



Final Grantee Report:
Texas 21st Century Learning Centers Program
Cycle 8, Year 4 (AY2016-17)
YES Prep Public Schools, Inc.

Durand Research and Marketing Associates, LLC
July 31, 2017

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**Texas 21st Century Community Learning Centers
Cycle 8, Year 4 (AY2016-17)
YES Prep Public Schools**

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I. Executive Summary

In this report, results are presented from both a process and an outcomes evaluation of the 21st Century Community Learning Centers program of the YES Prep Public Schools, Inc., Cycle 8, Year 4 (AY2016-17).

Beginning in 2013 the YES Prep Public Schools, Inc. (hereafter simply “YES Prep”), received grant funding from the Texas Education Agency (TEA) for an after-school program under 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 four component areas required for what TEA “re-branded” from 21st Century Community Learning Centers to “Afterschool Centers on Education” (hereafter referred to as ACE in this report). These four required component areas were Academic Support, Enrichment, Family Services, and College and Career Readiness.

Among the most notable *process evaluation findings* about the YES Prep ACE Cycle 8, Year 4 (AY 2016-17) program, findings reached by the program’s external evaluator, Durand Research and Marketing Associates, LLC, were the following --

1. The grantee (YES Prep ACE) supported the program’s theory of action as set forth by TEA and its consultants as well as the implementation of that theory at each of the eight program sites. The grantee did so with through resources, leadership, guidance, and staffing – among other ways.
2. The logic models for the grantee and for each center represented quite well the program in resources, implementation practices, outputs, outcomes and intended, ultimate impact. Moreover, each of the logic models was modified appropriately in light of program changes, especially changes following the fall term (See Appendix A to this report.)
3. The YES Prep ACE program was well-implemented and as intended.
4. The evaluation team found considerable site to site variation in total operating budgets and in staffing. Such variation was fully expected in that students’ needs differed across the centers (as identified by a needs assessment), variations in program activities and in teaching resources were found from site to site, and differences were found in “student mix,” especially in economic disadvantages and the proportion at-risk. Finally, the team also expected and identified economies of scale with regard to budgets and numbers of participants that appeared to influence site to site variability in budgets.

5. The YES Prep Cycle 8, Year 4, ACE program served a total of 2862 students, **an increase** of 12 students over the Year 3 Program and of **508** students over the Year 1 program. Of the Year 4 students attending the program, 1234 or about 43% were “regular participants.” This latter number represented **an increase of 49 regular participants from program Year 3 and 516 from program Year 1**. Finally, during the current academic year, the YES Prep ACE program also had 811 total adults in attendance.
6. Consistent with Federal, state and program intentions, the ACE program at YES Prep enrolled students diverse in ethnicity, but also in gender, in being at-risk, in being economically disadvantaged, in having limited English proficiency, and in having English as their second language.
7. All student “regular participation,” adult participation, type of activity (activity component), and program operations requirements were fully met or more generally exceeded at all of the eight centers.
8. Considerable variation was found across the centers in the number as well as in the percentage of time for each activity component type (i.e., Academic Support, Enrichment, Family Services, and College and Career Readiness). Further, this variation was found both in the spring and in the fall terms. Such variation was expected by the evaluation team given that activities at a center and in an academic term were 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” among a number of considerations.
9. Surveys capturing the perceptions of program stakeholders revealed a strong reservoir of support and approval on the part of parents and students; ratings of either excellent or good on the part of site coordinators in the ACE program having met its intended objectives; and generally positive program perceptions among ACE instructors.
10. 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. The evaluation team found *particularly commendable* the development and implementation of an extremely informative and attractive YES Prep ACE Web site (<http://www.yesprep.org/ACE>).

Below, the most notable YES Prep ACE Cycle 8, Year 4 *outcomes evaluation findings* by the Durand Research and Marketing Associates, LLC, evaluation team are summarized:

1. While varying by ACE site and by subject area, the evaluation team found, through an examination of data on a panel of students (that is, the exact same students) from the fall of 2015 through the spring of 2017, *grade improvements for each center in each of four subjects: reading, math, science, and social studies*. Moreover, the team also found evidence across the ACE centers of grade “maintenance” or “reinforcement,” a result that was even more enhanced if one also considers those students for whom there was “no change needed” in grades (i.e., “A” grades at the start and end of the study period).
2. On average, the percentage of students passing courses was *higher* in the spring of 2017 than in the fall of 2015 among the same panel of students.
3. In the course of analyzing data available in TEASE, the evaluation team compared “regular” (30 days or more of program participation) and “non-regular” YES Prep ACE

participants from the two-year panel for the outcomes of changes in school day absences, reading, math, science, and social studies grades as well as changes in non-criminal referrals. The team found that regular participants showed improvements compared to non-regular ones in all of the outcomes. However, this was not found to be true at all of the centers. In other words, we did find some variations across the centers in the associations between outcomes and regular vs. non-regular participation.

4. But are these differences in outcomes between “regular” and “non-regular” ACE participants really “program outcomes” or do they derive from something else, especially background or antecedent variables among the participants unrelated to the program, like “student mix”? *Arguably, the most important finding of our evaluation is that, even after controlling statistically for background factors (ethnicity and gender especially), the results strongly supported the inference that observed changes in fewer school day absences, in grade improvements, and in lower non-criminal references were a result of the YES Prep ACE Program itself. Expressed differently, even after introducing statistical controls for student characteristics, we found evidence in support of the inference that regular program participation produced the positive outcomes.*
5. Over the period from the fall of 2015 through the spring of 2017, YES Prep ACE participants outperformed impressively their AY 2016-17 Texas 21st Cycle 8 counterparts in grade increases in all of the subject areas – reading, mathematics, science, and social studies. Further, YES Prep ACE participants showed *far fewer percentage grade decreases* in all subject areas than did their State of Texas counterparts. This was so even though the percentages for the State were for “regular participants only” while those for YES Prep included “non-regular” as well as “regular” participants.
6. The evaluation team also examined the impacts of 21st Century programs in other locations, especially nationally as well as in the state of Illinois, by studying previously published reports. We found that the average percentage grade improvement in mathematics among YES Prep ACE program participants (two-year panel) exceeded the national average improvement reported for 2015 by the U.S. Department of Education. In elementary school reading, the average improvement in reading found by the Department of Education was just 5.4% on *state assessments*. While the data 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 centers of 29% in comparison was, in our view, quite impressive.* Finally, in a 2016 Illinois study, 21st Century program evaluators reported reading grade improvements in that state comparable to the YES Prep ACE results, but considerably lower grade improvements in mathematics.

Finally, a number of recommendations or “next steps” are offered in this report. However, *we found so many “positives” about the YES Program at its various sites that only a few are directed to the grantee. Indeed, our more salient and extensive recommendations for the program are directed to TEA and its consultants, rather than to YES Prep.*

The following are the most notable recommendations for “next steps” offered to YES Prep:

1. In order to increase “regular” student participation relative to non-regular participation, a desirable goal, the Durand Research and Marketing Association, LLC, recommends that

the program make further 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). Research on organizational behavior has demonstrated the relative, motivational impact of such intrinsic rewards (see, for example, Pink, 2017). Moreover, such rewards are typically less costly than alternative, extrinsic incentives.

2. We found a need for day school campus leaders to more fully embrace the YES Prep ACE program and to become considerably more involved in it (See Appendix B to this report on alignment). We think such embracing and involvement is most likely to occur principally if the top leadership of YES Prep Charter Public Schools, Inc., itself becomes more involved. Accordingly, we encourage this top leadership to provide the necessary incentives for campus leadership to increase its commitment to the ACE program.
3. Several site coordinators expressed a need for more opportunities for leadership and personal, professional development. We think this should occur through open, group conversations between the program director, the family engagement specialist, the site coordinators, and human resource professionals trained in such development. We particularly encourage involving YES Prep’s Human Resource Department to participate actively in promoting such mutual conversation.
4. There is need either for “cross-training” or for enhancing temporary staffing. The YES Prep ACE program has been disadvantaged by necessary leaves of absence, including Family Medical leaves, by the departure of and the untimely need to replace some site coordinators, and the like. We think that involving YES Prep’s human resource department could possibly assist with this need. But it is one that think should be given priority to the benefit of students and their families.

The following are the most notable recommendations for “next steps” offered to TEA and its consultants that would help to support the centers as well as the grantee:

1. There is a considerable, we think “high priority,” need to improve appreciably the TEASE data system. Site coordinators at YES Prep found it difficult to manage. In addition, we found data errors in it. And it also seems less than useful to the continuous quality improvement of the Texas 21st Century Program. Indeed, at the most recent (2016) international meetings of the American Evaluation Association, the following criticisms and, inferentially, suggestions were raised about TEASE: few process measures are included to assist in evaluating program implementation; TEASE forces the use of weak evaluation designs, especially as a result of not including control group data; evidence on student attrition is not included; data on important antecedent condition, to enable identifying spurious or other erroneous program outcomes are quite limited; TEASE does not include qualitative evaluation data that could be helpful; no data error checks, especially entry checks, are included which contribute to unreliable evidence.
2. In an April 2017 report on the 21st Century program in a number of states, the U.S. Government Accounting Office, the evaluation arm of Congress, raised a number of criticisms that particularly apply to Texas 21st (a.k.a. ACE): performance measures for

some key objectives, particularly student behavioral and socio-emotional outcomes, are lacking; the technical assistance provided by state agencies does not effectively address the challenges confronting local programs (termed “sub-grantees”) to operate once grant funding ends. In our judgment, these criticisms appear to apply to the Texas 21st Century Program (ACE), in Cycle 8, year 4. Accordingly, we recommend to TEA and its consultants that these criticisms be addressed immediately.

3. State-of-the-art program assessment and management typically calls for “success standards” for judging whether or not a program has met its process and outcome objectives (see RAND, 2017; and U.S. Centers for Disease Control and Prevention, 2017). Yet, TEA and its consultants offered no professional advice or guidance concerning such standards for this or other Texas 21st Century ACE programs. In professional assessments, success standards are typically based on SMART goals. “SMART,” an acronym for specific, measurable, attainable, realistic, and time-bound, is one way to express program objectives. In fact, SMART goals have been shown to enhance the performance management of organizations (see, example, Nelson and Quick, 2013, pp. 204-206). Accordingly, we recommend that program success standards based on SMART goals be adopted by TEA and its consultants in future evaluations.
4. No feedback about last year’s evaluation or the program itself was ever received by the YES Prep ACE program. The provision of such feedback from TEA and its consultants, would assist greatly the YES Prep program in the future as well as future evaluations. Most especially, feedback is a critical component of continuous quality program improvement.
5. We recommend reducing the several paperwork and evaluation burdens on site coordinators and, at the same time, enhancing both evaluation results and program management by adopting a “SWOT” (Strengths, Weaknesses, Opportunities, and Threat) analysis approach. In the course of conducting our evaluation, we came upon 21st Century CCLC site evaluation instructions for the State of Arizona (Arizona 21st CCLC Site Evaluation Report Instructions, 2016). Those instructions are based on a SWOT approach. Such an approach, widely used in business, nonprofit organizations and government, offers, we believe, considerable advantage in that its focus is principally on improving program management, the principal purpose of evaluation in the first place. We not only recommend this approach for future 21st Century program assessment, but also recommend adopting the instructions and instruments developed for Arizona’s program.

II. Introduction and Purpose of Program

A. Introduction

In this document results are presented both from a process and an outcomes evaluation of the Cycle 8, Year 4 (AY 2016-17) Texas 21st Century Community Learning Centers program (hereafter commonly referred to as the “ACE program,” an acronym for “Afterschool Centers on Education,”) of the YES Prep Public Schools, Inc (hereafter “YES Prep”). This document includes a final assessment report of the Grantee program, a report that follows the guidelines recommended in *Texas ACE Independent Evaluation Guide, Cycle 9*, especially pages 30 and 31. It also includes appendices that incorporate “best practices” information recommended as “deliverables” in the *Texas ACE Evaluation Guide* (see page 3 of the *Guide*). These recommended deliverables include the logic model for the Grantee and for each of the program centers; a report on YES Prep’s ACE program implementation and day school alignment; and an assessment of “outputs – activities and participation.” Finally, also included is a methodological appendix in which statistical modelling procedures are described.

Several especially noteworthy points about the contents and organization of this document deserve emphasis. First, the materials contained in this document are based in considerable measure on the three recommended deliverables (incorporated in the appendices noted above) all of which were completed prior to this final report with assistance and commentary provided by the evaluation team of Durand Research and Marketing Associates, LLC. *Reference is made in the body of this report to important evaluation findings contained in these recommended deliverables.* However, to avoid needless repetition and redundancy, only summary and not detailed evaluation information from each deliverable is incorporated in the body of the report itself. Second, center-specific evaluation findings, particularly those outside the scope of the recommended deliverables (for example, assessments of “dose-response” relationships), are detailed in tables presented in the body of this document. Finally, the methodological appendix to this document contains discussion deemed important to those, especially other evaluators, interested in a fuller presentation of how evaluation data were analyzed but regarded as too detailed to be of interest to all readers.

B. Section Overview

In this report section, we describe briefly the Texas 21st Century Community Learning Centers program for the YES Prep Public Schools, Cycle 8, Year 4 (AY2016-17), along with the program’s goals, its theory of action in relation to local ACE centers, the district and various schools’ contexts, and the students served by it.

C. Program Description

Beginning in 2013 the Yes Prep Public received grant funding from the Texas Department of Education 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.

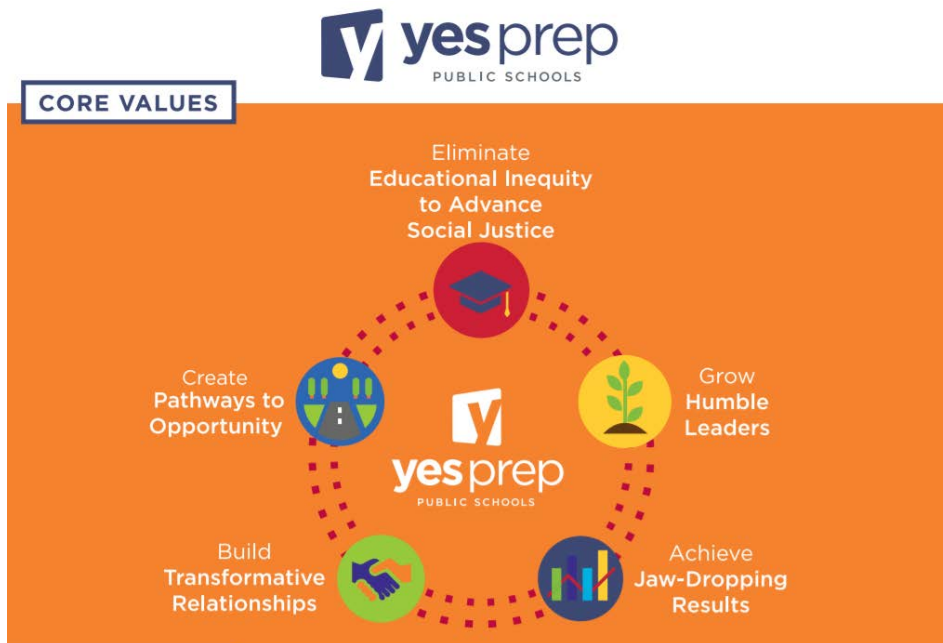
In developing its after-school program, YES Prep designed and implemented a program in furtherance of the following purposes of the Federal legislation: “...to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” (Section 1001, Every Student Succeeds Act). In doing so, YES Prep carried out activities in four component areas required for what TEA “re-branded” from 21st Century Community Learning Centers to “Afterschool Centers on Education” (hereafter referred to as ACE in this report). These four required component areas were Academic Support, Enrichment, Family Services, and College and Career Readiness.

These purposes and activities aside, an overarching program goal – an outcome of particular interest -- was that of participants’ college and career readiness. Such an outcome was and is entirely consistent with the mission of YES Prep Public Schools, Inc., as stated on its Web site: “YES Prep Public Schools will increase the number of students from underserved communities who graduate from college prepared to lead.” (Retrieved June 7, 2017, from http://www.yesprep.org/sites/default/files/YES_Prep_Mission%2BGoals_1-Pager.pdf)

In addition to participants’ college and career readiness, other overarching YES Prep program goals included increased academic performance, an emphasis on cultural enrichment, increased family engagement, and improved school attendance.

A final overarching goal was that of supporting YES Prep’s “Core Values,” values depicted in the chart below:

{ continued on the page following }



Source: http://www.yesprep.org/sites/default/files/YES_Prep_Mission%2BGoals_1-Pager.pdf

Lastly, in order to attain these overarching goals, the YES Prep’s grantee and centers’ ACE staff in collaboration with students and families, adopted a number of intermediate program outcomes and activities intended to further academic performance, to improve school attendance and participants’ behavior, to increase the promotion and graduation rates of students, to enhance the likelihood of participants’ parent reaching out to school teachers and staff (or family engagement) and to promote healthy lifestyles.

D. Program Theory of Action

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 following theory of action (otherwise known to professional evaluators as “program fidelity”):

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.

Further, the above theory of action was found to be well-served by the logic model implemented for the Grantee and for each of the eight centers. *These several logic models will be found in Appendix A of this report.*

As also discussed in Appendix A, in evaluating the program's theory of action and the logic models that were implemented to serve that theory, the Durand Research and Marketing Associates, LLC, team additionally found --

1. The logic model for the fall term for the Grantee and for each center represented quite well the program's baseline resources, implementation practices, outputs, intermediate outcomes, and intended ultimate impact.
2. Each logic model, including that of the Grantee, was modified for the spring term in light of changes in program resources, implementation practices, activities, and student and family participation.
3. Each logic model was also found to guide and improve program practices during the year. That is, each logic model was found sufficient to guide the program's final yearly process and outcomes evaluation. Additionally, each logic model was found to be crafted to enable a determination of fidelity of the program's implementation to a respective model.
4. The logic model for each center facilitated well the addressing of the following five questions concerning program components --
 - Are the right resources present to implement the program?
 - Are the "best implementation practices" in place?
 - Are the program's activities appropriate and well-implemented?
 - Are the program's targeted students attending and engaged with program?
 - Are outcomes as intended and are they improving?
5. The logic models provided considerable evidence of the care with which the program was developed and implemented to meet the needs of targeted students and families. The following are some examples --
 - YES Prep centers have a substantial Latino/Hispanic population of ACE students who were targeted by the program. All of the centers either have a site coordinator who speaks Spanish. Those with a large proportion of Spanish speaking parents hire an assistant or an independent contractor fluent in Spanish. Additionally, the program is assisted by a family engagement specialist whose first language is Spanish.
 - As shown in the logic model for the Grantee, the YES Prep ACE has an Advisory Council consisting of community representatives, parents, and YES Prep staff. The Council is chaired by the YES Prep ACE family engagement specialist. *The external evaluator personally observed the council in action.*
 - As shown by the logic models in Appendix A, student retention in the program was an important matter that was facilitated by surveys of students and their parents. *(Note: Results of these surveys are described below in this report.)*

In summary, considerable confirming evidence was found by the evaluation team that the grantee supported the above theory of action and its implementation at each of the sites through resources, leadership, staffing, and guidance -- among other ways.

E. District and Schools' Contexts

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	Stude nt/ Teach er Ratio	Total Student Count	STAAR Met 8 th Grade Reading Standard	Account- ability Rating	Grades Served
East End	98.1%	75.8%	34.1 %	14.2	926	91%	Met Standard	6-12
Fifth Ward	93.1%	86.8%	42.5 %	15.2	910	86%	Met Standard	6-10*
Southeast	94.9%	69.6%	26.6 %	14.7	1,011	99%	Met Standard	6-12
Gulfton	90.9%	97.9%	52.5 %	14.4	993	85%	Met Standard	6-12
North Central	96.2%	77.8%	35.2 %	15.7	947	90%	Met Standard	6-12
North Forest	72.7%	80.8%	57.4 %	15.3	812	78%	Met Standard	6-12
Northside	93.9%	90.4%	43.8 %	14.1	676	80%	Met Standard	6-10*
South- west	84.0%	87.0%	34.6 %	16.4	926	97%	Met Standard	6-12
Average	90.48%	83.26%	40.8%	15.00	910.12	88.71%	...	...
Standard dev.	0.08342	0.09023	0.103	0.8	108.60	0.0747	...	...
YES Prep	85.4%	83.2%	42.5%	14.8		88%		

Total (district as a whole)								
					9512		...	...

Source: Texas Academic Performance Reports, 2015-16.

*Notes: A tenth grade was added to Northside and to Fifth Ward in 2016; there was no grade 10 at either school in 2015. The current campus Web sites (as of June 7, 2017) list an 11th grade for Fifth Ward and for Northside. But numbers of 11th graders were not part of the 2015-16 Texas Academic Performance Reports.

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

School Campus	% Beginning Teachers (2015-16)
East End	21.3%
Fifth Ward	31.8%
Southeast	27.7%
Gulfton	21.8%
North Central	26.6%
North Forest	24.6%
Northside	27.2%
Southwest	15.9%
Average	24.61%
Standard deviation	.0456
YES Prep Total	27.2%

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; Top 25 Percent Closing Performance Gaps; Postsecondary Readiness

North Central: Academic Achievement in English Language Arts/Reading

Southwest: Academic Achievement in Mathematics; Postsecondary Readiness; Academic Achievement in English Language Arts/Reading; Academic Achievement in Science; Postsecondary Readiness

In examining data first on the school contexts, 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. All had, in our judgment, very good to excellent student-to-faculty ratios; and, with the possible exception of North Forest, all had very sizeable percentages of students meeting the STAAR “satisfactory or above” passing standard for 8th grade reading. Additionally, all were located on school campuses found to have received a 2015-16 Texas Academic Performance accountability rating of “met standard.” Finally, with the exceptions of Northside and to a lesser degree North Forest, the differences among the campuses in total student enrollment were generally slight.

Additionally, 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 Fifth Ward campus had the highest percentage of those beginning their teaching careers while Southwest 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).

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, the proportion of at-risk students, student/teacher ratio, and the percentage of students meeting the STAAR “satisfactory or above” passing standard for 8th grade reading. This mirroring was found to be slightly less so regarding the percentages of students from Hispanic/Latino backgrounds (90% for the ACE program, 85% for the district) and of the percentages of beginning teachers (24.61% for the ACE program; 27.2% for the district).

F. Students Served by the Program

In examining student counts, we found that the YES Cycle 8, Year 4, ACE program served a total of 2862 students, **an increase of 12 students over the Year 3 Program and of 508 attendees over the Year 1 program.** Of the Year 4 students attending the program, 1234 or about 43% were “regular participants.” This latter number represented **an increase of 49 regular participants from program Year 3 and 516 from program Year 1.**

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 AY2016-17. 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 2862 students, the YES Prep ACE program also had 811 total adults in attendance.

Table: Students and Adults Served at Each Center: Total, Regular, and Non-Regular (Participation Numbers) (Fall 2016 and Spring 2017 Counts)

ACE Site	Total Students Served	Regular Student Participants	Regular Participants Number Required	Non-Regular Participants	Adults	Adults Required
East End	698	145	100	553	118	40
Fifth Ward	304	167	150	137	105	40
Southeast	357	157	100	200	48	40
Gulfton	179	132	100	47	133	40
North Central	380	189	100	191	124	40
North Forest	327	208	175	119	163	50
Northside	402	91	100	311	44	40
Southwest	215	145	100	70	76	40
Total	2862	1234		1628	811	
Standard deviation	157.84	35.72		163.77	42.06	

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

As seen in the above table, with one exception (Northside) all of YES Prep's sites met their respective requirement for regular student participation numbers according to TEASE data reported for the fall and spring of the academic year. According to such data, Northside fell short by just nine (9) students. Since noting this, the evaluation team learned that the site coordinator was on maternity leave at a critical point during the current program year. This was complicated further by the fact that during program Year 3 (last year's program) the former coordinator left the program before it concluded. Both the maternity leave and the early departure by last year's coordinator resulted in the program operating in the fall of 2016 (start of Year 4) with a reduced number of student participants. *However, to the considerable credit of the Program Director and Northside's Site Coordinator, a plan was devised to meet the required regular participation requirement numbers during the summer 2017 term. As of the end of the 2016-17 year, all required student participation levels were met at Northside.*

In the table immediately below, additional information about *students* served by the program is provided. (The numbers do not include adults.) In particular, in the table the demographic

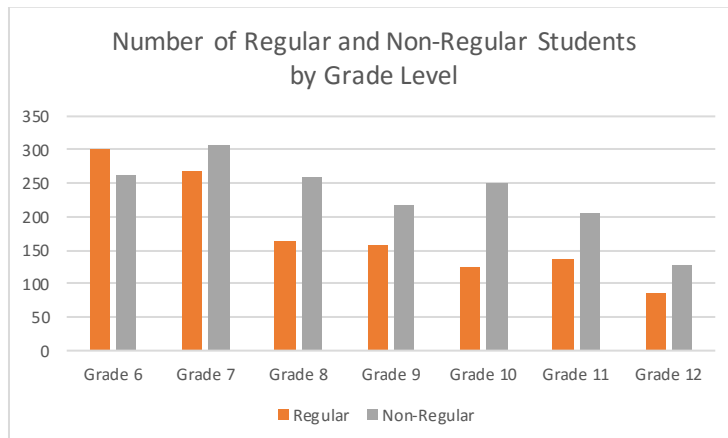
characteristics of regular (30 days and more of participation) and non-regular student participants are displayed.

Table: Demographic Characteristics of ACE Students by Regular and Non-Regular Participation, AY2016-17 (Student Counts Only)

Demographic Characteristic	Regular Participation	Non-Regular Participation
Females	660	843
Males	574	785
African American Descent	157	78
Hispanic/Latino Background	1053	1523
Other Ethnicities (including two or more)	34	28
Economically Disadvantaged	1048	1308
At-Risk	424	589
Limited English Proficiency	143	196
ESL	135	189

Source: Texas 21st Report Data (Center Operations)

In the chart below, the numbers of regular and non-regular student participants in YES Prep's ACE program are shown by grade level for the fall of 2016 and the spring of 2017. Note that the data shown below are from the center operations tables within the Texas 21st Reporting "TEASE" system.



Source: Texas 21st Data Reports (Center Reports, 2017)

As is evident in the above chart, total participation as well as regular participation in YES Prep's ACE program was lower among those in grades eight (8) through 12 in comparison to those in grades six (6) and seven (7). *This should not be surprising since YES Prep's total student enrollments were lower in percentage terms for grades eight through 12 in comparison to those for grades six and seven.* At East End, for example, enrollments in grades 11 and 12 comprised 11.2% of the total campus enrollment while enrollments in grades six and seven comprised 17.6% and 16.5%, respectively, of the total. Moreover, at the Northside campus, which had the smallest enrollments among the eight ACE sites, no students in grades 11 and 12 (according to AY2015-16 data from Texas Academic Performance Results) were enrolled. Similarly, the Fifth Ward campus had no students enrolled in grades 11 and 12 (again according to AY2015-16 Texas Academic Performance data).

III. Evaluation Strategy Plan

A. An overview

In this report section, the evaluation strategy and plan for assessing YES Prep's ACE program are discussed. Overall, the firm 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 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 eight site coordinators worked collaboratively and quite closely with the Durand Research and Marketing Associates, LLC, evaluation team.

In conducting these evaluations, a number of important principles central to effective program assessment were followed throughout the collaboration. These important principles included, but were not limited to, the following --

- Strict adherence to *Guiding Principles for Evaluators* of the American Evaluation Association.
- The use of multiple measures and multiple forms of data collection to enhance the reliability and validity of findings.
- The triangulation of multiple measurement models and results.
- The utilization of evaluation designs well-known and widely adopted by evaluation professionals, designs that limit internal validity problems.
- Standardized ways of presenting data and findings.
- The selection of statistical models on the bases of the level of measurement involved (nominal, ordinal, interval, ratio) and on the number of variables in the problem under consideration.
- Careful attention to the adequacy of evidence to judge program "dose-response."
- The use of appropriate data transformations in analysis.
- The use of well-recognized criteria for assessing a program's logic model fidelity.
- The use of computer-based statistical software in data analysis.

B. Types of Evaluation Designs and Determining Differential Center Support

In evaluating this 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 both in nature and in purpose. However, this primary design was supplemented with information derived from quasi-experimental designs.

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 AY2016-17 *Texas 21st* data reports and from other data listed below:

- Year End Summary
- Activity Attendance Percentage
- Student Attendance Percentage

- Participant Attendance
- Participant Activity Attendance Detail
- Student Export (Excel spreadsheet) 2015-16 and 2016-17 for the Center.
- Texas Academic Performance Report (TARP) for the campus, 2015-16
- Qualitative evidence from evaluator visits to selected sites
- Surveys of students and parents collected by YES Prep for a variety of programmatic reasons
- “Voice and choice” surveys of students and parents
- Surveys of YES Prep ACE instructors
- Evaluation surveys completed by site coordinators
- Informal and more formal conversations between the evaluation team and “knowledgeable persons,” including the program director and site coordinators

The data sources listed above, of course, entail evidence gathered through methods that were largely pre-experimental in nature; that is, they were derived principally from pre-experimental designs. However, some of them (e.g., attendance data on increases or decreases on multiyear participants; and site level data from the previous academic year) were derived from quasi-experimental data collection designs.

In drawing inferences and conclusions from evaluation 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 part.

C. Limitations of evaluation designs and our approach to dealing with them.

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 out-of-school-time 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 from TX21st Century or from Texas Performance Accountability System Site Level Reports. (However, our site visits did help to fill in some important gaps.) Accordingly, there can be only a limited inference of an ACE program effect from such evidence.

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 findings. Unfortunately, information about antecedent conditions is quite limited in TX21st data bases and even from site visits.

Our general solution to these design limitations was to opt for comparisons whenever possible. Thus, in this evaluation we present a variety of comparisons, including those between ACE participants with differing levels of active participation (“program dose” in other words); between a program and statewide observations; and between multi-ACE program year participants – among others. Indeed, as Tufte (1997) has demonstrated, comparisons of this kind are essential to assessment and to program decision making. Of course, *every comparison*, including the ones we make in this report, entail a *ceteris paribus* assumption. Indeed, this is an assumption we make because everyone must do so in evaluating programs and because we think it is better than promoting spurious findings. Moreover, we also think the *ceteris paribus* assumption is quite reasonable in the instances where we draw comparisons; considerations that influence such matters as normal grade progression, college readiness, and graduation rates seem likely to be at least similar across Texas and in the greater Houston area.

D. 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 earlier in “Recommended Deliverables 1,2, and 3,” “Logic Model and Assurances,” “Interim Discussion 1,” and “Interim Discussion 2.” As noted above, to avoid needless repetition, this work is not reported here, but instead will be found in Appendices A, B, and C of this report. Additionally, of course, site visits by member of the evaluation were also a part of this fidelity assessment.

In those earlier, recommended deliverables and in our site visits, we found that the program’s activities were appropriate and implemented with fidelity to the program’s and, especially, each center’s as well as the Grantee logic model. This finding followed a careful review of the extensive, professional literature on fidelity. (Indeed, the topic of fidelity to a program’s logic model has become central to much recent discourse among evaluation professionals; see, for example, Renger, R. (2006); Knowlton, L.W. and Phillips, C.C. (2013); Rog, D. (2012); Mowbray, Holter, Teague and Bybee (2003); Mowbray, Bybeen, Holder, and Lewandowski (2006); Arnold and Patton, M.Q. (2016). Following this review, we examined the site’s logic model in some detail utilizing “concept mapping” procedures devised by Yampolskaya and others (2004). We then assessed the fidelity of each site’s implementation by means of on-site observations, a review of site coordinator responses to deliverables, logic model table construction, and through informal conversations with the YES Prep Program Director and site coordinators.

E. Data Analysis

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 good-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 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 TX21st Century 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, our discussion of the *ceteris paribus* assumption above is relevant here and we invite the reader to consider it further. 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 a 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 below, 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.

F. A Comment on Accurate and Timely TX21st System Data from Each Program

The Durand Research and Marketing Associates, LLC, evaluation team observed that data were entered by YES Prep ACE program staff in a timely way into “TEASE,” the TX 21st data system. This timely entry facilitated the effective monitoring of the YES Prep program.

Further, during our evaluation of this year’s (Year 4) program *we found no evidence of inaccuracies resulting from data entry on the part of YES Prep.* (This was particularly the case after dealing with certain misunderstandings concerning definitions of activity categories). However, in previous years we have found inaccuracies in data *the fault for which did not rest with YES Prep.* In a professional paper presented by members of the evaluation team at the 2016 annual international meetings of the American Evaluation Association, we reported extensively on the limitations of the TX 21st data system. Among the limitations discussed was that of the absence of data entry checks which led to missing data and unreliable evidence – “inaccuracies” in other words (Durand R, Holmes V, and Wait M, 2016). Based on our presentation, we recommend strongly that the TEA and its consultants, take effective measures to address the limitations, especially the need for data entry checks, we discussed in our paper.

IV. 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 describe the approach taken and data utilized to prioritize services in support of the centers’ activities.

B. Program Implementation among the Sites

As important background prior to considering program support and variations in that support, we discuss the program’s implementation across the eight ACE sites.

As already noted above in preceding sections of this report (see report Sections II and III above), we found that the Grantee supported the program's theory of action and the implementation of that theory at each of the sites through resources, leadership, staffing, and guidance -- among other ways. We also reported our finding that the program's activities were appropriate and implemented with fidelity to their respective centers' logic models. And we reported earlier our finding that the YES Prep ACE program was implemented as intended. These findings and discussions need not be reiterated in detail here.

These findings and discussions aside, shown in the tables immediately below are our findings by center concerning the program's implementation of the requirements for program operations and of program requirements for activity components

Table: Meeting of Program Operations Requirements by Center

Center	Hours/Week Fall (12 required)	Hours/Week Spring (12 required)	Weeks in Service Fall (14 required)*	Weeks in Service Spring (15 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

*Notes: Data in TEASE originally showed, quite mistakenly, that these requirements were not met. However, further investigation of weekly operations together with considerable assistance from the Program Director revealed that *all requirements, including these were exceeded*. As a consequence of holidays, some hours during a reporting week initially appeared in TEASE to have been missed in program operations. However, an examination of each week's hours showed that some missed hours were made up later in the year.

Table: Meeting of Program Activity Components Requirements by Center (AY 2016-17)

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 Report Data, Activity Attendance Percentage

As can be seen in examining the above two tables, *all program operations requirements, including hours per week and weeks in service, were fully met (in most cases exceeded) at all centers in both the fall 2016 and spring 2017 terms. Additionally, all requirements for activity components were “met” at each of the YES Prep Centers during AY2016-17.*

Unfortunately, as suggested in notes to the initial table above in this report section, the evaluation team also encountered *considerable problems with the TEASE data system* in arriving at this assessment. Initially, some data in TEASE gave the erroneous impression that program operations requirements were not fully met at two of the centers. However, when we examined data on centers’ operations calendars, especially for the complete academic year, we found this was not the case. In other words, we found data errors that proved to be artifact of the TEASE reporting system and not at all a fault of YES Prep’s program or data entry by YES Prep’s centers. (We are especially grateful to the YES Prep’s Program Director, Ms. Christa Queen-Sutherland, for her help in this regard, particularly for helping us avoid an erroneous assessment.)

Given these problems that we encountered with the TEASE data system, the Durand Research and Marketing Associates, LLC, evaluation team recommends to TEA and its consultants that the TEASE data entry and reporting system be improved considerably. In particular, we believe it vital to improve the system so as to avoid artefactual errors of the kind we initially encountered and which required considerable extra effort to identify and correct.

This recommendation aside, the final report guidance for centers calls for an overall process evaluation rating for each 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, 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 index or 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*. On these points about measurement and rating scales, we refer the reader to the following professional references: Thorndike RM and Thorndike-Christ 2011, Kerlinger, 1986, especially pages 392-433; Carmines and Zeller, 1979; Dayton, 1998; and Campbell and Russo, 2001. Accordingly, *we concluded the overall YES Prep program and the program at each center was well-implemented.*

C. Program Staffing at the 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. Such staffing is, of course, a vital part of a program's support strategy. These staffing levels are shown according to ACE center in the table below. In addition, the total ACE enrollments to teacher ratios and to "other staff" ratios are also shown by center.

Table: Program Staffing Levels by Center (Staff numbers are counts)

	Paid Staff		Volunteers		ACE Attendance to Certified Teachers/Other Staff Ratio**	
Center	Fall 2016	Spring 2017	Fall 2016	Spring 2017	Fall 2016	Spring 2017
East End						
Certified Teachers	17	18	0	0	40	24.22
Other staff	14	15 [@]	0		48.6	29.07
Fifth Ward						
Certified Teachers	0*	20	2*	2	20.71	12.23
Other staff	1	8	2	2	32.22	26.90
Southeast						
Certified Teachers	10	11	0	0	30	24.55

Other staff	8	8	0	0	37.5	35.12
Gulfton						
Certified Teachers	6	7	0	0	24.5	21.86
Other staff	6	6	0	1	24.5	21.86
North Central						
Certified Teachers	9	12	0	0	43.40	31.17
Other staff	4	10	3	8	56.29	20.78
North Forest						
Certified Teachers	2**	3**	0	0	--**	--**
Other staff	11	7	1	1	28.42	38.88
Northside						
Certified Teachers	21	17	0	0	16.67	22.11
Other staff	3	8	0	0	116.7	47.00
Southwest						
Certified Teachers	10	10	0	0	18.3	24.6
Other staff	6	4	0	0	30.5	61.5

Source: Texas 21st Data Reports

Notes: *Fifth Ward staffing also included 14 certified “in-kind” teachers, two (2) “in-kind” college students and five (5) listed as “in-kind other” in the fall term. This additional staffing is not shown the above table, which only displays “paid staff” and “volunteers.” However, *this additional staffing is included in the attendees to teacher and attendees to staff ratios shown in the table.* @ East End staff totals in TEASE showed no Center Administrator for the spring term. ** North Forest relied heavily on external vendors to provide activities; external vendors are not shown in TEASE data tables. The absence of vendor data in TEASE, of course, made it impossible to calculate teacher-to-student and staff-to-student ratios in the table.

As will be seen, in the above table the total staff at each site (with the exception of North Forest for reasons just mentioned) was disaggregated by the categories of “paid staff” and “volunteers” (unpaid) for the fall and spring terms. Those two major categories, in turn, were further disaggregated by “teachers” and “other staff.”

Also included in the above table are ratios of the number of attendees (students and adults) to numbers of teaching staff and attendees to other staff. *An important caveat about these ratios needs to be emphasized.* Enrollments to staff ratios are, of course, conventional metrics utilized to understand and plan staffing. *But these metrics are limited here in important ways.* Indeed, the number and types of activities were found to differ across sites as did students’ needs based on pre-programming assessments. Further, various types of activities require varying teaching 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 likely 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 seems likely to require more teachers and counselors than does the education of students from diverse, often not-disadvantaged backgrounds for general school classroom education. Finally, the planning of staffing needs for a forthcoming term is typically like trying to hit “a moving target.” Staffing decisions generally have to be made before students and parents are actually enrolled. *In short, our point here is simply to warn against too easy reliance on the attendance to teachers and staff ratios in assessing inter-site variations in staffing.*

D. Variations in Operating Budgets Across the Sites

Operating budgets, of course, provide a “dollars and cents scorecard” of support across program sites. In this section, we report on Cycle 8, Year 4, 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 4 (AY2016-17)

Center	Total Operating Budget	Per Attendee Operating Budget*
East End	\$172,053	\$154.17
Fifth Ward	\$215,841	\$386.12
Southeast	\$177,350	\$305.25
Gulfton	\$204,054	\$680.18
North Central	\$168,083	\$218.86
North Forest	\$241,727	\$370.75
Northside	\$169,671	\$233.71
Southwest	\$160,012	\$372.99

Average	\$188,599	\$340.25
Standard Deviation	\$28,786	\$161.07

*Note: Based on combined fall and spring attendance for students and adults. Summer attendance is not included.

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, student needs differed across the centers (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 found 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 economies of scale would be found with regard to budgets and attendees.

E. 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 4 (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, funds allocated to the campus sites were based on the number of students reportedly being served 30 days into the programming 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 coordinator used student interest and campus needs from surveys, meetings with the respective school leadership team and teachers along with program results from the past year (in this case Year 3) to determine the focus for the current one (Year 4). For supplies, coordinators kept an inventory log so they know and knew what supplies they are able to use during the next year and what supplies they needed to build into their budget for the next year based on their future activities plans. Feedback from students was also considered.

Further, marketing was prioritized based on an “all-in approach” at each campus center site. Marketing was done via Family Resource Center billboards at each campus; calls to parents; personal phone calls; newsletters; and referral letters to parents of students who are 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 all centers* 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.
- One on one meetings with parents.
- Presentation at general ACE meetings.
- 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 and vendors.
- Monthly budget tracking.
- Regular professional training sessions.
- Monthly site coordinator meetings with the program director and the family engagement specialist.
- Student retention data.

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 (mentioned specifically by the North Central coordinator).
- Check-ins with club sponsors (also mentioned by the North Central coordinator).
- Documented discipline and behavioral issues data (mentioned by North Forest coordinator).
- Discussions and meetings with vendors (mentioned by North Forest coordinator).
- Meetings with campus operations directors (mentioned by several coordinators including the Southeast coordinator).

- Retention data (reportedly used at Southeast and Gulfton).
- Meetings with evaluation team (mentioned specifically by the Gulfton coordinator).

The latter data list above suggests some variations across the sites in the kinds of information used for arriving at services priorities for each center. *However, we are uncertain whether these variations reflect the different programmatic needs or operations of the sites, on the one hand, or whether they are an artefact of the methods we employed to gather information, on the other.* 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 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 utilized a variety of important data in decision making.*

As a further assessment of 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 was akin to 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, Ms. Christa Queen-Sutherland, 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 facilitates 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.

F. 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 —

1. No feedback about either YES Prep’s ACE Year 3 program or last year’s evaluation report was received from TEA or its consultants. YES Prep, the YES Prep ACE program, and Durand Research and Marketing Associates, LLC, remain strongly committed to continuous quality school, program, and evaluation improvement. The

receipt of feedback from TEA and/or its consultants would greatly facilitate such improvement.

2. At least two site YES Prep staff members (names and roles withheld to protect confidentiality) expressed strongly the view that some campus-level leaders needed to get much more involved in the after-school program. These staff members further noted that there was a failure to “own” the ACE program on the part of certain schools and their campus leadership. One staff member expressed this need in the following way: “[YES Prep] *Campus leaders need to know the resources that are available through ACE and be encouraged to utilize them and align ACE programming to individual campus goals.*”
3. Assistance is needed by YES Prep in devising a system for identifying and making known high-quality vendors for 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 after-school programs.

4. One site coordinator expressed a different need concerning vendors and program support:

Vendors need to be placed on a more frequent payroll. It is challenging to keep good staff if they are only paid once per month. Also, vendors should include all the materials they need for the club/activity they are providing with their contracts, rather than having the ACE pay separately for these materials. Vendors have a better idea of what they need and this gives them flexibility with their planning.

5. In commenting on what seems a widespread program support need, another site coordinator commented --

Space is a major issue at all campuses. When there is a designated home for programming, everything falls into place better. When there is constant moving around, things get lost and the regimen that students need is disrupted. ACE never feels like a permanent program, this is an ongoing issue.

V. Program Participation

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

A. Student Participation by ACE site

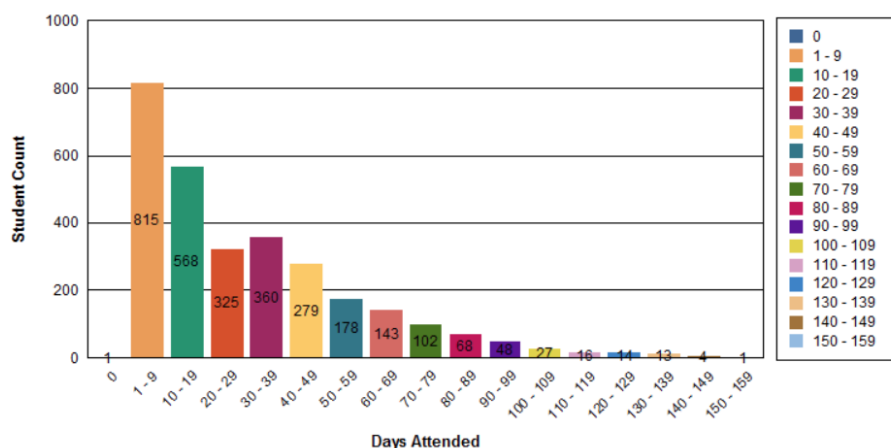
As the reader will recall, evidence on student program participation has been reported previously in Section II. F (“Students Served by the Program”) above. As noted in that section, *program requirements for regular participation were met -- or exceeded -- at all eight centers.* (These requirements for Northside were completely met as of the summer of this academic year.) In the interest of avoiding redundancy and repetition, this finding will not be reported again in depth here. Additionally, also noted in that section was the considerable number of non-regular participants at all of the centers.

B. Adult Program Participation by ACE Site

In addition to student participation, data on adult ACE program participation were also presented in Section II.F above of this report. As discussed there, *actual adult program participation exceeded required adult participation levels at all eight centers.* (Again, to avoidance redundancy and repetition, the findings are not discussed again in depth here.)

C. Student Daily Attendance: Grantee Level

In the chart below, student daily program attendance is shown for the grantee (all of YES Prep ACE) for the complete 2016-17 academic year –



Source: TEASE Data System, Student Attendance Percentage – Grantee Level for Academic Year ending in 2017.

As is evident from the above chart, daily student attendance declined monotonically after the 30-day category for the YES Prep ACE 2016-17 program as a whole. 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 attendance counts are shown by categories of days for all eight sites combined –

Attendance Percentage	Fall	Spring	Summer
0-20	1,182	1,271	123
21-40	685	436	14
41-60	443	277	26
61-80	170	88	25
81+	40	24	130
Total	2,520	2,096	318

Source: TEASE Data System, Student Attendance Percentage – Grantee Level for Academic Year ending in 2017.

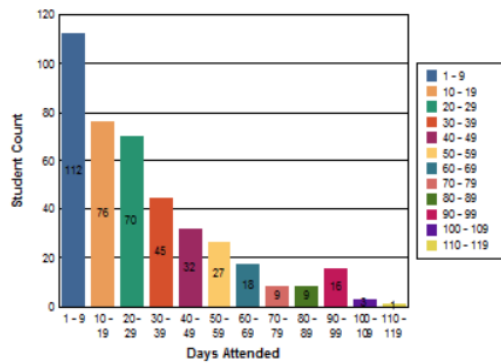
As is evident from the above table, the decline seen in the preceding chart on student daily attendance is mirrored generally in the attendance counts shown for the spring and fall terms of 2017. However, the summer program did not show a similar monotonic decline. Rather, note the sizeable attendance found in the student attendance category of 81+.

D. Student Daily Attendance Levels by ACE Site

Below a chart of student daily attendance and a table of attendance counts by category are shown for each of the eight sites, respectively. (Note: the source of each is the same as that shown above for the grantee.)

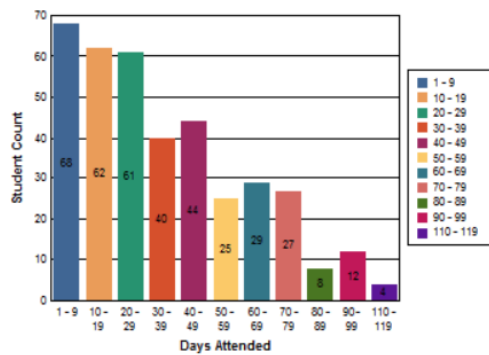
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Southeast Center



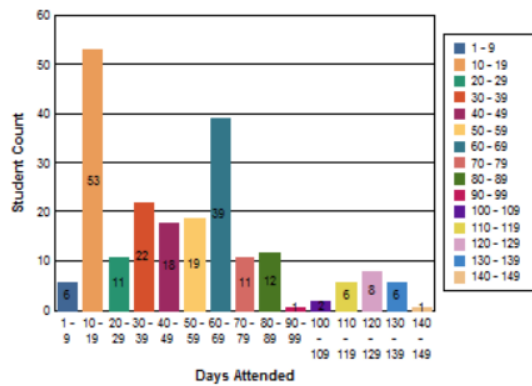
Attendance %	Fall	Spring	Summer
0-20	70	149	88
21-40	88	62	0
41-60	78	36	3
61-80	45	13	3
81+	2	0	10
Total	283	260	104

North Central Center



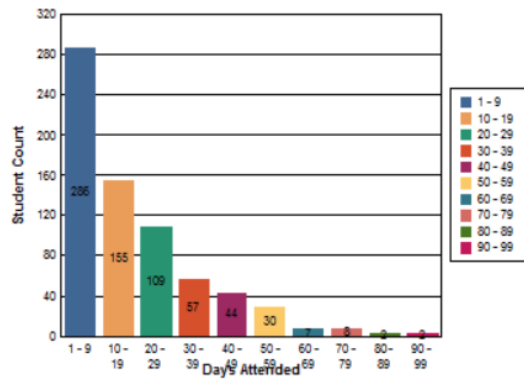
Attendance %	Fall	Spring	Summer
0-20	171	192	0
21-40	118	103	0
41-60	68	33	0
61-80	12	2	0
81+	0	0	0
Total	369	330	0

Southwest Center



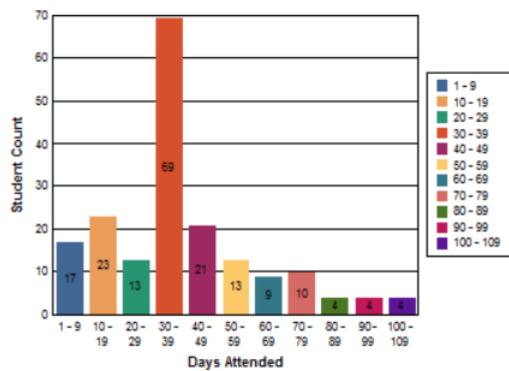
Attendance %	Fall	Spring	Summer
0-20	50	46	0
21-40	62	43	0
41-60	20	52	0
61-80	8	28	0
81+	20	8	0
Total	160	177	0

East End Center



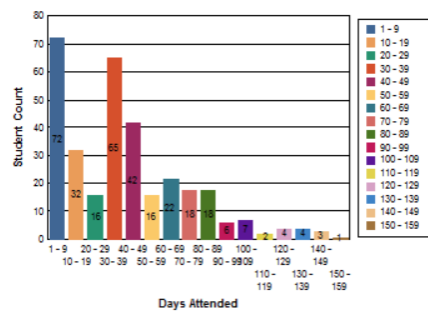
Attendance %	Fall	Spring	Summer
0-20	419	379	8
21-40	178	40	2
41-60	66	4	2
61-80	11	0	4
81+	0	0	26
Total	674	423	42

Gulfion Center



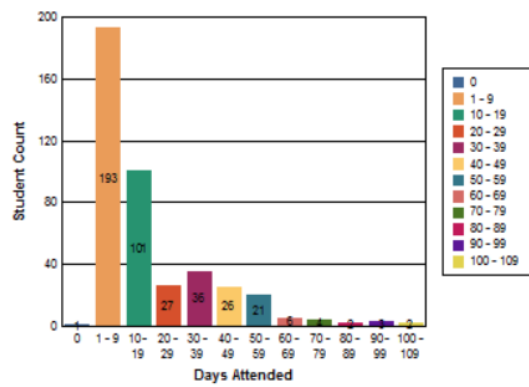
Attendance %	Fall	Spring	Summer
0-20	36	45	2
21-40	38	42	0
41-60	48	33	1
61-80	17	2	6
81+	0	0	20
Total	139	122	29

North Forest Center



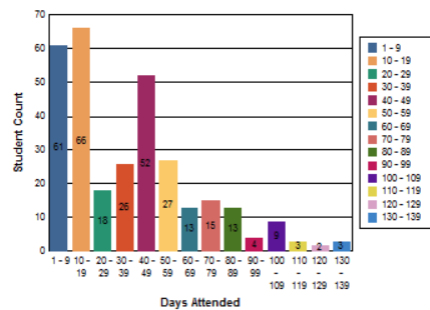
Attendance %	Fall	Spring	Summer
0-20	98	134	5
21-40	67	57	5
41-60	102	34	3
61-80	34	10	2
81+	8	7	13
Total	309	242	28

Northside Center



Attendance %	Fall	Spring	Summer
0-20	247	274	14
21-40	66	45	5
41-60	27	18	10
61-80	5	1	8
81+	0	0	33
Total	345	338	70

Fifth Ward Center



Attendance %	Fall	Spring	Summer
0-20	91	52	6
21-40	68	44	2
41-60	34	67	7
61-80	38	32	2
81+	10	9	28
Total	241	204	45

Comments and observations concerning variations in centers' participation

A close examination of the above *charts* revealed to the evaluation team *considerable variation in the student counts of days attended across the sites*. For example, compare the chart of such counts by days attended at Gulfton with that for East End or even Northside. 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 Section C of this report immediately above, strictly monotonic declines in student counts by days attended were the exception rather than the rule. Yet, such a monotonic decline was apparent in the chart for East End and nearly so at Southwest.

An examination of the tables shown above shows generally a total student participation decline in counts from the fall term to the spring term. But notice that Southwest was an exception where the student counts increased from fall to spring. It seems to the evaluation team that “local factors,” including the maternity leave absence of the coordinator during the fall, might be largely responsible. Similarly, the departure of the East End coordinator and her replacement in the spring might have been largely responsible for the considerable fall to spring term decline in student counts (674 to 423) at that site.

E. 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 2016 Term

Center	Academic Assistance		Enrichment		College/Workforce Readiness		Family Engagement	
	Number	Pct. Time*	Number	Pct. Time*	Number	Pct. Time*	Number	Pct. Time*
Southeast	4	48%	8	42%	2	6%	2	1%
North Central	8	7%	24	82%	3	8%	5	3%
Southwest	8	53%	6	24%	2	23%	3	5%
East End	2	7%	22	90%	2	2%	10	1%
Gulfton	2	34%	6	59%	1	4%	2	3%
North Forest	7	51%	11	40%	1	1%	7	9%
Northside	7	54%	10	35%	3	10%	1	>1%
Fifth Ward	6	41%	15	49%	2	4%	5	6%
Averages	5.5	37%	12.75	53%	1.875	7%	4.38	4%
Standard Deviations	2.51	20%	6.98	23%	0.83	7%	3.02	3%
Variability Coefficient	0.46	0.53	0.55	0.44	0.45	0.97	0.69	0.85

Note: *The percentage of times (Pct. Time) may not sum to 100% for each site as a result of rounding.

Spring Term 2017

Center	Academic Assistance		Enrichment		College/Workforce Readiness		Family Engagement	
	Number	Pct. Time*	Number	Pct. Time*	Number	Pct. Time*	Number	Pct. Time*
Southeast	5	57%	9	40%	1	3%	1	>1%
North Central	6	5%	13	86%	3	8%	3	>1%
Southwest	6	56%	7	23%	1	20%	3	>1%

East End	2	6%	20	89%	3	5%	2	>1%
Gulfton	2	27%	7	56%	1	15%	2	3%
North Forest	8	44%	11	39%	1	>1%	6	16%
Northside	5	44%	15	46%	3	8%	2	1%
Fifth Ward	6	63%	20	30%	1	3%	2	5%
Averages	5	38%	12.75	51%	1.75	8%	2.63	3%
Standard Deviations	2.07	0.23	5.26	0.25	1.04	0.07	1.51	0.05
Variability Coefficient	0.41	0.60	0.41	0.48	0.59	0.83	0.57	1.53

Note: *The percentage of times (Pct. Time) may not sum to 100% for each site as a result of rounding.

As shown by the evidence in the above tables, considerable variation was found among the centers in the number as well as in the percentage of time for each activity type. Further, this variation was found both in the spring and in the fall terms. Indeed, as can be seen from an examination of the coefficient of variability in the two tables above, the greatest variance relative to averages across the centers in both semesters was in the percentage of time spent in family engagement and in college and workforce readiness activities. This latter finding was identical to that reported for YES Prep's Cycle 8, Year 3, program.

The variation found in the above two tables was expected by the evaluation team. After all, activities at a center and in an academic term are likely 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" among a number of matters.

Finally, as discussed more fully in the second and third "deliverables" recommended in the guidance for this report (deliverables found in Appendices B and C below), *the YES Prep ACE program made the decision to emphasize enrichment* in its decisions about participation and school day alignment. This decision was based upon a needs assessment, on student-parent "voice and choice" surveys as well as on an already heavy emphasis on academic achievement and college preparedness in the regular day school program. *This decision of the YES Prep ACE program to emphasize enrichment is clearly evident in the above two tables.* Note that in both the fall and spring terms across the sites, the largest number of activities on average as well as the largest average percentage of programming time spent by students was for enrichment.

F. Strategies to Support Centers with Low Participation

As discussed above in Section II.F. of this report as well as earlier in the present report section, *overall participation levels for students and adults alike at each and every one of the eight YES Prep centers exceeded minimum TX 21st requirements*. Thus, there were no centers that could be described as having “low participation.”

Since there were no centers that could be described as having “low participation,” there were no strategies to discuss for supporting centers with low student/family participation.

However, 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 strategy and the site-specific implementation of it are detailed in the guidelines’ 3rd “Recommended Deliverable” found in Appendix C of this evaluation report.

In order to avoid needless redundancy and repetition, we present here only the outlines of the strategy and its implementation reserving a more detailed treatment for Appendix C –

- Monitoring of enrollment and attendance for the centers and for each center’s specific activities.
- Adopting recruitment activities to encourage adult and student enrollment. These activities included but were not limited to informational sessions; brochures; information sheets; displays or demonstrations of activities; and the use of student and parent voice and choice surveys.
- Adopting a variety of retention activities, including 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.
- Insuring that activities were related to student and family needs identified in a needs assessment.
- Adopting and reviewing activity plans.
- Assessing student and parent engagement at each center and at each center’s activities.
- The close monitoring of the quality of the instructors of individual activities.
- Insuring the appropriateness of program activities in light of the program’s intended outcomes.
- Reviewing and appraising the fidelity of activities to each center’s logic model.
- Discussing observed trends regarding desired activities and changes in participation over time.
- Appropriately aligning ACE activities with YES Prep day school curricula and emphases.
- On-going assessment of the benefits of each activity to the intended outcomes and impacts of the YES Prep ACE program.

- Adopting a “learning from previous years’ experience” approach to program management.
- Discussions with the evaluation team about the program’s strengths, weaknesses, opportunities, and threats in joint meetings and site visits.

VI. Program Intermediate Outcomes

A. Introduction

In this report section, the intermediate outcomes of YES Prep’s program are discussed with particular emphasis on variations across centers. Also discussed are programmatic considerations in relation to positive intermediate outcomes. Throughout this report 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 2015 through the spring of 2017. 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.

In the tables below, we report first the grade changes by individual ACE center for all of the eight campuses included in the YES Prep Public Schools, Cycle 8, Year 4, program. As will be seen, we discuss them initially by individual subject area: reading, math, science, and social studies. We then discuss the intermediate outcomes of course pass percent, school absences, and of non-criminal and criminal referrals across the eight YES Prep Schools sites. (Note: We were unable to examine either promotion or graduation rates as a consequence of insufficient student numbers over the two-year period and of YES Prep’s grade levels profile.)

Some Important Caveats

Before proceeding to the tabular data, there are several troubling caveats that need to be discussed, caveats that generally were found and discussed in our report on YES Prep’s ACE for Cycle 8, Year 3. First, in conducting our work, the Durand Research and Marketing Associates, LLC, evaluation team found the “Center Guidelines” for reports to be strongly directed in favor of documenting students’ “experiencing improvements” in grades and other outcomes. Note, especially, the following research questions from these guidelines:

1. Are there a greater number of students experiencing improvement?
2. Are there a greater % of students experiencing improvement?
3. Are there greater amounts of improvements by students?

The evaluation team acknowledge the importance of improvements in grades and other intermediate outcomes. Yet, in our judgment, the students showing “no change” and “no change necessary” over the life of this funding cycle and grantee program are also important. Indeed, no grade change and no needed grade change (owing to grades consistently of “A” over time) among participants are suggestive, if not indicative, of a “reinforcing” or “maintaining”

program effect, rather than merely a *converting* one. Such reinforcing effects we believe to be important if only for the reason that a number of ACE participants, including ACE participants at other Cycle 8, ACE grantee sites in Texas, experienced substantial proportions of grade decreases. Thus, reinforcing or maintaining grade effects should not be overlooked in evaluating the YES Prep ACE program and its outcomes.

A second caveat concerns the limitations of the Texas 21st Century TEASE data system that we earlier discussed in this report (see Section III above). We found these data limitations to be so severe that it was not possible either to document or to eliminate influences other than programmatic ones that might have had a more important effect on intermediate outcomes. Parental influences on student academic performance or classroom behavior are an example. In short, *many supposed programmatic outcomes could be spurious and entirely attributable to factors, especially ones antecedent to ACE participation, outside of the program*. While we tried to eliminate as many sources of such spuriousness as possible, we found data in the TEASE to be quite limiting of our ability to do so.

A third caveat concerns the “Grantee Guideline” that this report section should discuss programmatic aspects of centers that have positive intermediate outcomes. *We strongly take issue with this guideline*. There are only eight (8) separate ACE centers under this grant, yet there are considerably more variables—programmatic and otherwise—that differ among these centers and that could influence outcomes. Expressed differently, this is completely a case of more possible variables than there are numbers of centers to evaluate. Such a situation does not permit linking specific programmatic aspects to intermediate outcomes. Further, the data and designs available for this evaluation, especially given the guidelines for centers and grantees, were seemingly never intended to and are incapable of linking specific programmatic aspects to particular outcomes.

A fourth and final caveat concerns the measurement of “Intermediate Outcomes.” The guidelines for centers and grantees, call for grades as the first principal “metric” for intermediate outcomes. We believe strongly that this is a mistake and 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. Additionally, 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. Accordingly, we recommend that in the future test scores be substituted for grades as intermediate outcome metrics.

These caveats aside, we invite the reader’s attention to the results presented in the tables below. The first four tables display improvement, absence of change, decreases in school grades, and “no changes needed” (consistent “A” grades over time) for participating ACE students on the eight YES Prep campuses over the two-year period from the fall of 2015 through the spring of

2017. Thus, in conducting the analysis of intermediate outcomes we followed the guidelines for the center reports and studied changes over two years rather than AY2016-17 alone. *It is important to note that the changes presented are for the same identical students – a true “panel” of students -- over that period and, thus, only for students in the program over that time.*

(Methodological note: In order to construct this true panel, it was necessary to download from different TEASE files data on individual students from two different years and to match those students present in both years on the basis of names, birthdates, Yes Prep ACE center, and other personal information, including ethnicity and gender, to ensure that the same individuals enrolled in the same center program were correctly identified. This was an arduous task involving meticulous data handling by several members of the Durand Research and Marketing Associates, LLC, evaluation team.)

B. Changes in Grades Over Time

In the four tables immediately below grade changes among the same student participants (i.e., a true “panel”) over the period from the fall of 2015 through the spring of 2017 are shown by center for each of four subject areas: reading, mathematics, science and social science. Also shown are the averages and variability of such changes across the YES Prep Centers with the modal category for each center highlighted in yellow. Finally, grade changes for all Texas 21st Cycle 8 students for 2016-17 (one-year only) are included for comparison purposes.

Reading

Center	Increase	No Change	Decrease	No Change Necessary	Total
Southeast	31%	47	9	12	100% (N=96)
North Central	34%	38	16	13	100% (N=95)
Southwest	29%	49	13	9	100% (N=69)
East End	15%	56	23	6	100% (N=165)
Gulfton	14%	64	7	14	100% (N=14)
North Forest	46%	35	11	9	100% (N=101)
Northside	30%	48	13	8	100% (N=159)
Fifth Ward	29%	52	15	4	100% (N=89)
YES Prep ACE Mean	29%	48.63	13.38	9.38	
YES Prep ACE S.D.*	0.10	9.29	4.90	3.46	
Coefficient of Variability	0.36	0.19	0.37	0.37	

State of Texas Cycle 8 (Regular Students Only in 2016-2017 fall and spring terms)	19%	43	17	20	100% (N=27628)
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Source: Texas 21st Data Reports on Grades by Individual Participants, Fall of 2015 and Spring 2017.
Texas 21st Year End Grades –State Level for 2017

Note *Denotes standard deviation

Mathematics

Center	Increase	No Change	Decrease	No Change Necessary	Total
Southeast	55%	19	8	19	100% (N=97)
North Central	43%	27	7	22	100% (N=95)
Southwest	39%	46	4	11	100% (N=70)
East End	46%	32	12	10	100% (N=164)
Gulfton	38%	23	8	31	100% (N=14)
North Forest	42%	34	15	8	100% (N=99)
Northside	22%	46	23	10	100% (N=157)
Fifth Ward	31%	46	16	8	100% (N=90)
YES Prep ACE Mean	40%	34.13	11.63	14.88	
YES Prep ACE S.D.*	0.10	10.89	6.16	8.32	
Coefficient of Variability	0.25	0.32	0.53	0.56	
State of Texas Cycle 8 (Regular Students Only in 2016-2017 fall and spring terms)	19%	43	17	21	

					100%(N=27628)
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Source: Texas 21st Data Reports on Grades by Individual Participants, Fall of 2015 and Spring 2017.
Texas 21st Year End Grades –State Level for 2017

Note *Denotes standard deviation

Science

Center	Increase	No Change	Decrease	No change Necessary	Total
Southeast	29%	33	14	24	100% (N=96)
North Central	35%	39	6	20	100% (N=95)
Southwest	41%	30	19	10	100% (N=70)
East End	32%	41	13	15	100% (N=165)
Gulfton	29%	43	0	29	100% (N=13)
North Forest	28%	42	19	11	100% (N=100)
Northside	31%	40	12	17	100% (N=159)
Fifth Ward	24%	46	20	10	100% (N=89)
YES Prep ACE Mean	31%	39.25	12.88	17	
YES, Prep ACE S.D.*	0.05	5.28	6.98	6.97	
Coefficient of variability	0.16	0.13	0.54	0.41	
State of Texas Cycle 8 (Regular Students only in 2016-2017 fall and spring terms)	18%	38	16	29	

					100%(N=26954)
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Source: Texas 21st Data Reports on Grades by Individual Participants, Fall of 2015 and Spring 2017.
Texas 21st Year End Grades – State Level for 2017

Social Studies

Center	Increase	No Change	Decrease	No change Necessary	Total
Southeast	32%	32	22	13	100% (N=90)
North Central	28%	39	13	21	100% (N=95)
Southwest	38%	33	7	22	100% (N=69)
East End	46%	37	12	5	100% (N=165)
Gulfton	9%	36	9	45	100% (N=11)
North Forest	32%	34	27	7	100% (N=100)
Northside	30%	37	19	14	100% (N=101)
Fifth Ward	45%	40	9	6	100% (N=90)
YES, Prep Mean	33%	36	14.75	16.63	
YES Prep S.D.*	0.12	2.83	7.15	13.17	
Coefficient of variability	0.36	0.08	0.48	0.79	
State of Texas Cycle 8 (Regular Students only in 2016-2017 fall and spring terms)	18%	36	16	31	100%(N=26048)

Source: Texas 21st Data Reports on Grades by Individual Participants, Fall of 2015 and Spring 2017.
Texas 21st Year End Grades – State Level for 2017

Note *Denotes standard deviation

Commentary and Interpretation

While varying by site and subject area, we found *grade improvements, nearly all quite substantial ones, for each center in each of the four subject areas: reading, math, science, and social studies*. Additionally, considering one of our caveats above, if one combines the column percentages for “grade increase” with the “reinforcing” or “maintaining” columns of “no change” and “no change needed,” it is clear that the data strongly suggest (within the limits of our other caveats) *that students showing a decrease in grades were a statistical minority (relatively small) in percentage terms in all but one case (mathematics at Northside)*. Moreover, seemingly a major program result at YES Prep across the centers was that of “maintaining” or “reinforcing grades,” a result most evident in comparing the modal category in each table to the column labeled “decrease.” Further, this result appears even more enhanced if one also includes the “no change necessary” column in with the “no change” category of responses. Yet, it is equally important to note the increased grades in mathematics and in social studies over the period. For mathematics in five of the eight centers, the largest percentage of students (i.e., the modal category) displayed *grade increases* while in four of the eight centers, the same was true in social studies.

Several other observations about the above tables are also worthy of mention. First, as shown in the tables, *YES Prep ACE participants outperformed impressively those for Texas 21st Cycle 8, participants in grade increases*. Of course, the grade changes for YES Prep participants are for the two-year period, fall of 2015 to spring of 2017, while those for Texas 21st Cycle 8 participants are only for AY2016-17. Yet, notice also that YES Prep grades are included in the State totals.) Second, in every subject area, the average grade increases across the centers far exceeded the average grade decreases. And YES Prep participants showed *far fewer percentage grade decreases* in all subject areas than did their State of Texas counterparts. This was so even though the percentages for the State were for “regular participants only” while those for YES Prep included “non-regular” as well as “regular” participants. Further, these findings regarding grade increases and decreases at YES Prep compared to the State as a whole are all the more impressive since the State also has a higher percentage of participants in the “no change necessary” category in all subject areas. Consider the significance of this in drawing inferences about the impressive performance of the YES Prep program. The higher percentage for the State relative to YES Prep suggests to us that other programs in Texas had larger proportions of “high-performing” students at the beginning of the academic year while the impressive increases in grades among YES Prep came on the part students who did not start in ACE as “A students.”

Finally, it is valuable to point out that the largest average percentage of grade increases on the part of YES Prep grantee participants during the period was for mathematics followed by social studies. On the other hand, the largest average percent of grade decreases was also in the area of social studies. Lastly, the greatest variability in *grade increases* across the eight centers was in the subject areas of reading and social studies while the greatest variation in grade decreases were in science following closely by mathematics.

C. Changes in Course Pass Percentages

In the table below, changes in adjusted course pass percentages are shown for each ACE center in the fall of 2015 and the spring of 2017. Owing to differences in the number of class taken by YES Prep ACE participants (more total classes were taken on average by YES Prep students in AY2015 - 2016 than in AY2016 - 2017), the table shows the average percentage of total courses passed during each of the two terms.

Table: Changes in Course Pass Percentage by Center (fall 2015 compared to spring 2017)

Center	Adjusted** Average Fall 2015 Pass Rate	Adjusted** Average Spring 2017 Pass Rate
Southeast	95%	98%
North Central	96%	98%
Southwest	95%	99%
East End	96%	97%
Gulfton	99%	95%
North Forest	89%	95%
Northside	95%	97%
Fifth Ward	92%	97%
Average	95%	97%
Standard deviation	.028	.013
Coefficient of Variability	0.029	0.014

Source: Texas 2st Data Reports on Grades by Individual Participants, 2015-16 and 2016-17. *Denotes standard deviation. **Adjustment is for differences in the total number of classes taken in fall 2015 and the spring of 2017.

As shown in the above table, the average percentage of courses passed by students who participated in the YES Prep ACE program over the last two years was higher across the eight sites in the spring of 2017 (97%) than in the fall of 2015 (95%). The same was true at each site individually with the single exception of Gulfton where there was a drop from a 99% course pass rate in the fall of 2015 to one of 95% in the spring of 2017. Further, the coefficients of variability in the table indicate that there was less variation across the sites in the spring of 2017 than in the fall of 2015. That is, on average the eight ACE sites also became more alike in regard to the students' course pass percentage.

D. Differences in School Day Absences

In the table immediately below, evidence is presented on the intermediate outcome of school day absences for the same panel of students (the same students who participated in the YES Prep ACE Program in the fall of 2015 and the spring of 2017). The numbers presented on school day absences may seem unusual, but that is because the total number of school days in the fall of 2015 (84 days) was not the same as the total number in the spring of 2017 (96 days). Thus, school day absences had to be adjusted by the difference in such total days, an adjustment that was made by dividing school absences by the total number of school days in each term.

Table: Average School Days Absent Per School Day by Center

Center	Average School Day Absences Per School Day Fall 2015	Average School Day Absences Per School Day Spring 2017	Differences in School Day Absences Per School Day (Fall 2015 to Spring 2017)
Southeast	0.024	0.031	0.008
North Central	0.021	0.026	0.005
Southwest	0.022	0.027	0.005
East End	0.016	0.033	0.018
Gulfton	0.020	0.016	-0.004
North Forest	0.020	0.042	0.022
North Side	0.023	0.036	0.013
Fifth Ward	0.019	0.028	0.009
Average	0.020	0.030	0.009
Standard Deviation	0.003	0.008	0.008
Coefficient of Variability	0.123	0.255	0.842

Source: Texas 2st Data Reports on Grades by Individual Participants, 2015-16 and 2016-17

As shown above, the average number of days absent for the sites – and for the YES Prep ACE program itself – was *higher* in the spring of 2017 than in the fall of 2015 for the panel of students we studied. The exception to this was at the Gulfton site (highlighted in yellow in the table) where days absent from school declined over the period studied. On the other hand, while the largest *increase* in absences over the 2-year period was at North Forest.

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							
<div> <div>Checklist</div> <div>Search</div> <div>New</div> <div>Delete</div> <div>Code Color</div> </div>							
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	
B	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	<input type="checkbox"/>
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	
Q	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	<input type="checkbox"/>
ALT	Alternative Class		Optional	Optional		Present	<input type="checkbox"/>
MA	Military Active Duty		None	None		Present	<input type="checkbox"/>
<div> <div>Checklist</div> <div>Search</div> <div>New</div> <div>Delete</div> <div>Code Color</div> </div> <div> <div>↓</div> <div>↻</div> </div>							

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.”

E. Changes in Noncriminal and Criminal Behavior Referrals

In the table following, the number (actual count) of non-criminal behavior referrals is shown by center for the fall of 2015 and the spring of 2017 as is the difference between the two academic terms.

Table: Actual Count of Non-Criminal Referrals by Center for Fall 2016 and Spring 2017.

Center	Number (Count of Non-Criminal Referrals in Fall 2015)	Number (Count) of Non-Criminal Referrals in Spring 2017	Difference in Non-Criminal Referrals from Fall 2015 to Spring 2017
East End	5	14	9
Fifth Ward**	2	5	3
Southeast	3	9	6
Gulfton**	13	28	15
North Central	0	1	1
Southwest	13	17	4
North Forest	9	7	-2
Northside	4	19	15
YES Prep ACE Mean	6.13	12.50	6.38
YES Prep ACE S.D.*	4.97	8.75	6.23
Coefficient of Variability	0.81	0.70	0.98

Source: Texas 2st Data Reports on Grades by Individual Participants, 2014-15 and 2015-16. *Denotes standard deviation.

In addition to assessing changes in non-criminal referrals, the evaluation team also examined criminal referrals at each of the eight YES Prep centers. However, we found only two (2) such referrals in all, one at East End and one at North Forest both of which occurred during the spring 2017 term.

F. A Final Comment on “Program Intermediate Outcomes”

It is important to inform the reader that this report section *merely describes “outputs” rather than true program outcomes found associated with the YES Prep ACE, Cycle 8, Year 4, program at two-points in time for a panel of students.* To further clarify this comment, the reader will recall that no control group or comparison group data or evidence on likely antecedent conditions were available in TEASE. Accordingly, there is no way to tell whether the “intermediate outcomes” discussed in this section – especially school absences, noncriminal referrals, and course pass percentages -- indicate “success” for the program or not. It could be that school absences and noncriminal referrals were much higher and course pass percentage much lower among YES Prep students who did not participate in ACE. Moreover, our experience with a number of after-school programs suggests to us that over two years, course subject matter frequently involves more difficult concepts and problems and, also, that youth often become experimental about their lives and more disruptive as they mature. The same

arguments apply to “grade changes” also shown above. Yet in the case of grade increases or decreases, changes in grades among State of Texas, Cycle 8, “regular students” were available to us for the current (2016-17) academic year for comparison. Thus, it was easier, although far from completely satisfactory, for the evaluation team to have *more* confidence in grade changes as “intermediate program outcomes” (but also see the caveats about this discussed at the outset of this report section).

Whether or not the findings presented in this section truly represent “intermediate program outcomes” is a subject to which we will return in the following section (Section VII Program Impacts) of this report.

Finally, the grantee guidelines call for a discussion of “programmatic aspects of centers that have positive intermediate outcomes.” Such “programmatic aspects,” the evaluation team felt, cannot be adequately discussed until more evidence and analysis is brought to bear on whether the “program intermediate outcomes” are truly outcomes. Accordingly, discussion of such aspects is deferred until the next section of this report.

VII. Program Impacts

A. Introduction

In this section, we discuss the impacts of the YES Prep, Cycle 8, Year 4, program. In discussing this impact, we remind the reader of our previously discussed caveat (in Section III above) that the data available for this evaluation report and the designs by which these data were collected are quite limited in drawing inferences about “program impacts.” We also remind our reader of the final comment in the preceding section of this report about the need for more evidence and analysis of “intermediate program outcomes,” the subject of that preceding section. We provide such additional evidence in this section.

Before proceeding to do so, we should also point out that the phrase “statistically significant intermediate outcomes” is used ill-advisedly in the grantee guidelines for this section. “Statistical significance” appropriately refers to data drawn from samples and not to populations of data. Yet, we have consistently employed only populations – self-selected ones at that -- of data in our work in deriving observations for our evaluation from the Texas 21st Century data system, a system which seems to contain no sample data.

What we discuss in this report section initially are the findings of our evaluation drawn from an examination of “dose-response relationships,” the association between intermediate program outcomes and the level or degree of ACE participation. We do so by comparing “regular” vs. “non-regular” program ACE participants at the eight YES Prep sites. Indeed, if “outcomes” are attributable to the programs implemented at the YES Prep center sites, they should be more evident among the “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 report our findings regarding the “dose-response relationships” between outcomes and regular participation *after controlling for the effects of*

other antecedent variable that might otherwise lead to spurious – erroneous and misleading -- interpretations of program effects. Indeed, if “outcomes” are a result of the program, participation in the program should lead to more positive intermediate results, *other things being equal.* (Among those “other things,” antecedent conditions or variables are of particular importance; on this point see especially the time-honored treatment of this in Blalock, 1961.) Finally, we present comparisons between intermediate program outcomes for the YES Prep sites, on the one hand, and outcomes reported for all of Texas 21st Cycle 8, in 2017, on the other, as well as findings from other states. *In the several findings discussed in this report section, the outcomes or “impacts” at YES Prep are changes observed in the “panel” of matched program participants over the period called for in the centers’ guidelines: the two-year period of fall 2015 through the spring of 2017.*

B. “Dose-Response” Relationships; Regular vs. Nonregular Program 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 TEASE 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 TEASE data files. Then, once matched, it was necessary to merge data on students’ “outcomes” data for the two-year period with data on ACE participation. Thus, to conduct our dose-response (and subsequent) analyses, we were required to merge student data for the two-year period from 32 different, distinct TEASE data files.

In the tables immediately below, relationships between regular and non-regular student participation in the YES-Prep ACE Program, on the one hand, and changes in school day absences, in reading, in math, in science, and in social studies grades, on the other, are display by ACE center. Also shown is a comparison between regular and nonregular participants in total non-criminal referrals over the two-year period.

In these tables, it is important to note that “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 AY 2015-16 and in AY2016-17.* (This 30-day standard of regular participation conforms to that provided in the requirements set forth by the Texas 21st CCLC program for Cycle 8, Year 4.) 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: *Changes in School Absences* from Fall 2015 to Spring 2017 by Regular and Non-Regular ACE Participation and YES Prep Center

Center	Regular Participation	Non-Regular Participation
Southeast	.005	.009
North Central	.000	.01

Southwest	.005	.007
East End	.015	.02
Gulfton	-.004	-.004
North Forest	.02	.014
Northside	.009	.011
Fifth Ward	.005	.022

Source: Texas 2st Data Reports on Grades by Individual Participants, 2015-16 and 2016-17. Notes: Tabular entries are mean change scores from fall 2015 through spring 2017. Greater relative improvements on the part of regular program participants compared to non-regular ones are highlighted in green. Changes in which regular program participants were outperformed by non-regular participants or tied are highlighted in yellow.

The tabular entries in the above table may seem small and the differences between regular and non-regular participants slight. However, we would remind the reader that the numbers in the table represent the differences between days absent divided by the total number of school days in the spring of 2017 minus the days absent divided by the total number of school days in the fall of 2016. The numbers appear small, in part, because of the adjustment that had to be made owing to different total school days in the two semesters. Further, we would also remind the reader that we are dealing with populations of students, not samples, so that “statistical significance” is not a relevant consideration.

Table: *Changes in School Reading Grades* from Fall 2015 through Spring 2017 by Regular and Non-Regular ACE Participation and Center

Center	Regular Participation	Non-Regular Participation
Southeast	.34	.13
North Central	.18	.23
Southwest	.20	.35
East End	-.14	-.10
Gulfton	.00	.33
North Forest	.41	.45
Northside	.24	.12
Fifth Ward	.07	.28

Source: Texas 2st Data Reports on Grades by Individual Participants, 2015-16 and 2016-17. Notes: Tabular entries are mean change scores from fall 2015 through spring 2017. Greater relative improvements on the part of regular program participants compared to non-regular ones are highlighted in green. Changes in which regular program participants were outperformed by non-regular participants or tied are highlighted in yellow.

Table: Changes in *School Math Grades* from Fall 2015 through Spring 2017 by Regular and Non-Regular ACE Participation and Center

Center	Regular Participation	Non-Regular Participation
Southeast	.75	.44
North Central	.51	.46
Southwest	.47	.46
East End	.66	.38
Gulfton	.00	.00
North Forest	.42	.45
Northside	-.15	-.02
Fifth Ward	.26	.00

Source: Texas 2st Data Reports on Grades by Individual Participants, 2015-16 and 2016-17. Notes: Tabular entries are mean change scores from fall 2015 through spring 2017. Greater relative improvements on the part of regular program participants compared to non-regular ones are highlighted in green. Changes in which regular program participants were outperformed by non-regular participants or tied are highlighted in yellow.

Table: *Changes in School Science Grades* from Fall 2015 through Spring 2017 by Regular and Non-Regular ACE Participation and Center

Center	Regular Participation	Non-Regular Participation
Southeast	.35	.26
North Central	.44	.35
Southwest	.43	.12
East End	.13	.20
Gulfton	.5	.00
North Forest	.08	.25
Northside	.21	.28
Fifth Ward	.03	-.18

Source: Texas 2st Data Reports on Grades by Individual Participants, 2015-16 and 2016-17. Notes: Tabular entries are mean change scores from fall 2015 through spring 2017. Greater relative improvements on the part of regular program participants compared to non-regular ones are highlighted in green. Changes in which regular program participants were outperformed by non-regular participants or tied are highlighted in yellow.

Table: *Changes in School Social Studies Grades* from Fall 2015 through Spring 2016⁷ by Regular and Non-Regular ACE Participation and Center

Center	Regular Participation	Non-Regular Participation
Southeast	1.54	1.06
North Central	.30	.11
Southwest	.5	.45
East End	.62	.38
Gulfton	.00	.00
North Forest	-.02	.00
Northside	.23	.03
Fifth Ward	.42	.33

Source: Texas 2st Data Reports on Grades by Individual Participants, 2015-16 and 2016-17. Notes: Tabular entries are mean change scores from fall 2015 through spring 2017. Greater relative improvements on the part of regular program participants compared to non-regular ones are highlighted in green. Changes in which regular program participants were outperformed by non-regular participants or tied are highlighted in yellow.

In the table shown immediately below, the tabular entries are the average numbers of noncriminal referrals among the students in each category (regular vs. non-regular) in the fall of 2016 combined with (i.e., added to) the average number of noncriminal referrals in the spring of 2017. That is, the total number of referrals for the two academic semesters were added together and averaged for students in each participation category. As shown in the preceding section of this report, the total number of non-criminal referrals at each YES Prep ACE center was not large either in the fall of 2016 or the fall of 2017.

Table: *Total Non-Criminal Referrals* for Fall 2016 and Spring 2017 Combined by Regular and Non-Regular ACE Participation and Center

Center	Regular Participants	Non-Regular Participants
Southeast	.27	.14
North Central	.06	.09
Southwest	.21	.11
East End	.23	.26
Gulfton	.00	.33
North Forest	.24	.43
Northside	.18	.24
Fifth Ward	.31	.10

Source: Texas 2st Data Reports on Grades by Individual Participants, 2015-16 and 2016-17. Notes: Tabular entries are the total average counts of non-criminal referrals combined for fall 2015 through spring 2017 in each column (regular versus non-regular participation). Relatively more positive numbers (lower numbers of referrals) on the part of regular program participants compared to non-regular ones are **highlighted in green**. Totals in which regular program participants were outperformed by non-regular participants or tied are **highlighted in yellow**.

Commentary and interpretations

The evidence presented in the tables above are consistent with the inference that regular participation (the higher “dose” in this case) had an impact on some important program “outcomes” (the “response”) of the YES Prep ACE program relative to non-regular participation. Indeed, when dose-response relationships involving such participation were examined, we found all six of the “outcomes” shown above were improved for regular participants over the time period. However, this was not found to be true at all of the centers. That is, variations across the centers were found (as seen in the results highlighted in green in the six tables above) in the apparent (hypothesized) impact of regular participation. As is further evident, the “outcomes” that were most frequently found associated with regular participation as opposed to non-regular participation across the eight centers were reduced school absences (at six of the eight sites) and improvements in social studies grades (also at six sites) along with fewer non-criminal referrals and enhanced science grades (at five of the sites). In contrast, improvements in reading grades over the two-year period were only greater among regular participants relative to non-regular ones at two of the sites.

That said, however, it is important to recall the second caveat mentioned above in part A in Section VI of this report. Both regular and non-regular program participants are 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.”

C. Statistical Controls for Antecedent Variables: Searching for Spuriousness

In order to draw inferences about *program outcomes or impacts* -- that is, that the findings reported in the preceding section regarding the impact of program dose on changes in school day absences, grades, and non-criminal referrals were attributable to the YES Prep ACE program -- three necessary conditions had to be met.

The first such condition was that of *time ordering*; the “response” or changes observed had to follow participation in the program in point of time. This condition was certainly met by data available in the TEASE 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 2015 and the spring of 2017.

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 widely 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, 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 held beliefs. After all, humans once thought the earth to be flat and at the center of the universe.)

D. Expectations about Antecedent Variables and Data Availability in TEASE.

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), 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 was found related in the Houston’s Kids program on a range of outcomes in the Houston’s Kids Program.

Unfortunately, the evaluation team found considerable limitations in the TEASE data system. Gender and age were the only antecedent variables available in the system to introduce as control variables. Moreover, over the two-year period from the fall of 2015 to the spring of 2017 we found too little variance (i.e., too few non-Hispanic subjects) in ethnicity at three of the heavily Hispanic YES Prep ACE sites.

Accordingly, the team was only able to introduce statistical controls for the antecedent variables of ethnicity and gender – and to consider them as sources of spuriousness -- in analyzing data from five (5) of the YES Prep ACE sites for the two-year period and only for gender in the remaining two sites.

E. Statistical Results: Program Outcomes Part 1

In the tables below the standardized OLS regression coefficients (beta) for the effects of regular participation during the academic years from fall 2015 through spring 2017 are shown for intermediate program outcomes (absences, school grade changes in reading, math, science, and social studies, and in non-criminal referrals) after statistical controls were introduced for student's gender and (in six sites) ethnicity and gender. (Criminal referrals were not included in the analyses for reasons of too few cases.) Following the tables presented below, a methodological note will be found that discusses how the tables were constructed and the conclusions derived. This note is intended for those interested in the statistical modeling procedures employed.

It is important to alert the reader that the outcomes (or statistically the dependent variables) are encoded as follows: total school absences, improvements in school grades, and total non-criminal referrals). On the other hand, the independent variables are encoded as follows: ethnicity (Hispanic= 0, other = 1) and gender (females = 1. The sign of each standardized regression coefficient indicates the direction (direct or inverse) of the relationship depending, of course, upon the encoding of the variables. *Finally, the coefficients for regular program participation consistent with an impact associated with outcomes' improvements are highlighted in yellow in the table. That is, in those cells highlighted in yellow, regular program participation was found to be associated with positive intermediate outcomes after ethnicity and/or gender were controlled.*

Center: Fifth Ward (N=90 subjects)

	Total school day absences	Changes in Reading Grades	Changes in Math Grades	Changes in Science Grades	Changes in Social Studies Grades	Total Non-Criminal Referrals
Ethnicity	.043	.002	-.115	-.150	-.150	.094
Gender	-.013	.198	-.062	.109	.109	-.228
ACE Regular Participation	-.056	-.102	.138	.111	.063	.141

Center: North Central (N= 95 subjects)

	Total school day absences	Changes in Reading Grades	Changes in Math Grades	Changes in Science Grades	Changes in Social Studies Grades	Total Non-Criminal Referrals
Ethnicity	-.025	.243	.084	.130	.036	.107
Gender	-.094	.279	.282	.333	.183	-.182
ACE Regular Participation	-.131	-.038	.059	.100	.138	-.088

Center: Southwest (N=70 subjects)

	Total school days absent	Changes in Reading Grades	Changes in Math Grades	Changes in Science Grades	Changes in Social Studies Grades	Total Non-Criminal Referrals
Ethnicity	.180	.032	.004	.086	.034	.455
Gender	-.175	-.182	-.110	-.130	-.019	-.252
ACE Regular Participation	-.119	-.205	-.011	.115	.013	-.171

Center: North Forest (N=106 subjects)

	Total school days absent	Changes in Reading Grades	Changes in Math Grades	Changes in Science Grades	Changes in Social Studies Grades	Total Non-Criminal Referrals
Ethnicity	.121	-.119	-.013	-.022	.067	.237
Gender	.033	-.060	-.141	-.016	.090	-.149

ACE Regular Participation	-.023	-.007	-.066	-.096	-.014	-.125
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Center: Northside (N=164 subjects)

	Total school days absent	Changes in Reading Grades	Changes in Math Grades	Changes in Science Grades	Changes in Social Studies Grades	Total Non-Criminal Referrals
Ethnicity	.102	-.038	-.090	.138	-.076	.038
Gender	-.125	.319	.121	.100	.028	-.200
ACE Regular Participation	-.068	.071	-.051	-.062	.108	-.051

In three of the YES Prep ACE Centers it was not possible to control for ethnicity as an antecedent variable for reasons that there was too little variance. At East End, Gulfton, and Southeast nearly all of the student participants were of Hispanic/Latino descent. Only one student at each of these sites over the two-year period we evaluated was not of Hispanic/Latino background. Thus, of the antecedent variables for which TEASE data were available, we could only control for gender in assessing the impact of regular participation on outcomes.

Center: East End (N=165 subjects)

	Total school days absent	Changes in Reading Grades	Changes in Math Grades	Changes in Science Grades	Changes in Social Studies Grades	Total Non-Criminal Referrals
Gender	.164	.120	.077	.113	.200	-.068
ACE Regular Participation	-.155	-.024	.146	-.040	.133	-.016

Center: Gulfton (N= 14 subjects)

	Total school days absent	Changes in Reading Grades	Changes in Math Grades	Changes in Science Grades	Changes in Social Studies Grades	Total Non-Criminal Referrals
Gender	-.015	.370	Math grade change was constant*	.408	Social studies grades were constant*	-.191
ACE Regular Participation	.363	-.154		.408		-.498

*Note: A constant outcome (dependent variable) precludes estimating effects since there was no change.

Center: Southeast (N=97 subjects)

	Total school days absent	Changes in Reading Grades	Changes in Math Grades	Changes in Science Grades	Changes in Social Studies Grades	Total Non-Criminal Referrals
Gender	-.032	-.041	-.027	-.068	.089	-.251
ACE Regular Participation	-.082	.153	.167	.048	.074	.103

Commentary and interpretations

The evidence presented in the tables above strongly supports the conclusion that regular participation (the higher “dose” of the program) had an impact on important outcomes (the “response”) of the YES Prep ACE program relative to non-regular participation. Expressed differently, the data support strongly the inference that the “outcomes” were true “program outcomes” or impacts and not spurious ones attributable to the background factors of gender and/or ethnicity.

Indeed, when regular participation was examined with controls introduced for the antecedent variables of ethnicity and/or gender, we found all six (6) of the outcomes were improved for

regular participants over the time period. *However, this was not found to be true at all of the centers. That is, variations across the centers were found (as seen in the highlighted results) in the apparent impact of regular participation.* As is further evident, the outcomes that were most frequently found related to regular program participation across the eight centers were reduced school day absences (in seven of the eight), fewer non-criminal referrals (in six centers), and improved grades in social studies (six centers) and in science (in five centers). Further, at Southeast, improvement was found in five (5) of the six (6) total outcomes in seeming response to regular student program participation (with controls introduced). On the other hand, regular participation was found related to reading grades improvement at only two of the sites (Southeast and Northside) after controls for gender and/or ethnicity were introduced. This is a finding to which we will return below.

(A methodological note: 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.

Ethnicity and gender were encoded as “dummy variables” (Hispanic vs. others and females versus males) in the estimation. Changes in absences were derived from taking the difference of days absent over the time period from the fall of 2015 through the spring of 2017. 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 2015-17) 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.)

F. Statistical Results, Part 2: A Further Examination of Reading Change

In section VII.B. (“Dose-Response” Relationships; Regular vs. Nonregular Program Participation) above, we reported the finding that in six (6) of the eight centers reading improvement was actually higher among non-regular as opposed to regular program participants. We decided to examine this unexpected finding somewhat further. We did so by examining the Hispanic/Latino characteristics – the dominant ethnic background of students at most YES Prep Centers -- of regular and non-regular participants in relation to reading change. We hypothesized that perhaps Spanish as a first language in the home rather than English tended to reduce the ACE program’s impact on reading improvement grades, grades typically based on school tests and assignments in English. Unfortunately, we had no individual data on the language of primary

use in students' homes, so we were forced to use students' Hispanic/Latino ethnicity as a rough surrogate. We felt further, however, that this was still a rather suitable surrogate since controls for ethnicity in our OLS regression results (immediately above) did have something of an impact in some of our findings.

As a consequence of the numbers of cases (students) and the distribution of those cases (Hispanic/Latino vs. Non-Hispanic Regular and Non-Regular Participants), we were only able to examine our hypothesis (expectation) about reading improvement in relation to ethnic background and program participation at three of the YES Prep sites: Southwest, North Forest, and Fifth Ward. The mean changes in reading grades by regular vs. non-regular participation and by Hispanic/Latino vs. Non-Hispanic/Latino background are shown below by ACE site –

Southwest Center: Mean Changes in Reading Grade Improvement

	Regular Participants		Non-Regular Participants	
	Hispanic /Latino (N=25)	Non- Hispanic/Latino (N=18)	Hispanic /Latino (N=27)	Non- Hispanic/Latin (N=0)
Mean Reading Change	.10	.125	.35	0

North Forest Center: Mean Changes in Reading Grade Improvement

	Regular Participants		Non-Regular Participants	
	Hispanic /Latino (N=43)	Non- Hispanic/Latino (N=28)	Hispanic /Latino (N=18)	Non- Hispanic/Latin (N=11)
Mean Reading Change	2.81	2.61	2.72	2.73

Fifth Ward Center: Mean Changes in Reading Grade Improvement

	Regular Participants		Non-Regular Participants	
	Hispanic /Latino (N=55)	Non- Hispanic/Latino (N=12)	Hispanic /Latino (N=17)	Non- Hispanic/Latin (N=1)
Mean Reading Change	.055	.17	.29	0

As seen by the mean change scores in the above tables, regular program participants of Hispanic/Latin decent at Southwest and at Fifth Ward displayed lower reading improvement scores over the two-year period from the fall of 2015 through the spring of 2017 compared to their non-regular participating counterparts. At least two possibilities come to mind about this. First, it may be that parents of regular participants were more likely than the parents of non-regular ones to encourage their children to be active in the ACE as a consequence of a concern over lower English reading abilities or comprehension. Second, it may also be that even regular ACE program participation at these two sites was unable to overcome more limited English abilities of students. Regrettably, the data available in TEASE were not sufficient to all us further investigation of these possibilities.

Southwest and Fifth Ward aside, the mean reading change scores at North Forest were nearly the same across the categories in the table. This similarity across categories may well help to explain why non-regular participants at North Forest had slightly higher – *but only slightly higher* -- reading improvement scores than their regular counterparts (see the table in Section VIB). Yet, the tabular data does show an “across the categories” elevation in reading improvement over the two-year period, a finding that helps to explain the relatively high increase in reading improvement at North Forest reported above in Section VI B of this report. Of course, such an increase does not seem to be related to background characteristics (like ethnicity). But it could be a function of the reading program itself, a program so strong that it could still impact even those students with relatively low levels of program participation.

G. Program Management Implications

What do the findings in the preceding two sections suggest to us about managing the YES Prep ACE program in order to improve outcomes? First and foremost, the results suggest that providing incentives for more YES Prep ACE participants to become regular participants rather than remaining non-regular ones could well improve program outcomes. Indeed, the association between regular program participation, on the one hand, and the other program outcomes, was impressive. Moreover, this association was evident across the YES Prep centers.

But how can this be done? What kinds of incentives might suitably increase regular program participation at YES Prep? Based on the results of our OLS regression results, activities that are of particular interest to different ethnic and gender subgroups of participants promise to provide increased participation dividends. After all, the reader will note in tables above – the OLS regression tables for North Forest and Northside, for example – that ethnicity and gender limited the impact of regular program participation on improvements in math and science grades.

Further, the Texas 21st CCLC guidelines for evaluation specifically list school day attendance and discipline referrals as “program intermediate outcomes” (*Texas ACE Independent Evaluation Guide*, Cycle 9, page 28). But, of course, attendance and discipline referrals are more than merely outcomes. They affect participation levels in ACE as well as in school, and, thereby, school grades improvements, college and workforce readiness, and other forms of behavior as well. For example, in the course of analyzing data we found substantial *inverse* relationships

between total school absences and improvements in math grades at North Forest as well as between non-criminal referrals and improvement in science grades at East End. In short, besides being outcomes, they are also instrumental influences. Accordingly, ACE site coordinators need to give emphasis – which we found uniformly they do – to reduce both attendance and referrals with the objective of improving *other, especially school grade*, “outcomes.”

Effective continuous program quality improvement, of course, requires posing and answering important evaluation questions, especially of data. Based upon the analysis earlier in this section, one such question is why some centers appear to display strong dose-response relationships while others do not – even with regard to the same program outcomes. Why variation in program impacts? Unfortunately, there are only a limited number of cases (i.e., only eight centers) and quite a larger number of inter-site variables to consider in answering this question. Another important question is that of “success standards.” What is the measure by which one should judge a particular site to have achieved “success” in achieving outcomes? Still another is what other plausible explanations alternative to an ACE program effect may be the real cause of students’ outcomes? Finally, how much of a dose is necessary to elicit an effective program response? Recently, the definition of “regular participation” was changed in Cycle 9 to 45 days of active program attendance from its present 30 days. What is the evidence for making this an “effective change” for enhancing student outcomes?

Finally, in order to address these important program management questions, far better data are needed in TEASE. As we noted above, there are no “comparison group” data available in TEASE by which to judge outcomes. Other data limitations include an absence of observations on variables likely to result in spurious findings regarding program impacts. We especially recommend that evidence on students’ poverty status (as measured by, say, participation in the free and reduced meals program), on the first language spoken in the home, on students considered to be “at-risk,” on possible confounding factors (e.g., bus transportation for after-school students), and on student attrition from the program.

H. Comparison to all of Texas 21st Century, Cycle 8, Year 4.

In the preceding section of this report (Section VI), tables showing grade changes (or the absence of such changes) over the time period from fall 2015 through the spring of 2017 for the same “panel” of students at each of the eight YES Prep centers were presented. These same tables also showed a comparison with the Texas 21st (statewide) Cycle 8, grade changes -- or non-changes -- (for AY 2016-17).

For reasons of economy of space and time, these tables (presented in Section VI) will not be repeated here. However, we will recall and interpret findings from those tables for what they tell us about the YES Prep program.

First, YES Prep ACE participants outperformed impressively those for Texas 21st Cycle 8, participants in grade increases in all of the subject areas – reading, mathematics, science, and social studies. Of course, the grade changes for YES Prep participants are for the two-year period, fall of 2015 to spring of 2017, while those for Texas 21st Cycle 8 participants are only for AY2016-17. (Yet, notice also that YES Prep grades are included in the State totals.) Second, in every subject area, the average grade increases across the centers far exceeded the average grade

decreases. And YES Prep participants showed *far fewer percentage grade decreases* in all subject areas than did their State of Texas counterparts. This was so even though the percentages for the State were for “regular participants only” while those for YES Prep included “non-regular” as well as “regular” participants.

Second, “no change in grades,” suggestive of a maintenance or reinforcement grades effect among YES Prep ACE participants, exceeded this same grade category for Texas 21st Cycle 8, programs in all four subject areas. Thus, not only was there a greater *grade enhancement effect* in reading, math, science, and social studies on the part of participants in the YES Prep ACE program, there was also a greater grade “maintenance or reinforcement” effect compared to the State as a whole.

I. Comparison with Other 21st Century Programs

In preparing this report, the evaluation team sought for comparative purposes to find evidence of the results of 21st Century programs in other locations. We were less than completely successful, however, principally for reasons of a lack of direct comparability and considerable variability in other 21st Century Programs as well as variation in the evaluation of those programs. In particular, in reviewing published materials we especially noted the use of different measurement metrics, variations in designs for gathering data, and the use of a variety of other statistical models for analysis.

We did find, however, that in its annual performance report for 2015 (based on AY 2013-14 evidence), the U.S. Department of Education reported findings for 54 participating states and territories regarding outcomes for the 21st Century Community Learning Centers program. According to that report, only 13 of the 54 states and territories were found to have shown percentage improvements in mathematics grades. Further, the average improvement in these math grades among the entities was approximately 36.5% (p. 10). *In comparison, recall that we found the average percentage grade increase for YES Prep’s eight centers (Section VI above) in mathematics was about 40%, thus exceeding the average results from the 54 states and territories found in the Education Department evaluation by about 4%.*

Additionally, in an April 2017 review of 10 states’ (including Texas) programs by the U.S. Government Accountability (GAO), the evaluation arm of the U.S. Congress, “differing effects” of participation in 21st programs 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 (p. 22).

Similarly, in elementary school reading, the improvement in reading found by the U.S. Department of Education among “regular” participants 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 (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 centers of 29% in comparison was, in our view, quite impressive*

The U.S. Department of Education and GAO performance reports aside, we also found quite a large number of program evaluation reports, reports that mostly presented results from states' and not local programs ("sub-grantees") 21st Century programs. Indeed, there were so many such evaluation reports that we could not easily summarize them here. Instead, we chose to provide two examples which illustrate well the kinds of reports we found. These two examples, one from the State of Washington, the other from the State of Illinois are particularly illustrative of a somewhat different approach than that adopted in Texas as well as of findings that provide evaluation results that could be compared at least indirectly to those from YES Prep. The examples, which follow below, are referenced at the end of this report to allow for further, more in-depth review by the reader.

In an assessment of 21st Century programming in AY 2012-13 in the State of Washington, no statistically significant impacts were found in reading improvement among youth who attended an after-school program for 30 or more days. In mathematics a statistically non-significant, positive impact (described as .021 standard deviation units higher than a "comparison group") was found among those participating for 60 or more days (American Institute for Research, 2015, Table 12). Of course, no comparison group was available for our evaluation of the YES Prep program and, thus, no direct comparison to the Washington findings was possible. Nonetheless, in Washington, a state much more socio-demographically homogeneous than Texas and the greater Houston area (see The United States Census Bureau "Quick Facts" as of July 2016), it apparently was more difficult than for YES Prep to achieve improvements in reading and math among 21st Century participants. (American Institutes for Research, 2015).

In addition to the assessment of 21st Century programming in the State of Washington, we found a second interesting example of an evaluation, one completed for the State of Illinois (EDC, 2016). We believe this example to be especially interesting – and pertinent – because it was based on data from 122 on-going 21st Century programs ("sub-grants") from students in cohorts from 2013 and 2015 (two-years). Moreover, like that for YES Prep, this assessment reported reading and mathematics improvements in students' *grades* rather than utilize other measures (e.g., reading tests or statewide assessments). The percentage of regular program participants who improved in math and reading grades are shown in the table immediately below.

Table 13: Percent of regular program participants improving mathematics and reading grades (FS)⁵

		Percent
Elementary	Regular program participants whose <i>mathematics</i> grades improved from first to fourth quarter (fall to spring) (n=5,066)	26.2%
	Regular program participants whose <i>reading</i> grades improved from first to fourth quarter (fall to spring)(n=5,066)	30.7%
Middle/High	Regular program participants whose <i>mathematics</i> grades improved from first to fourth quarter (fall to spring) (n= 4,104)	27.1%
	Regular program participants whose <i>reading</i> grades improved from first to fourth quarter (fall to spring) (n=4,104)	29.7%

Source: EDC, 2016.

Compared to those for the State of Texas during AY 2016-17 (shown above in Section VI), these percentage improvements for Illinois were greater in reading and in mathematics. But compared to those for YES Prep (also shown above in Section VI) the Illinois results were considerably *lower in mathematics* but *about the same* in reading grade improvement.

VIII. 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 the parents of ACE participants, ACE student participants, the coordinators of each of the eight YES Prep ACE centers, and ACE instructors at certain sites. The discussion itself is based on 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 Parents of ACE Participants

During the course of the 2016-17 academic year, the YES Prep Public Schools, Inc., surveyed as many parents of its students as possible. The survey instrument used included six (6) questions concerning the ACE program at YES Prep, questions that emphasized parental perceptions. The evaluation team is grateful to the administration of YES Public Schools, Inc., for making the results available for this report. However, the Durand Research and Marketing Associates, LLC, evaluation team is responsible alone for the use and interpretations of the evidence presented.

The survey questions and the responses of parents to each question are shown in the tables below

Question: Do any of the students in your household attend ACE?

Table 1: Parents' survey responses by site*

	YP All	EE	FW	GU	NC	NF	NS	SE	SW
Yes	20%	45%	41%	28%	40%	37%	31%	18%	17%
No	80	55	59	72	60	63	69	82	83
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
N of cases	3533	184	259	82	178	195	121	825	609

*Note: In this and subsequent tables, some columns may not sum to 100% as a result of rounding.

Question: My student attends ACE _____

Table 2: Parents' survey responses by site

	YP All	EE	FW	GU	NC	NF	NS	SE	SW
Once per week	20%	10%	35%	4%	5%	10%	36%	24%	31%
2-3 times per week	40	51	42	70	51	67	40	36	32
Every Day	19	36	13	11	32	7	4	24	25
Does not attend ACE	21	3	10	15	12	16	20	16	12
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
N of cases	830	83	118	27	76	86	45	175	111

Question: ACE helps my student do better in school

Table 3: Parents' survey responses by site

	YP All	EE	FW	GU	NC	NF	NS	SE	SW
Strongly Agree	42%	41%	30%	46%	54%	37%	31%	52%	42%
Agree	49	54	55	46	42%	46	59	44	49
Strongly Disagree	2	0	5	8	2	2	5	0	2
Disagree	7	5	10	0	2	15	5	4	7
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
N of cases	414	54	67	13	41	48	22	87	59

Question: ACE provides interesting and valuable programs for parents

Table 4: Parents' survey responses by site

	YP All	EE	FW	GU	NC	NF	NS	SE	SW
Strongly Agree	39%	32%	34%	46%	53%	39%	38%	44%	34%
Agree	52	66	62	36	39	49	57	47	54
Strongly Disagree	2	0	2	9	5	2	5	1	2
Disagree	7	2	2	9	3	10	0	8	10
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
N of cases	395	50	61	11	36	49	21	84	61

Question: ACE provides my student with fun and educational enrichment opportunities

Table 5: Parents' survey responses by site

	YP All	EE	FW	GU	NC	NF	NS	SE	SW
Strongly Agree	47%	54%	39%	69%	62%	39%	32%	52%	46%
Agree	48	44	57	23	36	57	60	46	49

Strongly Disagree	2	0	1	0	2	4	4	0	2
Disagree	3	2	3	8	0	0	4	2	3
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
N of cases	428	55	67	13	44	49	25	89	63

Question: ACE staff communicate clearly about programs and services during afterschool hours, daily operations, and my students' progress in activities.

Table 6: Parents' survey responses by site

	YP All	EE	FW	GU	NC	NF	NS	SE	SW
Strongly Agree	42%	50%	32%	58%	49%	46%	28%	47%	38%
Agree	47	46	55	25	39%	48%	48%	40%	51%
Strongly Disagree	4	2	5	17	5%	2%	8%	3%	3%
Disagree	7	2	8	0	7	4	16	10	8
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
N of cases	423	55	65	12	43	50	25	87	63

Comments and Observations

As seen above, only a minority of parents who responded to the survey reported having a student in the household that attended ACE. Moreover, among responding parents, there was considerable variation across the eight YES Prep ACE centers in the frequency of reported attendance (Table 2).

Of particular note to the evaluation team, however, were the high “marks” that parents gave to helping one’s student do better in school (Table 3) and to providing one’s student with “fun and educational enrichment opportunities” (Table 5). Indeed, on average fully 91% of parents at the eight sites reportedly agreed or strongly agreed with the statement that ACE helped one’s students do better in school while on average over 96% of these same parents agreed or strongly agreed that ACE provided one’s student with fun and educational enrichment opportunities. As seen in the above tables, there was little variation in parental responses across the eight sites.

Only at Fifth Ward and at North Forest, did relatively greater percentages disagree about ACE's help with school.

When asked about ACE providing interesting and valuable programs for *parents*, the vast majority of those who responded did so in the affirmative. Yet, at three sites (Gulfton, North Forest, and Southwest) these affirmative answers were lower than at the other ACE centers.

Finally, one of the questions posed to parents was about ACE communication about programs, services, and students' program. Generally, parental responses were positive. But parents at Northside and at Gulfton responded less so than did parents at the other six sites.

In brief, the findings above, especially those in Tables 3 through 6, show a considerable reservoir of support and approval on the part of parents of ACE students.

B. ACE Students' Perceptions

In addition to surveys of parents, those of students' perceptions at the each of the eight campus sites were also conducted during the academic year. An attempt was made to survey by means of standardized questionnaires all (100%) students at a campus irrespective of their ACE participation.

Students' responses to each of four questions related to each campus' respective ACE program are shown in the tables below –

Question: I enjoy coming to the ACE Program

Table S1: Students' Responses to the Question*

	EE	FW	GU	NC	NF	NS	SE	SW
Strongly Agree	51%	36%	35%	42%	29%	35%	42%	48%
Agree	43	45	47	46	34	43	50	41
Disagree	4	9	10	8	17	11	3	5
Strong Disagree	2	9	8	3	19	12	4	7
Total	100%	100%	100%	100%	100%	100%	100%	100%
N of cases	302	191	118	236	217	211	135	164

*Note: In this and subsequent tables, some columns may not sum to 100% as a result of rounding.

As is evident in the above table, sizeable percentages of students at all of the centers reported that they enjoyed coming to the ACE program. In fact, the average who agreed and who agreed strongly with the statement in the question totaled 84%, the highest percentage among the four questions. Students at East End and at Southeast reported the highest percentage in response to

the question, while students at North Forest expressed the lowest enjoyment in percentage terms followed by Northside.

Question: ACE is helping me to do better in school

Table S2: Students' Responses to the Question

	EE	FW	GU	NC	NF	NS	SE	SW
Strongly Agree	27%	29%	24%	24%	16%	14%	23%	31%
Agree	57	43	40	50	41	42	50	45
Disagree	13	19	26	23	23	28	17	19
Strong Disagree	3	8	10	3	20	16	10	5
Total	100%	100%	100%	100%	100%	100%	100%	100%
N of cases	294	191	119	231	210	206	133	156

As seen in Table S2, the percentages of students reporting that ACE was helping them to do better in school, that is, the percentages of those agreeing and disagreeing combined, was smaller in comparison than those found in the three other tables in this section (70% was the average in this table while the comparable averages in the other tables were 84%, 80.5% and 81.6%, respectively). North Forest and Northside had the smallest percentage of students reporting that ACE helped them in school while East End had the highest such percentage.

Question: ACE clubs and activities help me to learn new things

Table S3: Students' Responses to the Question

	EE	FW	GU	NC	NF	NS	SE	SW
Strongly Agree	39%	41%	41%	43%	27%	26%	28%	43%
Agree	50	42	41	43	38	47	49	46
Disagree	8	11	12	12	15	15	16	7
Strong Disagree	3	6	7	2	19	13	7	4
Total	100%	100%	100%	100%	100%	100%	100%	100%
N of cases	293	187	120	228	208	205	132	166

In reporting on whether ACE clubs and activities helped them to learn new things, on average slightly more than 80% of students responding to the question provided “agree” and “strongly agree” (combined) answers. Among the centers, the highest percentages responding affirmatively were found at East End and at Southwest while the lowest were again at North Forest and Northside.

Question: I would recommend ACE to my friends

Table S4: Students’ Responses to the Question

	EE	FW	GU	NC	NF	NS	SE	SW
Strongly Agree	44%	43%	35%	37%	22%	29%	37%	47%
Agree	50	37	44	48	44	48	48	40
Disagree	4	11	14	10	12	11	6	9
Strong Disagree	1	9	8	4	22	13	8	4
Total	100%	100%	100%	100%	100%	100%	100%	100%
N of cases	302	191	118	236	217	211	135	164

The question of whether “I would recommend ACE to my friends” is a broad, diffuse satisfaction question that evoked rather varied responses from those answering it. Despite the responses seen in Tables S2 and S3 above, on average slightly more than 81% of responding students across the eight centers responded either “agree” or strongly agree.” This is a higher average percentage than expected by the evaluation team. Average aside, however, East End followed by Southwest, North Central, and Southwest “won” the most student-proffered recommendations while North Forest had the fewest.

Taken together, the findings regarding students mirrored those of their parents in suggesting to us a rather strong reservoir of support and approval for YES Prep’s ACE program. Yet, given such student and parent support, it seems surprising that participation among students at the various YES Prep ACE sites was not higher (see Section V of this report).

C. Perceptions of ACE Site Coordinators

Another stakeholder group whose perceptions were analyzed by the evaluation was that of the coordinators of the eight YES Prep ACE sites. These perceptions were analyzed by means of a confidential survey conducted in June following the end of the spring 2017 term.

Below is a complete summary of the questions and responses the survey of the site coordinators. All eight ACE coordinators responded to the survey questions. In the summary below, the responses to all questions are provided in the coordinators’ own words to avoid any mistakes in presenting results.

Following the summary, comments and observations about the survey responses are provided by the Durand Research and Marketing, LLC, evaluation team.

Question 1: “What – if anything – has been the most positive part of your experience with the YES Prep 21st Century ACE Program?”

Responses:

- The most positive experience I have had with ACE is being able to expose children to people and activities they would never do on a regular basis.
- The most positive part of my experience has been being a part of such a collaborative team. Feeling appreciated on both the campus level and ACE team has been a positive experience.
- The most positive part of my experience with the YES prep 21st Century ACE Program has been the relationships and partnerships that have been built with community partners, parents, students and staff.
- Building relationships with students, families and faculty. I really value the management experience and professional growth the 21st century grant has granted me.
- Developing Programs & Events for parents. Parents feel more invested in the ACE program when they are participating in events. Volunteers are very popular at our campus, and rewarding them with clubs and events motivates them to keep coming to campus.
- Students and parents enjoy the opportunity to participate with afterschool activities.
- The most positive experience with the ACE program has been the impact the program has had on the students and parents. Many have voiced their approval and excitement about the program, the activities provided, and field trips attended that may not have been allowable through the regular school day.
- Seeing students achieve in extracurricular activities. Getting to know families on a personal level. Finding ways to support struggling students.

Question 2: “What – if anything— about the YES Prep ACE program do you think needs improvement?”

Responses:

- I believe that a budget should be incorporated for after school programming once the grant is completed.
- Leadership (district and campus) involvement in the program. Vendors of high quality on campus. More site coordinator leadership/professional development opportunities
- The communication gap amongst YES Prep staff on campus, in the community and in the Home Office could use improvement. Many community partners and staff members are unaware of ACE and its value to the school, community, and parents.
- Creating a calendar at the beginning of each semester, including campus and ACE deliverables, would allow site coordinators, grant directors, family engagement specialist,

school directors, supervisors and evaluators the opportunity to see if the assignment that is being considered to be added, would be better assigned at a different time. Site Coordinators are aware that sometimes adding additional deliverables to heavier times is inevitable, but during those times when task can be adjusted, would alleviate those more stressful times for site coordinators and their staff. On a regular day, most site coordinators have planned and unplanned parent, staff, and student meetings, supply pick-ups, TEA daily requirements and other things that occur because we are on the campus with students and are more accessible. Work time is typically a part of my daily calendar but that is not the reality of a site coordinator. Unplanned events along with deliverables and daily assignments sometimes require site coordinators to work 12-hour days and weekends during heavier deliverable times. I believe creating a calendar, possibly for each campus to access and update when necessary would benefit ACE stakeholders that are on and off campus.

- Vendors need to be placed on a more frequent payroll. It is challenging to keep good staff if they are only paid once per month. Also, vendors should include all the materials they need for the club/activity they are providing with their contracts, rather than having the ACE pay separately for these materials. Vendors have a better idea of what they need and this gives them flexibility with their planning.
- The TEA website is difficult to manage.
- The Yes Prep ACE program needs more investment from district leaders. Campus leaders need to know the resources that are available through ACE and be encouraged to utilize them and align ACE programming to individual campus goals.

Question 3: “Taking everything into consideration, how do you rate *overall* the 2016-17 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?”

Responses (counts)

Excellent	2
Good	6
Fair	0
Poor	0

Question 4: In thinking about the work you have been doing in the 2016-17 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 2016-2017 school year, I have known exactly what the YES Prep ACE program was supposed to accomplish.

Average rating = 8.88

Standard deviation= 1.64

- b. Throughout this year's program, I have received the technical support or assistance from Westat/TEA that I have needed. (N=7). (One coordinator declined to answer as a consequence of being new to the position.)

Average rating = 5.57

Standard deviation= 2.70

- c. Communications throughout the program -- especially communications with program and campus staff -- generally have been excellent.

Average rating = 7.38

Standard deviation=2.00

- d. I have known exactly what I was supposed to do throughout the program.

Average rating = 8.75

Standard deviation=1.65

- e. The vendors hired for the ACE Program at YES Prep have consistently performed well.

Average rating = 6.75

Standard deviation=1.58

- f. Support from community “stakeholders” – including community organizations and other funding organizations – has helped me considerably to do my job.

Average rating =6.12

Standard deviation=3.31

- g. Training and other professional development activities for the instructional staff have greatly improved the quality of my ACE Program.

Average rating =5.88

Standard deviation= 3.44

Question 5: What – if any – suggestions do you have about the YES Prep ACE program for the future?

Responses:

- Screen vendors ahead of time and set expectations
- Leadership team should attend the program at least one time per semester
- ACF meetings should focus on developing leaders
- Training opportunities for instructional staff
- Space is a major issue at all campuses. When there is a designated home for programming, everything falls into place better. When there is constant moving around, things get lost and the regiment that students need is disrupted. ACE never feels like a permanent program, this is an ongoing issue.
- The program should have begun with a sustainability goal, rather than waiting until the end of the last grant cycle to consider other funding resources.
- Professional development should be related to our interest, in addition to resources that we can apply to our program. For example, I was able to network with the University of Houston to sponsor a free field trip for our campus through the PD that I attended in April. In addition, at that PD, several corporate organizations were open to learn more about how they could become stakeholders in the community. This was an opportunity to recruit corporate sponsor interest, which would align with what we need for program sustainability.

{End of coordinator survey results}

Comments and observations from the Durand Research and Marketing, LLC, evaluation team:

As can be seen from the above, all of the site coordinators gave the YES Prep ACE program a rating of either “excellent” or “good” in meeting its intended objectives of enhanced academic support, cultural enrichment, improved student behavior, family engagement, and college and career readiness. In the experience of the evaluation team with other out-of-school-time programs, these are rather high assessments. Similarly, high ratings were also received from the coordinators in response to questions about knowing what the program was to accomplish (question 4a) and knowing what to do throughout the program (question 4d). Finally, coordinators expressed strong, positive feelings about the relationships they experienced with ACE staff, with parents, and with children.

On the other hand, responses to the second question (open-ended question 2) and to questions 4g and 5, suggest that the coordinators felt the need for improved training and professional development. Other suggestions for improvement included –

- More involvement in the ACE program on the part of campus and district leaders
- More allotted space on campuses for the ACE program
- A better, more user-friendly TEA Web site
- More community support
- More technical support of assistance from TEA and its consultants

D. Perceptions of ACE Instructional Staff

In December 2016 as part of a fall review by instructors and as a part of spring term planning, a survey of YES Prep ACE instructional staff was conducted at East End, North Forest, and Southeast. As will be seen, the survey conducted at Southeast is different from the others as a consequence of the Southeast coordinator conducting instructor surveys for some time previously. In order to save additional work, the YES Program director informed the coordinator not to change to the more recent survey instrument (i.e., that used at East End and North Forest) as long as information that coordinator was getting what she needed.

Tabulated results from the three sets of instructional surveys are shown below –

East End Center: Responses to “Closed – Ended” Questions

In the table immediately below, the categories of responses are from 1 (lowest) to 5 (highest). The numbers in the cells are counts of responses. A total of 20 ACE instructors responded to the survey at East End of which 10 were YES Prep teachers in the day program, three (3) were independent contractors and one (1) was the employee of a vendor.

Item:	1 (lowest ranking)	2	3	4	5 (highest ranking)
Students in my club seem to enjoy coming to my activity			1	4	15
Students are dedicated to the club			5	7	8
Students have learned a valuable skill in the club		1	2	7	10
Students have behaved appropriately during the club		1	3	4	12
Students' confidence has increased throughout the club		1	1	5	13
My activity is a safe and welcoming place for students			1	3	16
Students treat each other with respect			3	3	14

Students treat me with respect			1	1	18
I always treat students with respect				1	19
Students have had the opportunity to lead in the club			4	3	13

Note: Tabular entries are counts of instructors who responded

East End Center: Responses to “Open-Ended” Questions

Question: If I could teach something that wasn’t taught during this activity it would be.....

- American Sign Language
- Listening to each other
- How to dive for a ball
- How to cook something
- About life
- Risk (board game)
- Study habits
- How to navigate conversation for[unreadable]
- Nutrition
- Life values
- Show videos
- More resistance workouts
- Soccer
- Break dancing
- Calligraphy

Question: My biggest challenge in instructing this club was.....

- Keeping control; managing high number of kids
- Personal life conflicts

- Letting students know....
- Keeping kid's confidence up
- Finding time
- Time
- Not knowing how to start the journal
- All the kids
- Getting girls to stay committed
- Girls missing practice
- Communication with coaches
- Getting more students involved
- Spacing
- Getting them to listen
- Trying to help out each individual student based on their needs
- Getting students to come to tutorials
- Finding songs students liked

Question: My biggest strength in instructing this club was.....

- Building relationships
- Knowledge and relationships with students
- Being with students and talking with them
- Building relationships with my kids
- Having a vision
- Talking and teaching
- My dedication to it
- The games
- Enthusiasm from girls that do come
- A lot of the girls enjoy the club
- Facilitating
- Bring a culturally appropriate club to the school
- Student rapport
- Being patient
- Having a large group of students
- Making sure students listened to appropriate workouts
- Small, less to worry about
- My ability to keep students engage
- Figuring out how to get all students participating in the less with such big numbers
- Positivity and excitement about cooking/crafts
- Knowing the students

Question: If there was one thing that could help me make this club better it would be.....

- Stricter guidelines in what we expect from students
- More consistency with schedule.
- Some time for one on one talking with them
- I needed more time to get used to it, but I am fine now
- More teachers
- Time
- Me researching more
- Risk (board game)
- Snacks and dedication
- Girls being more dedication to coming and snacks
- Outline rules for study hall
- Activities; funding for cool stuff; more upper classmen involved
- A whistle; snacks
- Equipment
- Permanent room
- More time on certain days
- An aid
- A larger place to practice
- May be planning a trip to a real kitchen one week or so. Students would experience using an oven, stove, etc.
- Having our own budget.

Comments and observations from the Durand Research and Marketing, LLC, evaluation team:

As seen above, in answering the “closed-ended” questions (see the table), instructors’ responses are indicative of their generally holding quite positive perceptions of ACE students’ behavior. In particular, nearly all responding instructors felt treated with respect by students and perceived that “most students enjoyed coming” to the activity led or sponsored by the instructor. On the other hand, a number of instructors reported that students did not behave appropriately during the club’s sessions.

This same perception of the need for better or more appropriate student behavior was also expressed in the open-ended questions, especially those dealing with instructional “challenges” and with suggestions for making “this club better.” Other perceived “needs” observed in open-ended questions included more time for club activities, more instructional assistance, and one seen in the coordinator responses (above), more space for ACE activities. Finally, the evaluation team found noteworthy that among the self-perceived strengths of the responding instructors were those of engaging students, building relationships with students, and of being dedicated to teaching.

North Forest Responses to “Closed – Ended” Questions

In the table immediately below, the categories of responses are again from 1 (lowest) to 5 (highest). Also, the numbers in the cells are again counts of responses. A total of 14 ACE instructors responded to the survey at North Forest. However, five instructors who responded did so with multiple survey submissions. Finally, all 14 of the responding instructors self-identified as “independent contractors.”

Item:	1 (lowest ranking)	2	3	4	5 (highest ranking)
Students in my club seem to enjoy coming to my activity			1	2	11
Students are dedicated to the club			2	3	9
Students have learned a valuable skill in the club			1	4	9
Students have behaved appropriately during the club			4	3	7
Students' confidence has increased throughout the club			1	4	9
My activity is a safe and				1	13

welcoming place for students					
Students treat each other with respect			2	3	9
Students treat me with respect			1	1	12
I always treat students with respect				1	13
Students have had the opportunity to lead in the club			1	3	10

Note: Tabular entries are counts of survey responses

North Forest Center: Responses to “Open-Ended” Questions

Question: If I could teach something that wasn’t taught during this activity it would be.....

- Teach to play instruments and a computer class
- Cosmetology, music, dancing, spelling games
- Mathematics. Students on average have issues in their math homework.
- Intense drills for footwork
- Go through life being the best you
- Be a good student, friend, and humanitarian
- The importance of studying and the benefits
- Technical soccer drills
- I would have liked to teach the actual driving part of this course.
- How to teach Japanese [Anime club]
- How to sew actual buttons into clothing

- How to create 3D structure [Art Club]
- Study skills, discipline, writing skills, reading skills
- Study skills

Question: My biggest challenge in instructing this club was.....

- To keep kids from talking and wasting time
- Get their attention and get them involved in cooking, and get good results that that each student did learn what cooking was about and enjoyed every bit of it
- Managing the group at 60+ all together. But we were able to solve this issue
- Keeping up to Elijah [name]. The kid is fast.
- Reaching all the students at their skill level
- Teaching the game and strategy
- Obedience and respect from students
- No challenges
- Did not have any challenges. Every instruction was smooth sailing.
- No challenges whatsoever
- Trying to quiet down the excitement of the students
- Making sure each student understood how to efficiently use paint
- While playing Jeopardy students learned better information about Anime
- Keeping the classroom quiet at times when I need to [show] them something new
- Getting students to stay on task/focused
- Not being able to get into the building in the mornings until now that Ms. Hogs (?) has changed that.

Question: My biggest strength in instructing this club was.....

- Having patients. Keeping kids from getting off task and wasting time.
- Keeping all students under control, keep their focus on every class; having students learn.
- Relating to the students enough to keep them engaged and eager to come again
- Teaching the little guys to believe in themselves enough to beat the bigger more skilled kids.
- Reaching the students in a way that got them to do what they should do.
- Being able to answer any questions regarding any subject or course students had trouble understanding
- Having trust in the students and students having confidence around me
- Students being able to ask critical questions regarding driving
- Being able to teach the students how to set up the sewing machine
- Being able to inspire the students to learn more through my passion of art
- Helping students with their homework
- Getting more students to attend in the mornings

Question: If there was one thing that could help me make this club better it would be.....

- Have a lot more things to be able to teach, like bigger meals
- Teaching sessions
- Having another instructor due to the varying skill levels of students
- Have a structured procedure of discipline for students that authority and rules
- Wouldn't change a thing about this club
- This club is great. Would not change anything about the club.
- Club is great
- A bigger space or classroom for the class.
- Having more materials such as threads and sewing machines. A bigger space, classroom will also improve the club since the girls need space to iron fabric
- If I could get more art materials, I wouldn't be limited to the things I could teach my students
- More time with the students individually
- More computers and better Internet connection

Comments and observations about responses from North Forest by the Durand Research and Marketing, LLC, evaluation team:

As displayed above, in answering the “closed-ended” questions (see the table), instructors’ responses were, like those at East End, indicative of positive perceptions. Most especially, a large number felt that students seemed to enjoy coming to the activity led or sponsored by the respective instructor and instructors felt treated with respect by students. On the other hand, again as was true at East End, many did not give high ratings to “appropriate student behavior” during their club sessions.

The perception concerning the need for appropriate student behavior was again (as in East End) found in the responses to the open-ended questions, particularly those that concerned instructional challenges. In particular, some instructors expressed these challenges:

- To keep kids from talking and wasting time
- Obedience and respect from students
- Keeping the classroom quiet at times when I need to [show] them something new

Finally, some of the North Forest instructors perceived the need for more materials (e.g., art and sewing materials) while limited space for activities was again mentioned.

Southeast Center: Instructors’ Perceptions

The final set of perceptions examined were those from Southeast. As already noted briefly above, the survey of instructors’ perceptions conducted at Southeast was different from the others as a consequence of the Southeast coordinator conducting instructor surveys for some

time previously. As will be noted below, the survey instrument utilized at Southeast had the rather the character of a “performance appraisal” of the site coordinator. That is, some of the questions were about the processes implemented at Southeast, about student conduct, or about the quality of ACE equipment, but more than half were about the performance of the site coordinator.

In total, 14 Southeast instructors responded to the survey of which six (6) self-identified as vendors and eight (8) as “Southeast Staff.” Further, more of the instructors self-reported involvement in the Homework Center than in other activities, but a few also indicated Flag Football, Chess, JV Cheer, Steppers, SAT Bootcamp, the Environmental Club, Pure Gold Dance, and Art.

Responses both to closed-ended and to the single open-ended question are displayed below. The tabular entries are actual counts of responses.

Question 2: The ACE coordinator lays out clear staff expectations?*

Response:	Agree	Neutral	Disagree
# responding:	12 [@]	1	

*Notes: 1 instructor did not answer this question. [@]Tabular entries here and below are counts of responses.

Question 3: The ACE coordinator makes herself available to me and my students?

Response:	Agree	Neutral	Disagree
# responding:	12	2	

Question 4: The ACE coordinator coaches me and motivates me to be a better staff through on-going feedback and check-ins?

Response:	Agree	Neutral	Disagree
# responding:	11	3	

Question 5: The ACE coordinator submits supply requests in a timely manner?

Response:	Agree	Neutral	Disagree
# responding:	12	2	

Question 6: The ACE coordinator submits payroll in a timely manner?

Response:	Agree	Neutral	Disagree
# responding:	13	1	

Question 7: The ACE coordinator values me as an employee?

Response:	Agree	Neutral	Disagree
# responding:	11	3	

Question 8: The students uphold school code of conduct during ACE?

Response:	Agree	Neutral	Disagree
# responding:	9	3	2

Question 9: Students are engaged in the activity I lead?

Response:	Always	Most of the Time	Sometimes	Never
# responding:	6	6	2	

Question 10: I feel supported by the ACE coordinator regarding disciplinary actions for student?

Response:	Always	Most of the Time	Sometimes	Never
# responding:	7	7		

Question 11: the ACE coordinator is open to new ideas and or new activities?

Response:	Always	Most of the Time	Sometimes	Never
# responding:	7	6	1	

Question 12. The current attendance system the ACE coordinator has in place is efficient and easy to manage?

Response:	Agree	Neutral	Disagree
# responding:	9	5	

Question 13. The ACE equipment is in good condition (games, soccer balls, footballs, cards, etc.)

Response:	Agree	Neutral	Disagree
# responding:	5	9	

Responses to an “Open Feedback” question:

- More soccer balls
- Football didn’t join the league this year which made students not be as invested as years before
- Wish ACE could pay for shoes [JV Cheer]
- The step team had to be moved a couple of times. We would like an established open area for practices.
- Love ACE

Comments and observations about responses from Southeast instructors by the Durand Research and Marketing, LLC, evaluation team:

In general, the responses regarding the site coordinator and her program leadership were positive. On the other, instructors tended to perceive problems with students upholding the school’s conduct code, the quality and availability of needed ACE equipment, and with the ease and efficiency of the ACE attendance system put in place by the site coordinator.

E. 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, transmitted via text message, personal phones calls and posted in on a bulletin board. (These and other forms of communication can be found in the logic models for the sites in Appendix A.) Additionally, as

reported in Recommended Deliverable #1 (Appendix B), regular staff meetings, and informal conversations (among other means) were also utilized in keeping campus' stakeholders involved and informed.

The evaluation team found *particularly commendable* the development and implementation of an ACE Web site. The ACE Web site conveyed information about activities for students and opportunities for parents and guardians; a calendar of activities; a gallery of photos highlighting interesting programs, competitions, luncheons, business expos, craft exhibits, and college campus visits; and a list and acknowledgements of ACE community partners. The YES Prep ACE Web site can be found at <http://www.yesprep.org/ACE>.

IX. Principal Evaluation Findings, Evaluator Commentary, and Recommendations (including “Next Steps”)

In this report section, an evaluator commentary on the principal evaluation findings of this report is presented. Additionally, recommendations, including “next steps,” are provided.

A. Commentary about Principal Evaluation Findings.

1. 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 following theory of action (faithfulness otherwise known to professional evaluators as “program fidelity”):

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.

2. In evaluating the logic models for the program and for each center, the evaluation team found that all of the models represented quite well the program's baseline resources, implementation practices, outputs (activities and participation), intermediate outcomes, and intended ultimate impact. The team also found that each logic model, including that of the Grantee, was modified appropriately for the spring term in light of changes introduced following the fall term. (See Appendix A to this report.)
3. Each of the logic models was found to guide and improve program practices during the academic year.
4. The logic models themselves showed considerable evidence of the care with which the program overall and at each center was developed and implemented to meet the needs of targeted students and families.
5. The evaluation team found that the YES Prep ACE program was well-implemented and as intended, especially through resources, leadership, staffing and guidance.

6. The program's activities were found to be appropriate and implemented with fidelity to the grantee's and to each center's logic model.
7. In examining data on the schools' contexts of the program, the 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. All had, in our judgment, very good to excellent student-to-faculty ratios; and, with the possible exception of North Forest, all had very sizeable percentages of students meeting the STAAR "satisfactory or above" passing standard for 8th grade reading. Additionally, all were located on school campuses found to have received a 2015-16 Texas Academic Performance accountability rating of "met standard."
8. The evaluation revealed considerable site to site variation in total operating budgets and in staffing. Such variation was fully expected by the evaluation team. After all, student needs differed across the centers (as identified by a needs assessment), variations in program activities and in associated 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 % Hispanic/Latino across the campuses themselves. Further, the evaluation team's experience in educational measurement and evaluation also led to an expectation that economies of scale would be found with regard to budgets and attendees.
9. The evaluation team observed a collaborative process regarding services prioritization, a collaborative process involving site coordinators, the project director and the family engagement specialist.
10. The Durand Research and Marketing Associates, LLC, evaluation team found that the YES Cycle 8, Year 4, ACE program served a total of 2862 students, an increase of 12 students over the Year 3 Program and of **508** students over the Year 1 program. Of the Year 4 students attending the program, 1234 or about 43% were "regular participants." This latter number represented **an increase of 49 regular participants from program Year 3 and 516 from program Year 1**. Finally, during the current academic year, the YES Prep ACE program also had 811 total adults in attendance.
11. Consistent with Federal, state and program intentions, the ACE program at YES Prep enrolled students rather diverse in ethnicity, but also in gender, in being at-risk, in being economically disadvantaged, in having limited English proficiency, and in having English as their second language.
12. All student "regular participation," adult participation, type of activity (activity component), and operations requirements were fully met or exceeded at all the centers.

13. Total student participation as well as regular participation in YES Prep's ACE program was higher among those students in grades six (6) and seven (7) in comparison to those in grades eight (8) through 12. This should not be surprising since YES Prep's total student enrollments were lower in percentage terms for grades eight through 12 in comparison to those for grades six and seven.
14. Evidence on student daily attendance counts on the part of YES Prep participants showed that with several exceptions (Southwest, Gulfton, and North Forest) the modal category for the program as a whole (grantee level) and at the sites was 0 to 20 days in attendance.
15. Daily student attendance declined monotonically after the 30 to 39-day category of "days attended" for the YES Prep ACE 2016-17 program (grantee level). On the other hand, considerable variation was found across the eight program sites in the student counts of days attended. At the eight centers, monotonic declines in student counts by days attended were the exception rather than the rule (although apparent at East End and nearly so at Southwest).
16. There was a general decline in student attendance counts from the fall to the spring term across the centers. However, Southwest was an exception where the student counts actually increased from fall to spring. It seems to the evaluation team that "local factors," including the maternity leave absence of the coordinator during the fall, might be largely responsible. Similarly, the departure of the East End coordinator and her replacement in the spring might have been responsible in the main for the considerable fall to spring term decline in student counts (674 to 423) at that site.
17. Appreciable variation was found across the centers in the number as well as in the percentage of time for each activity type. Further, this variation was found both in the spring and in the fall terms. Such variation was expected by the evaluation team. After all, activities at a center and in an academic term are likely 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" among a number of considerations.
18. College preparedness was and is a common emphasis throughout YES Prep Public Schools, Inc. Accordingly, the ACE program in alignment with the school day resulted in the decision not to reemphasize college preparation in after-school offerings. Further, a needs assessment and student/parent "Voice and Choice" surveys revealed both the need and an expression of desire for more offerings in the activity category of enrichment (see especially Appendix C to this report).
19. Although varying by ACE site and by subject area, the evaluation team found grade improvements for each center in each of four subjects: reading, math, science, and social studies in a panel of students from the fall of 2015 through the spring of 2017. Additionally, the data strongly suggested (within the limits of certain caveats) that

students showing a decrease in grades were a statistical minority (relatively small) in percentage terms. Moreover, we found evidence across the ACE centers of grade “maintenance” or “reinforcement,” a result that was even more enhanced if one also considers those students for whom there was “no change needed” in grades (i.e., “A” grades at the start and end of the study period).

20. On average, the percentage of students passing courses was higher in the spring of 2017 than in the fall of 2015. As suggestive of a program effect, the eight ACE sites were also found to be more alike in pass percentage in spring 2017 than in fall 2015.
21. On average, school day absences increased slightly over the period from the fall of 2015 through the spring of 2017 among students in the panel we observed. However, we caution that school days absent is suspect as an “outcome or output metric” given the way it is defined by the State of Texas, a definition that combines illnesses and excused absences with truancies, out of school suspensions and the like.
22. Non-criminal referrals were found to increase on average (the exception to this was at North Forest) among the panel of participants we studied from fall 2015 through the spring of 2017.
23. The evaluation team found that in six (6) of the eight centers reading improvement surprisingly was higher among non-regular as opposed to regular program participants (see the table in Section VIIB.) We decided to examine this unexpected finding somewhat further. We did so by examining the Hispanic/Latino characteristics – the dominant ethnic background of students at most YES Prep Centers -- of regular and non-regular participants in relation to reading change. We hypothesized that perhaps Spanish as a first language in the home rather than English tended to reduce the ACE program’s impact on reading improvement grades, grades typically based on school tests and assignments in English. But after controlling for the effects of a Hispanic/Latino background, we found that regular program participants of Hispanic/Latino descent at Southwest and at Fifth Ward still displayed lower reading improvement scores over the two-year period from the fall of 2015 through the spring of 2017 than did their non-regular participating counterparts. On the other hand, mean reading change scores at North Forest were found to be nearly identical for regular and non-regular participants irrespective of Hispanic/Latino background.
24. The evaluation team found evidence among the panel studied that strongly supports the conclusion that regular program participation (the higher “dose” of the program) had impacts on important program outcomes relative to non-regular participation (lower dose). In other words, *the data examined support the inference that positive “outcomes” (grade increases, fewer school days absent, and fewer non-criminal referrals) were true “program outcomes” or “impacts” and not spurious associations resulting from antecedent, background factors, especially gender and/or ethnicity.* Indeed, when regular

participation was examined with controls introduced for the antecedent variables of ethnicity and/or gender, we found all of the outcomes were improved for regular participants over the time period. However, this was not found to be true at all of the centers. That is, variations across the centers were found in the apparent impact of regular participation.

25. The evaluation team found that in six (6) of the eight centers reading improvement surprisingly was higher among non-regular as opposed to regular program participants (see the table in Section VIIB.) We decided to examine this unexpected finding somewhat further. We did so by examining the Hispanic/Latino characteristics – the dominant ethnic background of students at most YES Prep Centers -- of regular and non-regular participants in relation to reading change. We hypothesized that perhaps Spanish as a first language in the home rather than English tended to reduce the ACE program's impact on reading improvement grades, grades typically based on school tests and assignments in English. But after controlling for the effects of a Hispanic/Latino background, we found that regular program participants of Hispanic/Latino descent at Southwest and at Fifth Ward still displayed lower reading improvement scores over the two-year period from the fall of 2015 through the spring of 2017 than did their non-regular participating counterparts. On the other hand, mean reading change scores at North Forest were found to be nearly identical for regular and non-regular participants irrespective of Hispanic/Latino background.
26. Over the period from the fall of 2015 through the spring of 2017, YES Prep ACE participants outperformed impressively their Texas 21st Cycle 8 in grade increases in all the subject areas – reading, mathematics, science, and social studies. Of course, the grade changes for YES Prep participants are for the two-year period, fall of 2015 to spring of 2017, while those for Texas 21st Cycle 8 participants are only for AY2016-17. (Yet, notice also that YES Prep grades are included in the State totals.) Second, in every subject area, the average grade increases across the centers far exceeded the average grade decreases. Further, YES Prep ACE participants showed *far fewer percentage grade decreases* in all subject areas than did their State of Texas counterparts. This was so even though the percentages for the State were for “regular participants only” while those for YES Prep included “non-regular” as well as “regular” participants.
27. The Durand Research and Marketing Associates, LLC, evaluation team also examined the impacts of 21st Century programs in other locations – nationally as well as in the State of Illinois among others – by studying previously published reports. In doing so, we found that the YES Prep ACE program outcomes in comparison to those of Illinois were at least equal in reading grade improvement and higher for grade changes in mathematics. We also found that *that the average percentage mathematics grade increase for YES Prep's eight centers was about 40%, thus exceeding the average results from 54 states and territories found in the U.S. Education Department evaluation by almost 4%.* Similarly, in elementary schools, the improvements in reading found by the U.S. Department of Education among “regular” participants were just 5.4% on state

assessments (test results). While the data shown above on YES Prep are not directly comparable since they are based on grades and not statewide test results, the average reading grade improvement for the YES Prep centers of 29% is still quite impressive. Further underscoring the impressive math and reading improvement among participants in the YES Prep ACE program, an April 2017 report by the GAO, Congress' evaluation arm, concluded that the several 21st Century programs it reviewed showed "mixed results" regarding mathematics and reading improvement.

28. In studying stakeholders' perceptions, we examined survey data collected from YES Prep parents and students, from the eight ACE site coordinators, and from instructors at East End, North Forest, and Southeast. The surveys of YES Prep parents and students revealed to us a strong reservoir of support and approval for YES Prep's ACE program. Survey responses from the site coordinators gave the YES Prep Program a rating of either "excellent" or "good" in meeting its intended objectives of enhanced academic support, cultural enrichment, improved student behavior, family engagement, and college and career readiness. Similarly, high ratings were also received from the coordinators in response to questions about knowing what the program was to accomplish and knowing what to do throughout the program. Moreover, coordinators expressed strong, positive feelings about the relationships they experienced with ACE staff, with parents, and with children. On the other hand, the site coordinators also reported the need for improvement, especially in training and professional development as well as for support from campus leadership, the community, and TEA. Further, ACE instructors generally reported positive program perceptions. The exception to this, however, was their less-than-completely-positive feelings regarding appropriate student behavior and conduct during activities. *Finally, however, given the parent and student support expressed in the surveys as well as the positive perceptions of the site coordinators and instructors, it seemed surprising to the evaluation team that participation among students at the various YES Prep ACE sites not higher in count of days attended (see Section V of this report).*
29. The surveys of stakeholder perceptions also revealed that site coordinators and instructors alike felt the need for additional physical space at the centers to properly conduct program activities.
30. 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. The means and media are reported especially in Appendices A and B to this report. The evaluation team found *particularly commendable* the development and implementation of an ACE Web site. The ACE Web site conveyed information about activities for students and opportunities for parents and guardians; a calendar of activities; a gallery of photos highlighting interesting programs, competitions, luncheons, business expos, craft exhibits, and college campus visits; and a list and acknowledgements of ACE community partners. The YES Prep ACE Web site can be found at <http://www.yesprep.org/ACE>.

B. Evaluator Recommendations (including “Next Steps”)

In this report section, the recommendations of the Durand Research and Marketing Associates, LLC, evaluation team to support centers are presented. The recommendations that follow are, of course, based on the principal evaluation findings discussed immediately above. Initially, recommendations for the YES Prep ACE program are presented. However, are most salient and strongest recommendations concern needed improvements on the part of TEA and its consultants Westat and Safal, recommendations we reserve for later in this section.

Recommendations for the YES Prep ACE Program

1. The YES Prep after-school program needs to increase the number of regular relative to non-regular student participants and to decrease the number of students who participate in the program 20 or fewer days, the present modal “days attended” category. This recommendation is an especially important one given the impact seen in our findings of regular participation on program outcomes. In order to accomplish such increased regular participation, 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. Along with increasing the number of regular program attendees, the program needs to reduce the fall to spring attendance decline among students. We think the same “intrinsic rewards” mentioned above will help. But we also think this decline needs further investigation utilizing expanded student and parent “voice and choice surveys.” Additionally, we also suggest an earlier planning and recruitment period in the fall to motivate students to think about their participation in the spring.
3. In addition to reducing the fall to spring attendance decline, there is need to address the relatively lower ACE enrollments in grade levels eight through twelve. Additional emphases on recruitment and retention might assist in this. But encouraging higher grade level “peers” to attend by creating competitive teams (as at North Forest) should be considered as well as facilitating more student input into program planning through a “design your own program” activity.
4. Among the intermediate program outcomes evaluated, reading improvement was the most resistant to regular participation in the YES Prep ACE program across the centers. We are not certain why this was so, although evaluations at other sites and in other states often showed a similar result. But we think there needs to be a greater emphasis given to reading improvement. Perhaps hiring a reading specialist to offer advice for the program would help. Or have activity sponsors try to identify particular reading problems. Additionally, an enrichment or academic activity devoted to “fun reading” (e.g., Harry Potter) or to reading

games should be considered. In our evaluation we noted few, if any, activities devoted to such reading or reading games despite it being one of the outcomes on which the program is assessed.

5. We found several expressions of need for day school campus leaders to more fully embrace the ACE program and to become considerably more involved in it. 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.
6. Several site coordinators expressed a need for more opportunities for leadership and professional development. We think this could occur through open, group conversations between the program director, the family engagement specialist, and the site coordinators. Additionally, individual, professional development planning is handled in many organizations through their human resources offices with the help of trained professionals. We encourage a similar practice for the YES Prep ACE program.
7. In addition to professional development, there is need either for “cross-training” or for enhanced temporary staffing. The YES Prep ACE program has been disadvantaged by necessary leaves of absence, including Family Medical leaves, by the departure of and the untimely need to replace some site coordinators, and the like. We think that involving YES Prep’s human resource department could assist with this need.
8. One of the strongest needs expressed by site coordinators and ACE instructional staff members alike was for additional, usable, adequate space both to administer the program and to effectively carry out activity instruction. This need for space is not easily solvable. But it does seem to us to be of a high priority. We strongly recommend that this need be carried to the top leadership of YES Prep Charter Public Schools, Inc., as well as campus leadership at each site. Additionally, enlisting more community support for ACE may help to identify and make available other nearby space for the program.

Recommendations for TEA and Its Consultants

1. There is a considerable, we think “high priority,” need to improve appreciably the TEASE data system. Site coordinators at YES Prep found it difficult to manage. In addition, we found data errors in it. And it also seems less than useful to the continuous quality improvement of the Texas 21st Century Program. Indeed, at the most recent (2016) international meetings of the American Evaluation Association, the following criticisms and, inferentially, suggestions were raised about TEASE (see Durand others, 2016):
 - Few process measures were included in TEASE to assist in evaluating program implementation.
 - TEASE and requirements for its use forced the use of a weak evaluation design, especially as a result of not including control group data.

- Evidence on student program attrition is not included.
- Data on important antecedent conditions, conditions identified as important in previous educational assessments, were limited just to gender and ethnicity. This limitation inhibited the identification of spurious relationships that might be confounded with true program effects.
- TEASE limited control over other possible variables (e.g., bus transportation for participants or what students were not selected for participation) that could confound both process and outcomes assessments.
- TEASE does not include qualitative evaluation data that could be helpful.
- No data entry checks are a part of the system the absence of which led to missing and likely unreliable evidence in the data.
- TEASE does not facilitate a cost-benefit analysis.

2. In an April 2017 report on the 21st Century program in a number of states, the U.S. Government Accounting Office, the evaluation arm of Congress, raised the following criticisms:

- The 21st Century program lacks performance measures for some key program objectives, specifically measures for student behavioral and socioemotional outcomes (p. 20)
- Useful data are lacking regarding student behavioral and socio-emotional outcomes (p. 22)
- While steps have been taken to improve data quality, there is a lack of assurance regarding data accuracy (p. 23) and there has been no assessment of data quality (pp. 23-24).
- The technical assistance provided does not effectively address the challenges faced among “sub-grantees” to operate their programs once grant funding ends.

In our judgment, these criticisms appear to apply to the Texas 21st Century Program, in Cycle 8, year 4. Accordingly, we recommend 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.

3. As called for in state-of-the-art program assessment and management, “success standards” for judging a program successful are critical. Organizations like the RAND Corporation (2017) and the U.S. Centers for Disease Control and Prevention (2017) among many others emphasize and insist on such program performance standards in their evaluations. Yet, TEA and its consultants offered no professional advice or guidance concerning such standards for this or other Texas 21st Century ACE programs. In professional assessments, success standards are typically based on SMART goals. “SMART,” an acronym for specific, measurable, attainable, realistic, and time-bound, is one way to express program objectives. In fact, SMART goals have been shown to enhance the performance management of organizations (see, example, Nelson and Quick, 2013, pp. 204-206). Accordingly, we

recommend that program success standards based on SMART goals be adopted by TEA and its consultants in future evaluations to judge the success of 21st Century learning centers.

4. No feedback about last year's evaluation or the program itself was ever received by the YES Prep ACE program. The provision of such feedback from TEA and its consultants, would assist greatly the YES Prep program in the future as well as future evaluators. Most especially, feedback is a critical component of continuous quality program improvement.
5. In answers to a program evaluation survey of site coordinators, the lowest rating among all of the questions posed to the coordinators was in response to the following question: "Throughout this year's program, I have received the technical support or assistance from TEA that I have needed." On a ten-point scale with 10 being the highest or most positive, this question elicited an average response of just 5.57 (compared to an average of 7.29 on a set of six other questions framed in a parallel fashion). Such a relatively low rating leads us to recommend that TEA improve considerably its technical support or assistance to ACE programs.
6. We recommend reducing the evaluation and paperwork burdens on site coordinators and, at the same time, enhancing both evaluation results and program management by adopting a "SWOT" (Strengths, Weaknesses, Opportunities, and Threat) analysis approach. In the course of conducting our evaluation, we came upon 21st Century CCLC site evaluation instructions for the State of Arizona (Arizona 21st CCLC Site Evaluation Report Instructions, 2016). Those instructions are based on a SWOT approach. Such an approach, widely used in business, nonprofit organizations, and government, we believe offers considerable advantage in that its focus is principally on improving program management, the principal purpose of evaluation in the first place. We not only recommend this approach for future 21st Century program assessment, but also recommend adopting the instructions and instruments developed for Arizona's program.

X. Assessment of Evaluator Recommendations and Site Coordinator Commentary

This space is made available for assessment of the evaluation team's recommendations and commentary by site coordinators and by the program director.

XI. Evaluator Information

A. 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 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 4, 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.

B. Evaluator Experience Narrative

Durand Research and Marketing Associates, LLC, was originally founded in the early 1980s with a focus on conducting process and outcomes evaluations of health and medical programs. In the 1990s under new leadership, the scope of its work changed to include marketing research as well as evaluations of educational and 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; and on-going evaluation activities for the Education for Children Agency Affinity Group of the United Way of Greater Houston. Since 2006 Durand Research and Marketing Associates 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 and Year 3, 21st Century after-school programs.

The professional experience of evaluation team members who participated in the present evaluation of the YES Prep ACE program is discussed more fully below.

Measurement professional and educational statistician **Jeffrey K. Durand** holds a Master’s degree from The Pennsylvania State University. In addition, he studied mathematics and mathematical statistics at the University of Virginia. An internationally recognized expert on 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. Of particular importance to this evaluation, his recent research is on the quality of rater effectiveness and on improving the quality of rated observations. 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 survey research, research design, sampling, and statistical modeling at the Institute for Social Research of the University of Michigan. In addition to serving as a principal with Durand Research and Marketing Associates, LLC, he is also Professor of Public Affairs at the University of Houston-Clear Lake where his teaching has emphasized the instructing of graduate courses in program evaluation. 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 assessments of the Houston’s Kids Out-of-School-Time Program, the HELP for Kids program of the Greater Houston Collaborative for Children, and the Gulfton Project of Neighborhood Centers, Inc. In addition, he has worked previously on evaluations of Texas 21st Century 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 papers, monographs and book chapters, his most recent peer-reviewed publications in evaluation

include articles in the *American Journal of Evaluation* (in 2014), the *Academy of Educational Leadership Journal* (also in 2014), and *Housing, Care and Support* (2015).

Data entry specialist **Matthew McGaughey** has extensive experience in working with educational statistical data and with Microsoft Excel. In this project he was responsible for analytical file construction, data integrity, and data file merging.

Co-Lead Evaluator and Site Visit Director **Melvin Waits** has widespread, significant experience in evaluations of after-school programs, especially those funded by Texas 21st Century. He previously directed evaluations of Texas 21st Century 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); and YES Prep (Cycle 8 year 1). He also was involved extensively in conducting site visits to YES Prep program centers in Cycle 8, years 1 and 2 as well as during the present year. Finally, he is currently leading the evaluation of the Spring (Texas) ISD ACE program.

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Appendix A: Grantee and Centers' Logic Models (1st Recommended Deliverable

Appendix A

Grantee and Centers' Logic Models

In this report section, the logic model for each YES Prep center along with that for the Grantee are presented. Additionally, an evaluation of these logic models is also presented beginning on page 86 (below).

A. Logic Model for each YES Prep Center

The logic model for each YES Prep center is shown below for the fall term of 2016 and as updated for the spring term of 2017. Each site director employed his/her own method of displaying an updated model. In some case this was done by means of “crossing out,” in other by highlighting, and in still others by the use of arrows. However, in each logic model the changes from fall to spring should be clear. Each of the models was originally constructed and updated pursuant to the following 21st Century program 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. (Source: Texas ACE Independent Evaluation Guide, Page 11)

East End Center

Resources	Implementation	Outputs – Activities	Outputs – Participation	Intermediate Outcomes	Impact
HUMAN Gianfranco Herrera – Coordinator Shvonne Williams – Coordinator (March 29, 2017) <i>Assistants/Independent Contractors/Teachers</i> Rosa Castilleja – Part-time (English/Spanish speaking) Jodi Sandoval – Part-time (English/Spanish speaking) (English/Spanish speaking) (English/Spanish speaking) (	School Program Alignment (How is your program specifically aligned with the regular school day) <u>Hall Pass System</u> – ACE uses the same hall passes the school uses throughout the day. Currently, the school is in transition to provide “ACE Hall Passes” with the same general outline as the regular school-day. <u>Behavior System</u> – ACE uses the same anchor system the school uses throughout the day for both positive and negative behaviors. Some consequences are	Academic Support Name of Activity – brief description of what you are working on <u>Study Club</u> – Students will be provided with a safe working supervised space and time to be able to work on their homework and/or projects. <u>Computer Programming</u> – Students will learn the basics of computer programming through Scratch visual language.	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) <u>Study Club</u> – 30 students, 80 days, 80 hours <u>Computer Programming</u> – 15 students, 28 days, 80 hours	Increased Attendance Increased Academic Performance Decrease Problem Behavior Increase Promotion Rates Increase Graduation Rates Increased School Pride Increased Retention Rates (students staying	ALL STUDENTS GRADUATION READY FOR COLLEGE AND CAREER.

<p>Chiva Bermudez – Full-time (Certified Teacher - English/Spanish speaking)</p> <p>Tavhata Boyer – Full-time (Certified Teacher - English/Spanish speaking)</p> <p>Francisco Solorzano – Full-time (Certified Teacher - English/Spanish speaking)</p> <p>Erika Lai – Full-time (Certified Teacher)</p> <p>Rachel Starkel – Full-time (Certified Teacher)</p> <p>Carlos Garcia – Full-time (Certified Teacher - English/Spanish speaking)</p> <p>Laura Martinez – Full-time (Certified Teacher – English/Spanish speaking)</p> <p>Charles Bocclair – Full-time (Certified Teacher – Dual)</p> <p>Talha Abdulwasee – Full-time (Certified Teacher)</p> <p>Jessica Trejo – Full-time (Certified Teacher - English/Spanish speaking)</p>	<p>changed such as students having their afterschool privileges suspended.</p> <p><u>Reflect for Success</u> – This ACE started program has students who have detention reflect on their choices instead in this ACE program. This style has been adopted to be the school's regular detention guidelines to align the detention consequence and activity.</p> <p><u>Boosters</u> – 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</p>	<p>Enrichment</p> <p>Name of Activity – brief description of what you are working on</p> <p><u>General Sports</u> (currently not hosted in the afternoon) – 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. Morning general sports will follow the same idea but be hosted before classes begin.</p> <p><u>Dance</u> – Students will learn basic and intermediate dance moves from a variety of dance forms (focusing</p>	<p><u>General Sports</u> – 40 students, 100 days, 250 hours</p> <p><u>Dance</u> – 15 students, 50 days, 100 hours</p> <p><u>MS Cheerleading</u> – 15 students, 90 days, 225 hours</p> <p><u>Chess & Board Games</u> – 15 students, 25 days, 50 hours</p> <p><u>Video Games Club</u> – 20 students, 50 days 100 hours</p> <p>Cirque du Distraction – 10 students, 25 days, 50 hours</p>	<p>with the school for all 7 years)</p> <p>Below data provided by Student Survey Data reported three times per year:</p> <p>Increased number of students who report school satisfaction</p> <p>Increased number of students who feel a connection to a teacher/staff person</p> <p>Increased number of parents who report school satisfaction</p> <p>Increased number of student driven afterschool clubs and endeavors (determined by voice and choice surveys and clubs)</p>	
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<p>Lindsay Seymour – Full-time (Certified Teacher)</p> <p>SUPPORT (Partners, vendors, stakeholders, funders, and so forth)</p> <p>YES Prep System ACE Advisory Council – Volunteers (Community and family group – see District Logic Model for names)</p> <p>Vendors:</p> <p>YMCA Cossaboom – Contract Service (provides staff for sports/games/theater activities)</p> <p>Young Audiences of Houston – Contract Service (provides staff for dance club and for art)</p> <p>Avenue CDC – Contract Service and Family Presentations (non-profit Home Buyer Education)</p>	<p>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.</p> <p><u>Study Club</u> – 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</p>	<p>on hip hop) as they form their own routine to perform with as a team and as individuals.</p> <p><u>MS Cheerleading</u> – Middle school students 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.</p> <p><u>Chess & Board Games</u> – 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</p>	<p><u>Ultimate Frisbee</u> – 10 students, 25 days, 50 hours</p> <p>Skateboard Art – 15 students, 11 days, 11 hours</p> <p><u>Parent Club Meetings</u> – 10 parents, 8 days, 8 hours</p> <p><u>Parent University</u> – 8 parents, 5 days, 5 hours</p>	<p>Increased number of students involved in an after-school opportunity</p>		
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<p>SER Jobs for Progress – Family Presentations (non-profit Job Education)</p> <p>Houston Police Department – Family Presentations (government agency)</p> <p>Barrio Dogs – Family Presentations (non-profit animal rescue group)</p> <p>Contractors</p> <p>Marissa Diaz – Contractor</p> <p>Denia Diaz – Contractor (English/Spanish Speaking)</p> <p>Michael Diaz – Contractor</p> <p>Martin Perez – Contractor (English/Spanish Speaking)Edward Smith – Contractor</p> <p>Ann Perez – Contractor (English/Spanish Speaking)</p> <p>Other Support:</p> <p>Christa Queen-Sutherland – Full time (Project Director)</p>	<p>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.</p> <p>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?)</p> <p><u>Recruitment</u></p> <ul style="list-style-type: none"> Fliers posted around campus ACE instructors sharing in class Morning updates emails to teachers 	<p>different chess maneuvers.</p> <p><u>Video Games Club</u> – 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).</p> <p><u>Cirque du Distraction</u> – Students will learn how to juggle, dance, and make their own routine for theatrical and dancing performances.</p> <p><u>Ultimate Frisbee</u> – Students will learn the basic rules of Ultimate Frisbee, engage in throwing/catching drills, and play</p>	<p><u>Spanish Honor Society</u> – 25 students, 30 days, 30 hours</p> <p><u>Student Organization of LatinX</u> – 10 students, 30 days, 30 hours</p> <p><u>Writing Club</u> – 10 students, 30 days, 30 hours</p> <p><u>Weightlifting</u> – 10 students, 80 days, 160 hours</p> <p><u>Volleyball</u> – 15 students, 25 days, 50 hours</p> <p><u>Baseball</u> – 15 students, 25 days, 50 hours</p>		
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<p>Maria Maradiaga – Full Time (Family Engagement Specialist)</p> <p>Evaluation Team of Durand Research & Marketing Associates – Contract Service</p> <p>Leah Peters – Full time (School Director)</p> <p>Justin Vigil – Full time (Operations Manager)</p> <p>Marisa Alonzo – Full Time (High School Dean of Students)</p> <p>Amy Kate Davis – Full Time (Middle School Dean of Students)</p> <p>Pierre Urban – Full Time (Athletics Director)</p> <p>Yuliana Arriaga – Full Time (College Counselor)</p> <p>Kristi Singletary – Full Time (Director of College Counseling)</p> <p>Megan Zimmerhanzel – Full Time (Campus Student Support)</p>	<ul style="list-style-type: none"> • 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 <p><u>Retention</u></p> <ul style="list-style-type: none"> • Instructor reminders • Flier reminders • Passing on message through club classmates • Phone calls • Ensuring the program is entertaining and has student voice. <p><u>Determining who to recruit is based off of...</u></p> <ul style="list-style-type: none"> • Club specifics – What is this club made for? Are specific students 	<p>skirmishes with each other.</p> <p>(no longer hosted since March)</p> <p>Skateboard Art (Spring only) – Students will work on paint, the history of graffiti, and a bout design work. Once students find a design they want to work on, students will paint their individual skateboard.</p> <p>(ended March 2017) –</p> <p>Family Engagement</p> <p>Name of Activity – brief description of what you are working on</p>	<p><u>Reflect for Success</u> – 10 students, 50 days, 50 hours</p>			
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<p>CURRICULUM (be specific: name the curriculum)</p> <p>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, 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.</p>	<p>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</p> <ul style="list-style-type: none"> • 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 	<p><u>Parent Club Meetings</u></p> <p>Clubs that compete or require parent support such as Middle School Cheer and Dance, will host regular meetings that parents can attend to discuss the club and ways parents can support their students.</p> <p><u>Parent University</u></p> <p>In collaboration with the Explorer Family Association (this campus' parent association), different organizations such as SER, HPD, and our campus college counselors will give presentations to introduce the concepts they work with and provide resources for</p>			
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<p>OTHER? (Special kinds of facilities, field trips that are related to program activities)</p> <p>Piezer Park (next door)</p> <p>Other YES Prep campuses for club competitions</p>	<p>through grade data to determine student needs.</p> <ul style="list-style-type: none"> • 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. <p>Integrating Student & Family Voice (How do you include student/family voice and choice at the macro (center) level and at the micro (activity) level?</p> <p><u>Center Level</u></p> <ul style="list-style-type: none"> • One on one Parent meetings • Presentation like meetings such as the ACE Kick Off 	<p>parents to continue learning from.</p> <p>College and Career</p> <p>Name of Activity – brief description of what you are working on</p> <p><u>Spanish Honor Society</u> – 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 as well. Students with strong interest and achievement in Spanish will also be given an opportunity to join the national organization.</p> <p><u>Student Organization of LatinX</u> – Students</p>			
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	<ul style="list-style-type: none"> • 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 • Parent club meetings – parents of students who attend the club (such as MS cheer) will meet to learn more from the instructor, ask questions, and possibly lead opportunities for working together. • 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 	<p>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.</p> <p><u>Writing Club</u> – 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. The project this year focused on making a club newsletter to be distribute throughout campus. The newsletter incorporates previous skills the students worked on (short</p>			
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	<p>during the ACE program.</p> <p>Activity Level:</p> <ul style="list-style-type: none"> • Conversations with attendees or instructors on what attendees have mentioned. • Surveys • Student/Parent meetings <p>Ongoing Monitoring (data use and observation) (How do you currently monitor your program? What tools do you use? How often?)</p> <ul style="list-style-type: none"> • Daily Observations • Formal observation rubric once a semester • Student work review such as completed dance routines or artwork. • Lesson Plan review 	<p>stories, poems, etc.) as well as add other “newspaper” additions such as interviews, reviews, and more.</p> <p>Behavior Name of Activity – brief description of what you are working on</p> <p>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.</p>			
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	<ul style="list-style-type: none"> Individual student data to determine how often a student attends ACE programs and which activities are 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 	<p><u>Weightlifting</u> – Students will learn about weight lifting techniques, including safe lifting and procedures. Students will learn about the equipment available in the weight room. Students will develop a weight lifting routine and will be able to participate in monitored group lifting activities. This club focuses on discipline and physical improvement.</p> <p><u>Volleyball</u> – Students will learn basic volleyball skills, conduct different drills, and play different practice games. At either the beginning or end of the program, students will also be given time to work on</p>				
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	<p>to be made in this circumstance.</p> <p>Professional Development (What kinds of professional development do you and your staff participate in & how often?)</p> <ul style="list-style-type: none"> • 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, 	<p>their classwork. Students will get the opportunity to become leaders in their club, from volleyball managers to squad leaders. During the season, ACE students will practice with the team in order to hone each other's skills as well as provide support when needed. Emphasis is made to discipline themselves and to make sure students continue to make positive choices to remain in the club.</p> <p><u>Baseball</u> – Students will learn the rules of baseball and be able to play baseball games. Students will work on drills that will improve their pitching, batting, and running skills. Students will participate in practice</p>			
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	<p>curriculum, and student needs.</p> <ul style="list-style-type: none"> • ACE introductory meeting to all instructors (small group sessions) in the beginning of the year. • ACE one on one meetings with instructors throughout the year where any researched extra resources can be provided such as additional lesson ideas, tools, and more. <p>Once a year afterschool convention for the ACE Site Coordinator.</p>	<p>games and form their own baseball team. Self discipline and making positive behavioral choices are emphasized so that students can attend the club (rather than detention) and continue to form it (this club was started by the students).</p> <p><u>Reflect for Success –</u> The activity will target middle school and high school students with high number of school infractions in an effort to break their habit. Students will work on their homework, reflect on their own choices, have group discussions, and be given service opportunities.</p>			
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Gulfton Center

Resources	Implementation	Outputs-Activities	Outputs-Participation	Intermediate Outcomes	Long-term Impact
HUMAN RESOURCES: <ul style="list-style-type: none"> Site Coordinator: Ashley Long <u>12</u> ACE staff members <u>7</u> certified regular school day teachers <u>1</u> homework help volunteer <u>1</u> contracted culinary arts teacher <u>1</u> RSD contracted soccer instructor coach <u>3</u> college students administrative assistant/substitute <u>3</u> bilingual staff members (Angel Zapata) <u>1</u> MS math tutor Sylvan (Preble) Target student count: <u>130</u> regular attending Target parent count: <u>40</u> regular attending 	ALIGNMENT <ul style="list-style-type: none"> Yes Prep Gulfton certified, regular school day teachers used for <u>8 of the 9</u> 10 student activities, <u>7/10</u> student activities (70%). Mission for academic success obtained through homework and tutoring programs. Time of programming aligned with school dismissal time, extended school day. Behavioral expectations and commitment letters signed by parents and students. 	DATA <ul style="list-style-type: none"> <u>Annual</u> Needs- assessment performed by school director. <u>Weekly</u> monitoring of activity attendance and individual student attendance. Homework missing assignment/Detention data pulled 	FALL SEMESTER: <ul style="list-style-type: none"> <u>14</u> 8-weeks 12 hours per week SPRING SEMESTER: <ul style="list-style-type: none"> <u>16</u> 15-weeks <u>12</u> 12 hours per week SUMMER SEMESTER: <ul style="list-style-type: none"> <u>6</u> 6-weeks <u>12</u> 12 hours per week OPERATIONS: <ul style="list-style-type: none"> Monday; Tuesday; Thursday; Friday 4:30-6:30 (2 hours) Tuesday; Friday 6:45-7:45 am (1 hour) Wednesday; 1:30-4:30 (3 hours) 	Texas ACE Objectives <ul style="list-style-type: none"> Improve Academic Performance Increased student sense of engagement. Improve Attendance Improve Behavior Increase Promotion 	<ul style="list-style-type: none"> Short Term Increased academic performance and homework completion. <ul style="list-style-type: none"> Decrease the amount of homework detention and required OHI/Tutorials. Increased physical activity and physical health. Increased self-awareness and confidence. Long Term All students graduate ready for college and career.

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<p>SUPPORT</p> <ul style="list-style-type: none"> Partnerships: <ul style="list-style-type: none"> First and foremost, goal-to create an atmosphere that promotes educational challenges, moral development, and proactive social behavior among youth Literacy Advance- ESL classes, HACE, Slalom Increase scores in ELA and Math courses. Project Director- Christa Queen-Sutherland Family Engagement Specialist- Maria Maradiaga On campus operations manager- Jennifer Reyes <p>CURRICULUM</p>	<ul style="list-style-type: none"> Needs assessment completed by school leadership. <p>RECRUITING</p> <ul style="list-style-type: none"> Students that missed 10 or more assignments last semester invited targeted by Dean of Students on grade, testing performance, and student of concern metrics invited. 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 note-newsletter with information. ACE Instagram with posts of student 	<p>from navigation database</p> <ul style="list-style-type: none"> Health data provided by school nurse. Information includes disease related to or associated with nutrition and obesity and food allergies. <p><u>5 component Model:</u></p> <ol style="list-style-type: none"> Academic Support Enrichment 	<p>hours Monday-Thursday 3:30 pm-6:00 pm</p> <p>Friday 3:30 pm-6:00 pm</p> <p><u>Target Participation:</u></p> <ul style="list-style-type: none"> 1300 students for at least 30 days 		<ul style="list-style-type: none"> Increase family involvement in school events
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<ul style="list-style-type: none"> Daily objective-based Lesson Plans Activity plans Tutorials and Homework support provide aligned academic assistance to a college prep curriculum. <p>FIELD TRIPS</p> <p>D: Southwest Public Schools for YPD Zumba lesson.</p> <ul style="list-style-type: none"> Environmental Club, Rice, Geocaching. Environmental Club, Arboretum, Conservation, 2 camping trips to Texas state parks. Restorative Justice League, fishing trip (Galveston party boats) 	<p><u>activities and important dates.</u></p> <p>RETAINING</p> <ul style="list-style-type: none"> Student evaluation of programming through surveys. Parent interest surveys regarding student activities/program operations efficacy. Attendance tracker updated <u>each marking period (6 weeks) every 5 days</u> to notify students of a attendance. Parents of low attending students called by <u>family engagement specialist ACE assistants daily</u> <p>STRUCTURED</p> <ul style="list-style-type: none"> Attendance taken as part of the school day, 	<p>3. College and Career</p> <p>4. Behavioral</p> <p>5. Family Engagement</p> <p>ACADEMIC SUPPORT</p> <p>Homework Support:</p> <ul style="list-style-type: none"> In the first and second marking periods there were 460 missing / incomplete assignments in the middle school. 	<p>ACADEMIC SUPPORT</p> <p>Homework Support:</p> <ul style="list-style-type: none"> 143 RSD certified teacher 1 volunteer (Stalom) 2 ACE administrative assistants 104 hours per week, 53 classes 31 classes Target: 6054 middle school students 14 students with 504 	<ul style="list-style-type: none"> Improve academic performance-high priority Decrease homework incompleteness by 50% for each student. Increase scores in ELA and Math 	
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	<p>student's parents notified when not attending (daily). -2 consecutive days.</p> <ul style="list-style-type: none"> Instructor takes attendance at the start of every class. Waits Consulting Durand Research and Marketing Associates, LLC to provide on-going monitoring and evaluation. Monthly budget reports. <p>VOICE AND CHOICE</p> <ul style="list-style-type: none"> Student/Parent interest survey given administered every semester. Benchmark surveys of program satisfaction given halfway through each semester. Classes change every semester to make the 	<ul style="list-style-type: none"> Students work in small groups to complete homework accurately and neatly. 	<p>recommendations</p> <ul style="list-style-type: none"> M-R 3:30 pm-6:00pm 	<p>courses.</p> <ul style="list-style-type: none"> Increase Promotion 100% of ACE students promoted to next grade level. 	
	<p>VOICE AND CHOICE</p> <ul style="list-style-type: none"> Student/Parent interest survey given administered every semester. Benchmark surveys of program satisfaction given halfway through each semester. Classes change every semester to make the 	<p>STAAR SPED Tutorials:</p> <ul style="list-style-type: none"> HS SPED Students that have not passed the reading or math STAAR Students working with 	<p>STAAR SPED Tutorials:</p> <ul style="list-style-type: none"> 1 RSD certified SPED teacher 2 hours per week, 35 classes Target: 7 students MT, RW 3:30 pm-5:30pm 	<ul style="list-style-type: none"> Improve academic performance-high priority Increase scores from benchmark STARR test. 100% of ACE tutorial students will master the 6th grade STARR math test with 70% or higher. Increase Promotion 	

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	needs/voice of students.				
	<p>PERSONNEL</p> <ul style="list-style-type: none"> All staff is fingerprinted and receives professional development on lesson planning regularly (Yes Prep Teachers). All instructors attend an ACE instructor training meeting <u>where they learn campus systems for rewards and discipline.</u> All YP instructors have two years or more of teaching experience. 	<p><u>a learning lab teacher to work through objectives on the STAR R</u></p>	<p>ENRICHMENT</p> <p>Dance:</p> <ul style="list-style-type: none"> <u>70</u> Gulfon students are identified as having a disease related or associated with obesity or nutrition Students will engage in fitness activities 	<p>ENRICHMENT</p> <p>Dance</p> <ul style="list-style-type: none"> 2 RSD certified teacher 54 hours per week, 16 classes Target: 32-14 middle school and high school students R, F 34:30 pm-6:00 pm 	<ul style="list-style-type: none"> Improve attendance Improve behavior

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	<ul style="list-style-type: none"> All vendors are professionals in the field they teach (soccer, sports,) <p><u>Professional Development</u></p> <ul style="list-style-type: none"> Monthly check-ins and meetings with program director. Instructor training and expectations (teacher and vendor) Daily power up meetings before activities begin to update staff on trends, both positive and negative. Observation forms that focus on student 	<p>to learn the importance of movement and health.</p>	<p><u>Culinary Arts</u></p> <ul style="list-style-type: none"> 70 Gulfport students are identified as having a disease related or associated with obesity or nutrition (Asthma/Diabetes) 	<p><u>Culinary Arts</u></p> <ul style="list-style-type: none"> 1 RSD certified teacher contracted as instructor 3 hours per week, 39 classes Target: 12 middle school students M, T, W 4:30 pm-6:00 pm 	<ul style="list-style-type: none"> Improve attendance Improve behavior 	
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	engagement and instructor effectiveness.	<ul style="list-style-type: none">Learn the basics of a healthy diet and nutrition , while engaging in safe kitchen practices .			
		<p>Soccer:</p> <ul style="list-style-type: none">Students interested in playing on the school soccer team work on conditioning and training as well as footwork skills.	<p>Soccer:</p> <ul style="list-style-type: none">1 teacher (vendor)<u>soccer coach (RSD coach)</u>103 hours per week, 23 <u>53</u> classesTarget: 40<u>20</u> middle school studentsM, T, W, R 34:30 pm-56:30 pm	<ul style="list-style-type: none">Improve attendanceImprove behavior	

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		<u>Guitar</u> <ul style="list-style-type: none">• Learn basic chords and finger placement on acoustic guitar.	<u>Guitar</u> <ul style="list-style-type: none">• 1 independent contractor• 3 hours per week, 48 classes• Target: 10 middle school students• M,T,W 4:30-6:00 pm	<ul style="list-style-type: none">• Improve attendance• Improve behavior	
		<u>COLLEGE/ CAREER READINESS</u> <u>Drivers' Education</u> <ul style="list-style-type: none">• Students complete a series of lessons	<u>COLLEGE/ CAREER READINESS</u> <u>Drivers' Education</u> <ul style="list-style-type: none">• 1 ACE administrative assistant• 5 hours per week,• Target: 7 high school students• T,F 3:30pm-6:00 pm	<ul style="list-style-type: none">• Improve academic performance-high priority	

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		ns and mod ules and to work towa rds earni ng drive r's per mit.	<u>COLLEGE/ CAREER</u> Young Potential Development: H. 1 RSD certified teacher I. 2 hours per week, 4 classes J. 10 high school students			Formatted: Font: Bold, Underline Formatted: Left, Indent: Left: 0.25" Formatted: Indent: Left: 0.25" Formatted: No underline, Font color: Red Formatted: Font color: Red Formatted: Normal, Indent: Left: 0.25", No bullets or numbering Formatted: Font color: Red
		<u>COLLEGE/ CAREER</u> Young Potential Development: G. Shark- tank style activity students learn a series of business-minded lessons in a fun and exciting way. Each lesson students learn how to				Formatted: Indent: Left: 0.25" Formatted: Font: Bold, Underline Formatted: Left Formatted: No underline, Font color: Red Formatted: Font color: Red Formatted: Normal, No bullets or numbering

		build a business plan based off the information they learned during class.			
		<u>Environmental Club:</u> <ul style="list-style-type: none">Explore diverse environments, learn basic and technical outdoor skills, and complete community service aimed at improving the environment.	<u>Environmental Club:</u> <ul style="list-style-type: none">1 RSD certified teacher2 ½ hours per week, 28 sessions, 8 classes125 high school students<u>T, W 4:30 pm- 6:00 pm</u>	<ul style="list-style-type: none">Improve attendance	

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		<p>BEHAVIORAL:</p> <p>What about me?</p> <ul style="list-style-type: none"> Girls meet to discuss puberty, friendship, and community 	<p>BEHAVIORAL:</p> <p>What about me?</p> <ul style="list-style-type: none"> 12 RSD teachers 4.5 hours per week, 40 classes Target: 12 girls M, T, W 4:30 pm- 6:00pm 	<p>Improve behavior- both inside and outside of class.</p> <ul style="list-style-type: none"> Increase the amount of times students earn grade level reward for behavior. 	<p>Formatted: Font color: Auto</p> <p>Formatted: Font color: Auto</p> <p>Formatted: Underline</p> <p>Formatted: Font: Not Bold</p> <p>Formatted: Font: Not Bold, Underline, Font color: Auto</p> <p>Formatted: Font color: Auto</p> <p>Formatted: Font color: Auto</p> <p>Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indentat: 0.5"</p> <p>Formatted: Font: Not Bold, No underline</p> <p>Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indentat: 0.5"</p> <p>Formatted: Font color: Auto</p> <p>Formatted: Font color: Auto</p> <p>Formatted: Font color: Auto</p> <p>Formatted: Font: Not Bold, Underline, Font color: Accent 1, Strikethrough</p> <p>Formatted: Font color: Accent 1, Strikethrough, Highlight</p> <p>Formatted: Font color: Accent 1, Strikethrough, Highlight</p> <p>Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indentat: 0.5"</p> <p>Formatted</p> <p>Formatted</p> <p>Formatted</p> <p>Formatted: Font color: Auto</p>
		<p>Restorative Justice League:</p> <ul style="list-style-type: none"> Students will be introduced to the concept of circles of support and how it relates to restorative justice 	<p>Restorative Justice League:</p> <ul style="list-style-type: none"> 1 RSD counselor/behavior specialist 2 ½ hours per week, 28 sessions Target: 5 MS boys T, R 4:30pm- 6:00 pm 	<p>Improve behavior- both inside and outside of class.</p> <ul style="list-style-type: none"> Increase the amount of times students earn grade level reward for behavior. 	<p>Formatted: Font color: Auto</p> <p>Formatted: Font color: Auto</p> <p>Formatted: Font color: Auto</p> <p>Formatted: Font: Not Bold, Underline, Font color: Accent 1, Strikethrough</p> <p>Formatted: Font color: Accent 1, Strikethrough, Highlight</p> <p>Formatted: Font color: Accent 1, Strikethrough, Highlight</p> <p>Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indentat: 0.5"</p> <p>Formatted</p> <p>Formatted</p> <p>Formatted</p> <p>Formatted: Font color: Auto</p>

		<div>as a whole.</div> <ul style="list-style-type: none">Students will be expected to lead circles of their own with either the group or a class of their choice.			
		<div>FAMILY ENGAGEMENT</div> <div>English as Second Language:</div> <ul style="list-style-type: none">Parents work in differentiated classes to increase	<div>FAMILY ENGAGEMENT</div> <div>English as Second Language:</div> <ul style="list-style-type: none">1 teacher (vendor)43 hours per week24 classesTarget: 10 ELL parents		

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		their conversa tional and written English language				
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North Central Center

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
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HUMAN	School Program Alignment (How is your program specifically aligned with the regular school day)	Academic Support	Activity name, targeted number of students & instructor (if certified teacher or other please indicate here)	Increased Attendance	ALL STUDENTS GRADUATION READY FOR COLLEGE AND CAREER.	Formatted Table
<u>-site coordinator (bilingual)</u> - Program director: <u>Christa Queen-Sutherland</u> - Family engagement specialist: <u>Maria Maradiaga (bilingual)</u> - evaluation team of <u>Durand Research Associates</u> , and campus leadership team should all be mentioned. - <u>FallSpring:</u> teachers- 12 Certified Teachers, 97 not certified; 11 people on staff are bilingual (Spanish and English speaking), out of the 21 people on staff - Teachers: - Ashley, Elizabeth - Barron, Areli - Bolainez, Flor - Brister, Lakin - Bundy, Erica	*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	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) *Science Fair students will experience fun, fascinating hands on experiments that are a great way to enjoy the world of science; learn interesting science and technology facts by experimenting with different materials (Fall only)	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 <u>Chess</u> → Thursday (5-6 PM) → 1 hour → 22 students → 13 hours semester, 13 days → Teacher: Zaid Siddiqui (certified) Homework Help	*increased school day attendance from previous year to current year with added afterschool program Increased Academic Performance *grade reviews each 6 th week; Increase from beginning of program to the end Decrease Problem Behavior *less marks *less WallStreet/ Detention *fewer referrals *less suspensions	*ALL students graduate ready for college and career	Formatted: Font: Bold Formatted: Font: Bold Formatted: No underline Formatted: Highlight Formatted: Highlight Formatted: Strikethrough, Highlight Formatted: Highlight Formatted: Strikethrough, Highlight

<ul style="list-style-type: none"> - Estrada, Marco - Garrett, Harley - Griffin, Jeremy - Idlebird, Tonya - Moten, Ike - Siddiqui, Zaid - Wade, Ashley - Fall: 7 Vendors - Alejandro, Karina - Brown, Morgan - Maxie, Vera - Navia, Laura - Ochoa, Isaac - Estrada, Nelson - Perez, David - <u>Alvaro Estrada</u> - <u>Ruth Perez</u> • <u>Guzman, Ezequiel Perez, Lina</u> <p>Fall and Spring: proposed students to serve: 100 *currently serving over 260 students</p> <p>SUPPORT (Partners, vendors, stakeholders, funders, and so forth)</p> <ul style="list-style-type: none"> - Fall: 7 Vendors - Spring: 9 Vendors 	<p><u>see how ACE can support the students afterschool</u></p> <p>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?)</p> <ul style="list-style-type: none"> *initial survey of student body *recruited during lunchtime *flyers to parents afterschool *targeted at-risk youth <u>recommended by Student Support Counselors and</u> 	<p><u>*Robotics- students build robots so they can compete with other campuses in bimonthly competitions (Fall and Spring)</u></p> <p><u>*Chess Club- students will learn the basic principles of chess, strategies and improve their time; they will also learn about healthy competition; students will host and compete in a district chess tournament in May (Fall and Spring)</u></p> <p>Enrichment</p> <p>Name of Activity – brief description of what you are working on</p>	<p>→ Monday, Tuesday, Thursday, Friday (4-5 PM); Wednesday (2-4pm)</p> <p>→ 1 hour; 2hrs</p> <p>→ 22 students</p> <p>→ 390 hours semester; 5 days a week for 13 weeks</p> <p>→ Teacher: Tonya Idlebird (certified)</p> <p><u>Robotics</u></p> <p>→ Monday (5-6 PM)</p> <p>→ 1 hour</p> <p>→ 15-20 students</p> <p>→ 13 hours semester, 13 days</p> <p>→ Teacher: Ike Moten (certified)</p> <p><u>Science Fair</u></p>	<p>Increase Promotion Rates</p> <ul style="list-style-type: none"> *less retainees <p>Increase Graduation Rates</p> <ul style="list-style-type: none"> *less retainees *on-time graduation <p><u>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.</u></p>	
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<p>- Alejandro, Karina - Brown, Morgan - Maxie, Vera - Navia, Laura - Ochoa, Isaac - Estrada, Nelson - Perez, David - North Side Karate - Perez, Lina Estrada, Alvaro - Ezequiel Guzman - Ruth Perez - ACE Advisory Council – see district level logic model for more details</p> <p>CURRICULUM (be specific: name the curriculum)</p> <p>*Lesson Plans for each club, each week</p> <ul style="list-style-type: none"> Instructors <p>Must provide lesson plans for each day the activity meets and an overarching unit plan per activity.</p> <ul style="list-style-type: none"> In afterschool activities, there is a focus on active 	<p><u>SPED department</u></p> <p>*received teacher recommendations</p> <p>*Parent Meetings</p> <p>*Parent Info Night</p> <p>*target number:100</p> <p>Integrating Student & Family Voice (How do you include student/family voice and choice at the macro (center) level and at the micro (activity) level?)</p> <p>*<u>student</u> focus groups</p> <p>*counseling from school counselors</p> <p>*review surveys of parents <u>and students</u> in Spring <u>and fall</u> to <u>determine</u></p>	<p>*Drill Team (HS & MS)- students will learn choreographed routines, rhythm techniques and various dance genres; middle school and high school students were only recruited; students tried out and were placed in two groups (Fall and Spring)</p> <p><u>*Off Season Soccer Club- Students will learn various soccer techniques, but mostly will learn how to recondition their bodies to be successful during the soccer season. This club is only offered to High School Boys (Fall to February).</u></p> <p>*Step Team (NCB) students will learn choreographed step routines, rhythm</p>	<p>→ Monday (5-5 PM) → 1 hour → 10 students → 13 hours Fall semester, 13 days → Teacher: Elizabeth Ashley (certified)</p> <p>Enrichment</p> <p><u>Drill Team (HS & MS)</u></p> <p>→ Monday, Tuesday, Thursday Friday (4-6 PM); Wednesday (2-4 PM)</p> <p>→ 2 hour → 9-15 students hours semester, 52</p>	<p>*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</p> <p>STUDENTS' INCREASED SENSE OF ENGAGEMENT</p> <p>*pre and post test (survey for Fall and Spring semesters)</p> <p><u>-Increase number of students who</u></p>	<p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough</p> <p>Formatted: Indent: Left: 0.5"</p> <p>Formatted: Not Highlight</p>
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<p><u>engagement and a hands on approach to learning. Students learn by doing, be it science experiments or learning a dance routine.</u></p> <ul style="list-style-type: none"> • There is a focus on Yes Prep core values • Whenever possible, have activities project based and goal driven. Focus on project based learning. <p>OTHER? (Special kinds of facilities, field trips that are related to program activities)</p> <ul style="list-style-type: none"> - Flag Football, Off Season Soccer, Cheer, and Drill Teams will have additional games held at various YES campuses and performances at North Side Karate campus 	<p><u>what needs to be adjusted in the program</u></p> <p>*Re distributing applications</p> <p>Ongoing Monitoring (data use and observation) (How do you currently monitor your program? What tools do you use? How often?)</p> <p>*daily data entry</p> <p>*run TEA 21st data reports</p> <p>*daily sign-in attendance sheets</p> <p>*check-ins with club sponsors</p> <p><u>-review ACE attendance for commitment of students to clubs; cancel clubs if less than</u></p>	<p><u>techniques High school students were only recruited; students tried out and were placed in the group (Fall and Spring)</u></p> <p>*Open Gym -Students will learn how to play various outdoor and indoor sports (Fall and Spring)</p> <p>*Minecraft- Students will learn how to build strategize and compete in the virtual world of Minecraft. This club allows students to learn different computer skills and work in teams to accomplish a task. (Fall and Spring)</p> <p><u>MS Flag Football- Students will learn the</u></p>	<p>days, 13 weeks</p> <p>→ Teacher: Morgan Brown (not certified) from NSK Company</p> <p><u>Home Economics</u></p> <p>→ Monday (4-6 PM) and Wednesday (2-4 PM)</p> <p>→ 2 hour</p> <p>→ 25 students</p> <p>→ 52 hours, 26 days</p> <p>→ Teacher: Laura Navia (not certified) and Flor Bolainez (certified)</p> <p><u>Lab Time</u></p> <p>→ Tuesday and Thursday (6:45 a.m.-7:45 a.m)</p> <p>→ 1 hour</p> <p>→ 10 students</p>	<p><u>report school satisfaction</u></p> <p><u>-Increase number of students who feel a connection to a teacher/staff person</u></p> <p><u>-Increase number of students involved in an after-school opportunity</u></p> <p>STRONGER RELATIONSHIP BETWEEN TEACHERS AND STUDENTS</p> <p>*more positive teacher/student interaction by the end of the school year</p> <p>*more positive phone calls to parents</p>	<p>Formatted: Not Highlight</p> <p>Formatted: Font: 10 pt, Not Highlight</p> <p>Formatted: Not Highlight</p>
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	<p><u>10 students coming</u></p> <p>Professional Development (What kinds of professional development do you and your staff participate in & how often?)</p> <p><u>* 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.</u></p> <p>*weekly check-ins with onsite supervisor/<u>campus leader</u> once a week</p> <p>*monthly check-ins with ACE Project Director</p>	<p><u>sport of Flag Football and practice as a team to compete against other schools; middle school students were only recruited (Fall and Spring)</u></p> <p><u>*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)</u></p> <p><u>*Lab Time provides students who arrive to school early another opportunity to complete homework and use school computers to work on resumes and reports (Fall Only)</u></p>	<p>→ 26 hours semester, 26 days</p> <p>→ Teacher: Marco Estrada (certified)</p> <p><u>Minecraft</u></p> <p>→ Friday (4-6 PM)</p> <p>→ 2 hours</p> <p>→ 30 students</p> <p>→ 26 hours semester, 26 days</p> <p>→ Teacher: Marco Estrada (certified)</p> <p><u>MS Flag Football</u></p> <p>→ Tuesday and Thursday (4-5 PM)</p> <p>→ 1 hour</p> <p>→ 30 students</p> <p>→ 26 hours semester, 26 days</p>		
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	<p>and other Site Coordinators *TEA 21st CCL Workshops *conferences *YES Prep evaluations (mid-year and end of the year)</p> <p>*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</p>	<p>Family Engagement</p> <p>Name of Activity – brief description of what you are working on</p> <p>*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)</p> <p>*ACE Thanksgiving Dinner celebrate the holiday with all</p>	<p>→ Teacher: Zaid Siddiqui and Ike Moten (certified)</p> <p>Offseason Soccer → Wednesday (2-4 PM) Friday (4-6 PM) → 2 hours → 50 students → 52 hours Fall semester, 26 days → Teacher: David Perez (not certified) and Nelson Estrada (not certified)</p> <p>Open Gym/ Fitness/ Outdoor Sports → Monday and Friday (4-6 PM); Wednesday (2-4 PM)</p>			<p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p>
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		<p>ACE staff and families, participants will bring their own dish to share with everyone else. (Fall only)</p> <p>*Zumba- Parents will participate in a Zumba class. This class is apart of a health initiative for parents and will be a part of a series of health classes. (Fall Only)</p> <p>*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)</p>	<p>→ 2 hours → 40 students → 78 hours hours semester, 39 days → Teacher: Isaac Ochoa-Ezequiel Guzman (not certified)</p> <p>NCB (Step Team)</p> <p>→ Monday and Thursday (4-6 PM) → 2 hours → 11 students → 52 hours semester, 26 days → Teacher: Erica Bundy and Jeremy Griffin (certified)</p>		
			FAMILY ENGAGEMENT		

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		<p>*Coffee Talks- sessions for a sample group of parents led by North Central Parent Ambassadors to discuss topics about school community and college readiness (Fall and Spring)</p> <p>College and Career</p> <p>Name of Activity – brief description of what you are working on</p> <p><u>*Photography Club- This club targets and identifies students with potential in 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</u></p>	<p>Zumba</p> <p>→ Monday and Thursday (5-6 PM)</p> <p>→ 1 hour</p> <p>→ 22 students</p> <p>→ 26 hours Fall semester, 26 days</p> <p>→ Teacher: Lina Perez (not certified)</p> <p><u>Financial Literacy</u></p> <p>→ Thursday (5-6 PM)</p> <p>→ 1 hour</p> <p>→ 22 students</p> <p>→ 13 hours semester, 13 days</p> <p>→ Teacher: TDECU <u>parent volunteers and College Counseling team</u> (not certified)</p>			<p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p> <p>Formatted: Strikethrough, Highlight</p>
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		<p><u>software to help them with photo editing. (Fall and Spring)</u></p> <p><u>*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)</u></p> <p><u>*Driver's Education- Students will work to complete an online driver's education course in order to receive their driver's permit; high school</u></p>	<p>College and Career</p> <p><u>Cosmetology</u></p> <ul style="list-style-type: none"> ➔ Tuesday and Thursday (4-6 PM) ➔ 2 hours ➔ 20 students ➔ 52 hours semester, 26 days ➔ Teacher: Laura Navia (not certified) <p><u>Driver's Education</u></p> <ul style="list-style-type: none"> ➔ Wednesday (2-4 PM) ➔ Friday (4-6 PM) ➔ 2 hours ➔ 15 students ➔ 52 hours semester, 26 days 		
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		<p>students were only recruited (Fall, Spring,-)</p> <p>Behavior Name of Activity – brief description of what you are working on</p> <p>Intervention</p> <p><u>*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)</u></p>	<p>→ Teacher: Tonya Idlebird Karina Alejandre (certified)</p> <p><u>Photography</u></p> <p>→ Tuesday and Thursday (4-6 PM)</p> <p>→ 2 hours</p> <p>→ 17 students</p> <p>→ 52 hours semester, 26 days</p> <p>→ Teacher: Harley Garrett (certified)</p> <p>BEHAVIORAL</p> <p>1. <u>*The following clubs are labeled behavioral because these students undergo weekly</u></p>		
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		<p><u>*Cheerleading- students will learn the basics of cheerleading, tumbling, gymnastics, and stunts to support our athletic teams (HS school students were only recruited for the varsity team and MS we re recruited for the JV team). Students have to maintain a 3.0 GPA and have excellent behavior weekly reports collected by cheer coaches (Fall and Spring)</u></p>	<p><u>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)</u></p> <p><u>Cheer Squad</u></p> <ul style="list-style-type: none">➔ Monday, Tuesday, and Thursday (4-6 PM)➔ 2 hours➔ 30 students		
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			<ul style="list-style-type: none"> → 78 hours semester, 39 days → Teacher: Lakin Brister (certified) <p><u>HS Cheer</u></p> <ul style="list-style-type: none"> → Monday, Tuesday, and Thursday (4-6 PM) → 2 hours → 30 students → 78 hours semester, 39 days → Teacher: Ashley Wade (certified) <p><u>Ka ra te (Advanced and Introduction)</u></p> <ul style="list-style-type: none"> → Tuesday (4-6 PM) → 2 hours → 10 students → 26 hours semester, 13 days → Teacher: Vera Maxie 		
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			(not certified); North Side Karate		
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Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
HUMAN <ul style="list-style-type: none"> Certified teachers -Brandon Broughton, Sambrina Dunlap, Dinah Tibbs & La Tonya Walker Support staff team members -Celeste Myres, James Mosley, Bryce Moore, Christa Queen-Sutherland, Justin West & Maria Maradiaga Vendors/ Independent contractors & their representatives -Jessica Aceituno (IC), Eddie Flores (IC/volunteer), Vanessa Flores 	School Program Alignment (How is your program specifically aligned with the regular school day) Who: <ul style="list-style-type: none"> Utilize and recruit additional teachers/staff that students interact with throughout their regular day to assist with ACE Activities Current certified teachers Sambrina Dunlap, Brandon Broughton, & Dinah Tibbs Students receive an after 	Academic Support Name of Activity – brief description of what you are working on <ul style="list-style-type: none"> <u>Homework Help</u> 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) <u>Homework Help</u> <ul style="list-style-type: none"> M, T, & TR, (Fall & Spring) 4:15-6:30p About 165 students enrolled Wed: 1:45-3:30p About 45 students enrolled 7.75 hours weekly Fall & Spring: Vanessa Flores & Lorin Shirdon II 	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,	ALL STUDENTS GRADUATION READY FOR COLLEGE AND CAREER. <ul style="list-style-type: none"> 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



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<p>(IC), Erika Mejia (IC), North Shore Mixed Martial Arts, Northside Karate (Vendor), Anita Prieto (IC), Region 6 (Vendor), & Eric Williams (IC)</p> <p>SUPPORT (Partners, vendors, stakeholders, funders, and so forth)</p> <ul style="list-style-type: none"> Partnerships <ul style="list-style-type: none"> Houston Community College Summit Dental Center MD Anderson Cancer Center Fit Mix Harris County Public Health Texas Dow Employees 	<p>school schedule with location, days and times of their planned activities</p> <p>How:</p> <ul style="list-style-type: none"> Program runs immediately following regularly 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 	<ul style="list-style-type: none"> <u>Study Hall & After-school Lab</u> <p>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</p>	<p>Fall: Vanessa Flores, Lorin Shindon II & Eric Williams (Independent Contractors)</p> <p><u>Study Hall & After-school Lab</u></p> <ul style="list-style-type: none"> M, T, & TR, (Fall & Spring) 4:15-6:15p About 47 students enrolled Wed, 1:45-3:30p About 18 students enrolled 7.75 hours weekly Fall: Eddie Flores Spring: Marissa Guerra (Independent Contractor) <p><u>Morning Lab</u></p> <ul style="list-style-type: none"> T, W, & TR, 7:00-7:45p 	<p>family engagement, increased focus of control, school bonding, family bonding and so forth depending upon what you are wanting to achieve.</p> <ul style="list-style-type: none"> Improved attendance <ul style="list-style-type: none"> -There will be an improvement in attendance due to students eagerness to participate in after school activities Academic performance <ul style="list-style-type: none"> -An increase in participant grades will be evident from beginning of program to the end 	<p>communicate more effectively and regularly with campus staff</p>
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<p>Credit Union (TDECU)</p> <p>CURRICULUM (be specific: name the curriculum)</p> <ul style="list-style-type: none"> 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 fundamentally fun. -Lesson plans are aligned with Texas Essential Knowledge and Skills (TEKS) -Texas Driver Education and 	<p>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?)</p> <p>Who:</p> <ul style="list-style-type: none"> Coordinator host student voice and choice sessions to assure students are enjoying activities and retaining information from their activities Each club/activity is work towards an End-of-Year 	<p>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.</p> <ul style="list-style-type: none"> <u>Morning Lab</u> <p>Morning Lab provides students a relaxed and safe environment in which students can receive academic coaching and homework help. Morning Lab also provides access to campus computers and the internet before the regular school day begins.</p>	<ul style="list-style-type: none"> About 44 students enrolled combined 2.25 hours weekly Fall & Spring: Vanessa Flores & Erika Mejia (Independent Contractor) <p><u>Art/Graffiti</u></p> <ul style="list-style-type: none"> M, 4:15-6:15p About 50 students enrolled Wed, 1:45-3:30p About 37 students enrolled 3.75 hours weekly Fall & Spring: Erika Mejia (Independent Contractor) 	<ul style="list-style-type: none"> 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 interest will increase. Students' increased sense of engagement -End of the 	
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<p>Traffic Safety Course -Martial Arts Behavioral Curriculum -Nutrition & Culinary Arts</p> <p>OTHER? (Special kinds of facilities, field trips that are related to program activities)</p>	<p>project. The karate class works towards their rank test, the art club works towards their art show, anime club works towards the anime convention, and etc.</p> <ul style="list-style-type: none"> North Forest ACE Team will send alert calls daily regarding students that have missed classes Monthly, Coordinator and staff will compare attendance and conference with parents who student have low attendance rates <p>How:</p>	<p>Enrichment</p> <p>Name of Activity – brief description of what you are working on</p> <ul style="list-style-type: none"> <u>Art/Graffiti</u> <p>The purpose of the Art Club is to encourage fine art awareness, to enhance, enrich and foster art member's exposure to art.</p> 	<p><u>Chess</u></p> <ul style="list-style-type: none"> F, 4:15-6:15p About 10 students enrolled 2 hours weekly Fall & Spring: Lorin Shiridon II (Independent Contractor) <p><u>Sewing</u></p> <ul style="list-style-type: none"> T, 4:15-6:15p About 27 students enrolled 2 hours weekly 	<p>year ACE social/focus group with parents and students will be held to discuss various pits and peaks of the program.</p>	
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	<ul style="list-style-type: none"> • 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 <p>Well-structured: Who:</p>	<ul style="list-style-type: none"> • <u>Chess</u> The Chess Club provides an atmosphere where club members can increase their problem-solving skills, exercise both sides of their brain, increases their creativity, teach them planning and foresight, improve concentration and improve their confidence socially while sharing their interest in the game of chess. <p>→</p> <ul style="list-style-type: none"> • <u>Sewing Club</u> 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 <p>→</p>	<ul style="list-style-type: none"> • Fall & Spring: Erika Mejia (Independent Contractor) <p><u>Mi Cocina (Cooking Class)</u></p> <ul style="list-style-type: none"> • T, & TR, 4:15-6:15p • About 98 students enrolled combined • 4 hours weekly • Fall: Jessica Acetuno & Anita Prieto Spring: Anita Prieto (Independent Contractor) <p><u>Dance</u></p> <ul style="list-style-type: none"> • M & TR, 4:15-6:15p 		
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	<ul style="list-style-type: none"> Utilize teachers/staff that students interact with throughout the regular school day Utilize returning vendors & independent contractors that provide effective and engaging activities and lessons <p>How:</p> <ul style="list-style-type: none"> Program runs immediately following regular school day Students receive an after school schedule with location, days and times of their planned activities 	<p>professionally and economically.</p> <ul style="list-style-type: none"> <u>Mi Cocina (Cooking Class)</u>  The cooking class is dedicated to teaching literacy skills through cooking, and exploring culinary literacy. The curriculum will not only support increased literacy, but will work to strengthen math skills while exploring the chemistry involved in cooking. <u>Dance</u>  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 	<ul style="list-style-type: none"> About 15 students enrolled 4 hours weekly Fall & Spring: Sambrina Dunlap (Certified Teacher) <p>North Forest Cheerleading</p> <ul style="list-style-type: none"> T, & TR, 4:15-6:15p 		
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	<ul style="list-style-type: none"> • Student and parent expectations are addressed and reviewed at the beginning of each semester during a mandatory meeting <p>Integrating Student & Family Voice (How do you include student/family voice and choice at the macro (center) level and at the micro (a ctivity) level?</p> <ul style="list-style-type: none"> • An ACE focus group is conducted at the end of summer, fall and middle of spring to gage students and parents interest for the following term 	<p>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.</p> <ul style="list-style-type: none"> • <u>North Forest Cheerleading</u>  Cheerleading was organized to empower students in building healthy lifestyles that support a balance between self-esteem, confidence, 	<ul style="list-style-type: none"> • About 15 students enrolled • 4 hours weekly • Fall & Spring: Dinah Tibbs (Certified Teacher) <p><u>Anime</u></p> <ul style="list-style-type: none"> • TR & F, 4:15-6:15p • About 59 students enrolled combined • 4 hours weekly • Fall & Spring: Erika Mejia (Independent Contractor) <p><u>Online Drivers-Ed</u></p> <ul style="list-style-type: none"> • T & TR, 4:15-6:15p • 24 students enrolled 		
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	<ul style="list-style-type: none"> 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 <p>Qualified personnel:</p> <p>Who:</p> <ul style="list-style-type: none"> Certified teachers are being utilized and recruited to grasp what hobbies and skills they are interested in to 	<p>fitness and discipline. All registered cheerleaders are also required to attend a weekly study hall that provides students a relaxed and safe environment in which they can receive academic coaching and homework help.</p> <p>→</p> <ul style="list-style-type: none"> <u>Anime</u> 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. <p>→</p> <ul style="list-style-type: none"> <u>Online Drivers-Ed</u> Participants will learn state rules and laws by following an online curriculum. Once students have successfully completed the modules in the 	<ul style="list-style-type: none"> 4 hours weekly Fall: Eddie Flores Spring: Marissa Guerra (Independent Contractor) <p><u>ACE by ACE</u></p> <ul style="list-style-type: none"> Saturday, September 24, 2016 9a-3p 25 families RSVP'd 6 hours 		
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	<p>teach participants</p> <ul style="list-style-type: none"> Returning vendors and available independent contractors that built a good rapport with staff and students from the previous year returned <p>How:</p> <ul style="list-style-type: none"> Vendors and Independent contractors pitched proposals and were interviewed <p>Ongoing Monitoring (data use and observation) (How do you currently monitor your program? What tools do you use? How often?)</p>	<p>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.</p> <p>Family Engagement</p> <p>Name of Activity – brief description of what you are working on</p> <ul style="list-style-type: none"> <u>ACE by ACE</u>  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. <u>Get Fit In the Forest</u>  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 	<p><u>Get Fit in the Forest</u></p> <ul style="list-style-type: none"> T & F, 5:30-6:30p About 16 parents and students enrolled combined 2 hours weekly Fall & Spring: Maricela Hernandez (Parent Volunteer) <p><u>ESL Classes</u></p> <ul style="list-style-type: none"> Fall: M, T & TR, 5:30-8:30p About 10 parents enrolled 9 hours weekly (HCC Instructor) Fall & Spring: M & T, 8:30a-1:00p About 15 parents enrolled 9 hours weekly Fall: Houston Community College 		
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	<p>Who:</p> <ul style="list-style-type: none"> Vendors and Independent Contractors are observed and updated monthly or as needed. Daily visits to activities to review student content, rigor and engagement <p>How:</p> <ul style="list-style-type: none"> Contracts and Insurance (if applicable) are being collected and filed Monthly Review of budget and expenses are being audited Daily attendance/ sign-in sheets are collected Daily data entry 	<p>environment and motivate and encourage each other through Zumba fitness classes.</p> <ul style="list-style-type: none"> <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. 	<p>Roshaun Holt (a.m. instructor)</p> <ul style="list-style-type: none"> Fall: Houston Community College Melba Rubalcava (p.m. instructor) Spring: (a.m. instructor) Melba Rubalcava (Vendor) <p><u>Karate Rank Test</u></p> <ul style="list-style-type: none"> TR, March 9, 2017 4:30-6:15p 30 students enrolled (Advanced & Intermediate) 30 Parents W 1:45-3:30p Spring: Vera Maxie & North Shore Mixed Martial Arts (Vendor & Independent Contractors) 		
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	<ul style="list-style-type: none"> Run routine TEA data reports <p>Professional Development (What kinds of professional development do you and your staff participate in & how often?)</p> <p>How:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Karate Rank Test The Karate Rank Test allows the Sensei to rank the students' progress and award them their particular rank belt. Parents and staff were invited to observe what the student has learned in the class and celebrate this success with them. 	<p><u>Study Hall & After-school Lab</u></p> <ul style="list-style-type: none"> M, T, & TR, 4:15-6:15p About 47 students enrolled Wed, 1:45-3:30p About 18 students enrolled 7.75 hours weekly Fall: Eddie Flores Spring: Marissa Guerra (Independent Contractor) <p><u>Online Drivers-Ed</u></p>		
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	<ul style="list-style-type: none"> During monthly meetings various PD sessions are offered to coordinators. TEA 21st CCL Workshops Opportunities to attend conferences <p>Staff Professional Development:</p> <p>Who:</p> <ul style="list-style-type: none"> 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. 	<p>College and Career</p> <p>Name of Activity – brief description of what you are working on</p> <ul style="list-style-type: none"> <u>Study Hall & After-school Lab</u> <p>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</p>	<ul style="list-style-type: none"> T & TR, 4:15-6:15p 24 students enrolled 4 hours weekly Fall: Eddie Flores Spring: Marissa Guerra (Independent Contractor) <p>Typing</p> <ul style="list-style-type: none"> M, 4:15-6:15p 10 students enrolled 2 hours weekly Fall: LaTonya Walker Spring: Brandon Broughton (Certified Teacher) 		
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	<p>This includes those teachers that are affiliated with ACE.</p>	<p>don't have computer or internet access at home and/or those students that have outside obligations once they leave campus.</p> <ul style="list-style-type: none"> • <u>Online Drivers-Ed</u>  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 	<p><u>Karate</u></p> <ul style="list-style-type: none"> • M, 4:15-6:15p • 9 students enrolled • W 1:45-3:30p • 42 students enrolled • 3.75 hours weekly • Fall: NSK, Vera Maxie & Jazmine Smith-Darks • Spring: Vera Maxie (Vendor & Independent Contractors) <p><u>Karate Rank Test</u></p> <ul style="list-style-type: none"> • TR, March 9, 2017 4:30-6:15p • 30 students enrolled 		
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		<p>guidelines.</p> <ul style="list-style-type: none">  <p><u>Typing</u> The purpose of the Typing/Keyboarding Club is to prepare students for the workplace by providing them with skills necessary for using computers competently. Students will be trained on the best methods to type quickly, accurately and with correct technique.</p> <p>Behavior Intervention Name of Activity—brief description of what you are working on</p> <ul style="list-style-type: none">  <p><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.</p> 	<p>(Advanced & Intermediate)</p> <ul style="list-style-type: none"> W 1:45-3:30p Spring: Vera Maxie & North Shore Mixed Martial Arts (Vendor & Independent Contractors) <p><u>Soccer</u></p> <ul style="list-style-type: none"> F, 4:15-6:15p 42 students enrolled 2 hours weekly <ul style="list-style-type: none"> Fall: Eddie Flores & Eric Williams Spring: Eddie Flores (volunteer), Marissa Guerra, Anita Prieto & Eric Williams (Independent Contractor) 		
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		<div><div>• Karate Rank Test</div><div>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.</div></div> <div></div>			
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		<div><div><div></div><div><ul style="list-style-type: none">• <u>Soccer</u></div><div><p>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.</p></div></div><div></div></div>			
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Northside Center

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
Human: -18 YES Prep certified teachers -2 Vendors providing services: -Harris Cnty Health Dept. -Houston Public Library -1 Assistant -5 Independent Contractors Targeting 100 Northside students and 40 Parents. Our target students are at-risk with non-at-risk students participating as a secondary tier. Support:	School Program Alignment: <ul style="list-style-type: none"> 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: Homework help – <u>Alignment:</u> Students work on the homework assigned to them during the normal course of school <u>Engagement:</u> teacher actively surveys the room and make sure students are left with no questions Pride Rock – <u>Alignment:</u> SPED students are able to receive additional and focused academic support from YES Prep teachers in subjects of their greatest need as	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. → Homework Help (30 students, 100 days, 100 hours) (certified teachers) Targeted number of students: 30; Days offered: during first	Improved Academic Performance <ul style="list-style-type: none"> Grades of regularly attending students will increase fall to spring. The number of Wallstreet 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.

<ul style="list-style-type: none"> ACE coordinator Jaime Tumer Griffiths *Program Director: Christa Queen- Sutherland *Operations Manager Bereket Worku as direct supervisor *Family Engagement Specialist Maria Maradiaga *ACE Advisory Council Curriculum: *Lesson & Activity Planning - All lesson plans are completed by the instructor and reviewed by the site coordinator to ensure quality and feasibility, as well as school day alignment. *All activities have activity worksheets 	<p>activities are aligned with school day</p> <ul style="list-style-type: none"> 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 extra curricular activities not yet provided by the school. For instance, Northside does 	<p>well as learn basic life skills</p> <p><u>Engagement:</u> certified teacher actively engages with small group of students to provide individualized support</p> <p>Enrichment:</p> <p>Sports Club: students are learning the rules and regulations of various team sports such as Basketball, Soccer and volleyball</p> <p><u>Alignment:</u> Focuses on healthy activity and the importance of physical exercise, especially important with such high obesity and diabetes rates in the community</p> <p><u>Engagement:</u> provides a fun way for students to get active</p>	<p>hour of many ACE clubs; during Wednesday rotation and athletic study hall (varies due to sports calendar)</p> <p>→ Pride Rock – (10 students, 18 days, 36 hours) (certified teachers) Targeted number of students: 10 Days offered: 1 day per week, 2 hours</p> <p>→ Sports Club (40 students, 18 days, 30 hours) Independent Contractor Targeted number of students: 40</p>	<p>of regularly attending students being promoted to the next grade level fall to fall</p> <p>Improved Attendance</p> <ul style="list-style-type: none"> Decrease the number of unexcused absences for regular attending students fall to spring. <p>Students' increased sense of engagement</p> <ul style="list-style-type: none"> Programming will increase the amount of participation in all school and service related projects fall to spring. Student surveys will 	
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<p>that provide the TEKS addressed throughout the activity curriculum</p> <p>*Afterschool programming utilizes all of YES Prep Northside's norms/values during our afterschool activities:</p> <ul style="list-style-type: none"> • Passion • Resiliency • Integrity • Discipline • Empathy 	<p>not allow many middle schoolers to participate in varsity sports. Therefore students gain exposure to fitness and sports through the ACE activities.</p> <p>Recruiting Participants:</p> <ul style="list-style-type: none"> • 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 	<p>Technology –</p> <p>students are allowed to increase their technological by playing online games and also learning how to create emails, code, and type quickly</p> <p>Alignment: taught by a YES Prep staff member, formed from a group of interested students.</p> <p>Engagement: students will increase their technological skills, preparing them for college expectations</p> <p>Craft Club: Students use website, Pinterest, in order to come up with craft ideas that allow them to express themselves creatively, artistically as well as mechanically.</p>	<p>Days offered: 1 day, Wednesday, weekly</p> <p>→ Technology (20 Students, 36 days, 36 hours) (certified teachers/independent contractors) Targeted number of students: 20 Days offered: 2 days, 2 hours</p> <p>→ Craft Club (15 students, 18 days, 36 hours) Certified teacher</p>	<p>show increase in students reporting increased positive responses to questions about “supportive relationships” “sense of belonging”</p> <p>Behavior</p> <ul style="list-style-type: none"> • Reduce classroom misconduct and marks earned • Reduce number of students on RISE <p>Graduation</p> <ul style="list-style-type: none"> • Increased family engagement 	
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	<p>accommodate all students who are interested.</p> <ul style="list-style-type: none"> The coordinator talks to students during lunch and after school to encourage them to drop in on a class to see what they're doing that day. The coordinator invites referrals from teachers to target at-risk students who have missed homework assignments or had behavioral marks. Family and student resource center prominently displayed in front office <p>Retaining Students:</p>	<p><u>Alignment:</u> This provides an opportunity for students to explore their artistic side even if not offered during the school day for everyone</p> <p><u>Engagement:</u> Students will be working on projects to take home with them and to showcase at a parent event every semester</p> <p>Cheerleading – students are able to learn cheerleading skills as well as have physical fitness exercises</p> <p><u>Alignment:</u> Students will learn basic cheers and routines in order to support and perform at various school functions and games. They will ground their work in dance routines and</p>	<p>Targeted number of students: 20 Days offered: 1, weekly, 2 hours</p> <p>→ Cheerleading (20 students, 36 days, 72 hours) Ms. Dale (certified teacher) Targeted number of students: 20 Days Offered: 2 Weekly, 2 hours</p> <p>→ Chess (10 students, 18 days, 36 hours) (certified teacher) targeted number of students: 10, days offered: 1 day weekly, 2 hours</p> <p>→ Coffee Club</p>	<ul style="list-style-type: none"> Increase the number of services provided to families Students' increased sense of engagement 	
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	<ul style="list-style-type: none"> 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 an additional survey about specific NS ACE activities early December 2016 to help plan Spring programming) Actively monitor attendance- when a student misses more than a week of programming, a 	<p>cheers in order to promote school spirit, pride and teamwork.</p> <p><u>Engagement:</u> Students will practice hard, exercise daily, and ultimately cheer at competitions and school games and events.</p> <p>Coffee club – High School students drink different styles of coffee and tea and read books and play structured games and converse with one another</p> <p><u>Alignment:</u> The club actively recruits high school students, who otherwise do not attend ACE. The club dives deep into relationships with themselves, other students, and the community as a whole, through peer</p>	<p>(20 Students, 18 days, 36 hours) (certified teacher) Targeted number of students: 20 Days Offered: 1 day, weekly, 2 hours</p> <p>→ Dance (20 students, 18 days, 36 hours) (certified teacher) Targeted number of students: 20 Days Offered: 2 days weekly, 2 hours</p> <p>→ Chess Club (10 students, 18 days, 36 hours) (certified teacher) Targeted</p>		
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	<p>phone call will be made home to ensure enrollment and discuss any concerns had by the student or parent.</p> <ul style="list-style-type: none"> Weekly check-ins with students to ensure that they are enjoying what they are learning after school. <p>Ongoing Monitoring:</p> <ul style="list-style-type: none"> Student surveys (districtwide surveys occur 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 	<p>conversations and games.</p> <p>Engagement: Students will see their individuality and self-worth, keeps students safe, and provides excellent mentorship opportunity with a certified teacher and with one another.</p> <p>Dance – students learn different dance genres and moves as well as have a chance to remain physically active</p> <p>Alignment: taught by a YES Prep certified teachers and contractors. This activity allows students to be active while experience and learning about dance.</p> <p>Engagement: students will be work towards a</p>	<p>number of students: 10</p> <p>Days offered: 1 day weekly, 2 hours</p> <p>→ Students and Words (15 students, 18 days, 36 hours) independent contractor</p> <p>Targeted number of students: 15</p> <p>Days offered: 1 weekly, 2.5 hours</p> <p>→ Computer Coding (15 students, 18 days, 48 hours)</p> <p>Certified Teacher</p> <p>Targeted number of students: 15</p>	<p>Graduation</p> <ul style="list-style-type: none"> Programming will increase the persistence rate for regularly attending participants. Programming will provide students with college-ready 	
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	<p>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.</p> <ul style="list-style-type: none"> • Parent meetings are held once per semester, to relay as much information as possible to parents, as well as to continue recruitment and retention. • Parents complete surveys two times per school 	<p>various performances throughout the year.</p> <p>Chess club – students learn the rules and strategies of playing chess, culminating in a competition against other schools</p> <p><u>Alignment:</u> Students are taught by a YES Prep certified teacher to strategize and think ahead, not just one move but planning for multiple moves, which research shows increases aptitude in other academic subject areas</p> <p><u>Engagement:</u> Students will compete against other YES Prep chess clubs in a chess tournament once per semester</p> <p>College & Career Readiness:</p>	<p>Days offered: 1 day weekly, 2 hours</p> <p>→ Robotics (12 students, 18 days, 36 hours) (certified teachers) Targeted number of students: 12 Days offered: 1, weekly, 2 hours</p> <p>→ Cosmetology (25 students, 18 days, 36 hours) Independent Contractor, Targeted number of students: 25 Days Offered: 1, weekly, 2 hours</p> <p>→ General Sports (25 students, 18 days, 36 hours) Independent contractor,</p>	<p>skills (technology)</p>	
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	<p>year and it includes ACE questions</p> <ul style="list-style-type: none"> Participant calendar reports are monitored to ensure activities maintain participation <p>Well-Structured:</p> <ul style="list-style-type: none"> Align all activities and leadership as close to the school's as feasible, which includes feedback from Northside's leadership team Monthly Site Coordinator meetings led by the Project Director. Additional collaborative time between all Site 	<p>Students and Words – high school students work together to complete a project based learning goal by addressing a campus or community need throughout the year</p> <p><u>Alignment</u> – high school students are led by a certified YES Prep teacher in a mentorship capacity to put their college readiness skills to the test by working together to address an issue. Skills and projects will be included in their resumes for college</p> <p><u>Engagement:</u> students will work in teams to create real ideas that will be implemented on school campus for the rest of the students to see and aspire toward</p>	<p>Targeted number of students: 25, one day per week, 2 hours</p> <p>→ ACExACE (5 families, 1 days, 5 hours)</p> <p>School Director, Operations Manager, College Counselors, Family Engagement Specialist, Independent Contractors, Community organizations</p> <p>Targeted number of participants: 40</p> <p>Days offered: 1,</p> <p>→ Parent Summit (40 families, 1 days, 5 hours)</p>	<p>Family Engagement</p> <ul style="list-style-type: none"> Programming will increase family engagement for afterschool activities and 	
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	<p>Coordinators and their supervisors, who are on the campus leadership team.</p> <ul style="list-style-type: none"> Coordinator sends staff weekly emails / notes to ensure alignment of afterschool with school day goals <p>Voice/Choice:</p> <ul style="list-style-type: none"> Parent and student surveys are utilized to provide feedback on all current and future activities offered, they are done every six weeks. <p>Qualified Personnel:</p>	<p>Robotics – students learn about STEM technologies and lessons, completing robotic kits and competing against other robotics clubs in the district</p> <p><u>Alignment:</u> taught by a YES Prep faculty member with a background in mechanics, this program shows students the basics of robotics and coding hoping to expand on traditional math and sciences courses</p> <p><u>Engagement:</u> provides hands on activity and a chance for students to visually see math and science at work</p> <p>Cosmetology – students learn how to create artistic hair and makeup techniques</p>	<p>School Director, Operations Manager, College Counselors, Family Engagement Specialist, Independent Contractors, Community organizations</p> <p>Targeted number of participants: 40</p> <p>Days offered: 1</p> <p>Improv: (20 students, 10 days, 20 hours)</p> <p>Certified teacher, targeted number of students: 20, Days offered: 1 per week</p> <p>Science Fair: (14 students, 14 days, 28 hours)</p> <p>Certified teacher, targeted number of</p>	<p>the campus overall</p> <ul style="list-style-type: none"> Programming will provide opportunities for students and parents to come together to work toward healthy lifestyles together <p>Behavior-</p> <ul style="list-style-type: none"> Programming will reduce the number of demerits that regularly attending students receive during the school day. 	
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	<ul style="list-style-type: none"> 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. <p>Ongoing Monitoring</p> <ul style="list-style-type: none"> Monthly Site Coordinator meetings led by the Project Director. 	<p><u>Alignment:</u> Students will learn beauty, health, and styling tips. They will cover one topic every week and teacher will do a demonstration with a student volunteer. The students will also discuss relevant issues like self-image, diversity, social media, peer pressure etc. that affect many teenagers in today's society.</p> <p><u>Engagement:</u> Students will apply the learned concepts on each other and discuss their opinions.</p> <p>Improv: Theater and improvisation club.</p> <p><u>Alignment:</u> Students increase their confidence and self esteem, which is part of the campus's core character values.</p>	students: 14, days offered: 1 per week		
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	<ul style="list-style-type: none"> Additional workshops 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 	<p><u>Engagement:</u> Students learn skills and techniques through theater. This club improves students' literacy and confidence which they display through performance throughout the year.</p> <p>Science Fair: Students work on projects that they can enter into an annual competition.</p> <p>Alignment: This club enhances students' STEM skills and problem solving skills to ready them for college and career success.</p> <p><u>Engagement:</u> Students engage in project based learning and work in teams to create projects that are competitive with other students outside</p>			
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	<p>teachers to ensure students' grades improve based upon ACE supports</p>	<p>of their school and district.</p> <p>Family Engagement:</p> <p>ACExACE: Parents and students are invited to attend a day long festival which includes workshops for parents for: workforce readiness, Zumba, resume/interviewing, and financial literacy, and students: pottery, karate, dance, cooking. There will also be over 20 community vendors providing information about free resources they offer. Dental and health screening and eye exams and immunizations will also be available.</p> <p>Parent Summit:</p> <p>Classes including university prep, dental screenings, and information to help parents provide</p>			
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		<p>college prep support for their students</p> <p><u>Alignment:</u> 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.</p> <p><u>Engagement:</u> parents will learn and participate in classes</p> <p>Library Visits: students and parents will visit the library where they will have project based learning around STEM activities, sign up for free library memberships, learn to utilize the resources of the local library</p> <p>Behavioral Intervention:</p> <p>Students and Words – Students who have</p>			
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		<p>had behavioral issues during school are given an opportunity to attend this club based on team work, building self-esteem, and self-awareness by working together to complete a project-based program throughout the year</p> <p><u>Alignment</u> – the campus leadership and ACE instructors have worked 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 athletics again</p>			
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Southeast Center

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Impact
<p>1. HUMANS</p> <p>*1 Site Coordinator</p> <p>*18 certified teachers</p> <p>*17 certified teachers</p> <p>*Patrick Adre</p> <p>*Jesse Martin</p> <p>*J'Qualin Williams</p> <p>*Terryann Davis</p> <p>*Charli Smith</p> <p>*Gerry Franco</p> <p>*Clayton Meadows</p> <p>*Annie McAllister</p> <p>*Erika Kang</p> <p>*Bina Dao</p> <p>*Sarah Hoffman</p> <p>*Ray Green</p>	<p>1. Center Hours</p> <p><u>After School Program Hours</u></p> <p>→ Monday, Tuesday, Thursday & Friday 4:10-6:10pm</p> <p>→ Wednesday 1:30-4:30pm</p> <p><u>Before School Programming:</u></p> <p>→ Tuesday, Wed, Thursday 7am-8am</p> <p><u>Hours & Weeks 2016-2017</u></p> <p>→ Minimum of 12 hrs per week</p> <p>→ Fall Session is 14 weeks.</p>	<p>1. ACADEMIC SUPPORT:</p> <p>*MS & HS Homework Centers-In this activity students will complete their homework and then play a variety of outdoor games like flag football, kickball, scavenger hunts, basketball, and other team building activities. Homework completion is the priority in this activity.</p> <p>*Environmental Club-In this club, students will learn various ways to preserve our planet and put forth efforts to create a more "green" community.</p>	<p>→ MS & HS Homework Centers</p> <p>→ Mon, Tues, Thurs, Friday 4:10pm-6:10PM</p> <p>→ Wednesday 1:30pm-4:30pm</p> <p>→ 225 hrs.(fall)</p> <p>→ 15 weeks</p> <p>→ 60 students</p> <p>→ Staff: alumni, independent contractor</p> <p>→ Environmental Club</p> <p>→ Thursday 4:10-6:10pm</p> <p>→ 16 students</p> <p>→ 30 hrs</p> <p>→ 15 weeks (fall)</p>	<p>1. IMPROVED ATTENDANCE</p> <p>*increased school day attendance for ACE students</p> <p>2. ACADEMIC PERFORMANCE</p> <p>*Increase tutorial attendance after school</p> <p>*Decrease wallstreet (negative consequence for middle school students that don't turn in homework)</p> <p>3. BEHAVIOR</p> <p>* Decrease WallStreet/ Detention</p>	<p>*ALL students graduate ready for college and career.</p> <p>*Increase family involvement.</p>

<p>*Sa rah Watson</p> <p>*Jeanine Pressley</p> <p>*Sa rah Warner</p> <p>*Va leri Bean</p> <p>*Ka itlin Joest</p> <p>*Jesse Smith</p> <p>*Aerial Kerr</p> <p>*Jessica Walcik</p> <p>*1 hourly Yes Prep Coaches</p> <p>-Dexter Webb</p> <p>-Joe Balderas-Alumni</p> <p>*6 alumni students (currently attending college)</p> <p>-Edward Ruiz</p> <p>-Anne Lopez</p>	<p>→ Spring Session is 15 weeks</p> <p>→ Summer session is 6 weeks.</p> <p>2. <u>PROGRAM</u> <u>ALIGNED AS AN</u> <u>EXTENSION OF</u> <u>THE SCHOOL</u> <u>DAY:</u></p> <p>*using SE school teachers and alumni to help with academic activities.</p> <p>*Activities emphasize enrichment opportunities</p> <p>*Yes Prep regular school day is academically strong and rigorous</p> <p>*Students receive ACE schedules</p> <p>* Students will be held accountable to same standards as the school day.</p>	<p>*AM Band Practice- Students that need more practice with their instruments will attend this morning band practices.</p> <p>2. <u>ENRICHMENT:</u></p> <p>*emphasis on enrichment due to YES Prep strong academic nature</p> <p>*AM Band Practice- Students that need more practice with their instruments will attend this morning band practices.</p> <p>*Southeast Steppers- In this activity</p>	<p>→ Certified teacher: J. Martin</p> <p>→ AM Band Practice</p> <p>→ Tu, W, Th 7am-8am</p> <p>→ 45hrs</p> <p>→ 15 weeks</p> <p>→ 10 students</p> <p>→ Staff: Jessie Smith</p>	<p>*Decrease marks/demerits</p> <p>* decrease student suspensions</p> <p>4. <u>PROMOTION</u></p> <p>*decrease retained students</p> <p>*Increase remediation support through the summer remediation camp</p> <p>*Increase promotion rates</p> <p>5. <u>GRADUATION</u></p> <p>*on-time graduation</p> <p>*Decrease credit recovery rate</p> <p>6. <u>INCREASED FAMILY ENGAGEMENT</u></p> <p>* increased attendance in parent monthly meetings WFA- Wizard</p>	
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<p>-Tania Moreno</p> <p>-Nina Kato</p> <p>Joe Balderras</p> <p>-Josh Kelly</p> <p>(a lumni aid in facilitating instruction for clubs as well as provide logistical support to the coordinator for behavior management and other operational needs during programming)</p> <p>*1 professional contractor</p> <p>- Maria Acosta</p> <p> </p> <p>*Currently serving</p> <p>-283 students</p> <p>-357 students</p> <p>-87 regular</p> <p>-130 regular</p> <p>Required: 100</p> <p>-44 Parents</p> <p>-45 Parents</p>	<p>*hall passes after school are used.</p> <p>*Students must be in ACE by 4:10pm, after that students need a pass from teacher or parents to excuse them.</p> <p>* Modified versions of school systems and upheld.</p> <p>*External staff is trained how to issue consequences based on campus systems.</p> <p> </p> <p>3. <u>RECRUITING PARTICIPANTS</u></p> <p>* Open to all students.</p> <p>*Recruitment kicks off with an info parent meeting.</p> <p>*Assess the number of interested students based on parent meeting attendance.</p>	<p>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.</p> <p> </p> <p>*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.</p>	<p>→ Southeast Steppers</p> <p>→ Tues, Th 4:10-6:10</p> <p>→ 30hrs</p> <p>→ 15 weeks</p> <p>→ 16 students</p> <p>→ Staff: J. Williams & J. Kelly</p> <p> </p> <p>→ Chess Club</p> <p>→ Mon, Thurs</p> <p>→ 4:10pm-6:10pm</p> <p>→ 60 hrs</p> <p>→ 15 weeks</p> <p>→ 35 students</p> <p>→ Staff: Bott, Adre</p>	<p>Family Association</p> <p>*Increase parent volunteers during campus events</p> <p> </p> <p>7. <u>Relationship Building</u></p> <p>*increase positive teacher/student interaction by the end of the school year</p> <p> </p> <p>*Stronger relationships between teachers and parents measured by the number of parents at open house, grade level meetings or campus wide events. Successful turnout is indicated by parent participation increase of 20% from previous year.</p> <p> </p> <p>* positive growth on student cultural surveys administered three times per year</p>	
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<p>Required: 40</p> <p>1. SUPPORT:</p> <p>*ACE Advisory Council- members are expected and encouraged to play an active role in supporting and promoting ACE programs.</p> <p>*WFA- Wizard Family Association (PTO Parent community) will provide parents additional opportunities for parents to be involved on campus happenings.</p> <p>*Student support Counselors -campus family engagement efforts</p> <p>*Christa Queen- Project Director</p> <p>*Maria Maradiaga- Family Engagement Specialist</p> <p>*Durand Research & Marketing Associates</p> <p>Community Partnership:</p>	<p>*Conduct a student activity fair during lunch</p> <p>*Administer student voice & choice surveys</p> <p>*Recruit during lunch time if necessary</p> <p>*power points to recruit students during homerooms</p> <p>*Prioritize referrals from counselors or dean of students</p> <p>*teachers recruit their own students and hold interest meetings for clubs they want to run</p> <p>*summer parent meeting for ACE participants</p> <p>4. RETAINING STUDENTS</p>	<p>*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.</p> <p>*Dance Company-In this activity, students will learn new contemporary, modern routines and perform at pep rallies or campus events. Students will have to try out for this activity.</p> <p>*Flag Football- Students that attend this activity will participate in scrimmages and learn the skills necessary to</p>	<p>→ Cheerleading</p> <p>→ Mon, Tue, Thurs</p> <p>→ 4:10pm-6:10pm</p> <p>→ 90 hrs</p> <p>→ 15 weeks</p> <p>→ 12 students</p> <p>→ Staff: C. Smith</p> <p>→ Dance CO.</p> <p>→ M, Tue, Thurs, Fri</p> <p>→ 4:10pm-5:10pm</p> <p>→ 90 hrs</p> <p>→ 15 weeks</p> <p>→ 12 students</p> <p>→ Staff: Davis</p> <p>→ Flag Football</p> <p>→ Tue, Th, Fri</p> <p>→ 4:10-6:10pm</p> <p>→ 90 hrs</p> <p>→ 15 weeks</p> <p>→ 20 students</p> <p>→ Staff: Franco</p>		
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<p>* Pasadena Police Department provides drug and alcohol awareness workshop for parents.</p> <p>* Ripley House</p> <p>* Workforce Solutions</p> <p>* United We Dream</p> <p><u>CURRICULUM:</u></p> <p>* Weekly lesson Plans for each activity</p> <p>* Activity plans will be submitted at the start of a club which outlines the lessons covered over the course of the club.</p> <p>* Academic support through homework club</p> <p>* Activities are aligned with school day curriculum</p> <p>2. <u>Campus Behavior Systems:</u></p>	<p>* Weekly attendance will be tracked and inputted into 21st</p> <p>* Student who reach 15 days will be celebrated with party as an incentive to reach 30 days</p> <p>* Students who reach 30 days will receive reward for becoming “regular” ACE participants.</p> <p>* Regular communication with grade level chairs on ACE students who need additional support.</p> <p>* Referrals from ssc (Student support counselor) were prioritized.</p> <p>* Parent surveys were administered.</p> <p>* monitor progress towards goals and make adjustments based on data.</p>	<p>play competitive flag football. Students will condition and practice with legitimate coaches. They will work closely with students, making sure they're always academically eligible and in good standing.</p> <p>* Art- In this activity students will learn art concepts and apply them in their weekly creations. Students will be introduced to jewelry making as an art form.</p> <p>* Ping Pong- In this activity students will learn the beginning concepts of Ping Pong and practice their skills. They will form mini teams within the group to practice competitively in</p>	<p>→ Art</p> <p>→ Mon, Tues</p> <p>→ 4:10pm-6:10pm</p> <p>→ 60 hrs</p> <p>→ 15 weeks</p> <p>→ 20 students</p> <p>→ Staff: McAllister</p> <p>→ Ping Pong</p> <p>→ Mon, Tues</p> <p>→ 4:10-6:10pm</p> <p>→ 60 hrs</p> <p>→ 15 weeks</p> <p>→ 12 students</p> <p>→ Staff: Meadows</p>		
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<p>*Passes are expected for all students during and after the school day if they are in the hallway.</p> <p>*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.</p> <p>*Detention- a consequence for high school and middle school students who receive 5 demerits or more.</p> <p>*Cross reference the detention list to ensure that students that have detention do not attend ACE.</p> <p>3. Communication:</p> <p>*ACE Parent mail outs and calls- an opportunity to connect with parents and update them on</p>	<p>*provide engaging activities with engaging staff.</p> <p>*train staff during orientation on classroom management and engagement tactics</p> <p>*fieldtrips for activities with consistent attendance</p> <p>*Summer fieldtrips</p> <p>5. VOICE/CHOICE:</p> <p>*student survey</p> <p>*students were able to choose/sign up for clubs during lunch and at Parent Info Night</p> <p>*Conduct focus groups</p> <p>* Administer student satisfaction surveys at the closing of each semester and make necessary adjustments.</p>	<p>preparation for the regional tournament.</p> <p>*Sister Squad- A club to empower, mentor and support our students of color.</p> <p>4. COLLEGE AND CAREER READINESS:</p> <p>*SAT Prep- Rising senior students learn SAT testing strategies; take a benchmark test and review areas needing improvement.</p> <p>*Girls Club- students will meet with staff weekly to discuss</p>	<p>→ Sister Squad</p> <p>→ Selective Days</p> <p>→ 15 students</p> <p>→ Staff: Pressley</p> <p>→ SAT Prep → Tues, Thurs → 4:10pm-6:10pm → 60 hrs → 20 students → Staff: Kang</p> <p>→ Girl's Club → Tuesday → 4:10pm-6:10pm → 30hrs → 15 weeks → 22 students → Staff: Joest</p>			
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<p>happenings, their students' progress or focus areas.</p> <p>*ACE webpage link found on campus website which is a medium used to communicate ACE related happenings and showcase activities.</p> <p>*ACE Resource tab in the Southeast staff website to make ace related happenings accessible to staff.</p> <p>*ACE bulletin board and parent resource center</p> <p>*Alert Find, school wide communication system</p> <p>*Cardstock- campus messaging system for staff and parents to use instead of text messages.</p>	<p>*attached voice & choice surveys to registration form</p> <p>6. <u>QUALIFIED PERSONNEL:</u></p> <p>*Yes Prep teachers undergo an extensive hiring process prior to employment.</p> <p>*Met with staff referred to me by campus leadership team</p> <p>*interviewed vendors about services offered</p> <p>*contacted vendor references</p> <p>*train staff during orientation on classroom management and engagement tactics</p> <p>*Saturday orientation for summer staff</p> <p>*purchased summer camp guide books</p>	<p>various topics like self-image, confidence, peer pressure, college readiness, self-defense techniques.</p> <p>5. <u>FAMILY ENGAGEMENT</u></p> <p>*ACE BY ACE- A community event for ACE families to receive a variety of community resources & opportunities</p> <p>*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.</p>	<p>→ ACE BY ACE</p> <p>→ Saturday</p> <p>→ 9/24/16</p> <p>→ 9am-1pm</p> <p>→ 4hrs</p> <p>→ 12 adults</p> <p>→ WFA</p> <p>→ 1st Thursday of every month</p> <p>→ 8am-9am</p> <p>→ 10hrs (fall & Spring)</p> <p>→ 40 adults</p> <p>→ Staff: Coordinator</p>			
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<p>*Parent Facebook Page</p> <p>*ACE Highlights in Parent monthly newsletter</p>	<p>7. <u>Progress Monitoring:</u></p> <ul style="list-style-type: none"> *weekly data entry *run routine TEA 21st data reports *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. 	<p>*Wizard Family Summit-Parents will attend this summit and partake in various workshops to be better equipped in supporting their students. There will also be a vendor fair that parents will be able to attend and gather information from community organizations.</p> <p>6. <u>BEHAVIORAL INTERVENTION:</u></p> <p>*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.</p>	<ul style="list-style-type: none"> → Wizard Family Summit → Nov 12th → 8am-1pm → 5hrs → 40 adults → Staff: SSC <ul style="list-style-type: none"> → Restorative Circles → Mon, Tues, Thurs, Friday → 4:10pm-5:10pm → 45 students → 60 hrs → 15 weeks → Staff: Certified Teachers <ul style="list-style-type: none"> → Men up Conference → Fall 		
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	<p>*staff logs student feedback weekly</p> <p>8. PROFESSIONAL DEVELOPMENT:</p> <p>*weekly check-ins with onsite supervisor</p> <p>*monthly check-ins with ACE Project Director and other Site Coordinators</p> <p>*TEA 21st CCL Workshops</p> <p>*attend national conferences once a year</p> <p>*YES Prep evaluations (Quarterly)</p> <p>*attend staff Professional Development once a month</p> <p>*bi-weekly check in with summer team</p> <p>*bi-weekly check in Family Engagement Specialist</p>	<p>*Men Up Conference - (behavior intervention seminar for boy students that struggle with behavior & emotional factors) Spring Only</p> <p>*Girls Conference- (behavior intervention seminar for girl students that struggle with behavior & emotional factors) Spring Only</p>	<p>→ 5:30-10pm</p> <p>→ 60 students</p> <p>→ Staff: Flores, SSC (Candace Daniel)</p> <p>→ Girls Conference</p> <p>→ Selected Date</p> <p>→ Spring</p> <p>→ 5:30-10pm</p> <p>→ 60 students</p> <p>→ Staff: Briz & SSC (Candace Daniel)</p>		
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Southwest Center

Resources	Implementation	Outputs - Activities	Outputs - Participation	Intermediate Outcomes	Outcomes
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<p><u>>Humans</u></p> <p>-17 Teachers</p> <p>-All ACE Academic clubs teachers carry a Teacher's Certification for Texas</p> <p>Lucia Laughlin</p> <p>Brian Chavez</p> <p>Kason Twitchell</p> <p>Cynthia Haskell</p> <p>Rachel Rucker</p> <p>Clarence Davis</p> <p>Madeline Williams</p> <p>Amanda Marquina</p> <p>Michael Pham</p> <p>Timothy Durham</p> <p>Rosa Gutierrez</p> <p>Melanie Renner</p> <p>Sydney Stegall</p> <p>Ann Kuhl</p> <p>Tim Tran</p> <p>Henry Garcia</p> <p>Deloise Tate</p>	<p><u>School program alignment</u></p> <p>-the same school day teachers are utilized, to lead ACE related activities after school.</p> <p><u>Recruiting participants</u></p> <p>-the 1st target population are low performing academically students.</p> <p>-the 2nd target population are average students who need social enrichment.</p> <p>-the 3rd target population are the high excelling students who need intense college readiness activities.</p> <p>-Parent Information Meeting</p> <p>-Grade Level/ Dean recommendations</p> <p>- ACE Kick-off</p> <p>- ACE Information brochure</p> <p>- ACE Information corner/wall</p> <p>-Target # (100)</p>	<p><u>Academic Support</u></p> <p>>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.</p> <p>> Creative Writing- This program will allow students to learn different writing techniques and styles, pre-writing for college applications.</p> <p>>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 opportunity to use computers to complete assignments in which they do not have access at home.</p>	<p><u>Homework Posse</u></p> <p>> (Mon-Thurs-2hr/weekly)</p> <p>> 10-30 student participation</p> <p>> Soaring w/Eagles Vendor</p> <p><u>Creative Writing</u></p> <p>> (Tues- 2 hrs/weekly)</p> <p>> 5-10 student participation</p> <p>> Katie MacMillian- Texas Certified teacher</p> <p><u>Library</u></p> <p>>(Tues/Thurs-2hrs/weekly)</p> <p>>5-10 student participation</p> <p>>Cynthia Haskell- Texas Certified teacher</p> <p><u>National Art Society</u></p> <p>>(Tuesdays-2hrs/weekly)</p> <p>>10-20 student participation</p> <p>>Lucia Laughlin- Texas Certified teacher</p>	<p>Improved Attendance</p> <p>a) Students will attend school on a more regular bases including after school activities.</p> <p>Academic Performance</p> <p>a) Increased in English speaking parents.</p> <p>Behavior</p> <p>a) Reduce the number of times students will receive Wall Street.</p> <p>Promotion</p> <p>a) Increase in students being promoted to the next grade level.</p> <p>Graduation</p>	<p>All students will graduate ready to attend college or move forward with a trade and/or career.</p> <p>Students will learn that education is a non-stop learning tool where they can experience a shift in thinking through academic clubs, exciting team building challenges, personal growth and character building through enrichment clubs.</p> <p>Students will also develop strategies to strengthen study skills, ease school stress, embrace leadership and increase test scores including the SATs.</p>
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<p>-Projected # (100)</p> <p>-Currently Servicing (177)</p> <p><u>6 Vendors</u></p> <p>-Houston Community College</p> <p>-Soaring With Eagles Afterschool Program</p> <p>-Private Writing Instructor</p> <p>-Private Fitness Instructor-Private Sports Administration teacher</p> <p>-Private Computer Instructor</p> <p>-GYRL Inc. (non-profit)</p> <p><u>Community Support</u></p> <p>- ACE Family Engagement Specialist</p> <p>-Advisory Council</p>	<p><u>Retaining Students</u></p> <p>-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</p> <p>-Parent Meetings to keep parents on track with the ACE mission</p> <p>-Recruitment Events</p> <p>- Make sure that students are enrolled into at least 2-3 clubs for consistent attendance days and maximum participation</p> <p>- Running weekly reports from Texas 21st system on which students are attending consistently</p>	<p>>The Einstein's Science Club- This program promotes STEM, and the advancement of technology in the 21st century.</p> <p>>Environmental Science- This program helps students learn about taking care of the Earth and helping their community while learning about some of the most important issues facing the world in the 21st century.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.</p> <p><u>Enrichment</u></p> <p>Art Appreciation-This program will allow enrichment for the school day art class, providing opportunities for students to practice different art</p>	<p><u>The Einstein's Science Club</u></p> <p>> (Fridays- 2hrs/weekly)</p> <p>>10-20 student participation</p> <p>>Rachel Rucker- Texas Certified teacher</p> <p><u>Academic Support Counseling</u></p> <p>>(Mon-Thurs-1 hr/weekly)</p> <p>>10-20 student participation</p> <p>>Various Texas Certified Teachers</p> <p><u>Game Stop</u></p> <p>> (Mondays-2hr/weekly)</p> <p>>10-15 student participation</p> <p>>Joshua Perez- alumni/vendor</p> <p><u>Magic Card Club</u></p> <p>> (Fridays- 2hrs/weekly)</p> <p>>15-20 student participation</p> <p>>Kason Twitchell- Texas certified teacher</p> <p><u>Thespians Club</u></p>	<p>a) Increase students to graduate with all the requirements mastered.</p> <p>Increased family engagement</p> <p>a) Increase family involvement by providing family enrichment classes to help family co-exist together in a positive environment.</p> <p>Adult ESL</p> <p>a) Parents will complete the course with increased readiness for enrolling in the GED program.</p> <p>Zumba Parent Class</p>	
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<p>-PTO (Maverick Parent) will assist in helping the parents engage in ACE related activities planned for the students and parents.</p> <p><u>Curriculum</u></p> <p>-Lesson Plans</p> <p>-Accelerated academic program (the curriculum on campus helps prepare the students to be college ready when they graduate)</p> <p>-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)</p>	<p>- Meet with students and parents who are not having consistent attendance</p> <p>- Have ACE students' parents enrolled in adult ongoing in activities</p> <p>-Attend Open house/ Academic Probation Night</p> <p><u>Qualified Personnel</u></p> <p>-all teachers have a teachers certification</p> <p>-interviewed vendors</p> <p>-all vendors have passed a background check/finger printing</p> <p>-testimonies from previous service recipients</p> <p><u>Well-Structured</u></p> <p>-Site coordinator observe activities for feed back</p>	<p>styles as well as learn about the history of art.>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.</p> <p>>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.</p> <p>>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.</p> <p>>Thespian Club- Students learn the rich history of the spoken word movement</p>	<p>>(Tues/Thurs-2hrs/weekly)</p> <p>>5-10 student participation</p> <p>>Keisha Diaz- Texas Certified teacher</p> <p>A 'Capella-</p> <p>> (Thursdays- 2 hrs/weekly)</p> <p>>10-15 student participation</p> <p>>Kason Twitchell- Texas Certified teacher</p> <p><u>Cooking-</u></p> <p>>(Fridays- 2hrs/weekly)</p> <p>>20-30 student participation</p> <p>>Soaring with Eagles-vendor</p> <p>Sports Knectic-</p> <p>>(Tues/Thurs- 2hrs/weekly)</p> <p>>10-15 student participation</p> <p>>Soaring with Eagles-vendor<u>My Sister's Keeper Girls Club</u></p> <p>>(Thursdays- 2 hrs/ weekly)</p> <p>>8-12 student participation</p>	<p>a) Parents will be able to use school resources to getting a start at living a healthier lifestyle through weekly workout classes and literature.</p> <p>Student's increase in social skills</p> <p>Student's increase in College Readiness</p> <p>Student increase in Vocational skills</p> <p>We have an emphasis on improved academic performance and attendance.</p>	
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	<p>-Daily schedule for operations and procedures</p> <p>-Staff meeting set aside to review any material or for clarification on any ACE related questions</p> <p><u>Voice/Choice</u></p> <p>-Verbal survey of students/parents</p> <p>-Students were able to choose/sign up for clubs during lunch</p> <p>-Parent Info Night</p> <p>-Initial club demos performed for students</p> <p><u>Ongoing Monitoring</u></p> <p>-Weekly check-ins with Ops Manager</p> <p>-Monthly meetings with Director and team</p> <p>-Daily data entry</p> <p>-Run routine TEA 21st data reports</p>	<p>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.</p> <p>>Photography- Students will focus on documenting school year events using technology and state of the art software. An external contractor will be hired to serve as a guide.</p> <p>>Journalism: The Maverick Chronicle This program is designed to give students a basic understanding of journalism and newspaper writing techniques. Students will write, edit, and layout nine issues of the school newspaper, both in print and in an online version as well as submit various news articles to local community newspapers. Students in this course do all the work</p>	<p>>Jela Simpson- Non Profit private contractor</p> <p><u>Maverick Event Planning—</u></p> <p>>(Tues/Thurs-2hr/weekly)</p> <p>>20-30 student participation</p> <p>>Brian Chavez- Texas Certified teacher</p> <p><u>Computer Lab-</u></p> <p>> (Tues/Thurs- 1hr/weekly)</p> <p>>5-10 student participation</p> <p>>Fransico Fuentes- alumni/college student</p> <p><u>CSI: Maverick Edition-</u></p> <p>> (Wednesdays- 1hr/weekly)</p> <p>>10-20 student participation</p> <p>>Soaring with Eagles, Inc.</p> <p><u>Adult ESL Class –</u></p> <p>>(Mon,Tues,Thurs-2hrs/weekly)</p> <p>>10-15 student participation</p> <p>>Houston Community College</p>	<p>We have less of an emphasis on increased sense of engagement.</p>	
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	<p>-Daily sign-in attendance sheets</p> <p><u>Professional Development</u></p> <p>-TEA 21st CCL Workshops conferences</p> <p>-YES Prep evaluations (mid-year and end of the year)</p> <p>-School staff has Professional Development every Wednesday after school</p> <p>-Yes Prep has content days monthly</p>	<p>for publication of each issue of the paper. Students will develop their writing abilities and editing skills by creating several articles for the school paper.</p> <p>>A 'Capella- This program promote contemporary a cappella music from around the world through education, recognition, and the creation of performance opportunities. They will also demonstrate leadership in innovating, 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.</p> <p>>Cooking- This program promotes students to learn basic techniques, strategies and perspectives on how healthy cooking is fun, creative and entirely doable. Students also get the camaraderie of cooking with a group and</p>			
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		<p>encouragement to try new and different recipes.</p> <p><u>Behavior</u></p> <p>>Sports Knectic- This program will develop competitiveness among the students that compete in tournament play with their peers that will have emphasis on skill development, fellowship, and competition. Karate- This program will teach students the hand techniques that involved hand-eye coordination, punching, the throws, falls, locks and grappling methods like Jiu-jitsu, body conditioning, discipline and teach students the mental skills to succeed.</p> <p>>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,</p>			
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		<p>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.</p> <p><u>College and Career Readiness</u></p> <p>>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.</p> <p><u>Family Engagement</u></p>			
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		<p>>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.</p>			
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B. Grantee Logic Model:

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	Outcomes
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<p>Human</p> <p>-8 Site Coordinators, with Bachelor's degrees, 8 returning from Year 3:</p> <p>Nahaira Briz (Southeast) (Spanish Speaking)</p> <p>Isamar Lopez (North Central) (Spanish Speaking)</p> <p>Paula Prince (Southwest)</p> <p>Shvonne Williams (East End) effective 3.29.17</p> <p>Ashley Long (Gulfton)</p> <p>Tiffany Hogg (North Forest)</p> <p>Jaimie Griffiths (Northside)</p> <p>Jazzminn Richey (Fifth Ward)</p> <p>-Coordinators who are not Spanish Speaking but have a large population of Spanish Speaking parents (Northside, Fifth Ward, Gulfton, North Forest, East End) hire assistants or independent contractors to help translate during parent meetings; they also rely on our Family</p>	<p>School program alignment</p> <p>-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</p> <p>-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</p> <p>-Coordinators have a site-based supervisor to ensure alignment with school day</p> <p>-Project Director meets with ACE supervisors 5 times per year to identify needs, address ACE support and alignment</p> <p>- Coordinators recruit YES Prep teachers to teach activities whenever possible in order to ensure school-day alignment as well as alignment with</p>	<p>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</p> <p>-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.</p> <p>Academic Support</p> <p>Homework Help</p> <p>Alignment: Students work on the homework assigned to them during the normal course of school</p> <p>Engagement: teacher actively surveys the room</p>	<p>All campuses will meet or exceed required number of regular students and adults as well as their required operational hours. Reports for both will be reviewed regularly (at least twice per semester 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.</p> <p>Parent Meetings</p> <p>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,</p>	<p>Improved Attendance</p> <p>-Reduce the number of students absent from the school day</p> <p>Academic Performance</p> <p>-Reduce the number of students given Wall Street (a YES Prep standard consequence given to students for failure to complete homework or follow instructions)</p> <p>-Increase the number of students who maintain or improve grades in 4 core content areas from fall to spring semester</p> <p>-Increase SAT scores</p> <p>-Increase number of students who meet or exceed their projected Common Assessment and STAAR scores</p>	<p>All students graduate ready for college and career</p>
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<p>Engagement Specialist to help translate documents into Spanish</p> <p>-Independent Evaluator: Durand Research and Marketing Associates (Roger Durand, Professor of Public Affairs at University of Houston)</p> <p>-YES Prep Staff: Approximately 100 certified teachers at 8 campuses leading ACE activities and 25 administrative staff providing support</p> <p>-Contractors: Approximately 85 independent contractors or vendor employees providing activity instruction</p> <p>-Students: Approximately 1900 students at 8 campuses in grades 6-12 enrolled in ACE</p> <p>-Parents: Parents of 1900 students involved in informational meetings, showcases, ongoing parent classes, and workshops</p>	<p>behavior and teaching expectations</p> <p>-Coordinators receive training on YES Prep's Teaching Excellence Behavior Management Cycle and utilize the same discipline system as the school day</p> <p>-Coordinators use the same underlying philosophies at each campus (such as the core values: tenacity, integrity, trust, action, and nexus at Fifth Ward)</p> <p>-ACE activities are focused on homework completion and accuracy, and supplemented with enrichment activities aimed at a need or gap</p> <p>Recruiting participants</p> <p>-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</p>	<p>and makes sure students are left with no questions</p> <p>Enrichment</p> <p>Arts & Crafts</p> <p>Alignment: This provides an opportunity for students to experience their artistic side</p> <p>Engagement: Students will be working on projects to take home with them and also display at the school increasing school and ACE pride</p> <p>Cooking</p> <p>Alignment: This activity incorporates science, nutrition, and math into measurements and cooking techniques</p> <p>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.</p> <p>Fitness/General Sports</p>	<p>instruction, support to students and families.</p> <p>Referrals</p> <p>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 or to support their social development.</p> <p>Homework Completion</p> <p>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</p>	<p>Behavior</p> <p>-Reduce the number of incident reports filed</p> <p>-Reduce classroom misconduct and marks earned (a behavior consequence standard across YES Prep)</p> <p>-Reduce number of students on RISE (a discipline system)</p> <p>Promotion</p> <p>-Increase retention of students at YES Prep</p> <p>-Increase promotion to next grade</p> <p>Graduation</p> <p>-Maintain a high graduation rate</p>	
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<p>Support</p> <p>Grant Leadership</p> <p>-Project Director: Christa Queen-Sutherland (Bachelor's Degree, Juris Doctor Degree)</p> <p>-Family Engagement Specialist: Maria Maradiaga (Bachelor's degree, 10+ years' experience in nonprofits, community resources) (Spanish Speaking)</p> <p>-Director of School Operations: Madison Fagan (Bachelor's degree, 4 years school operations management experience)</p> <p>ACE ADVISORY COUNCIL led by Family Engagement Specialist</p> <p>Community members, YES Prep staff (home office and campuses) and parents to form (4) committees (Student Activities, Family Activities, Advertisement and Sustainability, Community Partnerships)</p>	<p>needs, or other at-risk factors, from deans, principals, grade level chairs, college counselors, or student support counselors</p> <p>-Additionally, all coordinators review annual needs assessments of their campuses, which are system wide surveys conducted by YES Prep of every students and results are broken down by campus, demographics, grades, etc</p> <p>-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.</p> <p>-Informational flyers sent home to all students in both English and Spanish</p> <p>-ACE Resource Center on each campus advertises</p>	<p>Alignment: Focuses on healthy activity and the importance of physical exercise, especially important with such high obesity and diabetes rates in the community.</p> <p>Engagement: provides a fun way for students to get active. Also, middle school 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</p> <p><u>College and Career Readiness</u></p> <p>SAT Prep</p> <p>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 or Khan Academy</p>	<p>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.</p>	<p>Increased family engagement</p> <p>-Increase the number of ACE parents attending activities</p> <p>-Provide at least one ongoing activity/class each semester</p> <p>-Create a Family Resource Center</p> <p>-Improve and align services between ACE and Student Support Counselors</p> <p>-Increase parent satisfaction with school</p> <p>Students' increased sense of engagement</p> <p>-Increase number of students who report school satisfaction</p> <p>-Increase number of students who feel a connection to a teacher/staff person</p>	
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<p>YES Prep Staff / ACE Advisory Council Members</p> <p>Recy Dunn (VP of Operations)</p> <p>Christa Queen-Sutherland (PD)</p> <p>Maria Maradiaga (FES) (Spanish Speaking)</p> <p>Frida Rodriguez (YES Prep Mgr. of Community Engagement) (Spanish Speaking)</p> <p>Madison Fagan (Director of School Operations)</p> <p>Regine Dunn (Grants Manager)</p> <p>YES Prep Parents / ACE Advisory Council Members</p> <p>Laura Leija (North Central) (Spanish Speaking)</p> <p>Normal Hernandez (East End) (Spanish Speaking)</p> <p>Rocio Gamez (East End)</p> <p>Tamalisa White (North Forest)</p> <p>Community Partners / ACE Advisory Council Members</p>	<p>activities and information to parents</p> <p>-Minimum of one parent meeting is held per semester for information, expectations communicated, registration</p> <p>-Coordinators make announcements during lunch, grade level meetings, etc. and meet with students during lunch, office hours</p> <p>-Coordinators share information with teachers at Professional Development so they can recruit or refer students and answer questions</p> <p>Retaining Students</p> <p>-Hold focus groups of students and survey students in ACE about programs and activities they like and don't like</p> <p>-Using Texas21st data, see what activities have consistent attendance and monitor those more closely that do not</p>	<p>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.</p> <p>Robotics / STEM</p> <p>Alignment: Students who plan to enter a STEM field and major in college are recruited for robotics. This is an identified need by YES Prep College Initiatives as the area where alumni struggle the most in college</p> <p>Engagement: Students work in small groups and have a tournament against other campuses.</p> <p>Behavioral Intervention</p> <p>Popular behavioral interventions include karate, Girls Groups focusing on self-esteem, healthy relationships, bullying; Boys Groups</p>		<p>-Increase number of students involved in an after-school opportunity (through surveys)</p> <p>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 the guidance of the PRIME Blueprint for Texas ACE, YES Prep's program will focus on three components:</p> <p>1. Lead – focused on character education, discipline, and program management</p>	
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<p>Louis Moser (Reasoning Mind)</p> <p>Patricia Priego (MD Anderson Cancer Center) (Spanish Speaking)</p> <p>Facilities</p> <p>-8 YES Prep Campuses (all are adjunct sites for one another)</p> <p>-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)</p> <p>North Central will utilize Northside Karate, (11226 Veteran's Memorial Dr. Houston) and Stone Fort Camp, (14196 Texas 110 Whitehouse, TX)</p> <p>North Forest will utilize Barbara Jordan Park, 6400 Winfield Rd.</p> <p>Gulfton will utilize Baker Ripley Center, (6500 Rookin Rd. Houston) St. Luke's Methodist Church Gethsemane Campus</p>	<p>-Clearly communicating attendance expectations to students and parents in early information sessions</p> <p>-Using Texas21st data, see what participants are coming regularly and talk to those who are not</p> <p>-Talk to students who have stopped coming to ACE to understand why</p> <p>-Calls home to parents when attendance drops</p> <p>-Positive phone calls to parents when students are excelling</p> <p>-Attendance initiatives like goal setting trackers, rewards for high attendance</p> <p>-Parent surveys for satisfaction and improvement feedback</p> <p>Well-structured</p> <p>-Coordinators do not lead activities, they float between classes assisting with logistics and</p>	<p>focused on stereotypes, bullying, respect, etiquette, anger management</p> <p>Mentorship</p> <p>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 instructors are vetted and trained to ensure they are good mentors to each student. Also, some campuses have created 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. Further, some campuses have implemented a mentorship program within the student participants themselves, allowing upperclassmen to work as mentors to ensure appropriate behavior from younger students during ACE. This develops their own mentoring abilities</p>	<p>a. 10% decrease in the number of disciplinary referrals, including detentions and suspensions</p> <p>b. 80% of students, staff, and families will Agree/Strongly Agree on program-related survey questions</p> <p>2. Connect – focused on promotion and connection to opportunities</p> <p>a. 90% year-over-year persistence rate</p> <p>b. 40% of families of students participate in parent and family support services</p> <p>3. Achieve – focused on academic excellence</p> <p>a. 90% of students will meet STAAR passage goals</p> <p>b. 80% of students will meet their individual academic goals</p>	
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<p>(6856 Bellaire Blvd) and Houston Baptist University (7502 Fondren Rd) Southeast will utilize Beverly Hills Park (102011 Kingspoint Rd) and Cleveland-Ripley Neighborhood Center (720 Fairmont Pkwy)</p> <p>Financial</p> <p>-21stCCLC Budget: Total of \$1,678,791 divided among 8 campuses and home office administrative costs</p> <p>-Local Funds: Each campus supplements grant funds with supplies and materials, in-kind use of facilities, partnerships with athletics, college counseling, transportation/Operations and student support services</p> <p>-Title I Funds: are used to supplement parent activities and other student activities based on at-risk factors</p>	<p>monitoring implementation</p> <p>-Coordinators use observation rubric to provide instructors with feedback</p> <p>-Coordinators review lesson plans and meet with instructors to provide feedback</p> <p>- Project Director provides formal support via an observation checklist and feedback tool</p> <p>- Project Director provides informal support via phone, in-person, email</p> <p>Voice/Choice</p> <p>-Coordinators conduct interest surveys and focus groups with students</p> <p>-Coordinator has informal interactions with students to gauge engagement and get feedback on instructors (especially vendors)</p> <p>- Family Engagement Plan and updated needs</p>	<p>Family/Parental Support</p> <p>Activities vary by campus but include:</p> <p>ESL Classes</p> <p>Alignment: At all campuses, the majority of families are of Hispanic origin and many of our parents do not adequately speak English</p> <p>Engagement: provides English lessons to parents of ACE students in a safe environment where they can practice and progress through a curriculum preparing them for the workforce and in supporting their children in their academic pursuits</p> <p>Zumba Classes</p> <p>Alignment: obesity is a problem for our families. Zumba provides a fun, free exercise so parents can get active.</p> <p>Engagement: parents will learn and participate in Zumba classes</p>	<p>c. 55% of students will meet expected gains in Math and Reading on the Measures of Academic Progress (MAP) test</p> <p>d. 75% of seniors will score at or above 950 on the SAT (1600 scale)</p> <p>e. 50% of seniors will score at or above the national average of 1020 on the SAT (1600 scale)</p>	
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<p>TEA/Westat/Safal Partners</p> <p>-Technical Assistance Coordinator: Shanya Dean provides guidance via informal communications (Text, email, phone), as well as through formal reviews, site visits, assessments</p> <p>-Westat: Grantee attends required and voluntary webinars (evaluation, deliverables, technical training, etc), as well as professional development opportunities such as Project Based Learning</p> <p>-Safal Partners – Francis Jones from Safal Partners our contact for the annual Key Task Assessment</p> <p>Curriculum All instructors must provide lesson plans for each day the activity meets and an overarching unit plan per activity.</p>	<p>assessment are required annually and FES meets with Coordinator to design activities based on both</p> <p>Qualified Personnel</p> <p>-All 8 Coordinators receive midyear and annual evaluations</p> <p>- 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</p> <p>-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 Federal and State Compliance</p> <p>-Vendors are identified by fairs, referrals, and are thoroughly vetted by</p>	<p>Parenting / Life Skills Classes</p> <p>Alignment: parents and students must define and redefine their relationship throughout a youth's educational journey; they must also learn life skills to ensure they are as supportive as they need to be in supporting their children' through college</p> <p>Engagement: parents will learn various life skills, including home buying, nutrition, financial planning, parenting, computer literacy, and ESL to ensure they have the life skills necessary to support their students</p> <p>Advisory Council Quarterly Meetings: will be held to plan and identify opportunities to best support and enhance program offerings; will provide quarterly time to</p>			
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<p>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.</p> <p>All YES Prep courses are Advanced Placement aligned, therefore academic supports are based on AP curricula</p> <p>Other curricula utilized: Khan Academy, Region 6 Driver's Education, HCC ESL</p>	<p>interview and checking references. All vendors and independent contractors are fingerprinted and records are checked by YES Prep Talent Support</p> <ul style="list-style-type: none"> - 130 vendors and independent contractors - 100 YES Prep teachers - More than 12 YES Prep Alumni (either enrolled in or graduated from a college) 	<p>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 resource</p>			
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Evaluation of Logic Models

In this appendix section, the results of evaluating the above logic models, an evaluation conducted by Dr. Roger Durand, the external evaluator for this program grant, are presented.

Results of the evaluation

6. The logic model for the grantee and for each center was found to be consistent with and serve quite well the Cycle 8 program theory of action (noted above on page 1 of this appendix).
7. Each model was found to include a set of “conditioning factors” that influenced the program’s implementation.
8. The logic model for the fall term for the grantee and for each center represented quite well the program’s baseline resources, implementation practices, outputs, intermediate outcomes, and intended ultimate impact.
9. Each logic model, including that of the grantee, was modified for the spring term in light of changes in program resources, implementation practices, activities, and student and family participation.
10. Each model was also found to guide and improve program practices during the year.
11. Each logic model was found sufficient to guide the program’s final yearly process and outcomes evaluation. In particular each logic model was found to be crafted so as to enable a determination of fidelity of the program’s implementation to a respective model.
12. The logic model for each center enables well addressing the following five questions concerning program components –
 - Are the right resources present to implement the program?
 - Are the “best implementation practices” in place?
 - Are the program’s activities appropriate and well-implemented?
 - Are the program’s targeted students attending and engaged with program?
 - Are outcomes as intended and are they improving?
13. The logic models provide considerable evidence of the care with which the program was developed and implemented to meet the needs of targeted students and families. Here are some examples --
 - YES Prep centers have a substantial Latino/Hispanic population of ACE students who were targeted by the program. All of the centers either have a site coordinator who speaks Spanish. Those with a large proportion

of Spanish speaking parents hire an assistant or an independent contractor fluent in Spanish. Additionally, the program is assisted by a family engagement specialist whose first language is Spanish.

- As shown in the logic model for the grantee, the YES Prep ACE has an Advisory Council consisting of community representatives, parents, and YES Prep staff. The Council is chaired by the YES Prep ACE family engagement specialist. *As the external evaluator, I personally observed the council in action.*
- As shown in the models above, student retention in the program is an important matter that is facilitated by surveys of students and their parents. *As the external evaluator, I have examined statistically results of these surveys during the last two program years.*

Appendix B: Implementation and School Day Alignment (2nd Recommended Deliverable)

Second Recommended Deliverable: Interim Discussion of School Program Alignment

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

As shown by the evidence summarized in the table below, the regular day leadership team and ACE program leadership and staff have a decidedly strong, shared understanding of student needs. Further, such shared understanding is based upon a campus needs assessment that is shared between ACE and regular school day leadership and staff.

Table: Summary of observations, evidence, and evaluation assessment

ACE Site	Is there shared understanding?	Meetings of ACE staff and day school leadership (who meets?)	Are meetings regular ones?	Student needs about which there is a shared understanding
Fifth Ward	Yes	ACE site coordinator meets with school director grade level chairs, student support counselor, operations manager, and Dean of Students	Yes. They vary from weekly (with School Director) to monthly (all others listed)	Academic assistance; socialization; emotions (grief, anger); creativity.
East End	Yes	ACE leadership and staff meet with school Operations Manager, Dean of Academics, Athletics Director,	Regular and periodic meetings are held. For example, weekly meetings are held with between ACE Site Coordinator	Subjects include but are not limited to ACE status; regular school status; changing student needs; students'

		Deans of Students for both Middle School and High School	and Operations Manager. Frequent periodic meetings are held between the ACE Site Coordinator and the Dean of Academics, the Athletics Director and the Deans of Students.	behavior, including detentions; academic weaknesses.
Gulfton	Yes	ACE Site Coordinator meets with the school's Operations Manager, the school's Dean of Students, and the school's Athletic Director.	Weekly with Operations Manager; also there is periodic communication with the Operations Manager. Notes are communicated weekly with regular day staff. Emails are used for communication with grade level chairs.	Students' academic and behavioral concerns; needs of special needs students (SPED)
North Central	Yes	ACE Site Coordinator meets with School	Yes. Either weekly (e.g., with school director, school	Students' academic needs and achievement;

		Director and other members of the school leadership team, including the Operations Manager, Student Support Counselors, Parent Ambassadors, main office staff, athletic directors, and parent initiative coordinator, deans of instruction, and college counseling directors.	leadership team) or biweekly (e.g., Operations Manager)	classroom behavior; extra curricular needs
North Forest	Yes	The ACE Site Coordinator is directly managed by the Director of Student Support for the regular days school. The Site Coordinator meets with the school's Student Support Counselor. The	There is a "beginning of the year" meeting between the ACE Site Coordinator and the Director of Student Support. After that there is a regular, bi-weekly meeting between the Site	Areas in which there is excellence and ones in which improvement is needed. Targeted students' needs in academics and behavior. Enrichment and college readiness needs.

		Site Coordinator is a member of the Student Support Team which consists of the School Director, Director of Student Support, Deans of Students (middle and high school), Response to Intervention Coordinator and Behavior Specialist. The Site Coordinator is in communication with grade level chairs.	Coordinator and Student Support Counselor. Bi-weekly meetings are held of the Student Support Team of which the Site Coordinator is a member. Periodic meetings are held with grade level chairs.	
Northside	Yes	Program Director, Site Coordinator; School Operations Manager, and Family Engagement Specialist met at the beginning of the year.	Regular meetings are held twice per week	General student needs. Student scheduling problems. Incorporating culture for students into the program. Student behavior.
Southeast	Yes	ACE Site Coordinator is a part of the	Yes, quarterly. Additionally, the Coordinator	Students' academic achievement;

		school's program team (which includes the Dean of Students, Operations Manager, School Director, Dean of Instruction, Student Support Counselor, and Director of College Counseling). Coordinator services as a parent liaison (1 of 2) for the campus.	meets weekly as a parent liaison with other liaison.	general needs of students and families; social and behavioral student needs
Southwest	Yes	The ACE site coordinator is a member of the campus Operations Team reporting directly to the Campus Operations Manager who is a member of the regular school leadership team. The Site Coordinator's	Yes	Student absences and attendance, tardiness, academic grades, and general student needs; students and families in need of certain additional support

		office is located in the school's main office which allows for many informal meetings with school student.		
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Question 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?

When the evaluation team posed this question to them, all eight site coordinators responded affirmatively. None described any problems regarding a shared understanding regarding how to address student needs.

Below are some examples of shared understanding and agreement on the direction to be taken in addressing student needs:

East End:

One partnership that is working well is between the ACE Coordinator and the Athletic Director. A meeting with the Athletic Director and the Operations Manager at the beginning of the year established the continuation of ACE Study Club for athletes.

Another example was with the creation of a Spanish Honor Society and a Student Organization of LatinX. A shared understanding, including an understanding with teachers, of the needs of students helped establish both clubs, each with its own vision.

Fifth Ward:

There are several students in the TXACE Program who are on IEPs and 504 Plans. These students have special accommodations during the regular school day that continue into the afterschool program. Such accommodations include sitting at the front of the room, allowing extra time for homework help, or allowing a student to take a break when he/she gets overwhelmed. The program is viewed as an addition of the school day, and also as an integral part of the happenings on campus.

A Memorandum of Understanding was signed between the School Director and the ACE Project Director which outlines and clarifies the roles and responsibilities of the school and of the TX 21st Century ACE program staff.

Gulfton:

ACE was able to help fill in gaps in student learning and success through STAAR tutorials. These tutorials, targeting the 504 students with modifications, allow students to practice with the instructor on skills tested on the STAAR math and reading test. This course was formed after the Learning Lab teachers reached out to the ACE site coordinator about possible interventions.

North Central:

At a meeting involving the ACE site coordinator and the middle school and high school dean of instruction, a shared plan and course of action were developed for high school students who needed SAT test prep.

North Forest:

Teachers and Grade Level Chairs are encouraged to submit names of students monthly and the ACE coordinator contacts the families to set up a meeting to enroll the student in the program. Various activities that could assist in the student's growth academically, behaviorally, or socially are then scheduled for the student.

Northside:

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 in which the areas of programming focus are detailed.

Once per year, the campus conducts a 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.

Southeast:

The Dean of Students is responsible for providing the names of students who are academically most at risk based on common assessment results from the previous semester. This list is updated twice a year, and we utilize that data to recruit students for the ACE summer program. The student support counselors are responsible for providing student referrals for social or emotional needs based on behavioral data.

Southwest:

By means of a meeting with campus leadership, ACE found it beneficial to offer Homework Posse to students that were struggling academically. ACE has developed a library area for those who need to do additional research and to increase students' out-of-school reading time. This was done since originally there was no library on campus.

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

In the professional judgment of this evaluator, the activities at the sites are and were designed to reinforce mastery of academic learning objectives. However, the evaluation team also found that sites' activities frequently go quite far being mere reinforcement to include enhanced mastery and even the achievement of complementary learning outcomes. This is evident in the observational examples included below:

East End:

The ACE programs at YES Prep East End focus on making sure all activities hit their listed TEKS objectives. The academically focused clubs hit all their TEKS through the course of the year by involving the subject ideas to the club's agenda. Spanish Honor Society focuses on the Spanish culture and language to address those TEKS while Student Organization of LatinX addresses the historical and culturally relevant portions of Latin America. In addition to academic understanding, other general skills and TEKS are woven throughout the other programs. These skills include working with groups, organizing/prioritizing, and discipline. These "soft skills," which are vital to success in school, college, and career, can be seen, for example, in the recreational clubs, including Middle School Cheerleading, Dance, and Video Games. Lastly, the physically inclined activities such as Middle School Cheerleading, dance, and other sports focus on healthy aspects for maintaining good form. Proper workout plans, healthy eating, and avoidance of illicit substances is part of the overall club and is emphasized when needed.

Fifth Ward:

The TX 21st Century ACE Program on the Fifth Ward campus offers a morning study hall, with a certified YES Prep teacher for a minimum of two days a week. Each TX 21st Century ACE program activity consists of forty-five minutes to an hour of homework help before any enrichment activity. This time for homework helps to reinforce the TEKS learned inside of the classroom during regular school hours. Secondly, 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 activity worksheet.

Gulfton:

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.

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. GLOW targets girls to keep them involved in positive and productive activities as well as providing sex education to combat teen pregnancy.

North Central:

There are a variety of both academic and enrichment activities available to deepen students' understanding of the main subject areas. Students are actively participating in these activities with the purpose of building both academic and non-cognitive skills. The Home Economics and cosmetology clubs are tailored to resemble chemistry laboratory classes.

During ACE students are often placed in teams consisting of different students of various grade levels to develop their social skills. Working in teams assists each student to discover and develop leadership qualities.

North Forest:

All ACE activities require a unit plan and all lessons require a lesson plan that are aligned with one or more TEKS. 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 oneself and others.

Northside:

Activities taught by YES Prep teachers reinforce content mastery for students during their Homework Help portion of the afternoon. Additionally, the program provides Art and Technology activities every week that provide skills for students that they would otherwise not receive. A number of clubs in this program are an extension of objectives and, ultimately, enhance the overall learning environment.

Southeast:

ACE activities reinforce student mastery of academic learning. Activities are intentionally designed to support student needs. Lesson plans that incorporate TEKS are submitted for each activity. Center activities are also designed to increase self-advocacy in our students and instill effective best practices for homework. Other activities are also designed to complement the academic learning an example of which is the environmental club. This latter club is an activity where students use interactive and selected practical methods to promote a "greener" community.

Southwest:

All activities must provide an activity worksheet noting the TEKS addressed in the club. Southwest also has a sports club, among others, which focuses on nutrition and physical fitness TEKS.

Question 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? (Notice, please, that in the recommended guidance for grantees (p. 13 of Cycle 9), this question is framed somewhat differently. Since this grantee report is based heavily on the Centers' reports, we have chosen to use the question asked for each Center found on page 18 of the Cycle 9 guidance.)

As already noted earlier in this report section (see the table summarizing evidence in response to alignment “question a” above), there is communication – regular and periodic – between the ACE leadership and staff, on the one hand, and the day school leadership and staff on the other. To avoid needless repetition, that material will be presented here.

The evaluation team noted that this question specifically asks about communication concerning the ACE program *on a regular basis*. We think this is unfortunate since our knowledge of organizations, especially schools, leads us to believe that informal and periodic communications are frequently more effective and productive of program quality and of the meeting of students' needs.

The evaluation team concluded that there was regular communication about ACE between the program and day school leadership and staff.

Below are some observations and reported experiences particularly noted by the evaluation team:

East End:

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 are the primary means of communication. As noted by the evaluation team, the latter (emails) is a “lean communication medium” while the former two are consider “rich” communication channels (on these terms, refer to Guffey ME and Loewy D (2011) *Business Communication*. Stamford, DT: Cengage Learning, pp. 20-21.) We think that such complementarity in the richness of channels facilitates effective program communication.

Fifth Ward:

Yes, 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 ACE 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 kept informed.

Gulfton:

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

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. Also, staff and students are able to 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.

The evaluation team emphasizes the use of multiple channels at this site complementary in richness (see above) to insure effective communication and program management.

North Central:

YES. Communication with ACE staff and North Central staff is through a variety of media forms. ACE staff receives monthly emails with a calendar of ACE programming times and changes. ACE staff will also receive text message reminders at the beginning of every week if there are time changes. ACE staff also receives emails at the end of the month, reminding vendors and independent contractors to send lesson plans and invoices to the site coordinator.

The ACE Site Coordinator and Operations Manager hold weekly meetings to discuss school issues and how they can be resolved. The Operations Manager will then speak to the rest of the school Administration team and present any ACE issues. The site coordinator checks in with each dean

of students to make sure that both the High School and Middle School have enough opportunities for students and that programming is aligned with school day priorities for student needs.

North Forest:

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 are 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.

Northside:

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 was meeting the needs of the students.

Southeast:

Yes, ACE Coordinator and the campus' Operations Manager meet once a week for a check-in. An agenda is followed, timelines are incorporated and action-items are recorded. 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. The site 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. Last, the site coordinator meets with campus parent liaison weekly to ensure that family needs are being met and upheld.

Southwest:

Yes, all personnel, including regular school day leadership, communicate daily about the ACE program. ACE has a bulletin board located by the front office which lets parents know what is going on and a wall for the students. ACE programming information is listed on a Facebook page, transmitted via text message, personal phone calls and posted in a parent memo.

Question e: Do ACE program personnel and the regular school day personnel participate in shared learning experiences? (Note, please, that this question is not a recommend one for grantees to address; refer to page 13 of the Cycle 9 guidance. However, it is recommended to address this question for Centers; see page 18. Again, since this grantee report is based heavily on implementation practices at the Centers, referred to on page 22 in the guidance as the “critical point of service,” the evaluation team has chosen to address it here.)

The evaluation team found considerable evidence of shared learning and professional development experiences at each of the eight (8) YES Prep sites. Not only were such experiences found to be formal, but quite a number of informal and periodic ones were identified as well. As an example of the latter (informal and periodic), the site coordinator at Northside pointed out that external vendors were monitored continually and provided on-going feedback by the coordinator.

In the table below, observations and reported experiences with shared professional development are summarized by Center --

Center	Are there shared learning experiences?	Examples of types of shared professional development.	Formal learning, informal, or both? Regular or periodic?
East End	Yes	Campus professional development	Formal and regular
Fifth Ward	Yes	Effective teaching practices; behavior management; emergency protocols	Formal and regular; informal and periodic
Gulfton	Yes	Identifying child abuse	Formal and regular
North Central	Yes	How to create and execute lesson plans;	Formal and regular; informal and periodic

		diversity and inclusiveness	
North Forest	Yes	“Team Time” where ACE and regular day school personnel share experiences; logistics and campus improvement discussions	Formal and regular
Northside	Yes	Behavior management; how to review data on at-risk students	Formal and regular; informal and periodic
Southeast	Yes	Diversity training; campus systems; family engagement	Formal and regular
Southwest	Yes	Team building; review of student data; best practices	Formal and regular; formal and periodic

An important caveat: In discussing shared professional development, several site coordinators noted the difficulties of trying to share professional development activities between activity vendors and contractors, on the one hand, and regular school day personnel on the other. This appears to be largely attributable to scheduling conflicts and working hours.

These difficulties were expressed well by the East End site coordinator –

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 are 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.

Question f. Is there shared ownership of problems and solutions (i.e. regular day, ACE and community)? (Note, please, that once again this question is framed somewhat differently for grantees and for centers in the Cycle 9 guidance; compare pages 13 and 18. The evaluation team decided to address that on page 18, which applies to the Centers. This is because the Centers are the principal point of service for grantees.)

In general, the evaluation team found shared ownership of problems and solutions throughout the YES Prep ACE program. However, the team also observed and discussed with ACE staff the problem of engaging parents in after-school programs. Indeed, there appears to be a need for continued – and in some cases further – efforts to enhance parental involvement. *Of course, this is not a problem unique to YES Prep or to ACE.* Even affluent suburban districts with few at-risk students suffer the problem of a lack of parent engagement. Finally, there does appear to be something of a lack of shared problem ownership at the Gulfton site. At that site the Site Coordinator reported the following –

...campus administration will need to be creative in ways to hold students enrolled in the program accountable to attending on designated days. This responsibility should be shared among all leadership on site. Currently, while campus administration is made aware if students miss ACE, they [campus administrators] are not required to try to reengage students in ACE and most of that responsibility falls on ACE staff.

We recommend that the YES Prep program director look into this problem in the hope of correcting it in the future.

[End of Report]

Selected results of discussions with Site Coordinators –

East End:

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.... [An] example of shared ownership of problems and solutions is when ACE and the college counselors teamed up to provide the East End community knowledge and support on how to apply for financial aid. ACE worked with the college counselors on campus and an outside group (contacted by the college counselors) to host a Financial Aid night for seniors.

Fifth Ward:

...the TX ACE program is viewed an addition of the regular day. Problems associated with the TX ACE program are shared by the Program Coordinator, the School Leadership Team, and occasionally, club sponsors if necessary.... If a larger issue arises, such as drug paraphernalia, 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.

North Central:

Yes. For example, discipline policies are the same as the school day. If a student commits a minor infraction, the student will receive a demerit. Mild to severe poor behavior is immediately reported to the site coordinator by the instructor. In those cases, the site coordinator contacts the parents to let them know about the situation... There are some cases in which the parents will have a meeting with the site coordinator to discuss any alterations to the student's club schedule to correct the behavior.

North Forest:

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 and consequences 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.

Northside:

Yes. The campus Operations Manager works with the Site Coordinator and Project Director to troubleshoot problems and to make modifications to the program. The Operations Manager 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 reviews of behavior referrals and detention for homework incompleteness... Another example of shared ownership of problems and solutions was our ongoing challenge to get more parent engagement on campus. The Family Engagement Specialist was able to set up a three-day series for parents and students around health and wellness. This was a collaboration with the Harris County Public Health Department where they provided this workshop on campus: Hope for Health... The ACE coordinator, Student Support Counselor, Operations Manager, and Family Engagement Specialist are all working together to host a Parent Summit at the end of the month.

Southeast:

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 hall pass system. Our school director was noticing that there were a lot of students walking around after school without a pass which was a safety concern. To ensure the accountability of ACE participants, all ACE

students now wear ACE lanyards when walking the halls after school... 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.

Southwest:

Yes. Here on the Southwest campus we have MFA, which is Maverick Family Alliance. ACE has partnered up with this group to insure that the goal of family involvement with education is not merely to get families involved, but to connect important subjects for strengthening children's learning and development with the parent ... While the ACE Coordinator is on maternity leave this spring, the Operations Manager and Operations Coordinator have taken the responsibility of ensuring ACE continues to run smoothly during the ACE coordinator's absence.

Appendix C: Outputs: Activities and Participation (3rd Recommended Deliverable)

Appendix C: Third Recommended Deliverable: Interim Discussion 2 – Outputs: Activities and Participation

I. Introduction

In this section (Appendix) the results of a “discussion” concerning “outputs – activities” and “outputs-participation” at each of the eight (8) YES Prep ACE centers or sites is presented. The results presented are intended to describe the approach taken at each center according to the following independent evaluation guide:

Component 3: Outputs - Activities: Are program activities (intentional) appropriate and implemented with fidelity? How do you know, is there evidence?

- a. To what extent do the planned program activities match student’s needs?
- b. To what extent do the planned program activities match families’ needs?
- c. To what extent are mechanisms in place and data exists that informs program decision-making about the portfolio of activities?
- d. Do activity plans exist and are they reviewed?

Component 4: Outputs – Participation: Are the targeted students attending and engaged with the program (staff/activities)? How do you know, is there evidence?

- a. Are an expected number of students participating in each activity?
- b. Are targeted students participating in each activity (i.e., students in need of math assistance are in math tutoring)?
- c. Are participation rates (e.g., numbers of hours per week that students attend) at the expected level?
- d. Are mechanisms in place for assessing student/parent engagement?

The above guide was that recommended as a deliverable in the Cycle 9 guide (“Texas ACE Independent Evaluation Guide, Cycle 9,” page 21). However, the questions listed immediately above were identical to those in the PRIME Blueprint for Texas ACE – Appendix 21, page 12, for AY2013-14, the initial year for YES Prep’s Cycle 8 program. Accordingly, in this section the same questions are addressed as those over YES Prep’s grant period beginning in AY2013-14.

However, accompanying the original AY2013-14 guide was an “Interim Discussion Guide” to assist each ACE grantee, include YES Prep, in evaluating each center’s program and its performance in meeting the needs of students in its tailoring of activities and programming. (Parenthetically, the emphasis was on the use of fall term data in regard to activities and programming.) This Interim Discussion Guide presented steps to be taken, specific Texas 21st Century reports to be utilized, and more detailed questions to be addressed. Unfortunately, no such equivalent discussion guide was located for AY2016-17 by the Durand Research and Marketing Associates, LLC, evaluation team.

In the interest both of continuity and comparability of information over the YES Prep grant period from AY2013-14 through AY2016-17, the evaluation team opted to follow the original “Interim Discussion Guide” (i.e., that from AY2013-14). That discussion guide, then, is a principal basis of the results presented in this Appendix.

Other bases for the discussion results presented in this Appendix include the Texas 21st Century reports called for on page 21 of the Cycle 9 independent evaluation guide, site visits to YES Prep centers completed by Melvin Waits and Roger Durand of the Durand Research and Marketing Associates, LLC, evaluation team, and a review of a sampling of activity worksheets and lesson plans from the centers as well as an examination of YES Prep’s ACE Policy regarding such worksheets and lesson plans.

In what follows immediately below, the results of site coordinator responses to Interim Discussion Guide questions are presented initially for each of the eight (8) YES Prep ACE centers. Then, an evaluation summary is provided in response to the **Component 3** and **Component 4** questions found above in this Appendix. Finally, a concluding evaluation comment is provided.

II. Discussion of Results by Individual YES Prep Centers

Center C1: YES Prep Southeast

Answers to ACE Evaluation Interim Report Questions

A. Tx21st Center Report: Activity Attendance Percentage—Run for Fall 2016

This report shows all of a center’s activities organized into program component areas (academic, enrichment, family engagement, and career) with a quartile distribution range of the number of students/adults for that activity by number of program hours. This report provides information on the total number of hours spent on each program activity as well as which are most heavily attended. By adding the attendance hours in each of the component areas, the attendance in each area should provide perspective on the needs and interests of participants.

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.

Southeast had 16 activities, totaling 14,127 hours of programming.

48 % 4 activities- 6,800 hours- Academic Assistance

44% 9 activities or 6,250 hours- Enrichment

6% 1 activity or 926 hours- College Readiness

1% 2 activities or 151 hours- Family Engagement

7. Which component areas have highest emphasis? Why?

As ACE continues to intentionally align with Yes Prep goals and objectives, it is likely that Academic Assistance will be the leading component. At 48%, it represents the highest percentage of ACE programming hours. Although there is not a large variety in academic activities, the frequency in which they meet and consistency of such, contributes to the impact of the percentage. For example, “homework club” is an academic activity that meets daily, it is the only activity that meets every day at Southeast. Students that don’t enroll in more specified activities attend homework centers instead, for an opportunity to complete their homework and build positive peer to peer relationships. This component is continuously expanding at Southeast. ACE summer school also falls under this category. The Southeast ACE summer model supports academically low students with remediation curriculum in math, ELA and reading. The main purpose is to prevent summer loss in our students.

The second leading component is Enrichment, with 44%. There is a wider variety of Enrichment activities to choose from. They are led by campus teachers. Our teachers are well invested in campus culture and systems, thus reflecting consistent participation, high quality and engagement. Though the activities are categorized as “enrichment”, teachers utilize effective

tools of instruction to simultaneously incorporate academic components. Teachers designate the first 20 minutes of activity time to homework. They also monitor students' academic progress and hold students accountable through grade verifications. For example, the Southeast Steppers, an activity led by a teacher, conducts monthly grade checks of their participants. If a participant is failing classes, the participant will not be able to practice or perform, instead students will have to sit out and complete assignments to raise their grades. Enrichment activities are proving to be effective motivators for students' academic attainment and positive standing. It is also an indication that Yes Prep regular school day operates with such rigorous instructional focus, that investing in a broader enrichment program is necessary for balance.

The percentage to the College Readiness component is 6%. This component is typically low during fall semester since programs for this component are introduced in the spring and summer. During summer, there is an ACE internship for junior and seniors. This 6 week internship gives students an opportunity to increase their leadership and professional skills, with hands on training in excel, data collection, protocol development, youth advocacy, and mentoring and project management. Chemistry Booster is another example of college readiness activities covered in summer only.

At 1%, the Family Engagement component is the lowest representation. This is not an accurate representation of the degree of parental involvement at Southeast. The relationship between campus parents and ACE coordinator is a seamless, ongoing relationship. The coordinator runs the parent association for the campus and is the campus point person for family engagement opportunities. Roughly 70 parents attend the monthly meetings, and 80 % of those parents are ACE parents. Though the parent requirements were met early on in the fall, there is plans for more family engagement programming during spring semester. The coordinator is additionally part of the campus parent programming committee. The committee meets quarterly to collaborate resources and plan the two Wizard Family Summits. In these summits, parents will attend workshops and learn more about important family topic, they will also have an opportunity to receive free community resources. In the fall, the topics covered were drugs and alcohol. In the spring, the summit covered immigration services and resources.

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

Yes Prep Southeast is credited as one of the leading campuses in its district. The students are exposed with rigorous academic offerings during the school day. There are students that require additional academic and emotional supports in order to meet campus expectations. It is pivotal for ACE to align with campus goals and balance programming appropriately, to maximize student outcomes. For example, 30-50% of our incoming 6th grade students typically enter Yes Prep behind reading level. These students are identified in the beginning of the school year and recruited for ACE homework club.

Our campus demographic is predominantly made up of free-reduced lunch students. Research indicates that such students have limited exposure to culturally, enriching opportunities. Southeast ACE implements activities to bridge those gaps, and actively enhance awareness in our students and families. ACE is securing the development of the “whole” student.

A campus needs assessments is also conducted by campus administration each year. This the results of the assessment are utilized to prioritize campus goals and initiatives. The ACE coordinator is granted access to the results and adjust programming accordingly. For instance, students, staff and parents expressed discontent with the lack of resources with the current performing arts department. ACE was able to enhance school day electives by providing additional resources after school.

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

1. Wednesday Homework Club- Academic
2. Chess- Enrichment
3. Flag Football- Enrichment

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

Yes. Wednesday homework club is an effective activity and very beneficial to all stakeholders. Wednesday is an early dismissal day for Yes Prep. ACE provides supervision to students whose parents aren't able to pick them up so early. Thus resulting in high

numbers of participants. Students that attend this club are also completing their homework, regularly which supports the fulfillment of Yes Prep homework guidelines (on time, Legible, Complete, and Instructions upheld).

Chess is the second highest attended activity. This activity is led by a campus teacher, it is very well ran. Students are continuously engaged. Staff actively plans showcasing opportunities. The club attends district wide tournaments, and also hosts a charter chapter tournament. Students enjoy preparing for such events and attend practices regularly. The most successful activities are those that have frequent showcasing opportunities and culturally strong staff to keep students accountable.

Flag football was a very popular activity amongst high school boys in the fall. Since our high school does not have a traditional football team, students jumped at the opportunity to participate in a modified version of the sport. Flag Football only runs in the fall to align with the other athletic sports that occur in the spring.

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

Wednesday Homework club is available during both semesters. Chess increased their frequency to 2 times a week. Chess cannot meet too often because the staff is also a regular school day teacher and the middle school soccer coach. Meeting more than twice a week would compromise his overall productivity. Flag football met 3 times a week in the fall. Flag football only runs in the fall to align with baseball and soccer sports that start in spring.

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

1. Ping Pong Enrichment
2. ACE BY ACE- Family Engagement
3. Sister Squad- Enrichment

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

Ping Pong is the lowest attended activity. It also has the lowest number of participants enrolled. This activity is led by a campus teacher who did not invest in engaging participants. He did not uphold minimal requirements and therefore the attendance suffered. This activity was discontinued.

ACE by ACE is a family engagement activity. It is an activity coordinated by the entire ACE team across the district. The activity is a Saturday, off campus activity. Due to the logistics, participation is low yet expected.

Sister / Brother Squad is an empowering support group for our students of color. This club meets on selective days throughout the year. The Southeast campus has only a 5% African American population, therefore the Sister squad is a more intimate, smaller club. None the less, this club has been a force to be reckoned with. This club has made an impressionable impact on the lives of the students and the staff who lead it. The staff member is committed in making this a quality opportunity and submits exemplary lesson plans. Staff has coordinated fieldtrips and special events, making this one of the most influential clubs at Southeast. It is safe to say that when it comes to ACE clubs, it is the quality rather than the quantity.

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 assignments (Wall Street 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.

14. 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 negative impacts from participants, then the coordinator will make staffing adjustments to the activity. If the activity continues to show opposition to 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-Run for 2017

Page 4 Questions:

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

The bracket with the highest number of students is (1-9 days) which has 83 students.

16. 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.

The attendance graph for Yes Prep Southeast does not match the preferred. For Southeast, the bar graph starts with 83 students in the (1-9) bracket, then steadily trends downwards, the lowest brackets is the (80-89 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

extra curricular activities such as athletics, and tutorials throughout the school year. This graph shows that out of 357 students, 197 attend ACE at least 3 times a week. This participation approach allows ACE to intentionally craft quality programming that doesn't conflict with campus operations and caters to student availability.

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

According to fall data, 55% of students participated 60% of the time.

Coordinator will increase parent communication throughout the semester to improve the levels of participation. Cardstock is a school communication system that allows staff to send messages to a roster of students. Coordinator was issued access to this resource in spring and plans on utilizing this method to help with student retention, specifically during summer school.

As mentioned earlier, 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.

In addition, the 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.

C. Tx21st Center Report: Participant Attendance—Run by Center for Fall 2016

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.

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

Yes. The students most in need are the ones with the higher attendance. Out of the 130 students that have 30 days or more in attendance, 53% are middle school students. Middle school students are the identified most at risk students at Southeast. In addition, 18% of students with 30 days or more are seniors. This indicates effective alignment between program and college readiness efforts.

D. Tx21st report: Participant Activity Attendance Detail—Run by Center for Fall 2016

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. 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, seniors were prioritized by

PSAT scores when they were recruited for SAT boot camp. If student PSAT score was below 800 they were prioritized as high need for SAT boot camp, and encouraged to enroll before students with higher scores.

Activities that prioritize students by needs are closely monitored and communication with parents is frequent. Communication between facilitator and coordinator is also ongoing to ensure accountability with all parties involved.

21. 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.

22. 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 indeed involved in their student's ACE participation. 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.

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

Student consistency has improved from last grant year but there are still various areas that need to be strengthened. For instance, the coordinator will be more intentional in aligning campus family engagement efforts with ACE. ACE will also be more strategic when deciding the frequency of certain activities so that attendance can be more consistent and participants can become “regular” sooner. The coordinator will try to limit activities that only meet on selective days and encourage more frequent and regular meeting days. Overall, such activity attendance detail will be used for program planning, especially regarding activities by category.

Center C2: YES Prep North Central

ACE Evaluation Interim Report Questions

A. Tx21st Center Report: Activity Attendance Percentage—Run for Spring 2017

This report shows all of a center’s activities organized into program component areas (academic, enrichment, family engagement, and career) with a quartile distribution range of the number of students/adults for that activity by number of program hours. This report provides information on the total number of hours spent on each program activity as well as which are most heavily attended. By adding the attendance hours in each of the component areas, the attendance in each area should provide perspective on the needs and interests of participants.

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.

Year 3- Fall	Year 4- Spring
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Academic Assistance- 18% (159 total hours)	Academic Assistance- 7.4% (106 hours)
Enrichment- 60% (548 total hours)	Enrichment- 82% (1175 Hours)
Family Engagement- 16% (26 total hours)	Family Engagement- 1.3% (19 hours)
College and Career Readiness- 5% (129 total hours)	College and Career- 9% (128 hours)

7. Which component areas have highest emphasis? Why?

At 82%, enrichment represents the highest percentage of ACE activities offered at North Central. Our school has a high academic focus, and the enrichment components enhance the student's skills to take back to the classroom. For example, students in the Cheer 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. Homework help is one hour per 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 evidence 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 class 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 Athletic program to increase participation and commitment. There was also an increase in North Central Staff cooperation in the program.

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. From the beginning of the semester, I started Zumba classes, but I had to cancel due to low attendance. I found that ACE parents were more interested in doing financial literacy classes more than anything. I work closely with the Parent Family Association to keep a close relationship with parents and support them in different projects at school. Parents are the most important stakeholders because they are our biggest ACE advocates.

8. 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 my personal agenda 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 supported on our campus that is flourishing YES Prep-wide. For example, cheer and robotics are clubs that need to be fully encouraged because of YES Prep-wide competitions.

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

1. HS Cheer and Cheer Squad, Enrichment
2. HS and MS Drill Team, Enrichment
3. MS Flag Football, Enrichment

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

All three best attended activities are enrichment activities. HS Cheer and Cheer squad are the top attended activities and has been added to the ACE program to increase high school engagement and to support the Athletic department. The students are committed and audition at the beginning of the year in order to reach those students who are serious about the club. HS involvement is important at our campus because it builds culture and with cheer being one of the few chances that HS students are clearly seen as leaders. Having high school students in positions of leadership allows students in the middle school to be able to have positive role models and assist in the teaching of the certain club requirements.

MS Flag Football is for students in 6-8th grade. Students attend this club and learn the fundamentals of flag football. The athletic department has a competitive high school team and we filter our more experienced players to them when they reach the 9th grade. Students in this club are learning how to be self run and play football without experiencing the dangerous repercussions of the sport.

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

Each club this year is required to do an End of Year presentation or exhibition. This gives students a goal to work on and makes the teacher feel more responsible about the quality of instruction. The quality of the program starts from the type of instructor hired to run the club and how invested they are to the student's performance. ACE provides a variety of clubs that service different student needs from creating a safe space to be afterschool to developing highly competitive student athletes. Each club has different needs and my role is to find ways to support each student and instructor. The instructor's role is to give positive and constructive feedback to students to increase their development. I review and provide feedback to teachers once a week and do check-ins with instructors once a month to plan exhibition dates and to review progress on student projects.

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

1. Karate, Enrichment
2. Homework Help on Wednesdays and Fridays, Academic
3. HS Boys Step Team

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

These clubs are the lowest attended clubs because these clubs have gone through changes over the course of the fall and spring semester with either a change of instructor or a change in club purpose. Homework Help often competes with non-ACE tutorials for different students. Tutorials are a priority to our teachers, and often remove students from ACE. The karate instructor in the first semester was not up to par with YES Prep level of instruction, so we decided to go through an independent contractor. HS Boys Step team was a new club developed by a teacher that wanted to introduce the first all-male step team. This club was cut after several efforts to recruit students to participate. Karate is a low attended club; however, this club is kept because of a small group of students that show exceptional promise to compete at high levels in karate.

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

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 rationale 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.

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

I cancel a club when the instructor is no longer available or if there is a high inconsistency of student participation. For example, Zumba for parents was cancelled because parents stop showing up after two weeks of zero participants, and HS Boys Step team was cancelled because of lack of participation. Step Team boys were also committed to soccer and they would have to leverage their time between the two groups.

Karate is the exception to the above conditions because there is a small group of students that are committed to the club. I decided to keep the club if possible because parents have asked me on several occasions to continue the program for her students because she clearly sees an improvement on their student's behavior and attitude. This small group is committed and shows great promise.

B. Tx21st Student Report: Student Attendance Percentage-Grantee Level (you will run yours for your center only)—Run for 2016-17

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 with the highest number of students is 1-9, which has 84 students and the 10-19 range with 67 students.

17. 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 North Central goes from the 1-9 as the high and the 90-99 days the low. ACE at North Central services all of our students. Some clubs (chess, board games, robotics, karate) are once a week clubs to accommodate for their involvement in athletic sports or student organizations. Since these clubs are once a week, these students are fully aware of their commitment and consistently show up for their preferred club.

It is important to note that the after-school bus was discontinued at the end of fall semester the previous year because only 5 students/day were consistently using the bus service. This also limited the number of students who were one day attenders who rode the bus for their one club. This year there have been zero complaints about the bus. There will be a bus provided for summer camps because of the early dismissal.

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

Based on fall attendance, 17% of students attended ACE 60% of the time. There was inconsistency of quality instruction due to constant instructor changes at the beginning of the year, which I believe to be a large contributing factor. One of North Central's campus strategic goals 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 after school 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 strategize an effective program.

Establishing a strong ACE team will also be 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 with the number of students in each class. 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.

C. Tx21st Center Report: Participant Attendance—Run by Center for 2016-17

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?

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 infrequently. Students who were referred by student support counselors or deans of instruction are students that 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. It is important to note that North Central ACE students were not given a specific number of days they needed to attend per week to allow extracurricular flexibility. I am still learning more about the students, and identifying their needs will take time. I am going to have to work with the deans of instruction to see any academic programming overlap. Next year, I would like to replace non-ACE Wallstreet to ACE and to merge it with Homework Help to create a more positive, productive environment for students than simply detention (Wallstreet).

Cheer and Dance are 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 quality student performances. Student performers need to increase their frequency in club times because they more they meet the more time they can focus on technique. These two clubs are special because most students should have years of training before joining. This year was the first year that the students could compete in quality competitions. BY having highly competitive cheer and dance teams, these program can become sustainable and supported by the administration once the grant is gone.

D. *Tx21st* report: *Participant Activity Attendance Detail*—Run by Center for Fall 2016

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?

Each student has an activity schedule they select from their application 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 required to attend a club, and the instructor then alerts me if a student misses and about their progress.

21. 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. This year, the need of the students and teachers formed clubs. Teachers wanted certain clubs because a group of students wanted to have the clubs. 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 of our students overlap with different sports.

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

Yes. Parent 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. Parent can refer to the personalized schedule given to them at the beginning of the year, but I cannot force a student to attend the club they originally selected.

This is an area of improvement because communication with parents is the most important factor of the site coordinator's position. Next year I will use my meetings with grade level chairs to identify students who need to be in tutorials, so all parties are aware of student's location.

At the bottom of the application for enrollment parents are given the opportunity to voice which club they would like to see the next semester. If enough people are interested, then I find a way to develop the program.

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

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. 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.

Center C3: YES Prep Southwest

ACE Evaluation Interim Report Questions

A. Tx21st Center Report: Activity Attendance Percentage—Run for Fall 2016

This report shows all of a center's activities organized into program component areas (academic, enrichment, family engagement, and career) with a quartile distribution range of the number of students/adults for that activity by number of program hours. This report provides information on the total number of hours spent on each program activity as well as which are most heavily attended. By adding the attendance hours in each of the component areas, the attendance in each area should provide perspective on the needs and interests of participants.

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: 5 activities = 3,865 hours = 28%

College Readiness: 3 activities = 2,089 hours = 17%

Enrichment: 6 activities = 2,870 hours = 33%

Family Engagement: 4 activities = 542 hours = 22%

7. Which component areas have highest emphasis? Why?

At 33%, Enrichment represents a great portion of programming out of the four components for Southwest. When developing programming for this year the Site Coordinator thought about activities that would help students achieve success in an academically fun filled environment that would also be able to help students develop a strong sense of social skills. This year we had most of the students select 2 activities from different components so they could receive a variety of benefits. Initially, Southwest has a high academic focus, to where more enrichment programs are needed 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 great portion of the ACE students on a 1 on 1 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 an African American.

8. 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 scheduling. These include Homework Posse, Magic the Gathering, A' Capella, Computer Lab, and Thespian just to name a few. ACE also provides Southwest with an afterschool library since the school does not have a school library on campus. This provides an area for students to have access to use additional resources for homework assignments.

Students came to me voicing that they would like to have an ACE Computer Lab before school. Since students voiced what they wanted and needed ACE could provide this for the students. The Computer Lab was created for students who needs to complete computer homework that do not have access to a computer home. This club has become a priority for our campus because it allows students not feel at a disadvantage. Its is also used as a quiet work space in the morning time prior to the beginning of the school day.

9. Enter the names of the 3 highest attended activities (choose the 75-100% category).

1. Cooking
2. Maverick Event Planners
3. The Einstein's Science Club

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

One of the biggest yields for students who are in Cooking is that they get to work on multiple skills that can enhance their personal academic area such as Math and Reading, as well as building on to their listening skills. Building on to these skills help with their day to day skills within the classroom and helping them become a stronger student and person. In order to have a great cooking product you have to read the directions, follow

them, and use the correct ingredients. Just like being the classroom in order to be a successful student you have to listen to the teacher and execute her directions.

The Science Department and ACE teamed up to serve our student with a greater love for science with ongoing academic support afterschool. With the increased academic standards, and our mission to provide students with the tools needed to graduate and an equal opportunity to attend a two- four-year college/university, ACE added this new partnership program to aid in the academic success of our students interested in STEM.

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

Cooking is tending across the district as being a very popular program. As being the coordinator I compared the attendance days across the board for the Southwest campus and seen where Fridays had a low percentage of attendance. For the ACE program to be successful every day I had students take a survey in what would be the best day to offer cooking. And of course, Friday was the ultimate pick. Friday was a great pick because it is offered when students rarely have assignments to complete.

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

1. STAAR Study Help
2. Writing without Boundaries
3. My Sister's Keeper

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

The STAAR Study Help was designed for a small population of students who did not pass the STAAR test and need extended time after school to go over testing material. Because of their specific academic needs, these students require a smaller intimate setting where students can have one on one direct help to be successful. The Writing without Boundaries was also designed for a small but dedicated group. This group as well receives 1 on 1

help to enhance their writing skills for college testing and applications. All the groups that have a small percentage rate is due to the clubs having a small attendance roster.

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

When club are low in participation below 10 members for an activity, I speak with the parents, teacher, and students who originally signed up for the club. When up with a conclusion on why students not attending 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. When student attendance gets low, 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 100% of the time. Some other strategies have been reaching out to homerooms, parent letters, posters, and also attendance contracts. Another major strategy that I use when attendance numbers are low would be to replace the club with another club. Sometimes the students do get bored and need another activity is needed 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 experience in a more controlled environment.

15. 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 bases the Coordinator evaluates if the club will be a success or if you need to alter the curriculum or retrain the teacher. In some cases, it is important to weigh the options, taking into consideration the contract with the vendor. With school day teachers, it is possible to cancel or alter the curriculum

as opposed to a vendor who has a contract. 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 2016

Page 4 Questions:

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

10-19 days is highest number category of attendance with 46 students.

17. 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 90-99 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.

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

Forty-percent of students participate more than 60% of the time. Even though this is a high number, in order to increase this number Southwest would need to require a two-club minimum that students must sign up for per week. Meanwhile, numerous students join the ACE program to become a part of a specific program and specialize 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 to home are made to parents about the programs expectations has been a great success as well as having highly attended clubs changed to different days for better attendance.

C. Tx21st Center Report: Participant Attendance—Run by Center for 2016

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?

There are an array of students that have a need in different areas that are not benefiting from ACE like they should because of their attendance numbers. One consideration is that individual teachers offer tutorials for their

specific subject matter, and that takes precedent over ACE. Sometimes this can become an issue and cause low attendance numbers for ACE programming. ACE has put in place Academic Support Counselors to balance the gap between the regular day teachers and ACE teachers to make sure that students are ultimately gaining success from both programs.

D. Tx21st report: Participant Activity Attendance Detail—Run by Center for Fall 2016

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 in 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?

As part of a major recruiting tool student schedules are made by the parent and student for their individual needs academically and their individual likes and interest. Some activities are designed for a specific group of students. For example STAAR Study Help caters to our students who have not passed the STAAR test and they are referred 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.

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

As being the campus ACE Site Coordinator I am responsible for managing activities that meet the needs of specific 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 programming.

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 tutorial classes before ACE programming.

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

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 basis. 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.

Center C4: YES Prep East End

ACE Evaluation Interim Report Questions

A. Tx21st Center Report: Activity Attendance Percentage—Run for Spring 2017

This report shows all of a center's activities organized into program component areas (academic, enrichment, family engagement, and career) with a quartile distribution range of the number of students/adults for that activity by number of program hours. This report provides information on the total number of hours spent on each program activity as well as which are most heavily attended. By adding the attendance hours in each of the component areas, the attendance in each area should provide perspective on the needs and interests of participants.

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- 10% (329.50 total hours)

Enrichment- 85% (2,973 total hours)

Family Engagement- 1% (23 total hours)

College and Career Readiness- 4% (142.5 total hours)

17. Which component areas have highest emphasis? Why?

At 85.% this spring 2017, enrichment represents the highest percentage of ACE activities offered at East End. During the normal school day, the strong academic structure and expectations at YES Prep leave limited room for enrichment studies. As such, a majority of the enrichment activities encompass different fields of study, such as art, music, dance, and a variety of sports that students would otherwise miss. This was determined to be the case after a needs assessment that included input from the school, students, and parents. In addition, unlike most of the other activities, these enrichment activities tend to be scheduled multiple times a week with more hours to allow for dedicated practices such as if the club will be entering a competition or if students will be practicing before the season starts. As shown throughout the years, the classes with the most emphasis on academics, career exploration or college preparation are usually attended by less students and with less frequency, even with support from the school. This is mainly due to career and college information already being disseminated during the regular school day and because of the strong academic structure in place. This year, ACE at YES Prep East End continued to incorporate these skills and lessons through the enrichment-based activities and providing creative new opportunities for academic/career exploration/college preparation that could still engage students. ACE is a voluntary program that must focus on providing exciting and engaging activities for students, while still providing academic support. Incorporating multiple components within an enrichment activity helps maintain attendance and ensure students are receiving the support they require. When possible, clubs provide time for homework either at the beginning or end of the club session and all clubs emphasize to complete homework beforehand or to work when the student returns home. This is especially important for the sports activities since those students need to develop the homework discipline if they plan to continue in the future with the school's athletics department and abide by athletic guidelines.

That said, new and prior activities are continually adapted to incorporate academics and college readiness into the afterschool time. Athletics Study Club is designed for athletes to attend when practices are held in the evening and provide those students space, time, and laptops to do their homework/studying. Another activity that is added several times a school year is English/Math Booster. When students begin to do poorly in their academics, the school works with ACE to establish a booster ACE activity that help the students address their specific needs. With the help of several teachers, ACE at YES Prep East End also began the Spanish Honor Society club along with the Student Organization of LatinX that both delve into academics, college readiness, and career exploration. Both clubs work on events and activities throughout the school and provide leadership opportunities for those students. Writing Club, a club that focused on poetry and short stories last year, was adapted this year to focus on journalism in light of the election coverage and, with school support, sends out newsletters throughout the year to all students. Collaboration with the school is key to helping develop activities that provide amazing opportunities for students and has thus far proven incredibly effective on our campus.

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

ACE activities are structured, in a large part, by campus priorities. These priorities are set at the beginning of the year and are based on student surveys and academic/behavioral data that school administration provides. A recurring theme communicated by students at East End focused on the lack of extra curricular activities (enrichment) offered through the school, especially sports.

The site coordinator and school leadership team worked together to strategize activity selection for the 2016-2017 school year ACE program in order to meet this campus priorities and improve student body opinions around extra curricular activities. While mostly an independent process, the leadership team provides input on possible considerations to make. The leadership team consists of the School Director (SD), Dean of Students for Middle

School (DoS - MS), Dean of Students for High School (DoS - HS) Director of Academics (DoA), Director of Student Support (DoSS), Operations Manager (Ops), Athletic Director (AD) and Grade Level Chairs (GLCs). Meetings are held at the start of the semester and as needed throughout the year on a one by one basis with the ACE Site Coordinator to discuss any changing needs. An example of changing student needs comes in the form of academics, when the DoA noticed a dip in the grades of students and worked with ACE to develop a Booster club to help those specific students. English Booster was created as a result this year with ACE supporting the activity when it was held afterschool.

Last school year, the disciplinary structure for middle school students was changed to better tie in to the high school disciplinary structure. In anticipation of increased infractions by students, the activity, "Reflect for Success" was developed by the ACE coordinator and the previous DoS-MS to target students who received multiple disciplinary marks against them (middle school students being the main population). "Reflect for Success" follows a similar structure to detention but allows for more reflection and conversations between the instructor and the students in an effort to help them make better choices. Starting this school year, 2016-17, the DoS - MS and the ACE Coordinator met to discuss having regular detention operations adopt the guidelines set in the ACE club "Reflect for Success". The school promptly overhauled their own detention system to align with the ACE version with the same goal of facilitating conversations and reflections with the students. Presently, the school hosts their regular detention 3 days a week while ACE hosts "Reflect for Success" 2 days a week.

As a result of discussions with the Athletics department, several activities were created and continued specifically to meet the needs of students and enhancing already established extra curricular opportunities. For example, ACE works with the athletics department to have student athletes who are scheduled for late practices to attend ACE study club beforehand to work on homework/projects and avoid having grades slip. Before ACE, students would have difficulties staying for practice without a place for them to go until practices. Students also have the opportunity to attend Weight Lifting Club due to the ACE/Athletics collaboration. The weights were originally only offered to current athletes when a coach could supervise the use of the gym equipment. Having this club available

all year opens up the weightlifting equipment to all students, including past athletes who want to continue their established training regimen. Along with the weightlifting and study clubs, ACE also hosts “B team”, “JV teams”, or “practice teams” during the seasonal sports. The practice teams for both volleyball and basketball consists of players that did not make the team due to their performance or grades and students who loved the sport but could not commit to the team. This helps keep student morale high and allows students to work on their goal of joining the athletics varsity team in the future, staying in shape, and enjoying a sport they enjoy. Furthermore, East End instructional leaders indicated that many students who are struggling academically, are also the students in need of behavioral intervention or who have issues staying still. ACE off season sports allows the students to become better at their desired sport, helps work out extra energy and gives them motivation to succeed in their classroom work so that they can eventually join the school sponsored teams. The ACE Coordinator worked with the AD to transition coaches to continue their work under ACE during the off-season.

Lastly, after conversations with the DSS and teachers regarding the lack of honor societies on campus and lack of Latino cultural awareness within the student body, two clubs were created. Spanish Honor Society club is nationally affiliated and began a chapter at the East End campus. The club focuses on academic and service pursuits, having helped with both a school fair and on Spanish related activities. The club also offers an opportunity for students to add this organization on their resumes which has also been a need for students. Student Organization of LatinX focuses on educating the campus on Latino culture by hosting events and services. One such event includes organizing a soccer tournament called “Futbolito” using small goals. The event had 36+students participating in the tournament with a large number of East End students supporting their friends from the sidelines.

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

1. Spanish Honor Society, Enrichment
2. Board and Card Games, Enrichment
3. Student Organization of LatinX, Enrichment

**Clubs that have met less than 5 times total were excluded due to how new they were or how rarely they met.*

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

The best attended activities have helped decrease the number of detentions that are given out per week among ACE attendees. ACE activities are looked forward to by students and as a result, are the rewards for positive behavior from both faculty and parents. Many teachers can attest to students citing ACE as their source of inspiration for changing their behavior.

Spanish Honor Society has the highest number of attending students with 11 students at 100% attendance. This club is a high school only club that focuses on the academic side of Spanish/Portuguese, the history of Spanish/Portuguese countries, and the culture. This club, while listed as “Enrichment – Promote Youth Leadership”, also ties into academics since the club deals with Spanish curriculum and actively encourages students to take AP exams for Spanish. Students also hosted events, including their own induction ceremony, complete with potluck food and parents/friends. They also participated in the East End Fall Fair by hosting their own table and making Mexican Sugar Skulls

Board and Card Games has the second highest number of 100% (10 students) and is primarily an enrichment club with some academics (chess). The most consistent students are the chess players who focus on honing their skills in order to compete in the YES Prep competition. Games that are provided include Connect 4, Risk, Stratego, and more that students learn teamwork, strategy, and logic from. This club is closely tied to the Video Games Club and is taught by a mixture of YES Prep instructors, an alumni, and an outside vendor.

Student Organization of LatinX has the third highest number of 100% attendance students (8). The club began with the idea of educating the student body, East End families, and the larger community on Latino culture by hosting events and services. Posted on the TEA website as an enrichment activity (character education), the club also hits the academic components of social studies as well as the college/workforce readiness label since the students organize events together, give presentations, and develop other skills that would help in the workforce/college. It was apparent that despite having a high percentage of our students from a Hispanic heritage, most East End students did not necessarily know much about their culture. As such, this club focused on bringing the LatinX culture to campus. To achieve this, the group of students have hosted a Latin Potluck on for students on campus as well as a soccer tournament (called “Futbolito”). The tournament had 8 teams of 6 players (including a teacher led team) who played against each other for fun with a large number of East End students supporting their friends from the sidelines.

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

The highest attended clubs tend to have very engaging instructors who facilitate student voice & choice and enhance the quality of activities through their own relationships with the students.

Some clubs, such as the sports-centered clubs, study clubs, Video Games Club, and clubs hosted by independent contractors, are easier to offer more often because the structure is easier to replicate. Drills, homework time, and game time are similar in structure every day. As such, independent contractors (many being alumni) or other teachers and vendors, can host these clubs more often and due to their availability, can do so for longer. Clubs hosted by independent contractors and part-time employees, are also more readily available for expanded hours due to the increased availability those instructors have compared to YES Prep school-day teachers. When interest is high enough, shown through the attendance numbers and student voice, more club days/hours are added. Once the decision is reached, the instructor is confirmed for the days/hours and the information is spread to the other students via fliers, morning powerpoint updates, and through announcements at the club meetings.

That said, for many activities, increasing hours/days is not an option. For example, teacher-led classes are some of the best quality clubs/activities on our campus but are often difficult to replicate for a multitude of reasons. The teachers recruit students during the day and establish strong relationships with those students but have limited availability to stay after school. Along with this, the clear structure and vision set by those teachers make it difficult for a new person to come in and host the club in their stead. Instead, the ACE Coordinator supports the teacher-led clubs as much as possible in order to make sure the quality of the clubs stays at a high standard. The induction ceremony from Spanish Honor Society and the Futbolito tournament held by Student Organization of LatinX are two examples in which the ACE Coordinator helped the club instructors coordinate the events.

Another alternative to replicating a class is by creating a new activity to meet other student needs. Decisions such as these are made on a case-by-case basis. For example, Skateboard Art Club was created with a skateboard art project in mind for the artistically-minded. Students who meet learn the basics and ultimately create a graffiti artwork they can paint on their own skateboard. Computer Programming was made for the same reason.

Ultimately, when club times are expanded, when time slots are changed, or when new clubs are made, the ACE Coordinator works with the instructor to recruit students, posts fliers throughout the campus, distributes letters to families, announces information at ACE clubs, and makes a powerpoint to be shown in class. The goal is to make sure students know of the changes made between semester (or during the semester).

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

1. Video Game Club, Academics
2. Study Club, Academics
3. Four-Square Club, Enrichment

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

There are varying indicators and reasons as to why the three activities listed in question #12 have the highest number of students in the 0-25% category and those reasons tend to be based off of the structure of the program overall. These clubs have a high number of attendees that have attended at one point or another but may not have consistent attendance from those students. Ultimately, talking to the students themselves and finding out what they do and do not like about the clubs helps clarify the reasons.

To begin with, one major component of the structure of ACE at YES Prep East End is that students are given the opportunity to try certain activities but if they find that the activity or club is not what they envision the club to be, they are not required to stay. For example, Video Game Club hosts the games Super Smash Brothers and Mario Kart 8 along with laptop that have Minecraft installed while Four-Square Club hosts four-square. Video game enthusiasts have a large diversity of games they may like so do not necessarily like the games that are played during that time or that are available through the school. As such, those particular students will try the game but may not continue to attend after the fact. Four-Square Club falls under a similar category of students who want to play outside but do not like the game four-square enough to commit to weekly games. This is particularly an issue with middle school students who are still figuring out what their interests and passions are. The indications for these was mainly given by talking to the students and learning what they want to have at the club. Some improvements for Video Game Club include diversifying the roster of games that can be played at one time such as by having another system and/or by increasing the number of games installed on the laptops. Four-Square Club could also use a diversification of the game since playing the sport for longer than 1 hour tends to tire the students.

Another indicator is from another club structural viewpoint. Study Club, also hosted for the athletic teams, has seasonal periods when students will need to attend due to late practices. For example, Basketball season runs from October to January. During this time, many practices can be held later in the evening so students will attend the study club for at least an hour before their practices begin. Once the season is over, those students may or may not attend the regularly hosted study club sessions. The same applies to the other sports such as Volleyball (August-October), Soccer (January-March), Track (February-April), and High School Cheerleading (All year, with varied times for practices). Students afterwards have indicated they will only attend Study Club sessions if they feel they are needing that extra time, need the quieter space, or could use a laptop to finish their work. With YES Prep's commitment to tutorials afterschool, the students sometimes feel it's redundant for them to attend Study Club unless they need that extra push. As such, this club's number of days hosted is expanded during testing days.

Lastly, the indications given by the students show that without a clear goal or a strong enough structure to maintain the interest, consistent attendance is not felt by the students to be needed. The intent of these particular clubs is to be able to provide a place for students to relax or study when needed and as such, for more regular attendance, must offer diversification in what is offered so that students feel they can be there every day for whatever their needs are that day. For consistent attendance however, clubs should have a goal that students can commit to and a voice & choice that can help improve enthusiasm.

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

Observation, conversations, and advertisement are the main components. When attendance is low, the first priority is finding out why the activity is low. Is the instructor up to par? Are students interested or motivated to attend? Do students know? At this point, the ACE coordinator listens to the individual students to see what they think of the club, host conversations with faculty on what their views on the needs at the school, engage in discussions with parents about, and brainstorm with the club instructor on ways to improve the club. Collaboration with all the stakeholders is key to establish a long lasting club. Irrespective of what the reason or

change is, getting the word out to everyone is key. This is done by posting fliers around campus, sending letters out during the school day, showing powerpoints in homeroom, and recruiting students/teachers to help spread the word.

For example, currently Computer Programming has low attendance. Students have become disinterested in the material after having worked with it for a semester, understandable thoughts for middle schoolers. The instructor has been instead teaching the students about video editing and has had very good success with the few who have kept coming. Next steps will be to let more students on campus know by advertising in the ways listed before.

Middle School Cheerleading is in the initial stages of low attendance. In response, the instructor and the ACE coordinator is meeting with all the students to discuss the future of the club and the overall mood of the students. It is important to know what is going on before any radical changes are made. Once feedback is received, the structure of the club may be revisited in order to work with the student needs.

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

Some clubs can be changed as long as the central idea stays the same. An example is shown by Writing Club. Due to different issues including a change in instructor, the club suffered with consistent attendance at the end of Spring 2016. Working together, both the ACE coordinator and club instructor shifted the previous projects of general writing assignments in the fall semester to instead focus on a newsletter. Students now work together to make different column sections that highlight many of the different styles they have done in the past as well as incorporating traditional newspaper sections such as interviews and advice columns. These students have been able to distribute their newsletter to the school and have been very proud of their work.

That said, when the club no longer serves the needs of the students or would have to be so radically changed that the club goals are no longer the same, the club is dropped or replaced. For example, the art club hosted by the vendor “Abrakadoodle” was starting to have lower attendance numbers at the end of fall. When speaking to the students, a major issue was that they felt they needed different inspiration. As such, in spring, the club was only hosted for half a semester before Skateboard Art club was hosted. Both clubs focused on different types of art and students responded positively because they had another project that they could work towards (mainly their skateboard art project). The student needs were met but since the goal and vendor were changed, the original club was cancelled while the new one took over to provide for the same needs that were there before – to promote art and provide an artistic and creative outlet for students.

As mentioned above, the decision is made on a case-by-case basis. There are pros and cons to cancelling an activity rather than restructuring or changing instructors. There does not seem to be a one-size-fits all solution that can be applied to all activities. In the end, meeting the needs of the students is most important and must be taken into account when making these decisions. If there are consistent students that want to continue, ACE will strive to keep the activity going. When the need changes, providing a change of goals or perspective is what is required and it is the job of the ACE coordinator to figure out what that could look like.

B. Tx21st Student Report: Student Attendance Percentage-Grantee Level (you will run yours for your center only)—Run for 2017

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:

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

The category range with the highest number of students is 1-9 at 300 students.

21. 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 attendance graph for YES Prep East End does not match the preferred ordering. For East End, the bar graph descends from highest (1-9) to lowest (70-79).

The ACE program at East End runs five days a week, for a total of 12+ hours. Both middle school and high school students participate in the ACE program.

Several reasons contribute to having a different scaling than what is wanted: an "All means All" philosophy, conflicting high school student opportunities, siblings, diversity of offerings, and no afterschool bus.

ACE at East End began the 2016-2017 school year with continuing the idea of providing a diverse range of clubs that any student who signs up for ACE can attend. The “All means All” philosophy, adopted by the YES Prep district and further exemplified in ACE, means to strive to ensure all students at YES Prep East End be enrolled in ACE and that even if a student only attends one club or activity, the program can make a positive difference in their lives (and hopefully interest them in another club).

This year, ACE diversified the choices a student can make for afterschool programs. The goal is to have all students be able to find others who share their interests and hopefully be able to expand on those skills. As such, the goal of the ACE program at YES Prep East End is to have students develop their own intrinsic motivation to continue to attend their chosen clubs and not reward them with extrinsic motivation (such as awards for reaching 30+ days). Students are not required to attend more than one session a week in an effort to but are encouraged consistently to try new clubs and find their own passions. In light of this spirit, students are allowed to join an ACE club late because the central philosophy is that the student will want to continue attending afterwards, even into next year. This can mean that a student will barely reach their 30 days if they only found their one club to attend or can mean they do not hit their 30 days if they sign up late.

This year and last year mark large cultural changes in ACE in which **over 25%** of the students with more than 30 days of ACE attendance are high school students (compared to the 2013-2014 school year). That said, high school students on average only attend 1-2 days of ACE per week. For high school students, the number of opportunities and requirements that exist are more frequent and demanding than those of middle school students. For example, high school students have more non-ACE after school tutorials, high school events such as dances and plays, sports practices (high school students have multiple teams they can join) and school-based clubs and organizations from which to choose. As a result, their level of commitment to the ACE program can vary depending on the season. This is a known factor for the East End ACE program and will remain as such as, especially in athletics. This is also plays into Athletics Study Club that, while amazing to host, means students are pushed to attend by their respective coaches. Once students are no longer in the team (either if the season ends or if the student does poorly in class),

they drop ACE and the Study Club all together. This inflates the number of lower attendees because these students have attended at least once but do not come back consistently. These can be some of the higher need students that will sometimes continue in an afterschool program, such as off-season sports. Students participating in ACE sports are only able to attend ACE during the months their sport is not in season so by combining both, the goal was to have more students participating in ACE.

Tutorials are offered after school during the week, with different subject areas offered on different days. Students attend tutorials for the only the subject(s) in which they need assistance. As a result, students may only attend 1-2 days per week because that is their need. That said, we have taken this into account and allow students to attend ACE after their tutorials when possible.

Another factor that plays into the attendance for middle school students are their siblings. More than 60% of our current sixth grade class has a sibling on campus. Their attendance can be dependent on the after school schedule of their sibling, which can lead to an increase or decrease in average weekly attendance. Furthermore, a student may attend the club of their sibling just to wait for the student but may not actually come back if the club does not interest them – in fact, they may sometimes push their guardian to deny the original student from attending (just so that they will not have to stay either).

Overall, students are encouraged to attend as many days as they can. Students are not given set minimums to ensure that they are not deterred from trying ACE and the various activities. For the reasons listed above, students attend more or less frequently and inflate the lower categories of numbers.

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

Based on fall/spring attendance, approximately 1% of students attended ACE 60% of the time. This number is influenced by both the number of days a student attends as well as the total number of students enrolled in ACE. There are several ways in which this number could be increased in the summer and for the following grant year. In contrast, there are also reasons why some students in the ACE program might not achieve this level attendance.

First, continuation of early planning for the fall semester would greatly impact this percentage. Coordination with teachers before the spring semester of 2017 ends helps set the schedule for next year. With so many professional development trainings and tasks a teacher has to do at the beginning of the year, club planning is not as easily done. This will ensure that activities can be set and students can see more commitment and consistency as soon as they arrive on campus in the fall.

Secondly, increasing the amount of contact with parents and students throughout the semester would improve the level of participation. Clarity around the schedule and student attendance would benefit parents and increase the likelihood of students maintaining weekly attendance. Better advertisement via fliers and phone calls would help increase the attendance of both the ACE kickoff event and ACE programs. If teachers can confirm clubs ahead of time, this would go much easier to providing solid information to parents.

Thirdly, providing a “practice team” or “B team” during the season of a sport has proven very effective in helping students while having an off-season sports has helped students keep in shape. With a better set of guidelines, clearer vision, and increased number of practices days, these activities could assist students who did not make the team feel like they are able to still represent themselves and YES Prep East End. An example of this is when Track occurred in Spring. Without a plan for the club, ACE could not fill the need of those students when the sport season ended. As a result, a number of students who would have continued their trainings in the off-season did not due to the lack of opportunity.

However, some students will simply not be able to reach this level of participation. Those who participate in multiple sports, or high need students who have mandatory tutorials are less likely to reach 60%. For our high need students, mandatory teacher tutorials take precedent over ACE. Rather than overload these students, one day a week in ACE is the recommended attendance for such students. For student athletes, during any given sports season, they may not be able to attend any day of the week and as such, will miss out on activities that build on itself such as Writing Club, Skateboard Art Club, and event hosting clubs such as Spanish Honor Society. Some sports seasons last months, which would prevent a student achieving 60% attendance even by attending three days a week in the off-season.

Overall, there are several steps that can be taken in order to increase the percentage. Some steps can be implemented immediately, some have already been implemented, and others will be more beneficial at the start of the next grant year.

C. Tx21st Center Report: Participant Attendance—Run for Center for 2017

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.

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

YES and No. Overall, the students most in need who were recruited for ACE are attending in the lower to middle category and tend to be middle school students. The students who attend ACE find an interest they want to continue and in the journey of learning more, end up with less detention (and ultimately, less need). This presents the problem that the ones most in need are the ones who have not found their interest yet.

Many, if not all, of the students in need are frequent detention attendees and while effort to recruit them to ACE has been somewhat successful, the difficulty arises when they end up in detention or do not find a due to their lack of interest in many things, including school. Those students are the ones the ACE Coordinator continually tries to convince to stay after. Unfortunately, these students tend to also have a greater difficulty staying after school. With the removal of the activity, "General Sports", there has also been a gap for students who used that activity as a place to unwind. Sport specific clubs are offered and actively encouraged by both the ACE Coordinator and school administration. Their attendance is monitored more closely and there is support from school-day teachers to encourage ACE attendance.

Even though the students most in need are recommended to attend three days a week, this is sometimes not an option. For example, if a student must attend multiple tutorials or is assigned an after school detention, a student would be unable to attend three days. Family and transportation issues also impede on the number of days a student can attend. Despite this, their attendance is still monitored and tracked to ensure each student follows through on their commitments, whether it is ACE, tutorials or detention.

Most of the students at East End are in high-need situations, either due to poverty or to situations at home. At East End, there is a good balance between highest need and lowest need students attending the ACE program and as a result, allows for opportunities for students to support one another afterschool. Students with the highest attendance tend to be the most committed to their specific clubs and tend to have the least amount of

demerits/detentions. As such, the ACE Coordinator spends a good deal of time encouraging and helping students find out what they are most interested in and if it does not exist, developing the club/activity that will satisfy their need.

D. Tx21st report: Participant Activity Attendance Detail—Run by Center for Spring 2017

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 in 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?

At the YES Prep East End campus, ACE programs are very individualized with the goal of making sure these clubs can sustain themselves when the ACE grant ends. A priority is made to walk to each club and speak to the students who attend ACE programs. Follow-up with individual students is on a case by case basis and can be determined by indicators the student may give (low grades, behavior, etc.) or by teacher/administration prompts (what they see). These discussions and conversations are held for each activity on a regular basis.

Students are also asked to fill out surveys by both ACE and YES Prep. The surveys sent out by ACE are distributed in the summer, at the beginning and end of fall/spring. These surveys can be sheets of paper that students fill out or with select club group discussions. Both methods must be done in order to have context within the larger ACE environment and within the microcosm of each club. For example, in paper surveys, not every student answers in

depth so conversations with focus groups and individuals allows the coordinator to ask follow-up questions and leave with tangible ideas from the students. However, if the ACE coordinator relies solely on testimonials from students who speak up, there may be students left behind who have not developed their own voice enough to share their own thoughts or may not be attending any one particular club to give input in. YES Prep's feedback is also done by semester and measures the overall feelings associated with ACE. Do students enjoy the clubs, do they think it helps them, and more are all questions listed and have consistently been rated high. This helps make sure that ACE as a whole is looked upon favorably by the student body. For example, in the beginning of the ACE grant, the general attitude amongst high school student was that ACE was a "middle school thing", an attitude that has now been largely done away with.

A system of starting new clubs was also started this year to allow for more student voice & choice. This system involves giving the task to the student to find other like-minded students, come up with the club name, and make a reason why they want to host the club. This process was experimented on this year (helped create Four-Square Club) and will be further modified for the next school year. The goal is for students to feel empowered to create clubs and to help them feel more connected with the ACE Coordinator (and share their needs along the way).

While some activities have lower attendance, such as the art clubs, they serve a specific purpose and demographic. These clubs tend to have a mix of students who are committed to continuing the ACE activity. As such, conversations to make sure they enjoy their activity are routinely followed up on. Video Games and Board Games on the other hand is one of the most popular activities because of the wider array of activities inside. This club in particular is a catch all for students who don't quite know what to commit to yet. Instead, they're given the opportunity to play games together as well as individually. One of the distinct identities of these two clubs is that they encompass multiple interests. Chess players, Wii U players (Super Smash), Risk players, Minecraft players, and more are all in attendance and have different needs from each other. As such, the ACE coordinator talks to each subset of the clubs to get an idea of what each student needs on a weekly basis.

25. 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.

To begin with, the ACE coordinator coordinates meetings with the various campus leaderships to discuss what subset of students need help as well as overall what they believe is needed on campus. For example, the coordinator and the leadership team held several meetings throughout the year to discuss opportunities for students who have failed the STAAR exam, who are struggling in specific subjects who have asked for specific programs, or who need general test preparation assistance. As a result, several Booster Clubs were created in the past to fulfill this need. The coordinator recruits and handles the logistics of the activity, including vetting vendors/instructors and keeping the students engaged while the leadership team handled curriculum and initial student/family meetings. Meetings with other campus leadership, such as with athletics, has led to off season sports & Athletics Study Club while meetings with the college counselors led to the creation of Financial Aid meetings.

After the campus meetings, the ACE coordinator meets with various past ACE instructors to determine what needs those instructors can fill. The approach is to make sure the instructors are passionate about the subject they want to lead so that the passion can be shared amongst the club students.

Once all the meetings are completed, the ACE coordinator reviews the schedule of clubs to determine what needs have been met and which haven't. Of those that have not been met, the ACE coordinator researches and continues talking to new instructors to determine whether a new club or activity can be formed. For example, the school-day art teacher cannot stay afterschool for an art club so two vendors were found to help fill the artistic

needs of the students. A similar instance happened with the Cirque du Diversion club. The theater instructor could not stay afterschool so an alumni was contacted about leading the group.

Teachers and school staff are an active part of the ACE program. Communication between the site coordinator and staff occurs on a weekly, and sometimes daily, basis. Teachers are able to recommend students to the program based on their needs (academic or behavior). Even our newly added Legacy Clinic on campus helps students who need to exercise more by helping them join an ACE activity that encourages physical activity. 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.

The needs of students are constantly changing, which is why having an open line of communication between staff and the coordinator is important. Having the staff as support when it comes to communicating with parents is also greatly beneficial. Teachers often have established relationships with parents, which can make communication easier and more effective. The example mentioned above with financial support applies here. Since the activity has started, teachers have made phone calls to parents to encourage attendance and emphasize the importance of this ACE opportunity. At the end of the day, the site coordinator is a single person who needs to establish a community of collaboration between all the stakeholders.

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

In the fall and spring, there are information sessions offered to both students and parents. Copies of the ACE schedule, including times, dates and activities are available. In addition, descriptions of activities, attendance expectations and other important information are provided during these sessions.

Signups and registration forms were sent through homeroom in the beginning of fall. Students at that point had to have their parents sign the registration form as well as list what activities they would prefer to attend. Students must have a signed parent registration form that accompanies their selection form. This ensures that parents are aware of their student's schedule and parents can ask questions.

The activity schedule is continually updated and posted on the ACE board, ACE Cart, front office and outside the ACE office. The schedule is also posted prominently throughout the campus. When activities are shifted and confirmed, the posted schedules are replaced with the updated schedule. Another way the changes are shared with the students is through the school's weekly "Strong Starts" that occur on Wednesdays. A powerpoint of all the collected changes from the campus is projected for the students and ACE will post ACE slides that reflect any policy changes or schedule changes. At these times, the schedule may also be distributed to all the students if enough of a change has occurred. During these times, a schedule is sent out to students just for that week as well as posted on the walls/doors throughout the school. An all-call, a message sent through the school phone lines, is also sent out to remind parents of this both before the week and on the Monday of. The ACE coordinator also ensures individual conversations with students are made afterschool so that students are constantly reminded.

Since the school's population is primarily Hispanic, all fliers as well as phone calls are provided in both English and Spanish. This has proven to be very beneficial since many Spanish speaking parents avoid afterschool conversations and can shy away from encouraging their child to attend after school. This reluctance to engage with administration has proven difficult to overcome for the campus but by having a translated letter or translator, parents are much more willing to engage with the school and their students' lives.

As mentioned before, pre-planning makes information sessions run smoothly. When additional classes are added throughout the semester, or if programmatic changes are made, this can cause disruption with student

attendance. In some events, parents do not always receive updated information due to either student not remembering to let their parents know or teachers not giving out the information when needed to. YES Prep East End is continuously helping to make sure students and teachers in general are held more accountable to distributing information to parents.

Lastly, clubs are encouraged to host their own individualized parent meetings if the participating students have different schedules, if the club is planning on events and if the parents can be of help in any way. Clubs such as Dance and MS Cheerleading have hosted clubs to discuss how parents can help, plans for student involvement (such as performances or practices), and on what the club expects from the students. Spanish Honor Society for example, held their parent meetings before the induction ceremony to coordinate the parent potluck.

27. 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, especially for studying relationships to see how attendance by activity influences program outcomes. For example, when a certain activity ends during the year, you can see if students have stop attending any ACE programs. While the Participant Activity Attendance Detail is not the most frequently referenced report, it does offer a reference point for inquiring about specific students. What the students have attended shows whether they have found their niche or if they're still experimenting. Encouraging a student to try a new club is easier when the site coordinator knows what clubs that student has attended in the past.

The Participant Activity Attendance Detail 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. In this way, the coordinator can follow up with those students to inquire why they either switched clubs or why they are not attending as often as they should.

With a growing program, this report is rarely the one chosen by the coordinator to reference. In most scenarios, the coordinator already has knowledge of a participant's activity choice. Developing the student relationship can help in this instance if the student comes on their own accord to let the coordinator know why they switched or even just by talking with the club instructor on a weekly basis. For example, when Computer Programming attendance was low, the follow-up meeting between the ACE Coordinator and with the students who have left was very enlightening (students thought the activity was great but realized it was not for them). When the ACE Coordinator discussed this with the instructor, she revealed that with the students who still came, their interest veered towards changing the activity to video editing. At the end of the day, if the student attendance is low, the ACE coordinator follows up with all stakeholders (student, parent and/or teacher) rather than reference multiple reports. This relationship building is the most critical part of the ACE Coordinator's job to ensure that all parties have their voice.

Center C5: YES Prep Gulfton

ACE Evaluation Interim Report Questions

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.

<i>Categories</i>	<i>Percentage</i>	<i>Hours</i>
Academic Assistance	33%	2,727
Enrichment	59%	4,835
Family Engagement	3.3%	274
College Readiness	3.5%	291

		8,127
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Which component areas have highest emphasis? Why?

The component area that has the most emphasis in our program is enrichment. The reason for this is threefold. First, the needs assessment filled out by the school director, indicated that there is a lack of enrichment activities available to students outside of athletics. Also, it should be noted that sixth grade students are not allowed to engage in athletics and ACE enrichment activities such as soccer fill that gap.

Secondly, our school day is academically rigorous for our students. Students attend the core content subjects (math, reading, science, and social studies) and support courses (math and reading remediation) multiple times a week. That being said, students receive a lot of support during the regular school day for academic achievement.

Lastly, due to low persistence in the regular school day program, with almost 50% of the student population at risk of dropping out, it was essential to find attractive programs to keep students interested in both the ACE program and the regular school day.

The academic component makes up 33% of the program and has been mainly homework completion. Homework support is a focus area for the program due to the high number of assignments that were not completed. Many of our students and families have given the feedback on campus-wide surveys that they would like a place for students to complete homework at school, as many families do not have a quiet place for students to work. Also, with the majority of our population being English language learners, it is nearly impossible for some parents to assist with homework completion.

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

For academic activities, homework support addresses homework assignments that are incomplete. We have seen this trend overtime with our students. At Yes prep, students' incomplete assignments are tracked through the school database. Over the past four years we have seen that students generally have a high amount to incomplete assignments. Having homework help is a proactive approach to mitigating the issue of incomplete work.

ACE also offered STAAR remediation for a small, targeted group of high school students that receive SPED services, who have not passed a STAAR test. These are the students that were identified by the learning lab and worked with Special Education staff to work through objectives. Students that have not passed a STAAR test are at risk of not earning their diploma. The teachers used pretest data to determine the high need objectives to focus on in both math and reading.

Enrichment activities such as soccer and hip hop dance allow students to stay physically active. Statistically, minority populations tend to be at risk for preventable diseases such as diabetes and heart disease. Providing the space for students to exercise and learn the importance physical activity was essential for maintaining program attendance and student health in the long-term. Culinary class also merges the engaging activity of cooking to health education and understanding food groups and healthy diets.

Guitar is a program that provides students with the opportunity to cultivate their creativity and perform. This program was designed to expose students to music education. Normally, students would not get exposure to music arts experience due to socio-economic restraints or cultural norms. Music instruction is also not offered for middle school students during the regular school day. The majority of our population receives free and reduced lunch, which is an indicator of low income family situations. The program was able to provide lessons in these courses that normally are expensive.

Environmental club and GLOW exposes students to discovering personal agency. These are skills that teach the importance of service, community outreach, and environmental conservation. Through conversations with student support staff, there seemed to be lack of opportunities in the neighborhood for students to get "hands on experience" to learn an array of 21st Century skills. Each of these courses provide such skills. Also, YES prep has a strong focus on service and these courses align with the district's vision.

College and career activities did not have much emphasis because there is a strong focus on college and job readiness during the regular school day. For example, our seminar classes focus on the college application process and career exploration. We offer driver's education for high school students seeking to earn their driving permit. 86% of our student population is considered economically disadvantaged, based on free and reduced lunch counts, therefore paying for a driving class is a financial burden for families; offering this free to our students and families has met this need for high school students.

Lastly, family engagement activities included ESL classes. With a quarter of families being first generation immigrants and English language learners, providing a class to help parents and families communicate with school staff was essential. Parent involvement and

engagement is in development, as we would like to have stronger interest in family activities. Additionally, we provided MD Anderson nutritional classes so that parents can work with their students at home to combat diabetes and other diseases.

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

1. Driver's Education, College and Workforce Readiness
2. Soccer, Enrichment: Recreation activity/ Behavior
3. Cooking, Enrichment: Recreational activity

Do the best attended activities yield significant programmatic benefits?

Driver's education has been able to provide significant benefits to students and families that would otherwise be unable to pay for this service. Students are able to earn their driving permit free of cost and are able to take their driving test for their license within months of taking the course. This is a huge win for many of our students that need transportation to school and work. Also, oftentimes, parents in this population do not have legal driver's license or do not drive. This opportunity helps not only the student but oftentimes the whole family.

Soccer has been both an enrichment and behavioral program. The students enrolled in this program are mostly middle school boys that often receive regular school day consequences for their behavior. The soccer coach mentors these students while providing a rigorous practice. This also addresses the original need for activities for sixth grade students that cannot participate in athletics.

The vision for the cooking class has changed since it has started. Originally, the focus was on health and nutrition. Currently, it has shifted to being more focused on maintaining student's attendance to the program by providing engaging and delicious recipes. Students generally like this program and are motivated to attend because of the recipes.

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

Classes are made available when a group of at least ten students or parents formally request the class. To formally request a class, a request form which is provided in the front office, must be completed. When parents or students want to add a class, they must indicate the names of at least ten people committed to the program, the hours that these individuals are available, and a list of materials needed. The site coordinator then decides if this class can be created based on resources and the list of committed individuals. If the current program structure does not support the need, then students/parents are put on a waitlist for the following semester. If the class that is requested is similar to what is already offered through the afterschool program, the site coordinator may enroll these individuals into the course or add more days and times to accommodate the demand.

When a program has a high demand and the student to teacher ratio is too high we often open another section of the program or offer it to students during the following semester. We saw this with driver's education; there was a high number of students that signed up but not enough resources (computers) to support the class. We opened a section in fall then staggered the days that students could attend to allow for more students to engage in the program.

Quality is assessed for each course weekly using an observation form completed by the site coordinator. The observation form includes indicators on professionalism, lesson plan quality, engagement of lesson, and lesson delivery and execution. The instructor receives numerical scores for their class ranging from 1-4. A debrief between the site coordinator and instructor occurs if there is no significant improvement on the observation scores over a time period, about three weeks, to discuss how to improve engagement and attendance to the course. Instructors may also request to debrief if they have questions about the score they received.

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

1. Homework Support; Academic
2. Restorative Justice League; Behavior
3. GLOW; Behavior

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

Homework support has a low attendance because the structure of detention for the regular school day has changed this year. Any student that has earned a school day consequence or has incomplete homework has to stay after school for detention. This has affected ACE homework support because most students attend homework the first hour and their enrichment activity. When recruiting, we specially targeted at-risk students, those that tend to get into more trouble during the school day. Because of this, these students are earning detention and not attending homework support after school.

Restorative Justice League and GLOW are both behavior focused. Again, these programs targeted our most need students. With these students, school day attendance tends to be lowest, and families tend to not commit to the program as much. We are working on building more positive relationships with families by making positive phone calls home to gain trust and influence attendance. Also, we provide trips as incentives for these programs.

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

When activities have low attendance, the site coordinator has compiled a small focus group of students to see why they are no longer attending the program. For some classes, unfortunately, instruction has lacked in engagement which has resulted in low student interest. If this is the case, the site coordinator debriefs the instructor regarding how to make the class more engaging for students. During this meeting the site coordinator shares student feedback with the instructors. Some solutions that have been found in the past are to recruit more students, provide tangible incentives, or to open the class up for parent observation.

For example, when Restorative Justice League attendance was lacking, I met with the instructor and was able to offer trip incentives to students that had consistent attendance. This helped in the short-term but did not guarantee long-term student commitment.

Reengagement once individuals have lost interest in the program has been the most difficult feat for our program this year. When parents and students have lost interest and do not want to attend, we often ask what we can offer to get them to recommit. When these activities are offered, we still have students and families that do not attend. For example, parents expressed the desire to have ESL classes on campus. When we first offered the program, parent enrollment was high, however, over the course of the class attendance dropped. Figuring out how to re-engage students and their families is still a challenge in our program.

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

Low attendance is not always indicative of an activity not meeting the needs of students and families. For example, GLOW has low attendance but is considered valuable and effective at providing middle school girls with a safe space to discuss important topics. The coordinator has completed observations of this class and concluded that it is a high-quality program. Also, the students enrolled have mentioned the value of the program for them.

This year our program has not had to let go of any programs because most of the teachers are returning to the program from previous years. These teachers are invested in the program and understand what the site coordinator is expecting for quality. However in the past, the site coordinator meets with the instructor and tries to recruit more students. If this does not work, the site coordinator will cancel the program.

There is not a specific formula used by the site coordinator when considering to drop an activity. Mostly, attendance consistently less than ten students, poor engagement, and not meeting the desired outcomes are considered. A class with high participation and low desired outcomes is considered just as much as one with low participation and high desired outcomes. These are considered on a case by case basis. However, once a decision is made, the site coordinator follows up with the operations team and parent, if necessary, to keep them informed of programmatic changes.

B. Tx21st Student Report: Student Attendance Percentage-Grantee Level (you will run yours for your center only)—Run for 2017Page 4 Questions:**What category range has the highest number of students?**

The category range with the highest number of students is 30-39 attendance percentage with sixty-three students represented in that category.

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.

The Gulfton attendance graph does not match the preferred graph but is close. The majority of Gulfton ACE students fall between 30-39 days (sixty-three) and 10-19 days (twenty-two). The graph differences can be explained partially by the schedule of activities. Middle school students, which make up the majority of the program, are scheduled Monday, through Thursday. Friday is reserved for high school activities such as driver's education and hip hop dance. Some students enrolled in one club only attend two times a week and take longer to acquire attendance days.

Enrollment also happens on an on-going basis for the middle school program. Referrals received by the dean of students, counselors, or other staff allow for students to join at any time, as long as they have their parents attend an enrollment meeting. This alone, can account for some students having attended 9 days versus a student attending 30 days.

Also, some of the ACE classes interfere with the regular school day priorities such as detention, and required non-ACE tutorials. With the majority of the ACE students being referrals or enrolled for either academic or behavioral concerns, balancing between ACE and regular school day consequences has been difficult for students.

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

Currently 21% of the students participate in one of their selected clubs either 60% or more of the time. This shows that students that are enrolled in the program are not attending consistently. The majority of the students are attending between 41-60 percent of the time. There are certain clubs, such as environmental, that have cancelled a significant amount over the course of this semester. The site coordinator has discussed the importance of consistency in the schedule with the instructor and slight improvements have been made during spring semester.

I have found that activities that have a strong emphasis on a finished product/performance, or are working towards a field trip have better engagement during instruction, and thus, more consistent students. For example, hip hop dance regularly attends competitions and shows. Only dancers that have been consistent to attending practice are invited to these events. As a result, the dancers have been more reliable this year.

To increase this amount, more can be done. For those that have attended less than 60% of the time a focus group can be used to see what would motivate them. This has proved to be very difficult because the regular school day time is packed and there are few opportunities to pull students discuss the participation to the ACE program. Also, perhaps this can be an indicator in which is incentivized. Students and families that attend more than 60% of the time can earn a reward for their dedication to the program. This could be motivating for more students to attend the program on a regular basis.

C. Tx21st Center Report: Participant Attendance—Run by Center for 2016-17

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.

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

The students who would benefit the most from attending the program are not attending with the consistency that is needed in order for them to see sufficient, measurable benefits. These students are the ones that frequently earn detention due to behavior disturbances during the regular school day. The students that were referred to the program because they had a significant history of incomplete assignments are also not attending consistently. This could be due to earning “Wall street,” a system-wide homework detention for incomplete assignments, after school. When these students don’t complete the homework, they earn a homework detention, and frequently, do not finish the next day’s assignments. It begins a cycle of never-ending homework incompleteness, which prevents ACE attendance.

The site coordinator has suggested pulling the referred students from Wall Street so that they get support with homework completion, however, administration at the campus level has not supported this idea. Plans to mitigate this issue in the future have yet to be identified by the site coordinator or campus administration.

D. Tx21st report: Participant Activity Attendance Detail—Run by Center for Fall 2016

Page 6 Questions:

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 enrollment meetings, with both parents and students present, enrichment activities were selected. The enrichment activity could be chosen based on any criteria that parents/students desired.

Attendance rosters are provided to the teachers every class session. This offers a quick view of who has attended for the day or and who has not. The site coordinator rotates during programming into each class to both observe instruction and attendance, which makes her aware of the types of activities that students are attending. Also, TX21st student participation reports are pulled weekly to calculate the percent of time in which the student is attending.

Students that are not attending on a regular basis receive a parent phone call home to increase parent accountability. If the attendance remains low for a particular student with high need, then the site coordinator will set up a home visit with families outlining the ACE program benefits. Home visits are infrequent this semester, but in the past semester they were successful in parent and student recommitment to the program.

The site coordinator does not manage each student's case individually. Rather, the coordinator works closely with Grade Level Chairs and Deans to rely on updates or concerns for individual students enrolled in the program as they occur. When these occur, all parties work together to problem solve around the issue. For example, a student was skipping the program unbeknownst to family members. The ACE coordinator was able to alert the Deans and Grade Level Chairs and find a plan to ensure that the student doesn't have the chance to skip the program.

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 the activities offered for students. This responsibility includes, managing the quality of instruction, student attendance and behavior, and managing the program schedule. Instructors set the days that the course will meet at the start of the club, however, cancellations must be discussed with the ACE coordinator ahead of time.

There is shared ownership and responsibility of some activities such as STAAR tutorials. The SPED teacher identified the students that are most at risk of not passing the STAAR test based on benchmark data. The ACE coordinator was responsible for making parent phone calls to notify them of student current academic level, enrolling the student into ACE, and updating families on the student's progress.

Communication between the site coordinator and regular school day staff members occurs on going. Regular school day staff are responsible for recommending and referring students to the ACE program if they see that a student would benefit from the program.

Lastly, the dean of students are responsible for enrolling any student that is at risk of retention due to low regular school day attendance. This is also a continual conversation between the site coordinator and the deans. When a student has too many absences during the regular school day, the deans send the student's completed enrollment forms to the site coordinator and the site coordinator enrolls the students in homework help. This allows the students with the opportunity to recover the lost days through the ACE program.

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

During enrollment into the program, parents and students sign-up for the enrichment activities. As stated before, all middle school enrichment activities include at least one hour of homework support. This ensures that parents are aware of their student's schedule. Also, because students only stay after school on days that their club meets, parents know what activity their student is attending every day. This consistency in the schedule has been huge in conversations with parents regarding student progress in both academic hour and enrichment.

Students that enroll later in the semester and miss the parent meetings are required to have parents attend one-on-one meetings with the site coordinator and then, they are able to elect their student's enrichment activities.

Additionally, each parent is walked through the ACE handbook, provided by the family engagement specialist. This outlines the times, schedule changes, and behavioral and attendance expectations. Each parent enrolling their student in the program must sign that they understand that commitment to the program.

Again, students that frequently miss programming and that are not on track to complete the attendance requirement receive a call home to parents on the day that they have missed. During this call, we discuss the commitment outlined in the ACE handbook, the activities

that we offer, and benefits of the program. We also, send rewards home to students that are on track to meeting the attendance goals such as free dress passes for students, YES PREP paraphernalia for parents that attend parent events, or candy. These prizes go home at 10 days, 20 days, and 30 days of attendance. The final prize for students is a pizza party, sponsored by the campus administration team.

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

The Participant Activity Attendance Detail allows the site coordinator to see what activities students are enrolled into, and how frequently they are attending that activity. If a student is enrolled in many activities but is not attending one with consistency, the site coordinator can use this data to make decisions about keeping the student enrolled in the activity.

Another use of this report, is using its data to determine if potential outcomes are indicative of attending the activity. For example, if a student that attends STAAR tutorials 100% of the time and performs well on the STAAR test we may be able to draw conclusions that the tutorial was effective. However, if a student rarely attends the tutorial sessions but also performs well on the STAAR we can conclude that the tutorial alone was not the only factor attributing to student success.

Lastly, the site coordinator has used this report in determining if students are meeting the program expectations. When we see students that have attended homework help 10% of the time, but have attended soccer 80% of the time, we can conclude that the student is skipping homework help but attending enrichment. This can be used for follow up conversations with students and help reset program expectations and rules. This year, this has been less of an issue since teachers are enforcing student attendance to solely the program that they have signed up for.

The coordinator knows every student enrolled and which activity that they are enrolled into and how frequently they attend. This is strong data to use when having thoughtful conversations with parents and other stakeholders about a particular student. Also, other regular school day data may be used by the coordinator. If a student is not enrolled a program that could be beneficial for them, determined after examining data, then the coordinator and parents can discuss if the move to another program is a good option for the student.

Center C6: YES Prep North Forest

ACE Evaluation Interim Report Questions

A. Tx21st Center Report: Activity Attendance Percentage—Run for Fall 2016

This report shows all of a center's activities organized into program component areas (academic, enrichment, family engagement, and career) with a quartile distribution range of the number of students/adults for that activity by number of program hours. This report provides information on the total number of hours spent on each program activity as well as which are most heavily attended. By adding the attendance hours in each of the component areas, the attendance in each area should provide perspective on the needs and interests of participants.

Page Two Questions:

26. 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, 27%, 8585.75 hours

Enrichment- 11 activities, 42%, 6623.25 hours

Family Engagement- 7 activities, 27%, 1557.50 hours

College and Career Readiness- 1 activity, 4%, 226 hours

27. Which component areas have highest emphasis? Why?

At 42%, enrichment activities represent the highest percentage of ACE activities offered at North Forest. A majority of the enrichment activities encompass other components. For example, Sew-What (Sewing 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. Though after school academics and Family Engagement are the second highest activities we emphasize (27% each), ACE is also an avenue to offer academically based enrichment classes that have not been offered in the past or during the regular school day.

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

Though students have access to a variety of life-changing 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 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 2016-2017 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).

The campus has Homework Help specifically for middle school students and After-school Lab/Study Hall which is specifically for high school students. These activities allow students to receive support with take home

assignments and/or the classroom curriculum. Art, anime, sewing, and dance 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.

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

4. North Forest Open House, Family and Parental Support Services
5. Homework Help (M, T, & TR), Academic Assistance
6. Anime, Enrichment: Recreational Activity

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

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.

Homework Help (M, T, & TR) also yields significant programmatic benefits because the activity was identified as a campus need as well as a need that was requested by parents. Homework help allows for students that participate in after school activities time to study and obtain the necessary assistance to complete their assigned projects and assignments. Homework Help is also an extension of the curriculum that is taught in the regular class day. For example, during Common Assessments, students study guides and study material is submitted to the Homework Help instructors to continue the conversation and align the activities with the regular class day.

Anime, the third highest attended activity, is a fully developed club. Though the club has been developing since the 2013-2014 school year, it has consistently been one of the top three highest attended activities yearly. Anime is not just a popular activity, it also allows students to explore the Japanese culture, build character through required monthly presentations and stimulates the growth and appreciation of Anime as an art form.

31. 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 expands yearly, it was expanded to three classes for the 2016-2017 school year. 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.

During the year, instructors are observed for quality. Scheduled and impromptu observations occur monthly and staff evaluations occur at the end of each semester.

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

4. Evening ESL, Family and Parental Support Services
5. ACE by ACE, Family and Parental Support Services
6. Karate-Mon, Enrichment: Recreational Activity (Behavioral)

33. 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 the 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. Morning ESL however continues to excel because parents are able to attend classes while their students are in classes.

ACE by ACE was also one of the lower attended Family and Parental Support activities this year. Outside of the rain on the day of the event, ACE by ACE is also held at different campus from North Forest. My parents and students love convenience and because a bus and/or van was not a part of the budget for this event parents and students had to provide their own transportation.

Karate-Mon however is a low attended course because it is an advanced class. Students that were advanced were selected for that particular class because they were either previously ranked or they caught on quicker than the traditional Wednesday class.

34. 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 consist 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. For example, if dance were an activity that was well below target the site coordinator may incorporate those students in cheer which also incorporates dance within competitions.

35. 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. Chess, for example, has low attendance, but serves a very specific purpose for a targeted group of students. Chess allows students to increase their problem-solving skills, exercise both sides of their brain, increase creativity, improve concentration and builds confidence.

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. Decision 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-Grantee Level (you will run yours for your center only)—Run for 2016

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:

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

The category range with the highest number of students is 30-39 at 78%.

25. 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 bar fluctuates; 1. 1-9 (60%) 2. 10-19 (34%) 3. 20-29 (14%) & 4. 30-39 (78%). The remaining levels fluctuate as well.

There are several activities besides ACE competing for students' afterschool time. After students' sixth grade year, students are able to participate in most activities on campus. ACE represents a third of the campus so when there is an activity on campus, ACE participants, in some way are a part of that group.

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 tutorials. Another factor that plays into the attendance for middle school students are their siblings. Students attendance can depend on the after school schedule of their sibling. If a sibling refuses to participate this can lead to a significant decrease in average weekly attendance, especially if the student is not eligible for transportation.

Overall, students are encouraged to attend as many days as they can. Students are given set minimums to ensure they are reaping as many benefits of ACE as they can. However, for reasons listed above, students attend more or less frequently.

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

Based on attendance, approximately 22% of students attended ACE 60% of the time. There are several ways this number can be increased by the end of summer 2016 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 2016

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.

27. 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 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.

D. *Tx21st report: Participant Activity Attendance Detail—Run by Center for Fall 2016*

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 in 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?

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 student's 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 if 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.

29. 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 groups 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.

30. 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 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.

31. 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 insure 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.

Center C7: YES Prep Northside

ACE Evaluation Interim Report Questions

A. Tx21st Center Report: Activity Attendance Percentage—Run for Spring 2017

Page Two Questions:

36. 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 & 2,297 Hours (44%)

Enrichment: 12 Clubs & 2,311.50 Hours (45%)

Family Engagement: 2 Clubs & 84.50 Hours (1.5%)

College Readiness: 3 Clubs & 399 Hours (9.5%)

37. Which component areas have highest emphasis? Why?

The highest emphasis has been on our enrichment component. Due to Northside's rigorous curriculum, offering extra curricular opportunities- normally found at larger ISDs, but not in our small school, will increase student retention as well as decrease the number of days students are absent/truant. The enrichment activities help students stay engaged with the school and their peers, as well as teachers. Given their backgrounds Northside's students are in need of more enrichment activities, especially (as noted above) in light of Northside's curriculum. In the students' needs assessment it was found that Northside's enrichment activities were mainly comprised of sports, not giving non-athletic students' many options. Currently of the 12 enrichment activities offered, 9 of these implemented activities consist of mentoring, arts and culture, and college and career readiness.

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

When applying for the grant, Northside leadership knew that we needed to be able to provide more traditional extra curricular activities so that students were not leaving due to the lack of avenues for student involvement. There is a direct correlation between our high attending ACE students and their high attendance to the school day

as well. There are systems in place to ensure that the academic rigor of our school day is supported through an emphasis on homework help afterschool. Each student is required to have a minimum of 45 minutes of homework time each day- this has shown an increase in homework completion and a decrease in the number of Wall streets assigned for high attending ACE students. (Wallstreet is a YES Prep specific consequence for students who do not complete homework assignments) The students' needs assessment indicates that, given the backgrounds of low economic status, little home support or supervision during the day because parents are working, living in a food desert, and not having the means to join local activity programs due to the fees associated with it, there is a greater need among students for enrichment. For example, the enrichment activities allow students to participate in a safe and engaging environment until parents are able to pick them up after work/ and or trust that students will be transported home by the afterschool transportation bus.

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

1. Homework Help (Academic)
2. Wednesday Rotations (Enrichment)
3. Chess (enrichment)

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

Homework Help offers all students a place to complete their homework with the help of a qualified tutor, YES Prep teacher, or their peers who can help bring up their grades. There is a direct correlation between Homework Help participation and the number of Wallstreet students that must attend. It also connects the students with other Northside students and builds a sense of community on campus that will hopefully cause students to wish to continue their education. Chess provides a cross over benefit because it helps enhance critical thinking skills. The benefits from these clubs support the increase of grades, improved attendance, participation, builds stronger relationships with teachers and peers, and increases participation with engaging activities that help give students a sense of belonging. Therefore, the programmatic benefits that derive from the best attended activities are principally enrichment and academic, which are in line with what Northside seeks to achieve with its program

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

Our Wednesday Rotations club was popular among both our middle and high school students. Student surveys results reported that students wanted more opportunities to do off season sports and non-athletic activities. As a result, we collaborated with the Houston Public Library to offer students this opportunity. Students were able to participate in a variety of interest which included academic enhancements in science, technology, reading, engineering, arts, and math.

Another way in which we increased highly-attended club availability for students was by requiring students to have an additional permission slip from parents in order to participate in these activities. The permission slip went over attendance expectations to hold students accountable for their commitment to this club. As a result, the limit for participation in this club was 40, which created a waiting list for students who want to participate. This reinforces keeping the staff to student's ratio low as well as reinforcing the expectation that Wednesday Rotations is not a free for all, but a structured environment during which students can learn athletic skills and participate in additional activities. As the site coordinator, I do observe the quality of instruction by using the lesson plans as a guide for activities observed and giving hands on feedback to the instructors to improve quality programming.

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

Recruitment and Retention: Family Engagement

Impromptu Club: Enrichment

Let's Code Club: College and Workforce Readiness

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

Our least attended activities had low attendance for various reasons. Impromptu Club and Let's Cods Club are both clubs started specifically at the request of HS students. While attendance is not very high, these clubs show ownership and student voice of the afterschool program. Additionally, although small, these students are very dedicated, and I believe that once the clubs exist for a longer time, attendance will increase. Also, both programs are HS activities, which has been great

because most activities are full of middle school students and ACE has a reputation of being for middle school students and not high school students. This reputation isn't because we haven't tried to accommodate high school students in the past, but they weren't very interested until recently, when they asked to create their own clubs. In addition to being targeted towards high schoolers, both subjects require discipline and a higher level of expectations that students have a hard time committing to.

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

The recruitment process for ACE has been an area of continuous improvement. We are constantly looking for new and engaging ways to encourage student participation after school. The struggle has been to find instructors to fulfill the areas of interest from student/parent surveys. For example there has been a request for cooking and healthy eating habits, yoga, and GED classes for adults. We are able to provide these resources, but still only a few parents attend. We are trying to increase communication and vary meeting times to allow for more parents to attend. Currently, our school-day staff members have been the largest resource for student recruitment. Students are driven to teacher-led clubs, since most students have preexisting relationships with the school-day staff. Additionally, the parent summit was able to provide parents with information about free services in their community as well as individualized meetings with college counselors to ensure parents understood both their responsibilities of supporting their children to attain college but also the resources available to them through ACE. Currently we are working to do more community collaborations to help meet the request from the surveys. The summer club programming ideally is where we hope to shoot pilot programming for these club interest.

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

Most of the time attendance is the factor into cancellations. For instance, a club that was successful last semester had to be cancelled this semester due to a change in the students' schedules. Low attendance is factored into club cancellations when the cost of the activity is high to support a small number of students

attending. However, as shown above in Let's Code and Impromptu Clubs, if a dedicated group of students love the activities, we do everything we can to keep the activity going for them. Sometimes a club is cancelled because a teacher can no longer make the commitment and after attempting to find an adequate replacement and not being able to, there is no other option. Of course, we take into consideration the needs of the students. For example, we provided a survey at the end of the fall term asking what activities they liked, didn't like, and any additional activities they wanted implemented. Even though no student asked for more homework help, we recognize that they still need that academic support. On the other hand, many middle school students asked for the continuation of Chess, so we ensured continuing that activity into the spring.

B. Tx21st Student Report: Student Attendance Percentage-Grantee Level (you will run yours for your center only)—Run for 2016-17

Page 4 Questions:

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

The category range with the highest number of students is 1-9 days with a total of 188 students.

29. 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.

Our attendance graph does not currently match the preferred order. This can be attributed to a number of factors. For one, 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 days a week which would not allow them to accrue as many days as non-athletes. Northside feels strongly about allowing athletes to attend ACE on days their team does not practice because ACE provides a safe and culturally enriching environment for them on campus, and most students don't have adult supervision at home. Another factor is that most ACE clubs meet only once or twice per week since many of our teachers are only able to commit to one or two afternoons of ACE programming per week. This means that students have to join multiple clubs in order to attend ACE more than once a week. While this is not an issue with the majority of our students, some are only interested in select clubs. We encourage students to try new activities and join a minimum of two clubs. Additionally, we recognize that while there may be a goal of "the more the better" we do not exclude anyone from programming even if we know they won't make the targeted number of days. This is because, due to the background of our students, which includes little home supervision in the afternoon and many students at risk with regard to economic background, being able to have nutritious food at home, and possibly getting into trouble when not on campus, we prefer to include students for any amount of time we are able to have them, knowing that they are at least under our supervision during the days they do come. This may not be a perfect system, but we believe this is the best way to handle the needs of the population we serve. Another barrier is transportation. Although we do provide an ACE bus, the stops are limited to coordinate with regular p.m. stops. In addition, parents have voiced that if they do not have a way to pick students up from their stop in the evening, due to safety concerns, they are not comfortable with students walking home.

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

Currently, 8% of our enrolled students attend programming 60% of the time. We have implemented the ACE Schedule Window bulletin board. This is a visual board created by students that shows what clubs are available daily. This draws more attention to the printed version of the semester schedule because it includes graphics and small details about the clubs. In addition, we have implemented ACE Attendance Report Cards. These reports give students an accurate total of the current days they have attended clubs, and how many more days they need to attain 30 days. These schedules are customized to each student, and are delivered at the end of each academic quarter aligning with regular school report cards. The report also includes the ACE Reward incentives wish list. Students can list items they would like to earn, based on reaching 30-60- and 90 days of ACE attendance. As the site coordinator, I personally visit each student during the quarter to encourage them

to achieve their goal. Phone calls are made to parents to students who need an extra push from home and to reinforce parents to encourage required attendance.

C. Tx21st Center Report: Participant Attendance—Run by Center for 2016-17

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.

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

Yes and no. The Northside ACE program targets students on multiple levels. Grade levels 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 Learning Lab to support our SPED students 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 seen as a punishment to students, so if they are also involved in alternative activities that the school offers we want them to be able to do those as well, including school funded tutorials with teachers, and sports offered through the school budget. Some 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 keeping our students engaged, learning, and out of trouble.

D. Tx21st report: Participant Activity Attendance Detail—Run by Center for Fall 2016

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?

Students are allowed to select their clubs based mostly on voice and choice. However there are cases where a student's parent has expressed interest in something different for 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. Student individual needs are tracked by having quarterly conversations with students about their grades and area of interest. This includes multiple touch points with instructors to communicate any needs or concerns regarding students or programming. For example there has been an increase in behavior concerns, which has resulted in suspension from all afterschool activities for some

students. 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.

33. 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 managing all activities provided by ACE. There is an enrollment period of time for our ACE program. Students must sign up for their clubs with permission of the teacher leading the club, or with the coordinator (in the case of vendor led activities). Parents know to reach out to the coordinator if they wish to discuss a specific student's schedule. There are ongoing conversations between the coordinator, teachers, students and parents throughout the year in case any modifications are needed.

Secondly, Grade Level Chairs, teachers and other key stakeholders on campus refer students whom they believe would benefit from enrollment in ACE programming. They send an email to the coordinator with the student's name, grade level, contact information and a reason as to how the student would benefit from clubs. This is also a way to recommend clubs for individual students. Reasons for referring students can range from academic concerns, to wanting to reengage the student in the Northside community.

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

Parent information meetings are done every term for both parents and students, during which the coordinator explains the activities offered for both students and parents throughout the semester. Students sign up for clubs with their parents. Schedules of current afterschool clubs are provided with the overall operations of ACE for each semester. Parents and students choose accordingly.

35. 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 in order to reengage them in our afterschool activities.

Center C8: YES Prep Fifth Ward

ACE Evaluation Interim Report Questions

A. Tx21st Center Report: Activity Attendance Percentage—Run for Fall 2016

This report shows all of a center's activities organized into program component areas (academic, enrichment, family engagement, and career) with a quartile distribution range of the number of students/adults for that activity by number of program hours. This report provides information on the total number of hours spent on each program activity as well as which are most heavily attended. By adding the attendance hours in each of the component areas, the attendance in each area should provide perspective on the needs and interests of participants.

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: 16,074 hours, 66% of total hours, 12 activities, 21% total activities

Enrichment: 6,379 hours, 26% of total hours, 37 activities, 64% total activities

College Readiness: 1,030 hours, 4% of total hours, 3 activities, 5% total activities

Family Engagement: 824 hours, 3% of total hours, 5 activities, 8% total activities

7. Which component areas have highest emphasis? Why?

Currently, YES Prep Fifth Ward's component areas have the highest emphasis in Academic Assistance and Enrichment. 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 focus almost entirely on academics- we have an extended school day (two hours more than most). Where our school lacks most is the provision of quality enrichment activities where students can discover their interests, hone new skills, and, simply, release energy. However, ACE is able to provide these activities for our students. 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. Enrichment activities give students the desire to come to school and to participate in fun, structured, programs. 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?

It is important to not only 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. The needs assessment stated that electives such as fine arts, music, dance, and theatre are lacking from our school culture. By providing classes such as art, cheerleading, step, and theatre, we are directly filling this hole in our campus needs.

Health and fitness awareness was also stated as 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 cooking, indoor sports, basketball, and soccer. These activities afford students the capability to lead a better lifestyle, exercise, and eat well.

Another focus area for our campus was leadership. 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 hierarchical 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. Those students who don't meet their academic needs on a regular basis receive a consequence. With that said, 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 for our low income students.

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

1. Service Club, Enrichment
2. Morning Study Hall, Academic Assistance
3. Art, Enrichment

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

As stated earlier, there was a huge need on campus for arts now being filled by the after-school program. Art inspires creativity and explores alternate ways of thinking in students. Additionally, art classes explore self-expression and can be a positive self-esteem booster, both of which can positively impact behavior. Art classes cross-over and give students ways to communicate with students and teachers nonverbally, giving them an outlet for emotions through their creative works, and verbally, through presentation and explanation of pieces.

Additionally, Service Club allows students to receive mentoring opportunities, community service hours, and to gain and build upon leadership skills. This club allows students to work and serve in the communities they live in. The activities provided aid in communication, behavioral management, and increases cultural competency. These activities also create important opportunities for students to contribute and give back to the community and take pride in school culture.

Lastly, the time period built in to Morning Study Hall for students to complete their homework has reduced the number of disciplinary marks given to students in the afterschool program when compared to students who are not enrolled. Similarly, afterschool programs present an incentive for students not to earn detention; if a student earns detention, they cannot attend their afterschool enrichment activities. As a continued research approach, in a random sampling of regularly attending students and students not enrolled in the afterschool program, the number of detention students, with emphasis on those attending after school program versus those not, students who attended ACE had less detentions.

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 on a

monthly basis. Feedback from the observation is given during the monthly check in between site coordinator 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]

1. Culture Club, Enrichment
2. Cheerleading, Enrichment
3. Titan Spirit Club, Enrichment

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

While Culture Club, Cheerleading, and Titan Spirit Club were not attended by many students, they each had a small group of dedicated students who attend weekly. These students attended class nearly 100% of the time. These students were very dedicated to their studies, their instructor, and the content of the activity.

These three clubs are all enrichment activities, which focus on self-esteem, spirit, and building positive relationships. Two of the activities were run by vendors/contractors, while one was conducted by a YES Prep teacher. These clubs were not cancelled due to the adamant commitment of the students who were attending. However, moving forward, these activities will be labeled and promoted in a different way (different name, student population, etc.) to gauge the interest of students. Confidently, those who are attending are effected positively and enjoy the activities very much.

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

When an activity is well below its target, several strategies are employed to boost attendance in the program. First, 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 Program 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, such as Culture Club, 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.

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

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 Program 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-Grantee Level (you will run yours for your center only)—Run for 2016

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:

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

The 1-9 days category currently has the highest number of students at 73.

16. 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.

The program's attendance does not match the preferred graph. The afterschool program at YES Prep Fifth Ward is set up as a club-style program. Students who join the program join on a per-activity basis. Because of that, students could attend anywhere between two days per week to five days per week. It is rare, however, for a student to attend all five days per week. If a student attends a club once a week for the year, that student will have attended at least 30 days of programming. Students are expected to attend programming at least twice a week to allow that student to gain more knowledge and new skills that they might not have had if they did not attend the program regularly. Additionally, many students who join the afterschool program also play sports and join activities when they have the availability. During the off-season, student athletes may join more clubs. While students are

encouraged to attend as many days as possible, some students attend more frequently than others. This results in students achieving regular status at varying rates. A student who attends a club once per week will take the entire year to achieve regularly attending status, while a student who attends five clubs per week will take no more than two months to log their 30 days.

Additionally, some activities are set up on a per-need basis. For example, academic assistance programs will be created around major testing weeks to give students already enrolled in the program extra help and provide teachers with a space to help them. These ad-hoc programs can increase the number of days students are participating, even if those students are only enrolled in one or two clubs per week.

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

According to the student percentage report, 27% of students participate more than 60% of the time. Increasing this number would mean requiring a minimum number of clubs that students must sign up for per week. However, many students join the afterschool program to become part of only one specific program and specialize or explore one thing in particular. Another way to increase the more than 60% percentage is by establishing better communication with both parents and students about minimum participation, scheduling, and the benefits of afterschool programming. Clarity around these particular issues set the expectations for parents and students.

However, many students cannot feasibly participate more than 60% of the time due to athletic 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, in order 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 2016

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.

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

At Fifth Ward, we defined students most in need as those struggling with behavior management: students frequently receiving demerits, in detention, or in ISS/OSS. While many students most in need do attend the afterschool program, they are not attending the most, nor probably enough. Though we have many programs in place specifically for those students and recruit them heavily, they tend to be the students who attend sporadically. The Program Coordinator will call home if she notices a trend that they are not attending with consistency. 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 should be implemented. This is an area of growth for Fifth Ward. However we have focused out parent engagement on strengthening parental support. Our parent participation numbers are high and we have certainly increased parental involvement at the campus through ACE.

However, students who struggle academically do attend with frequency. Because of the academic study halls created for athletes, students are motivated by their coach and the prospect of playing to attend. Additionally, the time frame built in for homework help is an incentive for many parents to keep their student afterschool, even if they do not play sports. Lastly, those students with the greatest need for enrichment activities are attending at a regular rate, which would classify as enough.

D. Tx21st report: Participant Activity Attendance Detail—Run by Center for Fall 2016

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 in 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?

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 Program Coordinator after students have selected their classes so the coordinator can have a conversation with the student about their choices and whether or not she thinks they might be interested in another activity. Therefore, the program coordinator, school staff, and student know each activity they are participating in. In addition, activity guidance by the Program Coordinator takes place in light of individual students' needs and recommendations from YES Prep campus teachers, etc.

The Program 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 during 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 the cause of their failure to attend. Using the same routine as previous years, if attendance is low because they did not like the program, the Program 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.

21. 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 Program 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 Program 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 expectations. The Coordinator explains that the student will come home with a schedule that requires their signature. The Program 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.

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

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 should 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.

At the beginning of each semester, the afterschool program holds a 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 Program 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.

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

The findings of the Participant Activity Attendance Detail will allow the Program 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 Program Coordinator the ability to offer incentives and rewards for those who show progress, and also 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 as a whole, 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.

III. Evaluation Summary and Commentary

In this Appendix section, a summary and commentary on the "component questions" (see introduction above) regarding outputs is presented.

Component 3: Outputs - Activities: Are program activities (intentional) appropriate and implemented with fidelity? How do you know, is there evidence?

The Durand Research and Marketing Associates, LLC, evaluation team found each center's planned activities to be appropriate and implemented with fidelity to its respective logic model.

Our finding followed a careful review of the extensive, professional literature on fidelity. (Indeed, the topic of fidelity to a program's logic model has become central to much recent discourse among evaluation professionals; see, for example, Renger, R. (2006); Knowlton, L.W. and Phillips, C.C. (2013); Rog, D. (2012); Mowbray, Holter, Teague and Bybee (2003); and Mowbray, Bybeen, Holder, and Lewandowski (2006).

Following this review, the evaluation team examined the site's logic model in some detail utilizing "concept mapping" procedures devised by Yampolskaya and others (2004).

The team then assessed the fidelity of each site's activities and the implementation of those by means of on-site observations, a review of site coordinator responses to "discussion" deliverables, logic model table construction, and through informal conversations with the YES Prep Program Director and site coordinators. Most importantly, the team further substantiated its evaluation findings through a careful examination of TX21st Reports, including reports on activity attendance percentages, student attendance percentages, participant attendance, and activity attendance detail.

Findings regarding the specific questions of this component:

- a. *Questions: To what extent do the planned program activities match student's needs? To what extent do the planned program activities match families' needs?*

At the beginning of the academic year, a students' and families' needs assessment was conducted for the program. The evaluation team found that the intended program at each of the centers matched these assessed needs of both students and families. This finding was based upon a consideration of the three phases of needs assessment described by Altschuld and Kumar (2010) (Reference: Altschuld JW and DD Kumar, Needs Assessment. Thousand Oaks, CA: Sage, 2010). It was also based upon the team's observations, observations that included site visits, "discussion deliverables" prepared by site coordinators, informal conversations with program officials, and TX21st data reports.

Some interesting examples of meeting needs was found in the follow discussion response of the site coordinator from YES Prep Southwest:

ACE also provides Southwest with an afterschool library since the school does not have a school library on campus. This provides an area for students to have access to use additional resources for homework assignments.

Students came to me voicing that they would like to have an ACE Computer Lab before school. Since students voiced what they wanted and needed ACE could provide this for the students. The Computer Lab was created for students who needs to complete computer homework that do not have access to a computer home.

- b. To what extent are mechanisms in place and data exists (sic) that informs program decision-making about the portfolio of activities?

The evaluation team's review of TX21st reports showed evidence that data exist to inform decision making about activities. Additionally, interviews with site coordinators (including recommended deliverables) and site visits also showed evidence supporting this assessment.

In response to the discussion question, "Please discuss how you will use the findings of the Participant Activity Attendance Detail," the evaluation team found many noteworthy comments from site coordinators, including this particularly insightful one from the coordinator at Southeast:

Student consistency has improved from last grant year but there are still various areas that need to be strengthened. For instance, the coordinator will be more intentional in aligning campus family engagement efforts with ACE. ACE will also be more strategic when deciding the frequency of certain activities so that attendance can be more consistent and participants can become "regular" sooner. The coordinator will try to limit activities that only meet on selective days and encourage more frequent and regular meeting days. Overall, such activity attendance detail will be used for program planning, especially regarding activities by category.

In addition, the team found abundant evidence of student voice, a quite common mechanism, concerning activity decision-making. In addition to the above comment about computers at YES Prep Southwest, the team found numerous examples in the responses (see above) of site coordinators, including revealing examples provided by coordinators at Northside, East End, and Gulfton among others.

- c. Do activity plans exist and are they reviewed?

Evidence was found of the existence of activity plans and the review of such plans in each center's logic model, in the District Level logic model, in informal conversations with program staff, during site visits, in the responses of coordinators to the ACE Interim Report Questions presented above in this Appendix, and in a sampling of centers' activity worksheets.

One example of such evidence is the following statement in the District Level logic model: “All instructors must provide lesson plans for each day the activity meets and an overarching unit plan per activity.”

An even more pertinent example lies in the following question response of the Fifth Ward ACE site coordinator:

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

Response: 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 on a monthly basis. Feedback from the observation is given during the monthly check in between site coordinator 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.

Component 4: Outputs – Participation: Are the targeted students attending and engaged with the program (staff/activities)? How do you know, is there evidence?

The evaluation team found that at each center “best practices” were followed to increase the attendance and program engagement of targeted students. (In its assessment, the evaluation team defined “targeted students” as those identified in the needs assessment conducted at the beginning of the academic year as well as those students referred to the ACE program by day school student support counselors or deans of instruction.) In general, the team believes that such best practices promoted increased attendance and enhanced engagement. Certainly, this conclusion is suggested both by TX21st data reports as well as by site visits.

Nonetheless, the implementation of best practices cannot and did not insure the attendance and engagement of targeted students – especially of ALL targeted students. Discussions with site coordinators indicate some of the many difficulties regarding ACE attendance and engagement.

The site coordinator at North Center offered this particularly insightful question response:

Question: Are the students most in need attending the most? Are they attending enough?

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 infrequently. Students who were referred by student support counselors or deans of instruction are students that 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. It is important to note that North Central ACE students were not given a specific number of days they needed to attend per week to allow extracurricular flexibility.

In response to the same question, the site coordinator at North Forest offered this important observation:

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 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.

Further, the evaluation team's experience with other TX21st ACE programs and more generally with other out-of-school-time programs informed the team's judgement about attendance and engagement. Fall sports activities, the need to care for siblings of working parents, latch-key care, poverty and the need to support family finances, residential mobility, and competing extracurricular activities among many matters conspire to reduce attendance in – and thereby – engagement with – after-school programs.

Finally, despite the complications and problems described immediately above, the YES Prep program generally met the evaluation team's expectations regarding the attendance and engagement of targeted students. As of this writing, seven of the eight centers had achieved their "regular participation" goals and the eighth was close to doing so. And an examination of activity enrollments and attendance (TX21st data report for fall 2016 on Activity Average Daily Attendance) revealed what the team regarded as "generally adequate with some exceptions" average daily attendance.

Findings regarding the specific questions of this component:

a. Are an expected number of students participating in each activity?

The evaluation team found variation in students' participation in each center activity. *This was as expected.* After all, activities attract students based upon individual needs and preferences as reflected in "voice and choice." And activities tend to target different students and student numbers partially as a result of referrals to the programs. Thus, the team found student participation was high with regard to some activities (e.g., service club, morning study hall and art at Fifth Ward) and somewhat low for others (e.g., Culture Club, Cheerleading, and Titan Spirit Club also at Fifth Ward).

Most importantly, the evaluation team found that activity participation was monitored carefully at each of the eight YES Prep ACE sites and, as well, informed the activity planning and programming of the site coordinators.

b. Are targeted students participating in each activity (i.e., students in need of math assistance are in math tutoring)?

In discussions with the coordinator at each YES Prep ACE site, the evaluation team found ACE activities tended to be individualized for students. The team also found that targeted students were generally participating in each activity.

Unfortunately, the evaluation team found that the questions included in the ACE Evaluation Interim Report for this recommended deliverable were lacking in the specificity needed to answer fully this question.

Additionally, the recommended timeline for completion of this deliverable was March 1, 2017 (Cycle 9 evaluation guide, page 3). This timeline forced reliance exclusively on fall term evidence from Texas 21st data reports.

Further, TX21st data reports provided the evaluation team with little useful evidence since student “needs” and “students’ targeted” are not provided in these reports.

In the discussion guide for this deliverable, only one question provided evaluation evidence regarding targeted students’ participation in each activity. The following was that question:

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?

Below the responses of four different site coordinators are presented in the hope of providing evaluation insight to the program and, especially, to the program director.

In response to the above question, the coordinator at Southeast offered this set of observations:

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, seniors were prioritized by

PSAT scores when they were recruited for SAT boot camp. If student PSAT score was below 800 they were prioritized as high need for SAT boot camp, and encouraged to enroll before students with higher scores.

Activities that prioritize students by needs are closely monitored and communication with parents is frequent. Communication between facilitator and coordinator is also ongoing to ensure accountability with all parties involved.

In answer to the same discussion question, the coordinator at North Central responded in the following way:

Each student has an activity schedule they select from their application 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 due 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 required to attend a club, and the instructor then alerts me if a student misses and about their progress.

The East End coordinator responded to the identical discussion question as follows--

At the YES Prep East End campus, ACE programs are very individualized with the goal of making sure these clubs can sustain themselves when the ACE grant ends. A priority is made to walk to each club and speak to the students who attend ACE programs. Follow-up with individual students is on a case by case basis and can be determined by indicators the student may give (low grades, behavior, etc.) or by teacher/administration prompts (what they see). These discussions and conversations are held for each activity on a regular basis.

Lastly, the North Forest coordinator responded in the following way--

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 if 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.

- c. Are participation rates (e.g., numbers of hours per week that students attend) at the expected level?

Discussion responses typical of those provided by site coordinators are the following:

From the coordinator at Southeast in response to discussion question 6 (below):

Question 6: 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.

The attendance graph for Yes Prep Southeast does not match the preferred. For Southeast, the bar graph starts with 83 students in the (1-9) bracket, then steadily trends downwards, the lowest brackets is the (80-89 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

extra curricular activities such as athletics, and tutorials throughout the school year. This graph shows that out of 357 students, 197 attend ACE at least 3 times a week. This participation approach allows ACE to intentionally craft quality programming that doesn't conflict with campus operations and caters to student availability.

At Gulfton the coordinator responded to the same question as follows –

The Gulfton attendance graph does not match the preferred graph but is close. The majority of Gulfton ACE students fall between 30-39 days (sixty three) and 10-19 days (twenty-two). The graph differences can be explained partially by the schedule of activities. Middle school students, which make up the majority of the program, are scheduled Monday, through Thursday. Friday is reserved for high school activities such as driver's education and hip hop dance. Some students enrolled in one club only attend two times a week and take longer to acquire attendance days.

Enrollment also happens on an on-going basis for the middle school program. Referrals received by the dean of students, counselors, or other staff allow for students to join at any time, as long as they have their parents attend an enrollment meeting. This alone, can account for some students having attended 9 days versus a student attending 30 days.

Also, some of the ACE classes interfere with the regular school day priorities such as detention, and required non-ACE tutorials. With the majority of the ACE students being referrals or enrolled for either academic or behavioral concerns, balancing between ACE and regular school day consequences has been difficult for students.

The Northside coordinator responded as follows –

Our attendance graph does not currently match the preferred order. This can be attributed to a number of factors. For one, 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 days a week which would not allow them to accrue as many days as non-athletes. Northside feels strongly about allowing athletes to attend ACE on days their team does not practice because ACE provides a safe and culturally enriching environment for them on campus, and most students don't have adult supervision at home. Another factor is that most ACE clubs meet only once or twice per week since many of our teachers are only able to commit to one or two afternoons of ACE programming per week. This means that students

have to join multiple clubs in order to attend ACE more than once a week. While this is not an issue with the majority of our students, some are only interested in select clubs. We encourage students to try new activities and join a minimum of two clubs. Additionally, we recognize that while there may be a goal of “the more the better” we do not exclude anyone from programming even if we know they won’t make the targeted number of days. This is because, due to the background of our students, which includes little home supervision in the afternoon and many students at risk with regard to economic background, being able to have nutritious food at home, and possibly getting into trouble when not on campus, we prefer to include students for any amount of time we are able to have them, knowing that they are at least under our supervision during the days they do come. This may not be a perfect system, but we believe this is the best way to handle the needs of the population we serve. Another barrier is transportation. Although we do provide an ACE bus, the stops are limited to coordinate with regular p.m. stops. In addition, parents have voiced that if they do not have a way to pick students up from their stop in the evening, due to safety concerns, they are not comfortable with students walking home.

At Fifth Ward, the site coordinator reported –

The program’s attendance does not match the preferred graph. The afterschool program at YES Prep Fifth Ward is set up as a club-style program. Students who join the program join on a per-activity basis. Because of that, students could attend anywhere between two days per week to five days per week. It is rare, however, for a student to attend all five days per week. If a student attends a club once a week for the year, that student will have attended at least 30 days of programming. Students are expected to attend programming at least twice a week to allow that student to gain more knowledge and new skills that they might not have had if they did not attend the program regularly. Additionally, many students who join the afterschool program also play sports and join activities when they have the availability. During the off-season, student athletes may join more clubs. While students are encouraged to attend as many days as possible, some students attend more frequently than others. This results in students achieving regular status at varying rates. A student who attends a club once per week will take the entire year to achieve regularly attending status, while a student who attends five clubs per week will take no more than two months to log their 30 days.

Additionally, some activities are set up on a per-need basis. For example, academic assistance programs will be created around major testing weeks to give students already enrolled in the program extra help and provide teachers with a space to help them. These ad-hoc programs can increase the number of days students are participating, even if those students are only enrolled in one or two clubs per week.

In reviewing these (and other) comments from coordinators, it was clear that YES Prep ACE Program participation rates do not match those identified as “preferred” in the ACE Evaluation Interim Report Questions.

But the evaluation team was unclear as to whether “preferred participation levels” meant the same thing as “expected level,” the term used in Component 4 (see above). The levels of “days of participation” were completely in-line with the team’s experiences and expectations with other Texas 21st and other out-of-school-time programs. Given that the YES Prep program serves many students and families from disadvantaged backgrounds and students from non-English speaking backgrounds, the levels of participation identified in TX21st data reports seem entirely in keeping with the team’s expectations. However, this is not to suggest that increased participation at each of the YES Prep sites would not be beneficial. It is only to suggest that expectations about participation levels need to be reasonable, especially in light of comments made above about factors affecting participation and engagement.

Finally, the evaluation team was quite impressed with the knowledge of site coordinators, exemplified in the comments quoted immediately above, concerning the reasons for less than “preferred” program participation levels. These comments should be considered carefully in attempts to increase participation rates at each site.

d. Are mechanisms in place for assessing student/parent engagement?

The evaluation team found that all eight YES Prep ACE sites have a variety of mechanisms in place for assessing engagement. In their responses to the ACE Interim Report questions, most of the coordinators specifically mentioned surveys of students and/or parents. Additionally,

mechanisms for eliciting “voice and choice” were also named as was the monitoring of attendance data. Also discussed by coordinators was the use of Participant Activity Detail reports. Focus groups, meetings with students, and contacts with parents were also widely mentioned.

IV. A concluding comment.....

The Durand Research and Marketing Associates, LLC, evaluation team is of the mindset that every program can be improved – if only marginally. The YES Prep program, in particular, would benefit from increased levels of program participation.

That said, the team strongly believes that in comparison to the more than 50 other after-school programs with which it has detailed familiarity, YES Prep has done an excellent job in implementing “outputs-activities” and “outputs” and in achieving intended outputs at all eight of its centers.