21st Center Report: Participant Attendance*—**Run by Center for 2018**

This report provides a list of the participants enrolled at the center, number of days of participation in the program, average number of hours attending per day, and if the participant attended a number of days that classifies them as regular or non-regular attendees. Additionally, this report provides a bar graph showing the distribution of days of participant attendance in increments of 10.

Note: It may help to sort the students by their hours of participation. Please see the appendix for a detailed document describing how to sort this report in Excel.

Page 5 Question:

A program assumption is that you are aware of the students most in need. Please look at the hours of attendance for your students (by ranking students from highest to lowest hours of) attendance) and address the following question.

13.   Are the students most in need attending the most? Are they attending enough?

Overall, the students most in need who were recruited for ACE are attending the most. For the fall semester, the number of days that students most in need should be attending ACE was set at three. Even though students most in need are

recommended to attend three days a week, this is sometimes not an option. As previously stated, many of the students that attend ACE activities also have non-ACE tutorial obligations. If a student has tutorials for Math on Monday, Reading on Tuesday and Science on Thursday there are only two available days they are able to attend their ACE activity. Though students may be assigned three days, their attendance may fluctuate because the campus requires students to attend their scheduled tutorials above any other activity. Despite this, their attendance is still monitored and tracked to ensure each student follows through on their commitments, whether it is ACE, tutorials or even detention.

Hurricane Harvey also was a major factor in our student's continuing to attend their set three days a week ACE schedule because of many families being impacted with transportation. This became a challenge for the program due to the ACE budget not allowing us to add more stops to the evening bus route. However, the campus is working to add opportunities for these students such as taxi vouchers.

D. *Tx21st report: Participant Activity Attendance Detail*—**Run by Center for Fall 2015**

This report provides a detailed listing of the activities each student/adult participated in and the percentage of days the activity was offered that they attended. This is a snapshot of the program by attendee participation is each of the offerings.

Page 6 Questions:

32.   On a case-by-case basis, are you aware of the types of activities a student is participating in, whether the activities are aligned with the student's needs, and whether the student is participating in them fully?

During ACE Orientation students and parents are asked to discuss and set up the students' schedule. After the registration packet is completed and turned into the site coordinator, the site coordinator generates a master spreadsheet, which requires her to review each students schedule, create classroom rosters for each activity, and pull students and contact parents with recommended modifications. The first draft of targeted students' schedules is also shared with Student Support Counselors (SSCs), Grade Level Chairs (GLCs), and Middle and High School Dean of Instructors to make sure what has been selected aligns with what the students' focus should be. If there are any changes that should be made, the parent and student are contacted and additional modifications are discussed.

Students' attendance rates are also reviewed daily. Parents are required to contact the site coordinator is their student will be absent from their scheduled activity. If the parent neglects to call the site coordinator the parent receives an alert call encouraging parents to call to submit a reason of absence. If students consistently continue to miss without notification, a meeting is scheduled with both parent and student.

33.   Who is responsible for managing the set of activities offered for specific student(s)? Please discuss your strategy for addressing this issue.

The ACE Site Coordinator is ultimately responsible for managing the set of activities offered for specific students, but there are some activities where the management is shared between the coordinator and regular school-day leadership team. Depending on the activity, the coordinator will meet with leadership staff to assist in creating new activities for a specific group of students, which will be centered on their needs. The coordinator handles the logistics of the activity and with the help of the leadership team student recruitment and staffing occurs.

For targeted students, their schedule is built around their specific needs and can change depending on their progress. In this event, one-on-one conversations take place between parents, students and the site coordinator. If the student is being recommended to the program by a teacher, the initial conversation will also take place between the teacher and the coordinator first before there is a change in schedule.

Additionally, communication between the site coordinator, school day staff and leadership team occurs on a weekly, and sometimes daily, basis. Teachers and school day staff are able to recommend students to the program based on their needs (academic, behavior, or social). If there is a high demand for a particular class, such as additional homework support, teachers and Deans of Students (DoS) can collaborate with the site coordinator to create a new activity, too. In these situations, all parties are involved in the recruiting process and speaking with parents.

34.   Are parents aware of their student's selection of activities and their level of participation? Please discuss your strategy for addressing this issue.

Though most students and parents attend the ACE Orientation and setup their schedule together, there are some parents that do not attend the meeting due to scheduling conflicts. Since student participation is necessary to the program the coordinator host office hours when a parent who has missed the meeting can either come to the campus or contact the coordinator directly to still receive the orientation information. If the parent attends orientation over the phone the information and paperwork is either emailed or sent home with the student for the parent to complete.

Since many of our parents are Spanish speaking, the registration packet as well as ACE Orientation is conducted in English and Spanish with the help of our Family Engagement Specialist.

During orientation parents are informed that it is encouraged/required that students attend an equal amount of academic and enrichment based programs. After schedules are finalized information is sent with the students and also mailed to the parent. The coordinator also creates a spreadsheet of student schedules that is distributed to every member of the leadership team.

Daily alert calls are also sent to parents if their student was absent from their assigned ACE activity. Parents are advised during orientation to call, text or email the site coordinator if their student will be absent. If no call, text or email is received the students' parents/guardians receive an alert call message reminding them to contact us if their student will be absent or if they were under the impression that their student had stayed after school with ACE.

35.   Please discuss how you will use the findings of the Participant Activity Attendance Detail.

The Participant Activity report can be beneficial for identifying the gaps that currently exist in programming, and especially for studying relationships to see how attendance by activity influences program outcomes. The activity detail report can also be used to ensure that needs are tied to future program planning in light of intended program outcomes. The Participant Activity Attendance Detail also provides an additional layer of support in terms of tracking student attendance. For example, if multiple students switch from one activity to another, the individual instances may not raise an alarm. However, the Attendance Detail will show a low attendance percentage for each one, which is less likely to go unnoticed.

Northside Center

Page Two Questions:

1.   Please total the number of activities and hours offered in each of the four program categories (academic assistance, enrichment, family engagement, and college readiness) and calculate their percentage.
        Academic: 5 Clubs & 6,258 Hours (80%)
        Enrichment: 10 Clubs & 2,508 Hours (10%)
        Family Engagement: 3 Clubs & 23 Hours (8%)
        College Readiness: 4 Clubs & 238 Hours 2(%)

2.   Which component areas have highest emphasis? Why?

Our highest emphasis has been on our academic component. The academic activities help students stay engaged with the school and their peers, as well as teachers. Given their backgrounds Northside's students need more academic support, specifically among (6-8 grades) middle school students.

Our needs assessment highlighted that more than 70% of our incoming 6th graders are transitioning from academic failing schools in the surrounding target community. The needs assessment reported that students are below their entry grade level in both reading and math.

3. Please discuss how the activities correspond to the needs of your student population?

There are systems in place to ensure that the academic rigor of our school day is supported through an emphasis on homework time afterschool. Each student who attends ACE is required to have a minimum of 45 minutes of homework time in each day- this has shown an increase in homework completion and a decrease in the number of students assigned to Wall Street among high attending ACE students. (Wallstreet is a YES Prep specific consequence for students who do not complete homework assignments) In addition our needs assessment demonstrated the need for support due to low economic status, parents working late hours, and not having the means to join local fee-based programs.

4. Enter the names of the 3 highest attended activities (choose the 75-100% category). [Name, activity type]

ACE Rewards (Enrichment)
Merry Monday (Enrichment)
Wednesday Rotations (Academic)

Alternative answer – Because the directions are unclear, we are providing additional information based on the highest number of hours a club was provided.
- **Study hall/Gaming (Academic)**
- **Wednesday Rotations (Academic)**
- **Athletics Study hall (Academic)**

5. Do the best attended activities yield significant programmatic benefits?

Our ACE Rewards offers all students the opportunity to be awarded throughout the year for attending ACE Clubs. Students understood their role in ACE and had a better understanding of what they are responsible for. Students were able to pick 2-3 clubs that they would commit to attending twice per week. All clubs provide students with a minimum of 45 minutes to complete homework and to get homework help, with the help of a qualified tutor, YES Prep teacher, or their peers, which helps improve their grades.

For the alternative answer above, Study hall/Gaming is offered every day and provides a consistent place for students to go to complete homework and then participate in their favorite enrichment activity of games. Each day Study hall offers a variety of games that help support and improve academic and social growth. Wednesday Rotations provides very interactive programming in cooking and nutrition, crafts, and scheduled enrichment field trips that focus on science technology, math, arts and reading. These activities engage students in rotating programming that decrease behavior challenges, while increasing social and academic performance. Therefore, the programmatic benefits that derive from the best attended activities are principally, academic, which are in line with what Northside seeks to achieve with its program.

6.   How do you increase the availability of and/or quality of activities that are highly attended?

We have a very strong interest in sports among middle school students, who do not have the opportunity to participate in non-ACE Athletics, because most of our Athletics is targeted towards 8th through 12th grade. Wednesday Rotations was immensely popular among middle school students because we offered sports. The club regularly has more than 60 students staying after school. We have hired two sports specialists based on the students voice and choice; for basketball and soccer to ensure that not only were we staying within our 22:1 student to faculty ratio, but more importantly, we have quality instructors who not only provide great lessons, but mentor students wishing to stay afterschool for this activity. As a team, we select the activities best suited for student needs, and the sports specialist follow specific lessons to keep the quality of sports instruction engaging and fun for students. As a direct result of the quality instruction, both sports specialist was recruited by the Athletic Director to become permanent Coaches for the school. This is a long-term investment for the school to have quality coaches who have already began and nurtured relationships with students through ACE.

7.   Enter the names of the 3 lowest attended activities (choose the 0-25% category). [Name, activity type]

ACE Orientation – Enrichment
Study Hall / Gaming – Academic
Athletics Study Hall – Academics

Alternative answer – Because the directions are unclear, we are providing additional information.

- Merry Monday – Family
- Crime Stoppers – Family
- ACE x ACE – family / Students enrichment

8.   What indicators do the least attended activities give about either the content or attendees?

ACE orientation was only for a short time during the beginning of the term and allowed students to visit each club and determine what club they wanted to commit to for the rest of the term. This allowed for voice and choice among students. Study Hall and Athletics Study hall were designed for students who have other commitments, such as jobs, taking care of younger siblings, or other non-ACE sports teams to be able to get their homework completed through ACE before they have to move on to their other commitments. While we recognize not all students will come as consistently as we want due to their other commitments, we still value when they are able to come and want to support their academics when we are able to.

Our least attended activities had low attendance for various reasons.
Merry Monday Theatre and Improv Performance was a one-time performance for parents to watch their students perform. Crime Stoppers was a two-time safety event for parents and students, and ACExACE was a one-time district wide event for all parents, students, and community members in ACE.

9.   What strategies do you employ when activity attendance is well below targets? Are student/parental needs being met?

This year all clubs and activities were implemented based on results from the student and parent voice and choice. There was a direct correlation with the increase for our parent and student participation who attended the Northside Parent Summit, which is a similar event to ACExACE, but held at our campus in January. There was a 90% increase in participation, compared to the low 3% that attended the similar event in October. We were able to get 62 parents and 97 students to the Parent Summit because the event was held at our school for our community. The solution was to have accessible programming for families on our campus.

10.   At what point do you drop an activity (if at all)? Can desired outcomes be realized when participation levels are low?

We had an amazing club created in the fall called Chinese Culture and Kungfu. The club was a direct support to our Academic Teacher to enhance the learning of the language during the school day by offering the club that engaged students in activities to develop a more authentic appreciation in the Chinese language. Initially the club was a big hit with 55% of students going to the club that was offered 3 days a week. However, our instructors had a change in their availability, and could no longer offer the club to be as consistent. Therefore, the club was downsized, and participation attendance went down as well.

Another club that was cancelled was the Athletics Study hall. We had many athletes that wanted help with their homework to stay eligible for sports. This was specifically for athletics offered in the fall and targeted towards mostly high school students. Once the season ended, those students' attendance decreased significantly, so that club was cancelled.

B. *Tx21st Student Report: Student Attendance Percentage-<mark>Grantee Level</mark> (<mark>you will run yours for your center only</mark>)*—**Run for 2018**

This report provides the distribution of students by attendance at all centers by providing the number of students attending in 10-day increments. The overall reporting on the first two pages will provide the number of students at all centers combined. Later pages in the report break the information down to the center level. This information can provide an overall analysis of which centers may need to increase program enrollment as well as changes in enrollment from the Fall to Spring terms, thus indicating effectiveness of the center's activities.

Page 4 Questions:

11.   What category range has the highest number of students?
           The category with the highest range of students is the 1-9 days of attendance.

12.   The preferred ordering of the bars in the days attended bar graph has the smallest bar in the 1-9 day category and the highest bar in the 120-129 day category. Does your attendance graph match the preferred? If not, then explain why.
           No, it does not. Our highest bar is in the 1-9-day category, and our lowest bar is in the 90-99 and 100-109 day bar. The bars decrease slightly between the 10-19 days through 40-49 days. A lot of our 1-9-day participants signed up for ACE to participate in only a few activities. Some students are not able to attend if our transportation does not service their requested bus stop. Many of our students are athletes which decreases their availability to attend ACE clubs after school. They may only be able to attend one to two day a week which would not allow them to accrue as many days as non-athletes. We have made a strong effort to effectively communicate with the Athletic Director to ensure we recruit athletes to roll over into clubs once their sports season is over. In doing so, we have offered off season sports and conditioning to keep them engaged in programming.

13.   What percentage of students participate more than 60% of the time? How would you increase this number?

9% of students attend 60% of the time. In addition to our Incentivized Attendance Tracker, we require parents to attend 1 meeting per semester, I make individualized classroom visits to students who have dis-engaged but have enough days of attendance to be re-engaged to complete activities. We are also recruiting high school students to apply for our Drivers Ed course, which has a limited number of spots available. In addition, we submit parent notes twice a month, and post activities and updates on our school social media page.

C. *Tx21st Center Report: Participant Attendance*—**Run by Center for 2018**

This report provides a list of the participants enrolled at the center, number of days of participation in the program, average number of hours attending per day, and if the participant attended several days that classifies them as regular or non-regular attendees. Additionally, this report provides a bar graph showing the distribution of days of participant attendance in increments of 10.

Note: It may help to sort the students by their hours of participation. Please see the appendix for a detailed document describing how to sort this report in Excel.

Page 5 Question:

A program assumption is that you are aware of the students most in need. Please look at the hours of attendance for your students (by ranking students from highest to lowest hours of) attendance) and address the following question.

14.   Are the students most in need attending the most? Are they attending enough?

Yes. The Northside ACE program targets students on multiple levels. Grade Level Chairs submit lists of students they believe would benefit from afterschool programming, and the Dean of Students and Student Support Counselors also recommend students based on data they have obtained over the years. We actively recruit students based on behavioral referrals as well. Students who were recruited for very specific purposes, like Wednesday Rotations to support our students with high behavior

challenges, are consistently coming to that club. Additionally, athletes specifically recruited to maintain their grades were committed to coming to that club. Sometimes our most targeted students have the least engaged parents, so we try to get students to come more, but ultimately some parents say they can only come certain days. This is a continual work in progress and we continue to try to engage parents to show them how helpful afterschool programming can be for their students. Also, we don't want ACE to be a punishment to students, so if they are also involved in alternative activities that the school offers we want them to be able to participate in those as well, including school funded tutorials with teachers, and sports offered through the school budget. Most of our high school students have jobs off campus, so they come as much as they can. Overall, we see any afterschool engagement – work, non-ACE afterschool activities, and ACE afterschool activities – all contributing toward the same goal of keep our students engaged, learning, and out of trouble.

D. *Tx21st report: Participant Activity Attendance Detail*—**Run by Center for Fall 2018**

This report provides a detailed listing of the activities each student/adult participated in and the percentage of days the activity was offered that they attended. This is a snapshot of the program by attendee participation is each of the offerings.

<u>Page 6 Questions:</u>

36. On a case-by-case basis, are you aware of the types of activities a student is participating in, whether the activities are aligned with the student's needs, and whether the student is participating in them fully?

Students can select their clubs based mostly on preference. However, there are cases where a student's parent has expressed interest in something different from the student. This usually leads to a conversation between the coordinator, the student and the parent regarding either a compromise of what the student is interested in pursuing and what the parent would like to see the student involved in as well. Essentially, as coordinator, it is an important part of the role to ensure that students remained engaged and benefitting from their after-school activities so there are many checkpoints created both officially and unofficially regarding student's feelings towards their activities. These vary from official surveys done as an entire program, and also one-on-one conversations between the students and the coordinator. Homework help is offered four out of five days per week and every middle school student must participate in it before doing an enrichment activity. This is designed this way because our middle school students are up to two grade levels behind in reading and math when they enter YES Prep, so the extra homework help guided by certified teachers ensures they are getting the extra academic support they need. The coordinator keeps track of students who were referred to ACE and follows up accordingly based on the student's referral and attendance progress. This includes multiple touch points with instructors to communicate any needs or concerns regarding

students or programming. Overall, it is important to know how ACE students are performing during the school day so that the coordinator can both enforce school day alignment and provide extra support for students where needed.

37. Who is responsible for managing the set of activities offered for specific student(s)? Please discuss your strategy for addressing this issue.
The coordinator is solely responsible for managing all activities. This is done primarily using the student and parent voice and choice surveys to implement clubs that participants have voiced and requested the subject/ and or activity interest.
The coordinator also works with school day teachers, counselors, deans, and other staff to ensure activities are aligned with the school day and are supporting those students who need it most.

38. Are parents aware of their student's selection of activities and their level of participation? Please discuss your strategy for addressing this issue.
We provide semester surveys to ensure that we are implementing programing-based on parent and student voice and choice. Parents are required to complete the registration packet which includes the schedule of clubs' students will chose to commit to. Parents understand that students should be attending the clubs they signed up for as well as understanding safety and engagement in activities.

39. Please discuss how you will use the findings of the Participant Activity Attendance Detail.

The attendance detail is used for activity planning and scheduling and that detail is used to make program changes that will enhance the program's intended outcomes. The Participant Activity Attendance Detail confirms that only some of the current strategies are working. This report will be used to follow up with individual students and staff based on attendance levels. It is also possible that there is a need to redo some student schedules to reengage them in our afterschool activities.

North Central Center

Page Two Questions:

1.   Please total the number of activities and hours offered in each of the four program categories (academic assistance, enrichment, family engagement, and college readiness) and calculate their percentage.

Year 5- Fall
Academic Assistance- 8.37% (819 total hours) Enrichment- 77.69% (7594.50 total hours) Family Engagement- 4.88% (477.75 total hours) College and Career Readiness- 9% (884 total hours)

2.   Which component areas have highest emphasis? Why?

In the fall, the highest component were enrichment clubs hitting 77.7% of total ACE activities offered at North Central, but there was a significant change in the spring with the academic clubs at %. Our school has a high academic focus, and the enrichment components enhance the student's social skills to take back to the classroom. For example, students in the Dance Drill Teams show the most consistency and are learning to commit to a team, which is an important quality to understand when joining the workforce. Students learn important non-cognitive skills and are constantly challenged to communicate with students in different grade levels. In the spring the increase of academic clubs is due to the amount of that Homework help is offered for one hour every day and students can choose to do an enrichment activity for the second hour. ACE provides these activities to balance the rigors of the academic school day as evidenced from the results from the needs assessment. Fitness and outdoor sports are specifically targeted to middle school students because they are not allotted a physical education class during the school day. During this club students learn the basics of a new sport and enjoy fresh air outside. This year, all ACE clubs are pushed to perform at the same level and intensity as the non-ACE varsity athletic program to increase participation and commitment. There was also an increase in North Central staff cooperation in the program this year which further increased the alignment with the school day this year.

ACE parents are also a critical part of the program. Their participation hours are not extensive. However, the parent participation in each event is critical to the success of the program. I conducted a survey at the beginning of the year to collect information on what the parents wanted from the program. From the surveys, I have provided different opportunities to parents and alter the program depending on parent needs. The Trailblazer Family Association is a group of parents that help coordinate and plan campus events like Black History Month Parent Dinner, ACE Thanksgiving Dinner, ACE Dance Competitions, Teacher appreciation luncheon, etc.

3.   Please discuss how the activities correspond to the needs of your student population?

-      I conduct an annual survey from teachers and students. From the surveys and yearly needs assessment, I form activities that will benefit the student body and push the school's priorities for the program. I take time to reflect on what "worked"

the previous year and keep those clubs. Teachers played a critical role in developing the program this year because they were the ones who advocated for certain clubs to be on campus. The teachers have a closer relationship to the students because they see them daily and taking their feedback is vital. I also analyze which programs need to be added on our campus because they are flourishing at other ACE campuses. For example, dance and robotics are clubs that needed to be encouraged on our campus because of YES Prep-wide competitions; now implemented on our ACE campus, they likewise have committed student participation.

4. Enter the names of the 3 highest attended activities (choose the 75-100% category). [Name, activity type]
   a. ACE Recruitment Afternoon (Student attendance), Enrichment: Recreational Activity
   b. ACE Thanksgiving (Parent Attendance), Family and Parental Support Services: Promotion of Parental Involvement
   c. ACE Thanksgiving (Student Attendance), Enrichment Recreational Activity

   d. Because the directions are unclear, we are adding additional information for thoroughness. These clubs are offered this much to help sustain the demand for these clubs from students.
      i. Highest Total Hours Attended Clubs
         1. Dance Club, Enrichment Recreational Activity, (2,671 hours)
         2. NCB, Enrichment Recreational Activity, (847 hours)
         3. MS Flag Football, Enrichment: Recreational Activity, (647 hours)

5. Do the best attended activities yield significant programmatic benefits?

   a. The programmatic benefits are that the program is able to achieve the student participation mark more readily. The students are the happiest in these clubs due to the 15:1 student to teacher ratio. The students are committed to these clubs because the teachers create an atmosphere where they are able to explore and practice hands on learning. These events allow parents to interact with students at family events. Recruitment nights allows families to make decisions together about their afterschool.

   The alternatively provided highest attended clubs based on total hours are the students' highest committed clubs. They are based on student voice and choice and students have continued to request more and more days for the clubs to meet.

6. How do you increase the availability of and/or quality of activities that are highly attended?

a. Highly committed activities are offered 2 times a week, 2 hours per day (in total 4 blocks). Students can attend 1 block (one hour) with a transition to either home, detention, another club, tutorials, or homework help. Increasing accessibility is critical to having enough students participating in the program and increasing opportunities. The activities most attended are the highest quality, and students come because of the high quality. We work with teachers and staff to ensure they are able to commit the time to add more availability to the club.

7. Enter the names of the 3 lowest attended activities (choose the 0-25% category). [Name, activity type]
   a. Minecraft, Enrichment: Recreational Activity
   b. Homework Help 2, Academic Assistance: Homework Help
   c. Home Economics (W), Enrichment: Recreational Activity

   Because the directions are unclear, we are adding additional information for thoroughness. These clubs are offered to support a targeted group of individuals specifically requesting
      i. Lowest Total Hours Attended Clubs
         1. Karate 2 (Advanced), Enrichment: Violence Prevention
         2. Karate, Enrichment: Violence Prevention
         3. ACE Recruitment Morning Meeting, Family and Parental Support Services: Promotion of Parental Involvement

8. What indicators do the least attended activities give about either the content or attendees?
   a. Frequency of these activities is only once per week for one hour. These activities are also offered at the beginning of the week when non-ACE tutorials are offered through the campus, which are content specific tutorials right before tests in that class. ACE cannot offer these tutorials because that would be supplanting. Students often feel conflicted on which activity to choose and must sacrifice one opportunity to attend another. We are supportive of students attending their non-ACE tutorials when they need, and then attending ACE the other times. Having both supports available to students provides them with comprehensive out of school time support.
   b. The alternatively provided activities based on minimal hours provided are activities that supported a targeted group of students for behavior intervention and therefore did not need to be offered more frequently. The ACE recruitment meeting was offered for a limited time for parents to understand ACE benefits and expectations and was not meant to be an ongoing activity.

9.   What strategies do you employ when activity attendance is well below targets? Are student/parental needs being met?

    a.   I observe each activity regularly to ensure the instructor is providing high-quality instruction for their students. I let instructors and students know they need to have enough students in the club for the club to be fiscally responsible since it is provided by ACE funding. Instructors and students are able to recruit other students to join the club. If students are very committed to the club, the club is high-quality and meaningful to them, the club can continue. However, if attendance continues to decline, I will end the club and provide the instructor and students alternative options for them to continue to attend ACE activities they could also enjoy. In the Fall, Karate only had 2 participants attend at the 76-100% range and after several attempts to add more students, I made the decision to cancel the activity and assign new clubs to the students.

10.   At what point do you drop an activity (if at all)? Can desired outcomes be realized when participation levels are low?

When a club is low in participation (averaging 3 students) for an activity, I speak with the students who originally signed up for the club. After understanding the rational over students not attending the club, I assess the factors that could be fixed in a short amount of time. I give weekly feedback to instructors and meet with them privately to discuss ways that we could improve the club to maximize student participation. If the student has not attended, I make parent phone calls to understand the absences. When a club is no longer effective, then the club is replaced with a club better suited to the needs of the students. When parents express a high need for the club, I make a larger effort to keep the club by recruiting more students. However, I must think about using the grant funding to service as many students as possible. I cancel a club when the instructor is no longer available or if there is a high inconsistency of student participation.

B. *Tx21st Student Report: Student Attendance Percentage-<mark>Grantee Level</mark> (*you will run yours for your center only*)*—Run for 2018

This report provides the distribution of students by attendance at all centers by providing the number of students attending in 10-day increments. The overall reporting on the first two pages will provide the number of students at all centers combined. Later pages in the report break the information down to the center level. This information can provide an overall analysis of which centers may need to increase program enrollment as well as changes in enrollment from the Fall to Spring terms, thus indicating effectiveness of the center's activities.

Page 4 Questions:

11.   What category range has the highest number of students?
        The range with the highest number of students is 1-9.

12.   The preferred ordering of the bars in the days attended bar graph has the smallest bar in the 1-9 day category and the highest bar in the 120-129 day category. Does your attendance graph match the preferred? If not, then explain why.

a   No, the ordering of the bars for North Central goes from the 1-9 as the high and the 110-119 days the low. Some clubs (chess, board games, robotics, karate) are once a week clubs to accommodate student involvement in non-ACE athletic sports or student organizations. We cannot provide these activities through ACE because that would be supplanting. However, we are fully committed to providing afterschool support to students who still need ACE support, even if it is only once per week. Since these clubs are once a week, these students are fully aware of their commitment and consistently show up for their preferred club.

13.   What percentage of students participate more than 60% of the time? How would you increase this number?

b   Based on fall attendance 10% of students attended 60% or more of the time. Certain clubs, like Drill Dance, run 5 days a week and this allows students more opportunities to attend a variety of clubs. One of North Central's campus strategic goal is to increase the number of students involved in after school activities. We hope to achieve 60% of our student body to be involved in an afterschool activity. Many ACE students participate in both student organization and athletics, so the percentage of student participation will be low due to active involvement in several extracurricular activities. The student initiatives team compiles data from all three organizations (Student Organization, ACE, and Athletics) to view the overlap of students who participate in more than one organization. This data will help all groups strategically collaborate for comprehensive out of school support for our students.

Establishing a strong ACE team is an important factor in maintaining interest of each student who signs up for clubs. Expectations of student participant for instructors must be clearly outlined, so that instructors are not overwhelmed. Most importantly, parents must be aware of their student's schedule after school. Many students fail to communicate effectively to their parents about ACE resulting in the parent removing their student from the program, but the campus and ACE team has created proactive communication measures to combat this and therefore hosts ACE parent orientation meetings so that parents are on the same page as the afterschool program.

C. *Tx21st Center Report: Participant Attendance*—**Run by Center for 2018**

This report provides a list of the participants enrolled at the center, number of days of participation in the program, average number of hours attending per day, and if the participant attended a number of days that classifies them as regular or non-regular attendees. Additionally, this report provides a bar graph showing the distribution of days of participant attendance in increments of 10.

Note: It may help to sort the students by their hours of participation. Please see the appendix for a detailed document describing how to sort this report in Excel.

Page 5 Question:

A program assumption is that you are aware of the students most in need. Please look at the hours of attendance for your students (by ranking students from highest to lowest hours of) attendance) and address the following question.

14.   Are the students most in need attending the most? Are they attending enough?

Yes. Students in the program that are the most consistent have attended the program for 3 years. Each targeted student has been able to attend, but sometimes infrequently. Students who were referred by student support counselors or deans of instruction are students who sometimes have parents who do not support extracurricular activities for multiple reasons. Student attendance drastically declines when the student has extreme discipline issues and/or failing classes. We continue to work with these parents to explain the benefits of ACE, and have seen improvement in this.

Dance is a focus for me this year. I increased the frequency of both those clubs because there was a high demand to increase a positive culture at our campus with high-quality student performances. Student performers need to increase their frequency in club times because the more they meet the more time they can focus on technique. This club is special because most students should have years of training before joining. This is the second year were the students compete in quality competitions. By having highly competitive dance teams, these programs can become sustainable and supported by the administration and the athletic program once the grant is gone.

D. *Tx21st report: Participant Activity Attendance Detail*—**Run by Center for Fall 2018**

This report provides a detailed listing of the activities each student/adult participated in and the percentage of days the activity was offered that they attended. This is a snapshot of the program by attendee participation is each of the offerings.

Page 6 Questions:

15.   On a case-by-case basis, are you aware of the types of activities a student is participating in, whether the activities are aligned with the student's needs, and whether the student is participating in them fully?

Yes. Each student has an activity schedule they select from their registration packet in the ACE program. From there, the ACE coordinator creates individual schedules and rosters that identifies the student. I pull activity attendance reports on a weekly basis and check in with students about their participation level if they have been missing club times.

Student referrals are received from the college counseling director, learning specialists, and student support counselors. It takes a team effort to make sure a student is attending a specific club. Parents are first notified that the student is attending the club, and the instructor then alerts me if a student misses and about their progress.

16.   Who is responsible for managing the set of activities offered for specific student(s)? Please discuss your strategy for addressing this issue.

The site coordinator is responsible for determining the set activities for the specific students. Teachers wanted certain clubs because of student's requests. Depending on the goal of the club, I help manage expectations and the curriculum. Club times are also scheduled depending on the athletic schedule because many student's ACE schedules overlap with different sport's practices.

17.   Are parents aware of their student's selection of activities and their level of participation? Please discuss your strategy for addressing this issue.

Yes, Parents attend the ACE information where I lay out all the information about clubs. The families then select their club schedule together. However, students attend clubs that are not on their original schedule and must inform their parent that day they are staying for ACE. Parents can refer to the personalized schedule given to them at the beginning of the year, and when students select to change their schedule depending on preference, a new schedule is sent home to the parent.

At the bottom of the registration packet for enrollment parents are given the opportunity to write down clubs that want to see in the future. If enough people are interested, then I find a way to develop the program.

18.   Please discuss how you will use the findings of the Participant Activity Attendance Detail.

The attendance detail provides an opportunity to study each student's level of commitment to the program. The effectiveness of each club will also be closely evaluated. Many student's schedules have changed depending on the athletic team sport season. For example, students who participate in volleyball may not participate in ACE during the month of September, so they will be involved in ACE during November. Many of my regular students are gone because they participate in soccer in the spring. This changes the total numbers in each activity. This trend is important to see, so I can redo student's schedules and see how attendance by activity influences program outcomes.

This report is mostly used to gauge a student's interest. I will use the information to provide more information for the student and parents during summer that the student can continue pursuing their passions in college or other outside weekend programs.

3. Methods for Building a Comparison Group and Calculating Baseline Equivalence; Overcoming Evaluation Design Limitations

Two important considerations guided our selection of the statistical models we employed in this evaluation: the level of measurement and the number of variables in the problem under consideration (on the importance of such considerations see Andrews and others, N.D. and Hoel, 1962).

By level of measurement we refer to whether program observations were measured on a nominal, ordinal, interval or ratio scale of measurement.

By the number of variables in the problem, we mean the usual categories are one variable, two variables, and three or more variables.

Thus, for example, in examining the gender distribution at a program site, a percent (%) was utilized since gender is generally considered a nominal level variable (males, females or transgender) and there is only one variable – gender distribution – of interest. On the other hand, in establishing a program's impact on reading grade changes in relation to students' participation levels while controlling for the antecedent

conditions of percent Hispanic in the program (under the hypothesis of cultural bias to the STAAR test) resulted in our using multiple, least square estimation procedures since there are three variables in such a problem, all of which were measured on an interval or ratio scale.

Specific statistical models utilized in this report can be readily discerned by the reader either from the tabular entries shown below in this report or from notes to the tables as well from the report text itself.

Further, establishing comparison group equivalence when quasi-experimental designs were utilized was relatively straight forward. The three most common methods generally employed by evaluators are to randomize control (comparison) subjects, to utilize "propensity scores," or to control for individual influences in a serial manner. In this report, we employed the first and the third methods.

In utilizing "randomization," we actually did not randomly assign subjects. Rather, we gathered the *population* of students in a site and used that as a 100% sample for comparison purposes. We then utilized goodness-of-fit tests (like the Chi-square statistic) to test for differences in relevant characteristics (e.g., ethnic mix of program participants versus the entire campus student profile).

We chose not to use propensity scores, which have become something of a statistical fashion in recent years. At base, propensity scores are based upon the multivariate estimation of variables related to both the treatment condition and to an outcome. As Holmes (2014) defines them, propensity scores are the conditional probability that a particular evaluation subject will be in the program given a certain set of characteristics. Typically, they are used with quasi-experimental data to create matched samples, weights for transforming data and the like.

We chose not to use propensity scores because we believe that they posed considerable problems to our evaluation. First and foremost, there is still little knowledge or theory of what produces desired out-of-school-time program results. So, on what bases should subjects' characteristics be chosen for deciding whether the treatment and control (or comparison) groups are equivalent in such a way as not to confound program outcomes? After all, an infinite number of variables might be chosen for inclusion – if the data were available. But, second, the TX21st Century TEAL data sets do not provide sufficient evidence about variables we suspect as especially important: student motivation to be in school, for example, or parental engagement at home with their after-school or their nonparticipating students. Further, the data in the TEAL database often (though not exclusively) are aggregate evidence, not evidence about individual subjects. Accordingly, drawing inferences from aggregate data about individual program participants or non-participating controls invites the familiar "ecological fallacy." Finally, there is a problem with what is called the *ceteris paribus* assumption. Every set of findings involves this assumption, which amounts to saying these evaluations are correct, *other things being equal*. But what other things should we take to be "equal" or in need of "control" in deciding what we should be comparing to what?

The third way of studying equivalence between program participants and non-participating control or comparison subjects is that of introducing statistical controls for individual, antecedent variables or conditions. Introducing statistical controls one variable at time allowed us to better understand what was happening in our data and the matters affecting outcomes in specific sites; to avail ourselves of a variety of statistical models; to readily understand statistical interactions; and yet to identify, within the limits of data, sources of spurious findings. In the evaluation findings, specific statistical controls that were introduced are either made clear in the tables, in the tabular footnotes, or in discussions of results in the text.

Appendix C: Detailed Information on Program Implementation and Support Strategy

1. <u>Meeting of Operations and Activity Requirements by YES Prep ACE Program</u>

Table: Meeting of Program Operations Requirements by Center (AY2017-18)

Center	Hours/Week Fall (12 required)	Hours/Week Spring (12 required)	Weeks in Service Fall (13 required)	Weeks in Service Spring (16 required)
East End	Met	Met*	Met	Met
Fifth Ward	Met	Met	Met	Met
Southeast	Met	Met	Met	Met
Gulfton	Met*	Met	Met	Met
North Central	Met	Met	Met	Met
North Forest	Met*	Met*	Met	Met
Northside	Met	Met	Met	Met
Southwest	Met	Met	Met	Met

Source: Texas 21st Report Data on Center Operations for Spring and Fall

As seen in the above table, all program operations requirements were met for each center. However, those entries with an asterisk (*) in the above table had to be made up in a subsequent term. Local circumstances, most especially Hurricane Harvey and recovering from it, were responsible for the need for "makeup."

Table: Meeting of Program Activity Components Requirements by Center (AY 2017-18)

Center	Academic Component	College Component	Enrichment Component	Family Component
East End	Met	Met	Met	Met

Fifth Ward	Met	Met	Met	Met
Southeast	Met	Met	Met	Met
Gulfton	Met	Met	Met	Met
North Central	Met	Met	Met	Met
North Forest	Met	Met	Met	Met
Northside	Met	Met	Met	Met
Southwest	Met	Met	Met	Met

Source: Texas 21st TEAL Report Data, Activity Attendance Percentage

2. Program Staffing at the YES Prep ACE sites

As part of our process evaluation, our discussion of support, and our analysis of variations in support across the eight YES Prep sites, we examined in detail the levels of program staffing. Staffing is, of course, a vital part of a program's support strategy. Staffing levels (counts) are shown by ACE center in the immediately table below.

Table: Program Staffing Levels by Center (Staff numbers are counts)

Center	Paid Staff		Volunteers		In-Kind Staff	
	Fall 2017	Spring 2018	Fall 2017	Spring 2018	Fall 2017	Spring 2018
East End						
Certified Teachers	5	5	0	0	0	0
Other staff	5	4	0	2	0	0
Fifth Ward						
Certified Teachers	0	0	0	0	10	8
Other staff	1	1	0	0	6	6
Southeast						
Certified Teachers	8	7	0	0	0	0
Other staff	6	5	0	0	0	0
Gulfton						
Certified Teachers	5	4	0	0	0	0

Other staff	7	4	0	0	0	0
North Central						
Certified Teachers	7	8	0	0	0	0
Other staff	4	6	15	10	0	0
North Forest*						
Certified Teachers	1	2	0	0	0	0
Other staff	8	9	2	3	0	0
Northside						
Certified Teachers	18	13	0	0	0	0
Other staff	5	7	0	0	0	0
Southwest						
Certified Teachers	15	15	0	0	0	0
Other staff	6	4	0	0	0	0

Source: Texas 21st TEAL Data Reports; Staffing

Notes: * North Forest relied heavily on external vendors to provide activities; external vendors are not shown in TEAL data tables.

As will be seen, in the above table the total staff at each site (with the exception of North Forest for reasons indicated in the tabular notes) was disaggregated by the categories of "Paid Staff," "Volunteers" (unpaid) and "In-kind Staff" for the fall and spring terms. These major categories, in turn, were further disaggregated by "certified teachers" and "other staff." Of particular note is the greater reliance of the Fifth Ward center on "In-Kind" staff as certified teachers and as "other staff" compared to the other YES Prep ACE centers. Of additional note is the greater use of parents as unpaid volunteers at North Central.

Table: Staffing Ratios

	Total Students Served to Certified Teachers*	Regular Student Participants to Certified Teachers**	Total Students Served to Other Staff	Regular Students Participants to Other Staff
Center				

East End	44.5	10.1	40.5	9.2
Fifth Ward	16.7	8.3	21.5	10.7
Southeast	15.4	9.7	21.0	13.2
Gulfton	21.1	14.8	20.9	12.1
North Central	15.3	8.0	6.6	3.4
North Forest*	.....	....	11.5	8.4
Northside	11.2	3.42	11.2	8.8
Southwest	7.7	3.9	10	11.6
Mean	18.9	8.3	17.9	9.7
Standard Deviation	12.1	10.8	3.9	3.0

Notes: Numbers in the table are ratios. *

In the above table, *ratios* of total students served to the number of certified teachers and to other staff are shown as are ratios of the number of regular student participants to teachers and other staff. Also shown are the means and standard deviations of these ratios across the centers.

Additionally, the evaluation team of Durand Research and Marketing Associates, LLC, analyzed the relationship between the *total number of students and adults relative to total staffing at each center.* (North Forest was omitted in the analysis as a result of its reliance on vendors, service providers that were not included in the TEAL data system.) The results are shown in the following table –

Table: Ratio of Total Students and Adults Served to Total Program Staffing by Center

Center	Ratio of Total Students and Adults Served to Total Staffing
East End	24.6
Fifth Ward	11.2
Southeast	11.0
Gulfton	15.6
North Central	7.6
North Forest*	....
Northside	10.2
Southwest	7.6
Mean	12.6
Standard Deviation	5.9

*Notes:

Evaluator commentary:

As shown above, the Durand Research and Marketing Associates, LLC, evaluation team included ratios in this report for the reason that attendance and participation ratios are, of course, conventional metrics utilized to understand and plan staffing (on this point see Mathis RL & Others, pp.43-68). Among other matters, they help to control for the effects of different program sizes and, thereby, prevent erroneous inferences.

As will be noted, in all three tables above, we found considerable variation in total and in types of staff across the centers as well is in staffing ratios. What accounts for these cross-center variations? In our site visits, conversations with site coordinators, and in our analysis of TEAL data, we observed that the number and types of activities offered differed across sites as did students' needs based on pre-programming assessments. Further, various types of activities require varying staff resources. For example, a parents' information activity that enrolls, say, 50 parents may only require a single administrative official and no teacher to conduct. But an activity like student cooking requires small class sizes for more "hands-on," specialized instruction. Moreover, the targeting of students from disadvantaged backgrounds for Texas 21st Century after-school education in our view seemed likely to require more teachers and counselors than does the education of students from diverse, often not-disadvantaged backgrounds for general school classroom education. All of these several factors in our view combined to result in the observed cross-center variations described above.

Finally, the planning of ACE staffing needs for a forthcoming academic term is typically like trying to hit "a moving target." Staffing decisions generally have to be made before students and parents are actually enrolled. This "moving target" problem we think amounts to a "margin of error" decision that also helps to account for the staff variances observed in the tables.

3. Operating Budgets at the Sites

Operating budgets, of course, provide a dollars and cents indicator of support across program sites. In this section, we report on Cycle 8, Year 5, funding in support of the YES Prep program at its eight sites. The table below shows each ACE center's total operating budget for the year as well as its operating budget per attendee.

Table: Operating Budgets for YES Prep ACE Sites, Year 5 (AY2017-18)

Center	Total Operating Budget	Per Attendee Operating Budget*
East End	$172,053	$ 333.44
Fifth Ward	$215,841	$ 601.23
Southeast	$177,350	$ 622.28
Gulfton	$204,054	$ 651.93
North Central	$168,083	$ 442.32
North Forest	$241,727	$ 570.11

Northside	$169,671	$ 385.62
Southwest	$160,012	$ 522.92
Average	$188,599	$516.23
Standard Deviation	$28,786	$116.97

Source: Operating Budgets were provided by Yes Prep ACE Program Director.

*Note: Attendance figures were from the Center Operations Report and included both total students and total adults.

In addition to the above site-specific dollars, the operating budget for the home or program office was $170,00 bringing the total YES Prep ACE budget to $1,678,791 for the academic year.

In the above table, the per attendee operating budget for the fall and spring is included in order to control approximately for differences in the size of centers' programs. Of course, this is a somewhat crude control since neither a difference in the number of days attended nor summer attendance are considered.

An examination of the data in the above table reveals considerable site to site variation in total operating budgets and in "per attendee operating budgets." Such variation was fully expected by the evaluation team. After all, numbers of attendees were observed to vary across the centers as did student needs (as identified by a needs assessment); variations in activities and in teaching resources were identified by the team (please refer to participation tables below and to that found in the immediately preceding section of this report); and differences were identified in "student mix," especially in economic disadvantages, the proportion of at-risk students, and in the % Hispanic/Latino across the campuses themselves (see especially the "District and School Contexts" table in Section II.E. earlier in this report.) Finally, the evaluation team's experience in educational measurement and evaluation also led to an expectation that differences in economies of scale would be found in part as a result of variations in the types of program activities offered across the sites.

4. Approach Taken and Data Used to Prioritize Services to Support ACE Center Activities

Decisions about services priorities for resource allocations to support the various centers, the evaluation team found, were made chiefly by the program director based on the total amount made available by TEA. The program director used previous budgets for each campus site going all the way back to Cycle 8, Year 1, as the starting point. She then made adjustments during Year 5 (the current year) based on whether the site previously hit its targeted student numbers and on whether YES Prep Public Schools, Inc., required certain expenses (e.g., increases in insurance).

More specifically, according to the Program Director funds allocated to the campus sites were based on the number of students reportedly being served 30 days into the programming year as well as on the bases of student needs identified prior to the program year.

The site coordinators and their campus-based managers reviewed their budgets and line-item based them in large measure on the activities they expected to offer given both student interest and school campus alignment needs (see the detailed discussions of alignment by center, 2nd

Recommended Deliverable: Interim Discussion 1, included in Appendix B of this report.) The program director then reviewed the centers' budgets to insure compliance with guidelines in the TEA grant.

At the level of the ACE Centers, each site coordinator used student interest and campus needs from surveys, meetings with the respective school leadership team, and with teachers along with program and evaluation results from the past year (Year 4) to determine the focus for the current one (Year 5). For supplies, coordinators kept an inventory log so they knew what supplies they would be able to use during the next year and what supplies they needed to build into their budget for the forthcoming year based on their future activities plans. Feedback from students was also considered.

Marketing, on the other hand, was prioritized based on an "all-in approach" at each campus center site. Marketing was done via Family Resource Center bulletin boards at each campus; calls to parents; personal phone calls; newsletters; and referral letters to parents of students who were targeted for ACE recruitment either for academic or behavioral issues.

In order to understand more fully what data were used and how services were prioritized at each center, the evaluation team also relied on assessment information derived from site visits, from each center's respective logic model, from selective site coordinator responses to open-ended survey questions, and from both formal and informal conversations with the program director, the family engagement specialist, and the site coordinators.

In gathering assessment information from these sources, the evaluation team found the following data were *generally used at <u>all centers</u>* to prioritize services in support of activities –

- Needs assessment data.
- Conversations with students, parents, and campus administration.
- Voice and choice surveys.
- Grade data to help determine student needs.
- Interest sessions for parents/students to attend.
- Enrollment nights/sessions that involve discussions between parents and program staff
- One on one meetings with parents.
- Parent, student, and instructor surveys to determine satisfaction with current activities and for ideas regarding new activities.
- Parent club meetings – parents of students who attend a club meet to learn more from the instructor, ask questions, and possibly lead opportunities for working together.
- Lesson plan reviews.

- Student program attendance data.
- Observations of teachers or vendors.
- Monthly budget tracking.
- Regular professional training sessions.
- Monthly site coordinator meetings with the program director and the family engagement specialist.
- Student retention data.
- Discussions with the evaluation team

In addition to these data that were found to be used generally at all centers to prioritize activities- support services, the evaluation team found other data that were used in *selected centers* –

- Student focus groups and feedback discussions (for example, mentioned specifically by the Fifth Ward coordinator).
- Check-ins with club sponsors and vendors/teachers (also mentioned by the Fifth Ward coordinator).
- Documented discipline and behavioral issues data (mentioned by North Forest coordinator).
- Meetings with campus operations directors (mentioned by several coordinators including the East End coordinator).
- Retention data (reportedly used at Southeast and Gulfton).

The latter data list above suggests either some variations across the sites in the kinds of information used arriving at services priorities for each center or at least differences in the emphasis given to some data over others. *However, the Durand Research and Marketing Associates, LLC, evaluation team is uncertain whether these variations reflect the different programmatic needs or operations of the sites or whether they are an artefact of the methods we employed to gather information.* Indeed, we relied heavily upon responses from site coordinators to "open-ended" questions and informal interviews. As an example, Westat's questions included for purposes of the recommended interim reports were generally open-ended and evoked wide-ranging responses. Such wide-ranging responses could well involve the stimulus of whatever problem or issue was particularly salient to coordinators at the time questions were asked. Moreover, human minds are typically unable to retain in immediate memory a long list of items such as the list of data we compiled. Given these considerations, *the evaluation team concluded that each of the site coordinators, the project director, and others in the collaborative process of services prioritization (e.g., campus leadership) utilized a variety of important data in decision making.*

In order to assess further services prioritization, the evaluation team also investigated reporting relationships (read "organization chart") in the YES Prep program, relationships that could reasonably be expected to be an important component of the program's support strategy. What the team found could be most accurately described as a matrix form of organizational structure. All of the site coordinators had a campus-based supervisor or manager as well as having regular meetings with the program director to insure program alignment, the implementation of shared

best practices, and the troubleshooting of common problems. In the case of most of the centers, the campus operations managers, who also served on each campus' leadership team, were the site-level managers of each site coordinator. Lastly, the grantee's program director serves on YES Prep's ACE Staff Advisory Council along with YES Prep's Vice President of Operations and YES Prep's Manager of School Operations, a position that facilities school and program alignment as well as strategic planning.

Based upon its investigation of these reporting relationships, the evaluation team concluded that that this organizational structure appeared to work quite well and to meet especially the particular needs of the YES Prep ACE program, its participants, and its other stakeholders.

5.   Needs for Additional Program Support

During its analysis of program implementation and its process evaluation, the Durand Research and Marketing Associates, LLC, evaluation team found evidence of needs for certain additional program support. These needs for additional support were as follows —

a.   Rather widespread among the perceptions of ACE site coordinators is that campus' leaders need to be more supportive of the ACE program; need to be more involved in the program; need to consider more carefully ACE in relation to the overall campus vision; and need to give greater recognition to ACE. We think this is most likely to occur principally if the top leadership of YES Prep Charter Public Schools, Inc., becomes involved. Accordingly, we encourage this top leadership to provide incentives for such campus leadership to more fully embrace and to become more involved in the program.
b.   There is a considerable need for the Board of Directors and Trustees of YES Prep, the leadership of the ACE program, and the site coordinators to dedicate considerable attention to the *long-term sustainability* of ACE at YES Prep. In doing so, we recommend that resources available through various community initiatives (among them the United Way of Greater Houston and its "O2L" program, the Houston Endowment, and Communities-in-Schools, Inc.) be utilized and that YES Prep seek regular long-term involvement with these initiatives.
c.   Physical space is at a premium for all YES Prep ACE centers. There is need for more additional, dedicated space to facilitate further the program and its development at all sites. Still, the evaluation team recognizes that this need is largely a consequence of the considerable growth in the YES Prep student population as a whole, a growth contributed by the addition of new grade levels at some YES Prep campuses. Thus, while this need is a difficult one to meet, we think it is quite an important one.

Appendix D: Detailed Information on ACE Program Participation

1. Student Daily Attendance by ACE Site

Below a chart of student days of attendance and a table of student counts by percentage attendance category are show for each of the eight YES Prep eight sites. (Note: the source of each chart and table is the TEAL data system, "Student Attendance Percentage – Grantee Level" for AY 2018.)

Center: Southeast
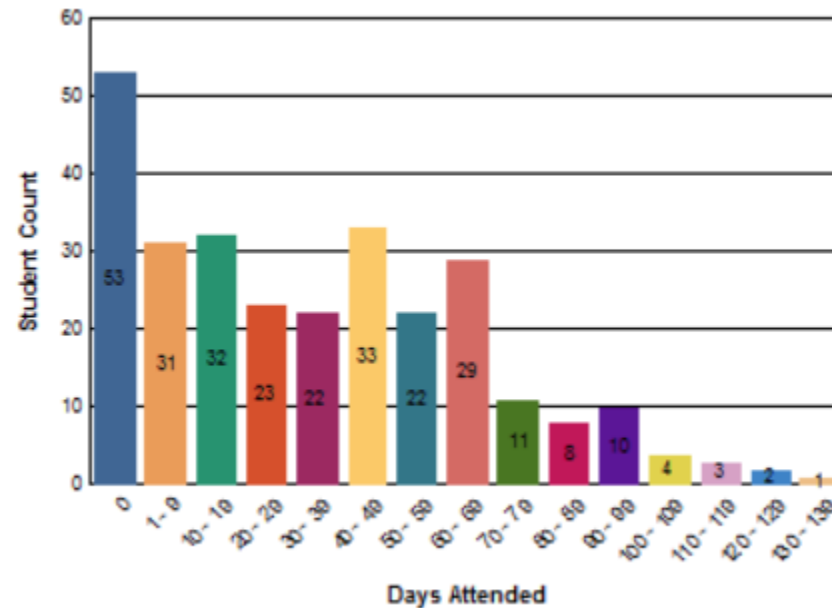
Attendance %	Fall	Spring	Summer
0-20	81	28	0
21-40	47	36	0
41-60	34	37	0
61-80	10	44	0
81+	6	14	0
Total	**178**	**159**	**0**

Center: North Central
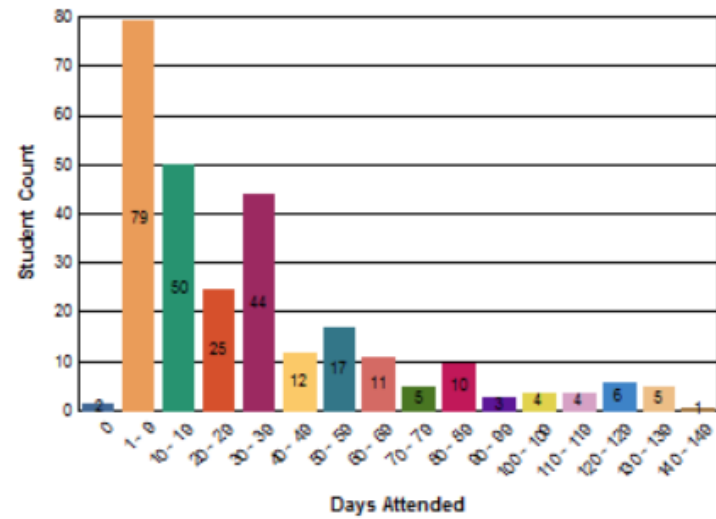
Attendance %	Fall	Spring	Summer
0-20	99	93	7
21-40	65	34	26
41-60	35	12	30
61-80	18	16	12
81+	4	5	23
Total	**221**	**160**	**98**

Center: Southwest
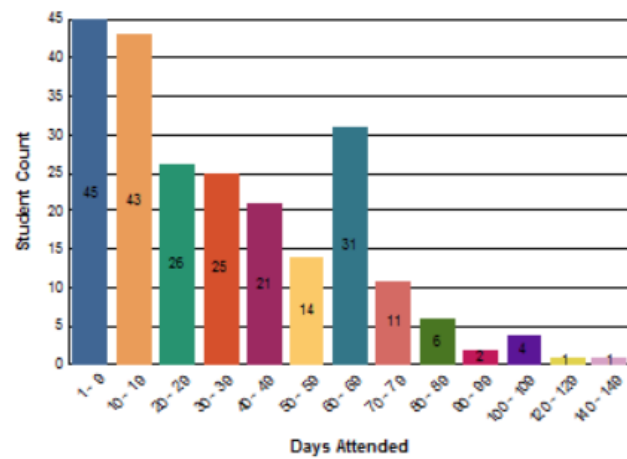
Attendance %	Fall	Spring	Summer
0-20	92	67	0
21-40	70	55	0
41-60	29	15	0
61-80	13	4	0
81+	5	2	0
Total	**209**	**143**	**0**

Center: East End
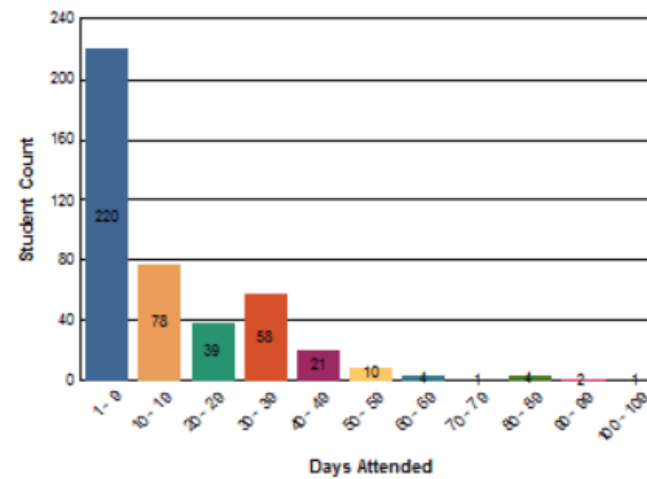
Attendance %	Fall	Spring	Summer
0-20	198	217	0
21-40	76	25	0
41-60	46	11	0
61-80	13	0	0
81+	3	0	0
Total	**336**	**253**	**0**

Center: Gulfton
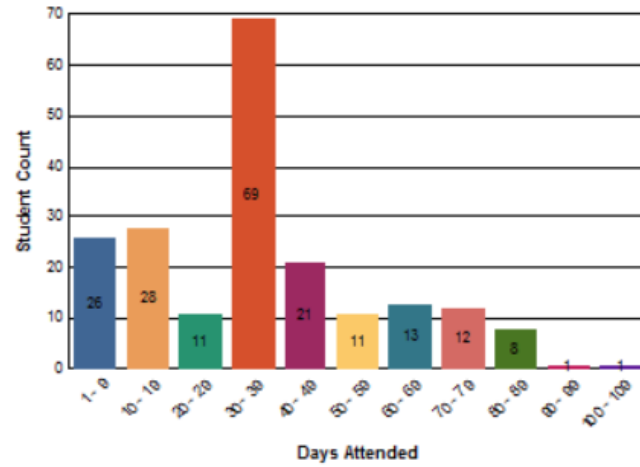
Attendance %	Fall	Spring	Summer
0-20	12	82	4
21-40	40	67	5
41-60	38	31	4
61-80	8	1	11
81+	0	0	21
Total	98	181	45

Center: North Forest
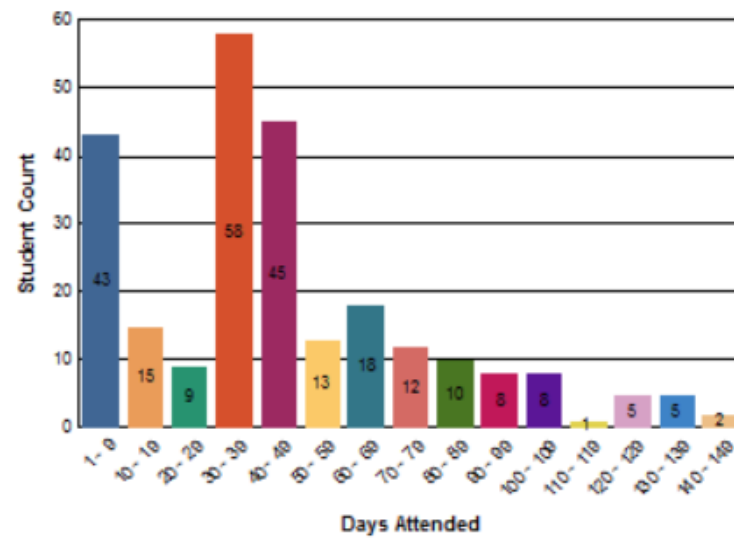
Attendance %	Fall	Spring	Summer
0-20	79	82	0
21-40	40	45	0
41-60	85	39	0
61-80	30	15	0
81+	9	8	0
Total	**243**	**189**	**0**

Center: Northside
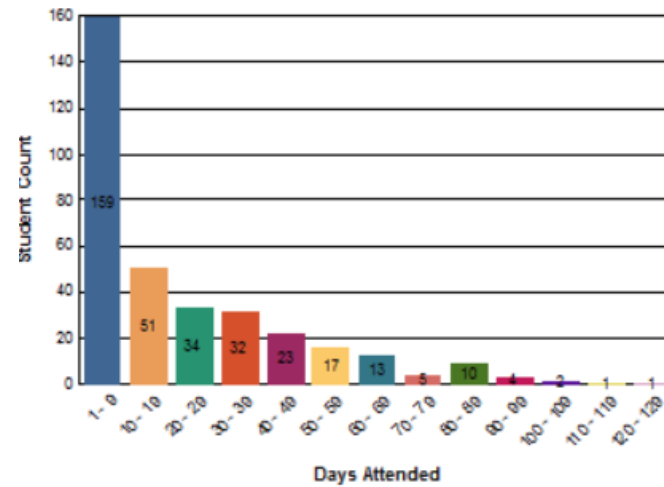
Attendance %	Fall	Spring	Summer
0-20	127	175	10
21-40	67	61	4
41-60	38	21	4
61-80	15	3	9
81+	3	0	6
Total	**250**	**260**	**33**

Center: Fifth Ward
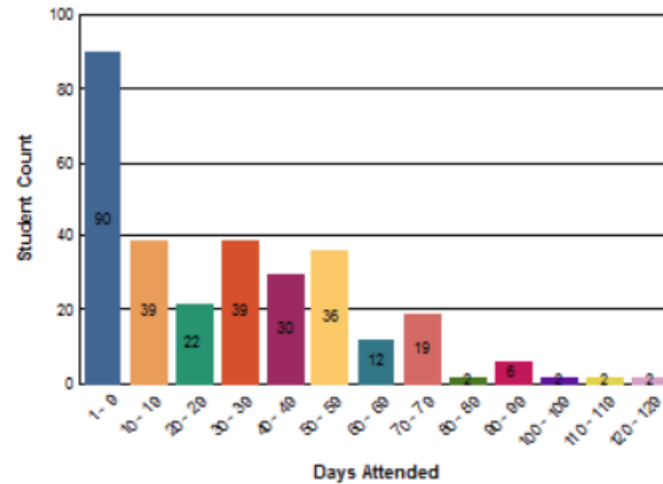
Attendance %	Fall	Spring	Summer
0-20	96	101	0
21-40	91	71	0
41-60	56	22	0
61-80	13	21	0
81+	0	4	0
Total	256	219	0

Evaluator Commentary

A close examination of the above <u>charts</u> revealed to the evaluation team *considerable variation in the <u>student counts of days</u> attended across the sites.* For example, compare the chart of such counts by days attended at Gulfton with that for East End or Southwest. The visual depictions shown

in the charts are quite different indicating variations in daily attendance patterns. Further, in contrast to the Grantee chart shown in the body of this report, strictly monotonic (continuous) declines in student counts by days attended after the 20 to 29 days category were the exception rather than the rule. But see the charts for Northside and East End.

An examination of the *attendance percentage tables* shown above reveals generally a decline in total student participation from the fall to the spring term. However, the tables for Gulfton and Northside show that these two sites were an exception. That is, at these two sites total student participation increased from fall to spring. It seems to the evaluation team that "local factors," such as the neighborhood impact of Hurricane Harvey, might have been largely responsible. But we were unable to be conclusive about the cause.

2. Center Participation by Number and Type of Activity

In the two tables following, the total number of activities by type of activity for the fall and spring terms, respectively, are shown for each of the YES Prep ACE centers. Also shown by center in each table is the percentage of the total program time participants (students and adults) spent in each activity type. Finally, the means or averages, the standard deviations and the coefficients of variability are displayed. (The coefficient of variability, the standard deviation divided by the mean, is a useful statistical model for understanding variation when various mean scores are found to have considerably higher or lower values from one another.)

Fall 2017 Term

Center	Academic Assistance		Enrichment		College/Workforce Readiness		Family Engagement	
	Number	Pct. Time*	Number	Pct. Time*	Number	Pct. Time*	Number	Pct. Time*
Southeast	7	42%	7	52%	0	0	2	6%
North Central	5	8%	19	78%	3	9%	5	5%
Southwest	5	33%	8	34%	3	29%	4	4%
East End	7	25%	13	67%	5	6%	8	2%
Gulfton	2	42%	5	52%	1	3%	2	3%
North Forest@	6	40%	14	47%	1	5%	6	9%
Northside	5	66%	10	26%	4	7%	5	<1%
Fifth Ward	7	52%	20	39%	2	6%	3	2%
Averages	5.5	38.5%	12	49.4%	2.38	8.1%	4.38	4.4%
Standard	1.69	0.17	5.50	0.17	1.68	0.09	2.07	0.03

Deviations								
Variability Coefficient	.31	.45	.46	.35	0.71	1.09	0.47	0.57

Notes: *The percentage of times (Pct. Time) may not sum to 100% for each site as a result of rounding. @In the change over in site coordinators some data for this center were misclassified. One of these misclassifications was in the College/Workforce Readiness activity type, a misclassification that was corrected.

Spring Term 2018

Center	Academic Assistance		Enrichment		College/Workforce Readiness		Family Engagement	
	Number	Pct. Time*	Number	Pct. Time*	Number	Pct. Time*	Number	Pct. Time*
Southeast	5	31%	10	67%	1	2%	1	.2%
North Central	4	9%	12	79%	3	11%	3	1%
Southwest	5	30%	7	31%	2	37%	3	2%
East End	3	29%	15	58%	2	6%	7	7%
Gulfton	3	40%	6	53%	1	3%	3	3%
North Forest	7	41%	10	42%	1	2%	5	14%
Northside	5	69%	14	23%	5	5%	3	2%
Fifth Ward	5	43%	15	40%	1	15%	2	2%
Averages	4.63	37%	11.13	49%	2	10%	3.38	4%
Standard Deviations	1.30	0.17	3.48	0.19	1.41	0.12	1.85	0.05
Variability Coefficient	0.28	0.46	0.31	0.38	0.71	1.16	0.55	1.17

Note: *The percentage of times (Pct. Time) may not sum to 100% for each site as a result of rounding.

3. Proactive Strategy to Avoid Low Student/Adult Participation Centers

The information presented in this section is based upon site coordinators' responses to questions posed for the purpose of Interim Discussion 2 as well as on site visits and discussions with the program director and family engagement specialist. Following an overall summary, highlights of the responses of the coordinators at each ACE site are presented.

Overall summary of strategy elements--

- All activities were related to student and family needs identified in the pre-program needs assessment;
- Recruitment measures were adopted to encourage student and adult enrollments. These measures included demonstrations of activities; the use of student and parent "voice and choice" survey results; informational sessions; brochures and information handouts; and bulletin boards;
- There was on-going monitoring of enrollment and attendance for centers and their activities in order to manage levels of participation;
- Measures to promote retention in the program were adopted. These measures included having the parents of students sign an agreement about attendance/participation expectations prior to students entering ACE; regular gatherings with students in which the site coordinator reminded students of attendance and participation expectations; meetings with parents about excessive absences; using student focus groups to discuss an activity; follow-ups with individual, enrolled "non-attenders"; and using classroom observational checklists to ensure instructional quality;
- There was close monitoring of the quality of the instructors of activities;
- ACE activities were closely aligned with YES Prep day school curricula and programming;
- There was on-going monitoring and assessment of the benefits of each activity at each center vis-à-vis the intended outcomes and impacts of the YES Prep ACE program;
- The fidelity of activities offered to each center's logic model was reviewed and assessed;
- Trends in activities and changes in participation over time were observed;
- Learning from the experiences of previous ears occurred;
- There were discussions with members of the evaluation team about the program's strengths, weaknesses, opportunities, and threats;
- The <u>overall strategy</u> was that of the *continuous quality improvement* of the program.

Appendix E. Details of Program Intermediate Outcomes

1. <u>Changes in Grades</u>

<u>Reading</u>

Center	Increase	No Change (Maintaining)	No Change (Failing)	Decrease	No Change Necessary	Total@
Southeast	37%	30%	3%	23%	7%	100% (N=60)
North Central	16%	52%	1%	20%	11%	100% (N=76)
Southwest	17%	44%	0%	26%	12%	100% (N= 57)
East End	25%	56%	0%	12%	6%	100% (N=115)
Gulfton	16%	52%	0%	19%	13%	100% (N=31)
North Forest	46%	31%	2%	9%	9%	100% (N=67)
Northside	18%	49%	0%	18%	15%	100% (N=147)
Fifth Ward	34%	36%	0%	18%	12%	100% (N=96)
YES Prep ACE Mean	26%	44%	1%	18%	11%	
YES Prep ACE S.D.*	12%	10%	1%	5%	3%	
Coefficient of Variability	44%	23%	155%	30%	29%	
State of Texas Cycle 8 (Regular Students Only in 2017-18 fall and spring terms)	16%	44%	n/a	17%	22%	100% (N= 23082

Notes: @Missing grade data are excluded from the table and the totals. Rows may not sum to 100% due to rounding

Mathematics

Center	Increase	No Change Maintaining	No Change Failing	Decrease	No Change Necessary	Total
Southeast	38%	23%	0	36%	3%	60
North Central	16%	40%	0%	13%	32%	76
Southwest	14%	47%	0%	16%	22%	57
East End	27%	43%	0%	18%	13%	115
Gulfton	13%	28%	0%	16%	42%	31
North Forest	37%	32%	0%	15%	16%	69
Northside	37%	27%	2%	19%	14%	147
Fifth Ward	24%	35%	0%	28%	12%	96
YES Prep ACE Mean	26%	34%	0%	20%	19%	
YES Prep ACE S.D.*	0.11	0.08	0.01	0.08	0.12	
Coefficient of Variability	0.42	0.24	2.83	0.39	0.65	
State of Texas Cycle 8 (Regular Students Only in 2017-18 fall and spring terms)	17%	44%	n/a	16%	23%	100% (N=22977)

Science

Center	Increase	No Change Maintaining	No Change Failing	Decrease	No change Necessary	Total N of Cases
Southeast	16%	36%	3%	28%	17%	58
North Central	13%	29%	0%	29%	29%	76
Southwest	23%	40%	0%	18%	19%	57
East End	24%	31%	0%	22%	23%	117
Gulfton	26%	45%	0%	13%	16%	31
North Forest	33%	36%	0%	18%	13%	67
Northside	12%	37%	1%	29%	20%	147
Fifth Ward	15%	40%	1%	28%	15%	96
YES Prep ACE Mean	20%	37%	1%	23%	19%	
YES, Prep ACE S.D.*	7%	5%	1%	6%	5%	
Coefficient of variability	0.37	0.14	1.70	0.27	0.27	
State of Texas Cycle 8 (Regular Students only in 2017-18 fall and spring terms)	15%	37%	n/a	15%	23%	100% (N=22913)

Social Studies

Center	Increase	No Change Maintaining	No Change Failing	Decrease	No change Necessary	Total N of Cases
Southeast	36%	30%	3%	26%	7%	52

North Central	12%	30%	0%	31%	26%	76
Southwest	18%	26%	0%	27%	29%	57
East End	31%	34%	0%	23%	12%	115
Gulfton	23%	39%	0%	6%	32%	31
North Forest	52%	34%	0%	8%	6%	67
Northside	20%	39%	1%	27%	14%	146
Fifth Ward	30%	36%	0%	23%	12%	95
YES, Prep Mean	28%	34%	1%	21%	17%	
YES Prep S.D.*	13%	5%	1%	9%	10%	
Coefficient of variability	0.45	0.14	2.14	0.43	0.59	
State of Texas Cycle 8 (Regular Students only in 2016-2017 fall and spring terms)	16%	36%	n/a	15%	33%	100% (N=21563)

Source: Texas 21st Data Reports on Grades by Individual Participants, Fall of 2015 and Spring 2017. Texas 21st Year End Grades – State Level for Cycle 8 in 2018

2.   Changes in Course Pass Percentage

Table: Changes in Course Pass Percentage by Center (fall 2016 compared to spring 2018)

Center	Adjusted** Average Fall 2016 Pass Rate	Adjusted** Average Spring 2018 Pass Rate
Southeast	93%	97%
North Central	99%	99%
Southwest	98%	99%

East End	84%	99%
Gulfton	98%	96%
North Forest	89%	97%
Northside	96%	96%
Fifth Ward	94%	97%
Average	94%	98%
Standard deviation	5.2%	1.3%
Coefficient of Variability	.055	.013

Source: TEAL Data System, AY2016-17 and AY 2017-18. Center Data on Students**Adjustment is for differences in the total number of classes taken in fall 2016 and the spring of 2018.

4. Differences in School Day Absences

Table: Average School Days Absent Per School Day by Center

Center	Average School Day Absences Per School Day Fall 2016	Average School Day Absences Per School Day Spring 2018	Differences in School Day Absences Per School Day (Fall 2016 to Spring 2018)
Southeast	.024	.030	.006
North Central	.024	.023	-.001
Southwest	.019	.034	.015
East End	.035	.028	-.007
Gulfton	.018	.024	.006
North Forest	.029	.027	-.002
Northside	.024	.032	.008
Fifth Ward	.019	.029	.01
Average	0.024	0.028	0.004
Standard Deviation	0.006	0.004	0.007
Variability Coefficient	0.240	0.132	1.643

Source: TEAL Data System, AY2016-17 and AY 2017-18. Center Data on Students. There were fewer school days in the fall than in the spring, hence the need to calculate total absences per school day.

It should be cautioned, however, that "school day absences" are rather suspect as an intermediate outcome metric, especially in the way these are reported in TEASE and by the State of Texas. The definition of "school day absence" as reported according to State absence criteria is shown in the table below –

The criteria include the following: State Group absent codes

Attendance Codes List

Checklist | Search | New | Delete | Code Color

Number of records found: 24

Code	Description	Accountability Code	Use Arrive Time	Use Dismiss Time	State Group	District Group	Delete
AU	Absent - Unexcused		None	None	Absent	Absent - Unexcused	
R	Religion		None	None		Present	
AE	Absent - Excused		None	None	Absent	Absent - Excused	
C	College Visit w/out YES rep		None	None		Present	
I	Illness		None	None	Absent	Absent - Excused	☐
OSS	Out of School Suspension		None	None	Absent	Absent - Excused	
ISS	In School Suspension		None	None		Present	
M	Medical		None	None		Present	
S	School Activity - Approved Off-Campus Trip		None	None		Present	
T	Tardy		Optional	Optional		Tardies	
X	Truant		None	None	Absent	Absent - Unexcused	
A	Absent		None	None	Absent		
Tst	Testing		Optional	Optional		Present	
ACT	Activity		Optional	Optional		Present	
CEHI	Compensatory Education Home Instruction		None	None		Present	
LL	Learning Lab		Optional	Optional		Present	
N	Nurse		Optional	Optional		Present	
O	Office		Optional	Optional		Present	
HB	Homebound		None	None		Present	
HBE	Homebound - Excused DONOT USE		None	None	Absent	Absent - Excused	
CA	Court Appearance		None	None		Present	
NS	No Show		None	None		No Show	☐
ALT	Alternative Class		Optional	Optional		Present	☐
MA	Military Active Duty		None	None		Present	☐

Checklist | Search | New | Delete | Code Color

Note in the above that "illnesses" and "excused absences" are counted as school-day absences as are "truancies" and "out of school suspensions." Yet, the difference is critical: the former two types are often non-volitional deriving from accidents, epidemics, or other episodic illnesses while the latter are typically volitional. In all likelihood, an after-school program can more likely influence volitional excuses than those resulting from true emotional or physical maladies. Indeed, in the table on school absences at YES Prep's centers displayed above in this section, the increases in

absences shown in the spring of 2017 compared to the fall of 2015 could may well be a result of differences in health conditions, illness patterns (e.g., epidemics, cold and flu season, etc.) and the like rather than as "ACE program outcomes."

5. Changes in Noncriminal and Criminal Behavior Referrals

Table: Actual Count of Non-Criminal Referrals by Center for Fall 2016 and Spring 2017.

Center	Number (Count of Non-Criminal Referrals in Fall 2016	Number (Count) of Non-Criminal Referrals in Spring 2018	Difference in Non-Criminal Referrals from Fall 2016 to Spring 2018
Southeast	4	24	20
North Central	3	10	7
Southwest	7	9	2
East End	42	39	-3
Gulfton	4	5	+1
North Forest	4	17	+13
Northside	13	30	+17
Fifth Ward	3	10	+7
YES Prep ACE Mean	10	18	+8
YES Prep ACE S.D.*	13.35	11.95	8.09
Coefficient of Variability	1.34	.66	1.01

Source: TEAL Data System, AY2016-17 and AY 2017-18. Center Data on Students. *Denotes standard deviation.

Appendix F: Detailed Information on Program Impacts

1. Introduction to this Appendix

In this appendix we discuss the impacts or actual outcomes of the YES Prep Cycle 8, Year 5, program in greater detail than in the body of the report. We begin by looking further into "dose-response" relationships, especially at such relationships at each of the eight YES Prep ACE centers. Then, we proceed to an examination of explanations alternative to that of the ACE program itself producing a positive result among participants.

2. Dose -Response Relationships: Regular vs. Non-Regular Participation

In order to analyze dose-response relationships between ACE days of participation and intermediate "outcomes," it was first necessary to merge data on students' "outcomes" drawn from our two-year panel of YES Prep participants with other available data from TEAL data system concerning actual days of program of ACE attendance or participation. That is, the necessary data for the analysis were not available in a single file. Rather, it was necessary first to match ACE students by name, birth date, program center, and other variables (ethnicity, gender, year in school) from multiple, different TEAL data files. Then, once matched, it was necessary to merge data on students' "outcomes" data for the two-year period (fall 2016 through spring 2018) with data on ACE participation. Thus, to conduct our dose-response (and subsequent) analyses as called for in the Texas 21st ACE guidance, we were required to merge student data for the two-year period from 32 different, distinct TEAL data files.

In the table immediately below, the relationships shown in the chart in section V.B. in the body of this report are put in tabular form to show the data more precisely. In this and the tables that follow it, "regular participants" and "regular participation" in each table consist of those students who were active 30 days or more in the ACE program *both in AT2016-17 and in AY2017-18.* (This 30-day standard of regular participation conforms to that provided in the requirements set forth by the Texas 21st ACE program for Cycle 8, Years 4 and 5.) Additionally, note in the tables below that greater relative changes in the form of improvements on the part of regular program participants compared to non-regular ones are highlighted in green. Changes in which we found regular program participants to be outperformed (or at least tied with) non-regular participants are highlighted in yellow.

Table: Average (Unweighted)* Change in Outputs by Regular versus Non-Negular participation in the YES Prep ACE Program for the Panel of Participants from Fall 2016 through Spring 2018,

Output Metric	Regular Participants	Non-Regular Participants
Reading Grade Change	.11	-.08
Math Grade Change	.10	.04
Science Grade Change	-.09	-.07
Social Studies Grade Change	.03	.10
Course Pass Rate	.04	-.003

School Day Absences	.003	.009
Non-Criminal Referrals	.12	.16

Source: TEAL data system for AY 2016-17 and AY2017-18.

*Note: Here and in the tables below "unweighted" means that the average changes were not weighted by the numbers of student participants at each of the eight sites. Rather, the changes represent simple averages across the sites.

As will be seen in the table, regular ACE participants outperformed non-regular ones in reading and math grade improvement, in course passing rate, in (fewer) school days absent and in (fewer) behavioral referrals. But non-regular participants outperformed their regular counterparts in science and in social studies grade improvements.

In the tables below, relationships are shown between regular and non-regular participation in the YES Prep ACE program, on the one hand, and changes in grades, school day absences, course pass rates, and non-criminal referrals, on the other, by ACE Center.

Table: *Average (Unweighted) Changes in School Reading Grades* from Fall 2016 through Spring 2018 by Regular and Non-Regular ACE Participation and Center

Center	Regular Participation	Non-Regular Participation
Southeast	.28	.000
North Central	-.04	-.10
Southwest	-.24	.20
East End	.36	.11
Gulfton	-.22	-1.5
North Forest	.61	.30
Northside	-.08	.02
Fifth Ward	.18	.29
YES Prep ACE Mean Across Sites	.11	-.08
Standard Deviation Across Sites	.30	.59

Table: *Average (Unweighted) Changes in Math Grades* from Fall 2016 through Spring 2018 by Regular and Non-Regular ACE Participation and Center

Center	Regular Participation	Non-Regular Participation

Southeast	.30	.15
North Central	-.07	.13
Southwest	-.05	.14
East End	.14	.04
Gulfton	-.11	-.67
North Forest	.27	.33
Northside	.43	.21
Fifth Ward	-.07	.00
YES Prep ACE Mean Across Sites	.10	.04
Standard Deviation Across Sites	.21	.30

Table: *Average (Unweighted) Changes in School Science Grades* from Fall 2016 through Spring 2018 by Regular and Non-Regular ACE Participation and Center

Center	Regular Participation	Non-Regular Participation
Southeast	-.15	-.26
North Central	-.13	-.23
Southwest	.07	.07
East End	.14	.10
Gulfton	-.18	.67
North Forest	.18	.00
Northside	-.48	-.11
Fifth Ward	-.22	-.03
YES Prep ACE Mean Across Sites	-.09	-.07
Standard Deviation Across Sites	.22	.31

Table: *Average (Unweighted) Changes in School Social Studies Grades* from Fall 2016 through Spring 2018 by Regular and Non-Regular ACE Participation and Center

Center	Regular Participation	Non-Regular Participation
Southeast	.21	-.07
North Central	-.09	-.47
Southwest	-.08	.000
East End	-.14	.11
Gulfton @ few	-.07	.07
North Forest	.67	.79
Northside	-.25	.05
Fifth Ward	.02	.34
YES Prep ACE Mean Across Sites	.03	.10
Standard Deviation Across Sites	.29	.36

Table: *Average (Unweighted) Changes in Pass Rates* from Fall 2016 to Spring 2018 by Regular and Non-Regular ACE Participation and Center

Center	Regular Participation	Non-Regular Participation
Southeast	.03	.07
North Central	.000	.000
Southwest	.01	.02
East End	.15	.13
Gulfton	.002	-.28
North Forest	.05	.05
Northside	.001	-.003
Fifth Ward	.06	-.009
YES Prep ACE Mean Across Sites	.04	-.003
Standard Deviation Across Sites	.05	.12

Table: *Average (Unweighted) Changes in School Day Absences* from Fall 2016 to Spring 2018 by Regular and Non-Regular ACE Participation and Center

Center	Regular Participation	Non-Regular Participation
Southeast	.003	.01
North Central	.01	.003
Southwest	.01	.02
East End	-.01	-.000
Gulfton	.004	.03
North Forest	-.007	-.008
Northside	.006	.009
Fifth Ward	.008	.01
YES Prep ACE Mean Across Sites	.003	.009
Standard Deviation Across Sites	.008	.012

Table: *Average (Unweighted) Changes in Total Non-Criminal Referrals* from Fall 2016 to Spring 2018 by Regular and Non-Regular ACE Participation and Center

Center	Regular Participants	Non-Regular Participants
Southeast	.45	.10
North Central	.02	.20
Southwest	.07	-.07
East End	.17	-.06
Gulfton	-.04	.67
North Forest	.16	.24
Northside	.08	.13
Fifth Ward	.08	.06
YES Prep ACE Mean Across Sites	.12	.16
Standard Deviation Across Sites	.15	.23

Evaluator Commentary

Collectively, the data in the above tables show that *all seven "outcomes"* were found associated positively with regular participation in two or more of the YES Prep ACE centers. Further, they also reveal that at each center regular participation was related to at least one positive outcome among students over the time-period.

Thus, the evidence presented in the table above are consistent with an inference of a dose-response relationship between higher participation levels and important program outcomes.

That said, the above data do <u>not</u> show that it was regular involvement with ACE that was the actual <u>cause</u> of improved outcomes among students over the period we studied. *Both regular and non-regular program participants were self-selected individuals who chose their levels of participation for reasons unknown to us. The underlying reason(s) for self-selecting a particular participation level may well be the true cause of the "response" shown above rather than program "dose." The discussion in the next section of this appendix (F. 3) delves in this more fully.*

F 3. <u>Alternative Explanations: Did the program make the difference or did something else?</u>

Unfortunately, the data available for this evaluation report in the Texas Education Agency's TEAL data system and the designs by which such data were collected for TEAL are quite limited in drawing inferences about "program impacts" or the causes of program outcomes.

Nearly all of the data in TEAL were gathered and input to the system by means of either pre-experimental or quasi-experimental research designs. Pre-experimental designs typically only describe program processes and outcomes but afford little to no ability to attribute outcomes to the program itself. Indeed, a large number of considerations other than the ACE program could be responsible for such matters as college readiness, school behavior, normal grade progression and the like. Data on such "other considerations" are generally not available in TEAL.

Quasi-experimental designs generally fare somewhat better in identifying out-of-school time program impacts. Time series designs, for example, engender few internal validity ("did the program make a difference?") problems save possibly for history (specific events between observations that could make a difference) and for instrumentation (changes in the calibration of measuring instruments like the change to STAAR testing in recent years in measuring student learning achievement). (On this point, see Campbell and Stanley, 1963.) However, quasi-experimental designs require that controls be placed over *those antecedent conditions which could possibly result in spurious, incorrect, or artifactual findings*. (Antecedent conditions are ones that precede another in point of time that lead one frequently to judge quite erroneously that it is a cause of something.) Unfortunately, information about antecedent conditions is quite limited in *TX21st* data bases and even from site visits. Thus, the TEAL data system only includes information on the following antecedent conditions about students which may be the true cause of the outcomes discussed here – gender, age, grade level and ethnicity.

To amplify this discussion, in order to infer that such program "outcomes" were brought about by the YES Prep ACE itself, three conditions must be met. The first such condition is that of *time ordering*; the "response" or changes observed has to follow participation in the program in point of

time. This condition was certainly met by data available in the TEAL data system. The changes in school day absences, grades, and non-criminal referrals were observed *after* students participated in the YES Prep ACE program in the fall of 2016 and the spring of 2018.

The second necessary condition that had to be met was that of an association between program participation and changes observed in school day absences, school grades, and the like. This condition, too, was met – at least largely so -- in form of the dose-response relationships reported for most of the YES Prep Centers in the immediately preceding section.

To draw inferences about ACE program outcomes or impacts, however, still a third condition had to be met: the absence of "spuriousness." The classic case of spuriousness is that of ice cream eating and murders in New York City. Eating and murders are associated and likely could have the right time ordering. But the relationship between eating ice cream and murders is a spurious one; the association is merely coincidental resulting from the heat of the summer, an "antecedent" variable or condition that preceded in time both eating ice cream and murders.

In order to identify possible spuriousness and to eliminate its effects – that is, to meet the third necessary condition to infer program outcomes or impacts -- it is necessary to control for (or eliminate the impact of) as many antecedent conditions or variables as possible. In the case of experimental research and designs, this control (or impact elimination) is generally easy to handle in several ways, most notably by means of randomizing subjects to an experimental and a control group. In the case of quasi-experimental research of the kind undertaken in this evaluation and to the data available in TEAL, statistical controls for antecedent conditions are the method commonly employed. Such controls are introduced to eliminate alternative plausible explanations.

(Parenthetically, antecedent variables may also "suppress" or give the appearance of the absence of a relationship. Further, eliminating alternative plausible explanations in the way just described may seem to some as a "fool's errand." After all, there are undoubtedly numerous antecedent conditions or variables that could be entertained. Of course, but that is why "alternative *plausible* explanations" need to be considered. Moreover, as esteemed philosophers of science, including Thomas Kuhn (2012) and Abraham Kaplan (1998) have argued, knowledge proceeds by someone coming along and finding an antecedent variable that renders erroneous our previously beliefs. After all, humans once thought the earth to be flat and at the center of the universe.)

Previous research on out-of-school-time programs, including our own in the case of the Houston's Kids program, in HISD's ACE program, and in a local university, led us to hypothesize that the following were plausible antecedent variables that could render spurious the impacts of the YES Prep Cycle 8, Year 4 program: gender, ethnicity (especially a strong Hispanic culture), grade level, and poverty status.

An investigation of gender differences in GRE and GMAT scores among students at a local university revealed that females were less likely than males to do well on math and logical abilities' scores, but to do better in English. Additionally, English as a second language and limited English proficiency were found to influence school grades in English and Reading, while poverty status and grade level were found related in the Houston's Kids program on a range of outcomes in the that program.

Unfortunately, the evaluation team found considerable limitations in the TEAL data system. Gender and grade level were antecedent conditions in the system that could be introduced as control variables. Age was another possibility, but age and grade level were found highly associated, a relationship that prevented separating the effects of age and grade level on program outcomes. (This is a problem familiar to statisticians, one known as "multicollinearity.") Moreover, the two-year period from the fall of 2016 to the spring of 2018 we found little variance (i.e., too few non- Hispanic subjects) in ethnicity at most of the of the heavily Hispanic YES Prep ACE sites. Thus, we were left with examining the effect of program participation level after controlling statistically for the impacts of gender and grade level.

Our approach to such controlling was to utilize a method known as OLS regression. For each positive outcome associated with regular ACE participation (in section F. 2 above), we regressed it on regular participation, on gender and on grade level. Of course, we used this modelling procedure on data individually for each of the eight (8) YES Prep Centers.

(A methodological note which may be skipped by the reader disinterested in statistical modelling.) In the analysis of dose-response regarding regular ACE participation reported immediately above, ordinary least-squares (OLS) estimation procedures were employed, procedures known for their robustness.

Gender and participation were encoded as "dummy variables" (Females vs. males and regular participants versus non-regular participation) in the estimation. Changes in absences were derived from taking the difference of days absent over the time period from the fall of 2016 through the spring of 2018. Grade changes were computed by taking the difference in grades over the period after converting letter grades to their numerical equivalents normally utilized in schools and colleges – A=4, B= 3, etc.

The models fit initially to observations initially were linear ones. However, we were concerned that relationships between total days of ACE participation, on the one hand, and the absence and grade outcomes on the other, were actually nonlinear. Our concern stemmed in part from our evaluation of YES Prep dose-response relationships for the 2014-15 academic year. In that evaluation, we found evidence of non-linearity in the form of natural log transformation of dose (days) often having a better fit to outcomes than just counts of days. In other words, in our 2014-15 evaluation we found an increasing rate of change but at a decreasing rate involving dose-response relationships. To detect possible nonlinearity in this year's evaluation (for AY 2016-17 and for AY2017-18)) we examined scatterplots of observations and of residuals. We also examined partial regression plots in addition to attempting to fit models in which days of ACE participation were transformed by means of log functions. Despite our attempts, we found no evidence of nonlinearity. *End of Methodological Note*)

In the tables below, results are shown for each positive metric or "positive response" at each YES Prep ACE center reported above in section F.2 over the period from fall 2016 through spring 2018. To avoid further "numerical agony" for our reader, we show just the "zero order" (or simple) correlation between regular participation and changes in an outcome metric as well as the "partial correlation" between regular participation and an outcome after the effects of gender and grade level were controlled. Results highlighted in green indicate that regular program participation continued to be associated with changes in a program outcome metric even after controls were introduced. On the other hand, those highlighted in red show that statistical controls for either gender or grade level or both eliminated or nearly eliminated the original dose-response relationship; in

other words, the program had no or almost no impact after the antecedent variables were controlled.   (*We will make available a complete set of tables upon request of the author.*)

Center: Southeast

Outcome:	Changes in Reading Grades	Changes in Math Grades	Changes in Science Grades	Changes in Social Studies Grades*	Changes in School Day Absences
Zero Order Correlation	.112	.052	.048	.098	-.16
Partial Correlation	.093	.030	.032	.13	-.12

*Note: Observe that gender and grade level originally seemed to have suppressed the size of the relationship; after controls for these variables were introduced the original regular participation – social science grade relationship increased (see the partial correlation(.

Center: North Central

Outcome:	Changes in Reading Grades	Changes in Science Grades	Changes in Social Studies Grades	Changes in Non-Criminal Referrals*
Zero Order Correlation	.040	.070	.245	-.200
Partial Correlation	.050	.088	.245	-.196

*Notes: These results indicate that the effect of regular program participation were reduced slightly after controls for gender and grade level were introduced.

Center: Southwest

Only school day absences were affected (reduced) by regular program participation at this center.

Outcome:	Changes in School Day Absences *
Zero Order Correlation	-.1.33
Partial Correlation	-1.71

*Note that the impact of regular program participation on school days absent was reduced among regular participants after controls were introduced for gender and grade level. See also that school days absent were inversely related to regular program participation.

Center: East End

Outcome:	Changes in Reading Grades	Changes in Math Grades Math Grades	Changes in School Day Absences
Zero Order Correlation	.119	.046	-.037
Partial Correlation	.129	.037	-.003

*Note that when controls were introduced for gender and grade level, the relationship between regular program participation and school day absences was almost eliminated. Thus, grade or gender and not regular participation mattered to absences at this site.

Center: Gulfton

No results are presented. Over the two-year period under consideration as directed by the TEA guidance, there were only three (3) non-participants—too few cases in our judgment to estimate the effects of participation on outcomes.

Center: North Forest

Program Outcome:	Changes in Reading Grades*	Changes in Science Grades	Changes in Non-Criminal Referrals**
Zero Order Correlation	.115	.105	-.075
Partial Correlation	.124	.094	-.043

Notes: *Note that the original the relationship between reading change and regular participation (the zero order correlation) was suppressed somewhat by gender and grade level (see the partial correlation). **The impact of regular participation on non-criminal referrals declined after controls were introduced.

Center: Northside

Outcome:	Changes in Math Grades	Changes in Course Pass Rates	Changes in School Day Absences*	Changes in Non-Criminal Referrals**
Zero Order Correlation	.086	.013	-.038	-.030
Partial Correlation	.140	.033	-.007	-.067

Notes: *Controls for gender and grade nearly eliminated completely the impact of regular participation on changes in school days absent. **But such controls increased the impact of regular participation on changes in non-criminal, behavior referrals – despite the inverse or negative relationship found between participation and non-criminal referrals.

Center: East End

Program Outcome:	Changes in School Day Absences*	Changes in Course Pass Rate**
Zero Order Correlation	-.10	.135
Partial Correlation	-.03	.120

Note: Controls for gender and grade level almost completely eliminated the impact of regular participation on school days absent. Observe also the negative or inverse relationship: the greater the regular participation, the lower the change in the number of adjusted school days absent. **Introducing statistical controls for the antecedent variables of gender and grade level reduced slightly but did not eliminate the impact of non-regular participation on changes in course passing rate (compare the simple or zero order correlation with the partial correlation once controls for gender and grade level were introduced.)

Evaluator Commentary

In summary, a total of 23 relationships between regular participation and program outcomes ("dose-response" relationships) in the YES Prep ACE program were examined. In 20 of these 23 relationships controls for grade level and gender did <u>not</u> eliminate the effect of regular participation on ACE program outcomes. (In other words, regular ACE program participation was not spurious in its effect on program outcomes.) In fact, in regard to several such relationships (e.g., North Forest reading grades), controlling for gender and grade level actually increased the impact of regular ACE participation on program outcomes. On the other hand, the three (3) <mark style="background-color:red">red highlighted</mark> results shown in the immediately preceding tables revealed that controls for the antecedent conditions (gender and grave level) nearly eliminated completely the impact of regular participation.

To conclude this section, these findings are consistent with the inference that ACE YES Prep outcomes (with only a few exceptions) resulted from (or caused by) regular youth participation in the program. Of course, there are many other possible antecedent conditions that warrant attention, but such conditions are currently not available in TEA's TEAL data system.

Appendix G. Detailed Information about Stakeholders' Perceptions

In this appendix, detailed information about stakeholders' perceptions, including the perceptions of ACE students, the parents of ACE students, the perceptions of TEA and its consultant, SAFAL Partners, of YES Prep Site coordinators, and those of ACE activity instructors are provided. Also included, but without summary, are student-completed evaluations of specific activities at a center. These surveys proved too difficult to summarize since at least three different survey instruments were utilized across the centers, each of which asked different questions of students. One type of survey was a simple set of "agree-disagree" questions together with an "open-ended" question about various aspects of a specific club's activities; a second type was a "plan your own program activity" in which students were encouraged to offer programming suggestions; while a third type was a student "interest inventory," similar in focus to but still different from the "design your own activity" survey. Examples of each type of survey are attached below in this appendix. Finally, copies of all of the surveys or instruments have been made available to YES Prep's ACE program director.

A.   Perceptions of ACE Students

Fall 2017

{Continued on next page}

Campus										
All										

			Grade Level								
			All								

						AC Participation					
						All					

Quest..	Question Text	Response Text	5W	EE	GU	NC	NF	NS	SE	SW	Grand Total
28	I participate in ACE/CASE clubs/activities:	2-3 times per week	19.71% 108	16.07% 98	20.66% 63	26.06% 148	37.75% 114	15.65% 85	9.43% 45	12.08% 86	18.38% 747
		Everyday	10.95% 60	6.56% 40	11.48% 35	6.34% 36	14.24% 43	5.89% 32	6.92% 33	4.92% 35	7.72% 314
		I do not come to ACE regularly	58.03% 318	58.69% 358	64.26% 196	63.20% 359	42.05% 127	68.88% 374	76.31% 364	71.63% 510	64.11% 2,606
		Once per week	11.31% 62	18.69% 114	3.61% 11	4.40% 25	5.96% 18	9.58% 52	7.34% 35	11.38% 81	9.79% 398
29	I enjoy coming to the ACE/CASE program.	Agree	39.62% 105	42.47% 127	36.51% 46	42.59% 92	42.16% 78	38.89% 91	41.67% 50	46.25% 117	41.58% 706
		Disagree	8.30% 22	6.35% 19	7.94% 10	8.80% 19	8.65% 16	11.97% 28	4.17% 5	8.30% 21	8.24% 140
		Strongly Agree	45.28% 120	44.15% 132	45.24% 57	43.98% 95	41.08% 76	33.76% 79	45.00% 54	38.74% 98	41.87% 711
		Strongly Disagree	6.79% 18	7.02% 21	10.32% 13	4.63% 10	8.11% 15	15.38% 36	9.17% 11	6.72% 17	8.30% 141
30	ACE/CASE is helping me do better in school.	Agree	45.08% 119	46.23% 135	53.17% 67	47.06% 96	42.39% 78	41.78% 94	48.74% 58	44.78% 90	45.63% 737
		Disagree	7.95% 21	9.25% 27	3.97% 5	9.31% 19	4.35% 8	12.44% 28	5.88% 7	8.46% 17	8.17% 132
		Strongly Agree	28.03% 74	23.97% 70	28.57% 36	24.02% 49	32.61% 60	20.00% 45	21.85% 26	33.33% 67	26.44% 427
		Strongly Disagree	18.94% 50	20.55% 60	14.29% 18	19.61% 40	20.65% 38	25.78% 58	23.53% 28	13.43% 27	19.75% 319
31	ACE/CASE clubs and activities allow me to learn new things.	Agree	44.06% 115	41.92% 122	46.77% 58	38.61% 78	41.08% 76	39.57% 91	43.59% 51	42.11% 80	41.94% 671
		Disagree	7.66% 20	6.87% 20	4.84% 6	7.92% 16	4.32% 8	10.43% 24	5.98% 7	8.42% 16	7.31% 117
		Strongly Agree	41.76% 109	39.18% 114	40.32% 50	47.52% 96	44.32% 82	33.04% 76	29.91% 35	42.11% 80	40.13% 642
		Strongly Disagree	6.51% 17	12.03% 35	8.06% 10	5.94% 12	10.27% 19	16.96% 39	20.51% 24	7.37% 14	10.63% 170
32	I would recommend ACE/CASE to my friends.	Agree	40.24% 101	41.72% 121	41.60% 52	42.36% 97	33.88% 62	38.60% 83	49.57% 57	38.67% 70	40.47% 643
		Disagree	7.17% 18	5.17% 15	7.20% 9	7.42% 17	8.74% 16	7.91% 17	5.22% 6	8.84% 16	7.17% 114
		Strongly Agree	47.41% 119	44.48% 129	40.80% 51	40.17% 92	46.45% 85	37.67% 81	39.13% 45	46.96% 85	43.23% 687

Source: YES Prep District-Wide Survey of Students, AY2017-19.

Spring 2018

Campus All			Grade Level All				Ac Participation All				

Questi..	Question Text	Response Text	5W	EE	GU	NC	NF	NS	SE	SW	Grand Total
29	I participate in ACE/CASE clubs/activities:	2-3 times per week	19.81% 104	11.55% 62	23.71% 78	18.60% 104	27.19% 87	16.58% 91	10.04% 50	12.07% 60	16.68% 636
		Once per week	12.19% 64	12.10% 65	2.43% 8	5.37% 30	6.56% 21	8.56% 47	7.03% 35	11.47% 57	8.57% 327
		Everyday	7.05% 37	4.10% 22	9.12% 30	5.01% 28	6.25% 20	4.74% 26	5.42% 27	2.82% 14	5.35% 204
		I do not come to ACE regularly	60.95% 320	72.25% 388	64.74% 213	71.02% 397	60.00% 192	70.13% 385	77.51% 386	73.64% 366	69.40% 2,647
30	I enjoy coming to the ACE/CASE program.	Agree	51.38% 112	42.13% 83	47.45% 65	42.02% 79	45.45% 65	43.40% 102	35.00% 42	38.57% 54	43.69% 602
		Disagree	6.42% 14	10.66% 21	8.76% 12	6.38% 12	9.09% 13	10.21% 24	7.50% 9	3.57% 5	7.98% 110
		Strongly Agree	33.49% 73	40.10% 79	34.31% 47	42.02% 79	36.36% 52	34.47% 81	55.00% 66	55.00% 77	40.20% 554
		Strongly Disagree	8.72% 19	7.11% 14	9.49% 13	9.57% 18	9.09% 13	11.91% 28	2.50% 3	2.86% 4	8.13% 112
31	ACE/CASE is helping me do better in school.	Agree	52.43% 108	42.86% 90	50.77% 66	48.00% 84	43.97% 62	54.04% 127	51.72% 60	51.47% 70	49.44% 667
		Disagree	7.77% 16	15.24% 32	7.69% 10	7.43% 13	7.80% 11	13.19% 31	6.90% 8	5.88% 8	9.56% 129
		Strongly Agree	22.82% 47	26.67% 56	22.31% 29	24.57% 43	31.91% 45	15.74% 37	29.31% 34	30.88% 42	24.68% 333
		Strongly Disagree	16.99% 35	15.24% 32	19.23% 25	20.00% 35	16.31% 23	17.02% 40	12.07% 14	11.76% 16	16.31% 220
32	ACE/CASE clubs and activities allow me to learn new things.	Agree	50.75% 101	44.04% 85	48.06% 62	46.99% 78	35.21% 50	47.22% 102	41.59% 47	45.59% 62	45.36% 587
		Disagree	6.53% 13	10.88% 21	4.65% 6	4.82% 8	5.63% 8	9.72% 21	7.08% 8	3.68% 5	6.96% 90
		Strongly Agree	35.18% 70	34.72% 67	37.98% 49	40.96% 68	48.59% 69	28.24% 61	40.71% 46	47.06% 64	38.18% 494
		Strongly Disagree	7.54% 15	10.36% 20	9.30% 12	7.23% 12	10.56% 15	14.81% 32	10.62% 12	3.68% 5	9.51% 123
33	I would recommend ACE/CASE to my friends.	Agree	49.49% 98	44.39% 83	47.29% 61	43.86% 75	42.14% 59	40.29% 83	36.36% 40	44.44% 60	43.81% 559
		Disagree	6.06% 12	9.63% 18	6.98% 9	4.68% 8	7.86% 11	15.05% 31	6.36% 7	3.70% 5	7.92% 101
		Strongly Agree	37.37% 74	38.50% 72	37.98% 49	39.18% 67	40.71% 57	33.98% 70	52.73% 58	49.63% 67	40.28% 514

Source: YES Prep District-Wide Survey of Students, AY2017-19.

Evaluator Commentary

Only limited cross-center variability was found in both the spring and fall terms (see above), especially in regard to the evaluative survey questions (questions 29 through 33). Indeed, in the judgment of the evaluation team, the salient finding was the rather general uniformity across sites. Further, notice in particular the relatively high percentages responding either "strongly agree" or "agree" to questions concerning Questions 29 through 33 in both of the above tables. For example, over 83% of responding students in the fall reported that they "enjoyed coming" to ACE/CASE while nearly 84% did so in the spring term.

B.　Perceptions of the Parents of ACE Participants

The combined perceptions of parents of ACE participants for all eight sites are shown in the table immediately below.
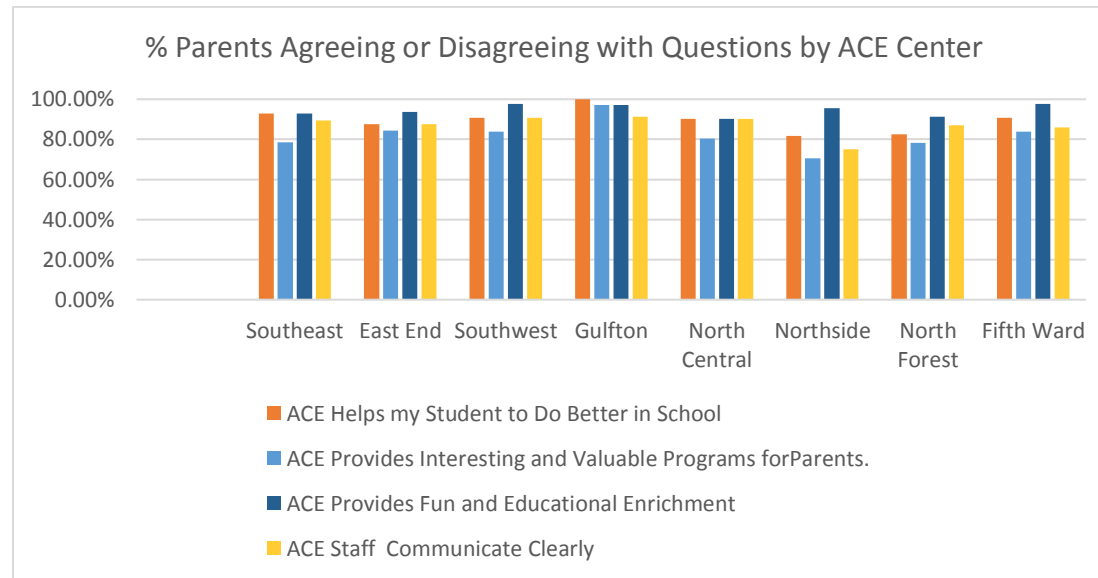

To determine whether there was variability across centers, we disaggregated the above responses by center excluding parents without ACE participants ("N/A") and those not responding ("Null") to the survey. The results by center are shown in the following chart—

Source: YES Prep District-Wide Survey, 2017-18. Note: Only parents with children participating in ACE are included in this chart.

Evaluator Commentary

Parents of YES Prep ACE students gave strong assessments of the program at each of the centers. Note that there was little variability in responses across centers. Note also that the question about interesting and valuable programs for parents evoked the lowest average % of parents agreeing strongly or agreeing.

C. Perceptions of the Texas Education Agency (TEA) and its Consultant, SAFAL Partners.

The following is the final report submitted by SAFAL Participants, consultant to TEA, concerning the YES Prep ACE program in meeting program requirements. Also included below is the final report summary provided by Ms. Christine McCormick, 21st CCLC State Coordinator for TEA. Note that the YES Prep ACE program was found to "exceed all requirements."

Findings Scale: Does Not Meet, Partially Meets, Meets, or Exceeds Expectations

YES Prep Public Schools, Cycle 8	Findings		Summary of Evidence	Areas to Improve	Recommended Action Steps
Task 1: School-Community Engagement	1.10				
1.1: Campus Needs Assessments	1		District/campus needs assessments and surveys posted.	No Concerns	None
1.2: Community Needs Assessments	1		Evidence of surveys and needs assessments posted.	No Concerns	None
1.3: Community Engagement/Community Advisory Council	1.50	Exceeds			
1.3a: Information Dissemination	1		ACE branded promotional materials uploaded (brochures, flyers, website, social media, etc.). Community presentations and sign-in sheets, volunteer roster, and CAC meeting notes and sign-in sheets uploaded.	No Concerns	None
1.3b: Active Community Participation	1				
1.3c: Volunteers - Optional	1				
1.3d: Community Advisory Council - Optional	1				
1.4: Evidence of Planning Alignment with School Day Activities and Curriculum	1		Relevant planning emails, meeting notes, agendas uploaded.	No Concerns	None
1.5: Evidence of Center-Campus Collaboration	1		Meeting notes, emails, and SC correspondence on collaboration posted.	No Concerns	None
Task 2: Intentional Activity Development and Targeted Student Recruitment	1.10				
2.1: ACE Activity and Lesson Plans	1.5	Exceeds			
2.1a: Implement Four-Components & ACE Lesson Planning	1		Evidence of the 4 components and ACE Lesson Plans posted.	No Concerns	None
2.1b: ACE Activity & Lesson Templates - Optional	1				
2.2: Center Program Schedules	1		8 center program schedules uploaded.	No Concerns	None
2.3: Evidence of Ongoing Student Recruitment	1		Ongoing recruitment flyers and social media for recruitment posted. 2016-2017 student count was met.	No Concerns	None
2.3a: Intentional Student Recruitment (targeted to most in need)	1				
2.3b: Count of Regular Students	1				
2.4: Evidence of Ongoing Student Data Review	1		Sample data sets (STAAR, behavior, etc.) provided, along with meeting agenda showing review of data sets.	No Concerns	None
2.4a: Review of Data Sets	1				
2.4b: Tutorial Pre/Post Assessments	1				
2.5: Evidence of Behavior Interventions and Data Review	1		Descriptions of behavior intervention programs and behavior/discipline data uploaded.	No Concerns	None
Task 3: Family Engagement	1.00				
3.1: Family Engagement Activity Schedule	1		Calendar of events uploaded.	No Concerns	None
3.2: Communication with Parents	1	Meets	Emails with parents, parent phone log, and evidence of family resource centers presented.	No Concerns	None
3.2a: Communication Efforts	1				
3.2b: Family Resource Center	1				
3.3: Family Needs Assessment	1		Parent survey analyses and needs assessments posted.	No Concerns	None
Task 4: Operation and Talent Management	1.00				
4.1: Safety	1				
4.1a: Safety Self-Assessment	1		Safety Self-Assessment forms and safety protocols for each center uploaded.	No Concerns	None
4.1b: Evidence of Safety Protocols	1				
4.2: Staff Handbook for Policies and Procedures	1		Staff handbook uploaded.	No Concerns	None
4.3: Evidence of Partnerships and Written Agreements	1	Meets	Evidence of written agreements posted.	No Concerns	None
4.4: Professional Development and Preparation/Capacity	1		Professional development agendas, regional trainings, and all job descriptions uploaded.	No Concerns	None
4.4a: Evidence of Professional Development	1				
4.4b: Staff Job Descriptions	1				

{continued on next page}

4.5: Site Level Training Schedule	1	Evidence of site level trainings and training schedule uploaded.	No Concerns	None
4.6: Site Monitoring and Compliance	1			
4.6a: Internal Grantee Monitoring Process	1	Evidence of write up of observations of class/activity and site observations posted.	No Concerns	None
4.6b: Evidence of Grantee Compliance Visits and Staff Observations	1			
Task 5: Data Collection and Reporting Process	**1.00**			
5.1: Attendance Record Keeping Procedures/PEIMS Coordination	1	Excerpts of statement on attendance record keeping & MOUs posted.	No Concerns	None
5.2: Evidence of Procedures to Collect Student & Program Data	1			
5.2a: Collect student grades on core content areas	1	Reports for student grades, attendance, behavior and referrals, pre-and post-test assessments from both school day and afterschool, and program activity data evident.	No Concerns	None
5.2b: Collect student attendance during the regular school day	1			
5.2c: Collect student behavior reports and referrals during the school day	1			
5.2d: Pre- and Post-test assessments for tutorials	1			
5.2e: Program activity data collection	1			
5.3: Evidence of Protection of Confidential Student Information	1	FERPA law highlighted in employee handbook.	No Concerns	None
5.4: TX21st Activity Enrollment Report	1.00			
5.4a: Weekly data entry in TX21st	1	From report ending 12.19.17, data is entered weekly for all centers. Monthly review of data by PD presented.	No Concerns	None
5.4b: Daily data entry in TX21st - Optional	0			
5.4c: Monthly review of data by Project Directors	1			
5.5: TX21st Attendance Reports	1	Report indicates regular students counts are good over 66+ days. Report also shows non-regular student counts are 166 and below.	No Concerns	None
Task 6: Fiscal Plan and Internal Monitoring	**1.00**			
6.1: Financial Reports for Project Manager Review	1	Emails related to budget planning and spreadsheets posted.	No Concerns	None
6.2: Program and Center Budgets	1	Project and center budgets posted.	No Concerns	None
6.3: Timesheet and Time & Effort Log Samples	1	Timesheet samples uploaded.	No Concerns	None
6.4: Documentation of Other Grant Resources	1	Evidence of leveraging funds posted.	No Concerns	None
6.5: Fiscal Controls and Accounting Procedures	1			
6.5a: Evidence of Appropriate Use of Travel Funds	1	Samples for travel expenses, expenditures, and internal fiscal controls presented.	No Concerns	None
6.5b: Evidence of Internal Fiscal Controls	1			
6.6: Policies and Procedures for Procuring Contracts	1	Posted policies & procedures for procuring contracts.	No Concerns	None
6.7: Property Management Procedures	1			
6.7a: Cost Allocation Records	1			
6.7b: Inventory Records	1	Cost allocation records, inventory list, loss prevention safeguards, and maintenance policies uploaded.	No Concerns	None
6.7c: Loss Prevention Safeguards Policy	1			
6.7d: Maintenance Policy	1			
Task 7: Sustainability Planning	**1.50**			
7.1: Evidence of Community Involvement in Sustainability Planning	1	Community meeting notes, slides, and sign-in sheets showing discussion of sustainability uploaded.	No Concerns	None
7.2: Sustainability Logic Model - Optional	1	Sustainability Logic Model posted.	No Concerns	None
Task 8: Evaluation	**1.50**			
8.1: Current Independent Evaluator Agreement	1	Current agreement signed and posted.	No Concerns	None
8.2: Center and Project Logic Models - Optional	1	Center and project logic models posted.	No Concerns	None
8.3: Last submitted Interim Evaluation Reports - Optional	1	Interim evaluation reports posted.	No Concerns	None
8.4: Most Recent Final Evaluation Report	1	Last year's final report posted.	No Concerns	None
Task 9: Quality Assurance Tools	**1.00**			

9.1: Federal Assurances	1	Meets	No texting policy, snack log and description, and special population accommodations shared. Letter to private schools is not applicable as this is an exempt open enrollment charter school.		
9.1a: "No Texting While Driving" Policy	1				
9.1b: Evidence of Daily and Free Nutritional Snack Provision	1				
9.1c: Identification of and Accommodations for Special Populations	1			No Concerns	None
9.1d: Service for Private School Students	1				
Task 10: Project and Center Plans	1.00	Meets			
10.1: Project Plan	1		Project plan posted.	No Concerns	None
10.2: Center Plans	1		Center plans posted.	No Concerns	None
OVERALL RESULT	1.12	Exceeds			

TEA
Texas Education Agency

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

June 27, 2018

Mrs. Christa Queen-Sutherland
21st CCLC Project Director
YES Prep Public Schools Inc.
6201 Bonhomme Rd; Ste 168-N
Houston, TX 77036

Dear Mrs. Queen-Sutherland:

The Texas Education Agency (TEA) has reviewed YES Prep Public Schools Inc.'s Texas 21st Century Community Learning Centers, Cycle 8 monitoring report for the 2017-2018 school year. The final report is enclosed for your records, and a summary of findings is below.

1. The grant had an overall monitoring result of "Exceeds."
2. No action steps are required or recommended.

We thank you for your diligence and cooperation in the completion of the monitoring process. If you need additional information, please contact 21stcentury@tea.texas.gov.

Sincerely,

Christine McCormick
21st CCLC State Coordinator
Texas Education Agency

D.   Perceptions of YES Prep Site ACE Coordinators

The survey instrument utilized to gather information on the perceptions of YES Prep ACE site coordinators is shown below together with a summary of results. In all seven (7) of the eight (8) site coordinators were able to complete the survey.

Survey Preface and Responses to "Open-Ended" Site Coordinator Survey Questions

Preface: *Please help us*! We would like you to answer a few questions that will help the YES Prep ACE program to improve. The questions below will take only a few minutes of your time and the answers you give will be kept ***strictly confidential***. *Your name will not be used in any way.* And only the outside evaluator will see your individual responses. **Thanks** in advance for your assistance and for carefully answering the questions below.

Question 1. What – *if anything* – has been the most <u>positive</u> part of your experience with the *YES ACE* Program?

Responses --

- -Giving students the opportunity to have a safe place to go afterschool where they can be themselves, get to know their peers and discover and enhance extracurricular interest.
- I am honored to have worked with such a group of passionate women who love what they do.
- The students. I love how much they want to participate in ACE and you can really see them open up because even though ACE is education centered it also focuses on their personal interest as well.
- All of my interactions with students and being able to bring more enriching programs on campus.
- I enjoyed the ability to create a program that was the best for campus. There was freedom in having the ability to implement and develop programs that were beneficial to the students, parents, and staff.
- First and foremost, I have been honored to intern as an ACE Site Coordinator at (name withheld) I would consider of all of experiences to have had a positive impact on my professional development, but two would be the Art Showcase and consequently the Drama production. Finalizing the events and getting to see everything come together brought a great deal of enthusiasm to me, student, and parents. Those two events served as the great medium for students to demonstrate their growth alongside with ACE programing. Through our daily interactions and engagement with the students we have built strong relationships with families, and have supported students reach their academic success.
- The amount of support I received from my Ops manager and Christa.

Question 2: What – *if anything*— about the YES Prep ACE program do you think needs improvement?

Responses –

- Alignment with campus priorities.
- Because the program was funded by the federal grant and very few staff members knew the ins and outs of the program, it was difficult to merge communication about the program from the leadership team at each campus. Communication and regulation varied at each campus because the lack of strong alignment from school directors at each campus.
- Due to my limited time in this role, I haven't had the opportunity to really reflect on the areas of improvement for the program as a whole, but I would suggest that budget training be more detailed.
- YES Prep needs to value ACE by including every component in the organization's agenda, otherwise it will continue to be a temporary and alternative resource, rather than an asset.
- The amount of awareness that the system spreads or celebrates about ACE.
- I feel that the transitioning process could've been a lot better and smoother.
- I would say communication between site coordinators and higher ups need to improve. As someone transitioning into this role directions and protocols and point of contacts should have been clear, however they were not. I still was unaware of who to send contractors invoices to until this morning when I received an email that I sent it to the wrong person, which is the person I was directed to send them

Question 5. What – if any – suggestions do you have about the *YES Prep ACE p*rogram for the future?

Responses –

- I would suggest a list of third-party vendors for more diverse activity options. This list can be much like the pre-approved list for field trips but for good vendors instead. If set list exist, I've not yet been made aware of it.
- The ACE Program at YES Prep should be valued as a community and cultural component of the organization, rather than a program that is grant funded. What will happen to YES Prep's student culture if the organization does not sustain ACE? Hopefully this is part of the next two-year agenda.
- N/A**
- For the ACE program in the future is to have more recognition about the wonderful work being done at each campus. I would like YES Prep to acknowledge that each campus provides services to students and their families by having more leadership members involved or participate in the ACE programs.

**Note: More than a single response

Responses to "Closed-Ended" Site Coordinator Survey Questions

2. Taking everything into consideration, how do you rate *overall* the *2017-18 YES Prep ACE Program in* meeting its intended objectives of enhanced academic support, cultural enrichment, improved student behavior, family engagement, and college and career readiness?

Excellent	Good	Fair	Poor
6 of 7 responses	1 of 7 responses	0	0

3. In thinking about the work you have been doing in the *2017-18* YES Prep ACE Program, please rate each of the following on a scale of 1 to 10 with "10" being the highest or most positive rating.

   a. Throughout the entire 2017-18 school year, I have known exactly what the YES Prep ACE program was supposed to accomplish. Rating_____ (1 to 10 with "10" the highest or most positive rating)
   Average = 9.14   Standard Deviation =1.57

   b. Throughout this year's program, I have received the technical support or assistance from Westat/TEA that I have needed. Rating_____ (1 to 10 with "10" the highest or most positive rating)

   Average = 6.5 Standard Deviation = 3.39

   c. Communications throughout the program -- especially communications with program and campus staff -- generally have been excellent. Rating_____ (1 to 10 with "10" the highest or most positive rating)

   Average = 7.14   Standard Deviation =1.68

   d. I have known exactly what I was supposed to do throughout the program. Rating___ (1 to 10 with "10" the highest or most positive rating)

   Average = 8.86   Standard Deviation =107

e. The vendors hired for the ACE Program at YES Prep have consistently performed well. Rating_____ (1 to 10 with "10" the highest or most positive rating)

Average = 8.14   Standard Deviation = 2.19

f. Support from community "stakeholders" – including community organizations and other funding organizations – has helped me considerably to do my job. Rating___ (1 to 10 with "10" the highest or most positive rating)

Average = 7.14   Standard Deviation =3.39

g. Training and other professional development activities for the instructional staff have greatly improved the quality of my ACE Program. Rating_____ (1 to 10 with "10" the highest or most positive rating)

Average = 7.71   Standard Deviation =1.11

Evaluator Commentary

The comments found by the Durand Research and Marketing Associates, LLC, evaluation team to be most noteworthy are highlighted in yellow above. In answers to "open-ended questions," Most site coordinators expressed positive feelings about working with ACE participants, about the opportunity to create a program, and about support they received from their immediate leaders. On the other hand, rather widely expressed was the need for more recognition of ACE at one's campus; for more campus leadership involvement in ACE, and for better alignment between ACE and campus' priorities.

In responding to "closed-ended questions," the seven responding site coordinators have high marks to the *ACE Program in* meeting its intended objectives of enhanced academic support, cultural enrichment, improved student behavior, family engagement, and college and career readiness. Six of the seven responding coordinators assessed such meeting of objectives as "excellent" while the seventh responded, "good." Finally, knowing exactly what the ACE program was to accomplish and knowing what one was to do received high praise while receiving needed technical support from Westat/TEA received the lowest score.

E. Perceptions of YES Prep Activity Instructors

Displayed below are a complete set of responses of centers' activities instructors to two open-ended questions. The evaluation team found these likely to be quite useful to future center directors.

Question: "If there was one thing that could help me make this club better, it would be…?"

Instructor responses:

- Need for better technology at times
- Make this an honors activity
- More supplies
- More resources
- Easier ways to publicize
- Another leader
- Nothing (I got this)**
- No mention
- More trips
- Take students to Holocaust Museum
- A better playing field and more balls. [supplies]
- A larger space
- Additional support from day school teachers
- Having additional trainings
- More time for projects
- Split the class in two – one for beginners and one for advanced students
- More time
- More defined limits on cell phone use
- Provide more activities
- Creating a space for growth in self-perspective
- Students dedicated to the club
- Mats for practicing
- Having a budget
- Supplies

Note: ** mentioned several times.

Question: "My biggest challenge in instructing this club was….?"

Instructor responses:

- Getting more students involved
- Student attendance
- Supplies
- I wish we had more time
- Technology issues (Internet)
- Getting materials together
- Time management**
- That the activity is academic and mandatory
- Keeping the students focused
- Conflicting schedules
- Getting supplies
- Getting children's attention
- Communicating with me in English
- Students' behavior
- Adjusting to all students' personalities
- Getting to know the students at the beginning
- Learning to be in control
- Malfunctioning machines
- Keeping students engaged in activities during the day
- Juggling the different skill levels of the students
- Gaining their trust
- Engaging students uninterested in the subject matter
- Making it more diverse
- Students respecting each other
- Lack of students
- Need for more dedicated students
- Student commitment at times

Note: ** mentioned several times.

F. Student-Completed Activity Evaluations

Included below are **examples** of the evaluations of ACE activities completed by students. (Please refer to the introduction to this Appendix. All specifics survey results are in the hands of the program director for her further action.)

Instrument 1: "If I ran the school…" activity

Grade: _____ 7th _____   Teacher: _____ ACE _____

If I ran the school, I would choose to learn about these 10 things. I have thought about my answers very carefully and I have circled my best ideas for right now.

I AM REALLY INTERESTED IN:

SCIENCE

The Stars and Planets
Birds
Dinosaurs and Fossils
Life in the Ocean
Trees, Plants, and Flowers
The Human Body
Monsters and Mysteries
Animals and Their Homes
Outer Space, Astronauts, and
Rockets

The Weather
Electricity, Light, and Energy
Volcanoes and Earthquakes
Insects
Reptiles
Rocks and Minerals
Machines and Engines
Diseases and Medicine
Chemistry and Experiments

SOCIAL STUDIES

Families
The Future
Our Presidents
The United States
Other Countries
History and Long Ago Times

Problems We Have in Our Town
Holidays
Native Americans, Asian Americans,
    Hispanics, and African Americans
Explorers
People Who Live and Work in Our Town

MATH

Math Games and Puzzlers
Measuring Lines, Liquids, Weight
Shapes and Sizes
Buying and Money
Calculators and Computers

Building
Counting and Numbering
Calendars and Time
Math Stories and Problems

LANGUAGE ARTS

Writing a Book
Writing Poems
Writing Plays and Skits
Writing Newspapers
Making Speeches
Sign Language
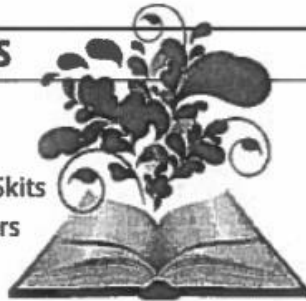
Making a Book
Comic and Cartoon Strips
Letter Writing
Spanish and French
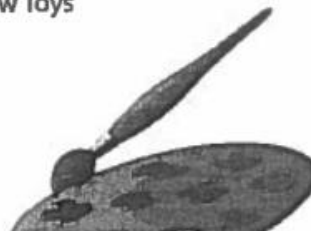Talking and Listening to Stories
Making a New Game or Puzzle

ARTS

Cartoons
Art Projects
Painting
Clay
Acting
Dancing
Drawing
Writing Music
Photography

Movies
Puppets
Radio and Television
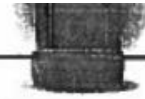Famous Artists and Their Work
Making New Toys
Magic
Mime

CAREERS

Doctors	Sports Stars
Lawyers	Actors
Police Work	Veterinarians
Firefighters	Farmers
Scientists	Writers
Builders	Engineers
Reporters	Artists
Store Workers	Inventors

TECHNOLOGY

Looking up topics online
Learning about computers
Designing websites
Creating computer graphics
Learning to write code for
computers

{End of instrument}

Instrument 2: "Agree-disagree" questions together with an "open-ended" question about various aspects of a specific club's activities

Name: __Alexandra__   Club Name: __Guitar__

Directions: Answer the following statements based on <u>YOUR</u> experience. Check "Agree" if the statement is true for you, "false" if it is not true for <u>YOU</u>.

	Agree	Disagree
I can complete most of my homework during homework time.	✓	
The teacher is helpful and helps me understand the homework assignments.	✓	
I know who to ask for help if I need it during homework.	✓	
My club is engaging and I enjoy attending.	✓	
My club instructor is prepared with a plan every day for the club.	✓	
I am learning something new in my club.	✓	
I share what I have learned during my club with my family/friends.	✓	
I enjoy the snacks provided after school *most* of the time.	✗	✓
I have at least ONE friend that attends the program or my club.	✓	
I would recommend my club to a friend.	✓	

If you answered "disagree" to any of the items above, please explain:

Instrument 3: Design Your Own Program Activity

{continued on next page}

Grade: _6th_

Date: _11-16-17_

1. I want to attend ACE this Spring (Circle one)

    YES   No

2. What ACE Clubs do you want to add in the program?

    1. Phone club
    2. Slime club
    3. Activity Club
    4. GSA club

3. What would you **not** include in the program that is currently part of the program?

    Dinner

4. On a scale of 1 to 10 how much do you enjoy the ACE program? (Circle answer)

   (I really do not enjoy the program) 1 2   3 4 5 6 7 8 9 (10)(I really enjoy the program)

5. What do you like most about ACE?

    Ms. Navia

6. What do you like least about ACE?

    Jaylene

7. Do you eat the Dinner from Preferred Meals?

                     Yes/(No)

IF YES→ On a scale of 1 to 10, how much do you enjoy the dinner?

   (I do not enjoy the dinner(1) 2   3 4 5 6 7 8 9 10 (I really enjoy the dinner)

8. Does your teacher make your ACE club fun?
    yes

9. Does your ACE teacher come prepared with a lesson for your club every time y'all meet?

    yes.

Appendix H: Additional Evaluator Information

Scope of Work and Cost of Evaluation

The following elements were specified in the scope of work for this evaluation:

Charge

The local evaluator, Durand Research and Marketing Associates, LLC, has been engaged by the YES Prep Cycle 8, Year 5, program to evaluate the implementation and intermediate outcomes of the Texas ACE (aka 21st Century Community Learning Centers/21st CCLC) grant from the Texas Education Agency (TEA).

Reporting and Dissemination

The evaluator was responsible for collaborating with the Project Director to develop and edit evaluation reports as outlined in the Evaluation Focus below including; interim reports, the state outcome data file, and a comprehensive annual evaluation report. YES Prep ACE Cycle 8, Year 5, was responsible for completing reporting requirements indicated by the TEA, with evaluator support. It is understood that the evaluation report was to be as concise as possible, but additional information could be provided by the evaluator upon request.

Evaluation Activities

- Met with the Project Director to review TEA's evaluation requirements and created a project plan for implementing the evaluation activities.
- Met with the Project Director and Site Coordinators to develop the Center logic models; review the evaluation questions outlined in the Texas ACE Independent Evaluation Guide 2016-17; add additional evaluation questions as desired; and sign the Evaluator Agreement.
- Met with program staff routinely for planning and for using improvement plans.
- Helped staff create the interim reports based on the evaluation questions and other findings from ongoing internal monitoring processes.
- Helped the program director and site coordinators to use data to plan professional development, hire staff with different skills and interests, link personnel evaluation with internal monitoring results.
- Conducted unstructured and structured observations of program activities.
- Had informal conversations with staff.
- Assisted the centers in administering student, parent, site coordinator, and teacher surveys (primary effort for administering surveys rests with grantee).
- Developed the final report in collaboration with the project director that answers the

evaluation questions

The charges for the full and complete evaluation was $2,500 per site. However, it should be noted that the costs incurred by Durand Research and Marketing Associates, LLC, to complete the evaluation grew dramatically over the last year as a consequence of additional tasks required in the evaluation, increased labor costs, and more data analysis tasks.