



YES Prep ACE Program

Cycle 10, 2018-19

Center-Level Annual Report

Center-Level Annual Evaluation Reports

This document follows the recommended reporting format for the annual evaluation report (page 24, Texas ACE Evaluation Guide, 7/24/19). Specifically, for each of the ten (10) YES Prep ACE Centers the following elements are included: a one-page fact sheet (labeled here as “Key Messages”), an executive summary, and a report all of which are directly pursuant to pages 24 and 25 in the Evaluation Guide. Finally, appendices supporting each of the center-level reports will be found in the YES Prep Grantee level report, a report organization consistent with the Texas ACE evaluation guide (*Ibid.*, page 24).

SOUTHSIDE CENTER-LEVEL REPORT

KEY MESSAGES

Programmatic and Managerial Context

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

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- The Southside Center of the YES Prep ACE program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
 - Results from self-administering the New York State Self-Assessment (NYSAN) process evaluation instrument, modified to meet Texas requirements, revealed that the implementation of ACE at Southside generally met quality standards. Only a few exceptions were found.
 - The evaluation team confirmed the alignment of Southside ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems.
 - Progress appears to have been made in addressing the identified local needs of reading improvement and in offering a variety of extracurricular activities.
 - Surveys administered to parents of Southside ACE participants revealed that an extremely high percentage were pleased with both ACE program's implementation and outcomes.
 - The evaluation team found evidence of an impact of program "dose" (ACE days attended) at Southside on positive changes in science grades and in social studies grades from fall to spring, changes that were found to hold even after students' background characteristics (ethnicity, gender, grade level) were taken into account.
 - An assessment of the impact of regular (45 days or more) of ACE participation showed reading improvement and improvement in science grades among the regular ACE participants at Southside compared to non-regular ones.

Center-Level Evaluation Report on Southside (Continued)

II. Executive Summary

A. Overall Strengths and Next Steps

Key accomplishments for this center include the initial implementation of an ACE program that met both quality standards and addressed important local needs. An important stakeholder group, the parents of ACE participants at Southside expressed high levels of satisfaction with the program's implementation and outcomes. Student participation in ACE appears to have resulted in important reading and science grade improvements over the year.

Recommended next steps:

- The evaluation team recommends that incentives be adopted to increase student participation levels, including regular participation, in ACE. Such incentives should particularly emphasize "internal" ones such as attendance awards, recognition, and honor ceremonies. This should be done in collaboration with student participants in ACE, most especially those that "early exited" the program.
- The site coordinator in collaboration with the program director should review the results of administering the NYSAN process evaluation instrument for improvements and plans for future implementation improvement.
- The site coordinator in collaboration with the program director should review the findings of the outcomes assessment (found in this report) to improve program outcomes that were not found to result from higher student participation levels. Then, suitable changes need to be made including possible curriculum redesign, the hiring of new instructors, and the like.

B. Center Overview

YES Prep's Southside Center is located on the South Loop East Freeway within the City of Houston. As detailed in **Appendix B** of the grantee-level report, the ACE program included school grade levels from six (6) through nine (9). The school campus itself met the TEA standards of accountability.

Demographically, slightly more than one-third of participating students in the ACE program were of Hispanic/Latino descent while an additional sixty-five (65) percent were of African American background. Further, nearly 69% of ACE participants were females.

The ACE Program at Southside offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

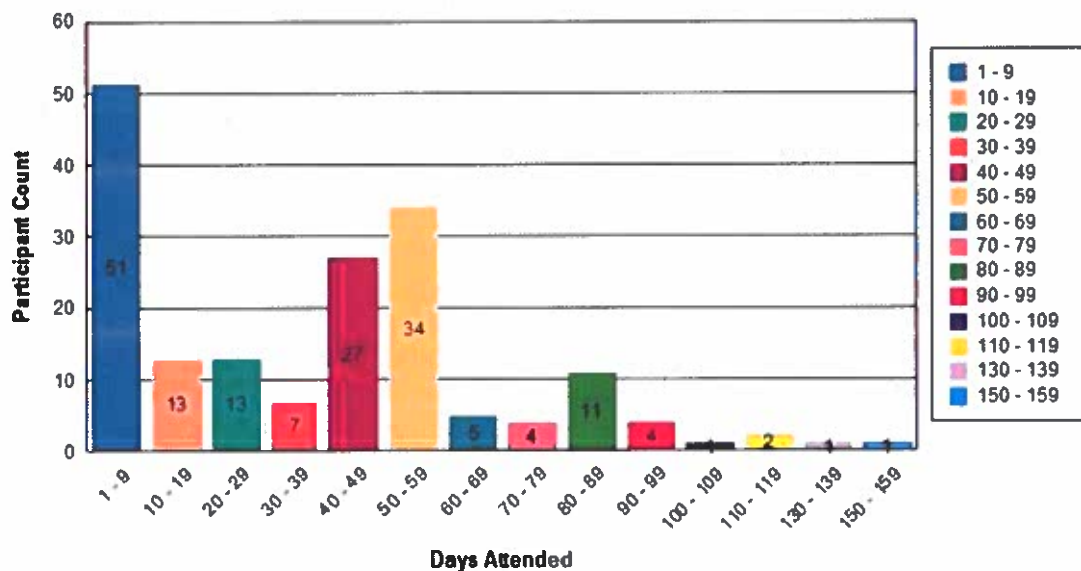
The activities at Southside were most frequently offered during after-school hours although a few were scheduled earlier. Considering activities scheduled earlier, during the fall term, a section of Dance Club, a parental and family support activity, was scheduled for morning hours (not preschool hours) while Morning Study Hall was scheduled daily before the start of regular day classes.

C. Implementation

The total number of ACE students served was 175, a number that included 87 regular student participants and 88 non-regular ones. Additionally, Southside also served 64 adults. Thus, this center met all participation requirements.

The chart below displays the number of total program days attended by participant count for this center as of June 26, 2019. As will be noted, the modal category of attendance (most frequent) by participant count was that of one to nine days followed by that of 50 to 59 days.

Center: C1 - YES Prep Southside



Results from self-administering the NYSAN process evaluation instrument revealed that the implementation of ACE at Southside generally met standards. Only a few exceptions were found. Also, based on results, plans for improvement in the areas not meeting standards were noted and planned. (Detailed findings of the NYSAN at Southside will be found in Appendix 5 of the Grantee level report).

The evaluation team confirmed the alignment of Southside ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems. This confirmation occurred through sites visits, direct conversations with day school officials, and by direct observation of lesson plans, and college and career materials.

Note: Since this was a "first-year ACE program," no prior year results were available.

D. Local Needs and Outcomes

Prior to the start of the Cycle 10 ACE program, YES Prep conducted a set of assessments intended to identify the needs of youth, parents, and families at each of its centers and surrounding communities, including Southside. These needs were reviewed carefully by YES Prep staff and, subsequently incorporated into the logic model for each respective center. These identified needs then became a principal basis for decisions about program goals, resources, activities, the fidelity of implementation to activities, and desired outcomes. Expressed differently, program planning, evaluation, program management, continuous quality improvement, and communications with stakeholders at the YES Prep Centers were all

Site	Local Need	Progress in Outcomes Addressing Needs	Evidence of Progress (if any)
Southside	1)--Gaps in math skills and reading comprehension	1) Improvement was made in reading grade improvement.	1)--Outcomes analysis in Appendix and TEAL data on TEA outcomes requirements
	2)-- Extracurricular activities	2) A variety of extracurricular activities were offered	2)--TEAL data on activities' attendance

premised on a thorough-going understanding of local needs and desired outcomes.

In the brief table shown below, local needs, progress in achieving outcomes addressing needs and evidence of that progress are summarized for Southside.

E. State Outcomes

Major program outcomes for Texas ACE included the areas of noncriminal referrals, school day absences, reading grade improvement, and improvements in math, science and social studies.

In the interest of brevity, achievement of outcomes for these areas are discussed in Section IVB below.

Also included among Texas ACE outcomes of interest were normal grade promotion, on-time graduation, and criminal referrals. However, no data were shown for any of these latter program outcomes in the TEAL data system.

III. Summary of Strengths, Recommendations, and Next Steps

A. Summary

Major accomplishments, general recommendations, and suggested action steps have already been summarized above in Part A of the Executive Summary. In the interest of brevity, they are not presented again.

IV. Program Overview

A. Theory of Change

All YES Prep ACE Centers implemented and evaluated its respective program based upon the same theory of change: *Students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components (academic achievement, college and career readiness, enrichment, and family and parental support service) will yield improvement in academic performance, attendance, behavior, as well as promotion and graduation rates of students.* This theory was adopted by the YES Prep ACE program after drawing on research and best practices from professional materials on out-of-school time education.

B. Logic Model

(The logic model for this center and for all ten YES Prep ACE centers will be found in detail in Appendix 5 the Grantee report.)

V. Process (Implementation) Evaluation Plan and Results

A. Process Evaluation Plan

As discussed in the grantee report, the process evaluation plan utilized during the reporting period was developed as part of a collaboration that included the program director, the 10 YES Prep site coordinators and community members. At base the process evaluation plan chosen utilized a validated and widely used self-administered instrument known as the New York State Afterschool Network Program Quality Self-Assessment Tool (NYSAN) modified to fit the implementation of the YES Prep ACE program. The original NYSAN process evaluation instrument can be found on-line at <http://networkforyouthsuccess.org/qa/>. Modifications to

the original instrument for use in assessing the YES Prep ACE program in Texas are discussed in detail in **Appendix 4 to the Grantee report.**

In addition to the use of the NYSAN instrument, as noted above site visits were conducted jointly by the lead evaluator along with the program director. These site visits, which included direct observations of activities, lesson materials, college and career materials, and ACE facilities as well as conversations with site coordinators and, at times, with day school officials were a part of the process evaluation plan.

Finally, surveys of parents, especially parents of ACE students, an obviously important group of stakeholders, were conducted by YES Prep Public Schools, Inc., at each of the centers. Results from the surveys were generously made available for this evaluation report.

B. Process Evaluation Results

(Complete, detailed process evaluation results based on the NYSAN for Southside and for the other nine YES Prep ACE centers also will be found in Appendix 5 to the Grantee report. In that same report appendix, improvement plans for Southside will be found in summary form.)

In brief, the site review revealed that the ACE program at Southside was *well-implemented*. Additionally, as noted above, *alignment* of the Southside ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems was found.

On the other hand, *areas cited for improvement* at Southside utilizing the NYSAN included the following (see Appendix 5 for more details and take note especially of identified “performance levels”)–

- Scheduled meetings with major stakeholders
- Involving families and the community in program events
- Providing opportunities for literacy and related experiences for families of program participants
- The use of space

Data other than those derived from use of the NYSAN and from site visits to evaluate process results included evidence from year-end surveys of parents conducted by YES Prep Public Schools, Inc. The data and findings reported here are from surveys of parents of ACE participants.

(The full results from surveys of parents at Southside and from the other nine ACE centers are shown in detail in Appendix 6 to the Grantee report.)

Highlights of the principal findings from the surveys of parents of Southside ACE participants include the following –

- As judged by the quite high percentages of “positive” answers to survey questions, it appears that parents of students at Southside were *quite pleased* with both the program’s implementation and outcomes.
- Fully 98% of Southside parents reported that the ACE program improves the behavior of their/his/her child or children at school.
- Ninety-five percent (95%) of ACE parents expressed the view that the program improves attendance on the part of their child.
- By the same percentage (95%), the parents of Southside ACE participants responded affirmatively (strongly agree or agree) to the statement, “The ACE program improves my students academic performance.”
- The enabling of positive enrichment opportunities by ACE was also cited affirmatively by 95% of responding Southside parents.

(Since this ACE program was a completely new one, there were no prior year results with which to compare.)

VI. Outcome Evaluation Plan and Results

A. Outcome Plan

An outcomes evaluation plan was devised collaboratively (see above) and applied uniformly to all YES Prep Centers, including Southside. At base the outcome plan was based on the use of the SMART (specific, measurable, attainable, relevant, and time based) goal framework discussed earlier in this report. The achievement of outcomes required by the Texas Education Agency (TEA) for Texas ACE Grant Cycle 10, including school day attendance, course grades, and on-time advancement in grade level, was evaluated by means of the framework. All data included in the outcomes evaluation were incorporated into the State’s TEAL data system and were extracted from that system. After extraction, the data were then analyzed using multivariate statistical models with controls introduced for “background” or “antecedent” conditions in order to eliminate possible spurious results.

Critical to evaluating the outcomes of the program at Southside (and the other ACE sites) were an analysis of “dose-response” relationships, the elimination of plausible explanations alternative to the ACE program as having made a difference to outcomes. The latter is referred to by evaluators as eliminating the effects of spuriousness. Also critical was an assessment of the impact of regular (45 days or more) ACE participation. As suggested by TEA’s local evaluation guide (dated August 2018) all of these elements (dose-response relationships, eliminating the effects of spuriousness, and assessing the impact of regular ACE participation) are discussed in detail in Appendix 7 of the Grantee report along with the methodology for establishing the true impact of the ACE program.

B. Outcome Evaluation Results

As discussed in the methodology section of Appendix 7, the Durand Research and Marketing Associates, LLC, evaluation team first investigated “dose-response” relationships – the impact of days attended in ACE for this center *on changes in outcomes* after controlling for the effects of participants’ ethnicity, grade level, and gender. (Participants’ ethnicity, grade level and gender were variables that preceded in time or anteceded ACE participation and, thus, could result in spurious or false findings concerning program outcomes). Then, the team assessed the impact of regular (45 days or more) ACE participation on *changes in outcomes* from fall to spring.

The evaluation team found evidence of an impact of program “dose” (ACE days attended) at Southside on positive changes in science grades and in social studies grades from fall to spring. Moreover, these impacts were found to hold even after statistical controls were introduced for ethnicity, grade, and gender. Thus, there was no evidence of spuriousness in regard to these grade improvements.

When the impact of regular (45 days or more) of ACE participation was evaluated, positive reading improvement and improvement in science grades were found among the regular ACE participants compared to non-regular ones. Further, these same relationships were found even after statistically controlling for variables preceding in time ACE participation.

VII. Appendices

Appendices with relevant, detailed information are provided as an appendage to the general report.

BRAYS OAKS CENTER-LEVEL REPORT

KEY MESSAGES

Programmatic and Managerial Context

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

- The Brays Oaks Center of the YES Prep ACE program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
- Results from self-administering the New York State Self-Assessment (NYSAN) process evaluation instrument, modified for Texas and YES Prep's ACE program, revealed that the implementation of ACE at Brays Oaks generally met the *highest* quality standards. Only a few exceptions were found, but these exceptions still met at least, or more than, satisfactory standards.
- The evaluation team confirmed the alignment of the Brays Oaks ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems.
- Important progress appears to have been made in addressing all identified local needs.
- Surveys administered to parents of Brays Oaks ACE participants revealed that an extremely high percentage were quite pleased with both ACE program's implementation and outcomes.
- The evaluation team found evidence of an impact of program "dose" (ACE days attended) on school day absences (i.e., fewer absences) from fall to spring as well as on improvements in (fewer) noncriminal behavioral referrals, reading grades, and social studies grades.
- The team's assessment of the impact of regular (45 days or more) of ACE participation revealed a reduction in noncriminal referrals from fall to spring compared to such referrals among non-regular participants.
- In additional regular ACE participants at Brays Oaks displayed a greater *decrease* in school days absent over the same time period relative to their non-regular counterparts.

- Also, the team found that regular participants improved in reading grades, math grades, science grades, and social studies grades from fall to spring relative to non-regular ACE participants at Brays Oaks.

Center-Level Report on Brays Oaks (Continued)

A. Overall Strengths and Next Steps

Key accomplishments for this center include the initial implementation of an ACE program that met the highest quality standards and addressed all identified local needs. An important stakeholder group, the parents of ACE participants at Brays Oaks expressed high levels of satisfaction with the program's implementation and outcomes. Student participation in ACE appears to have resulted in fewer school day absences, fewer noncriminal behavioral referrals, and improvements in reading grades, math grades, science grades, and social studies grades.

Next steps:

- Continuous program quality improvement requires an initial review by program staff of the findings of this report at the start of the next ACE academic year.
- While Brays Oaks had rather high levels of ACE participation relative to other YES Prep centers, there were still a sizeable number of students with nine or fewer days of active attendance. Exit interviews with those who did not remain long with the program are recommended in order to identify appropriate corrective steps.

B. Center Overview

The Brays Oaks Center of YES Prep is located on the far west side of the City of Houston. As detailed in **Appendix B** of the Grantee-level report, the ACE program included school grade levels from six (6) through twelve (12). The school campus itself met the TEA standards of accountability.

Demographically, nearly 60% of participating students in the ACE program were of Hispanic/Latino descent while an additional ten (10) percent were of African American background. Further, nearly 57% of ACE participants were females.

The ACE Program at Brays Oaks offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

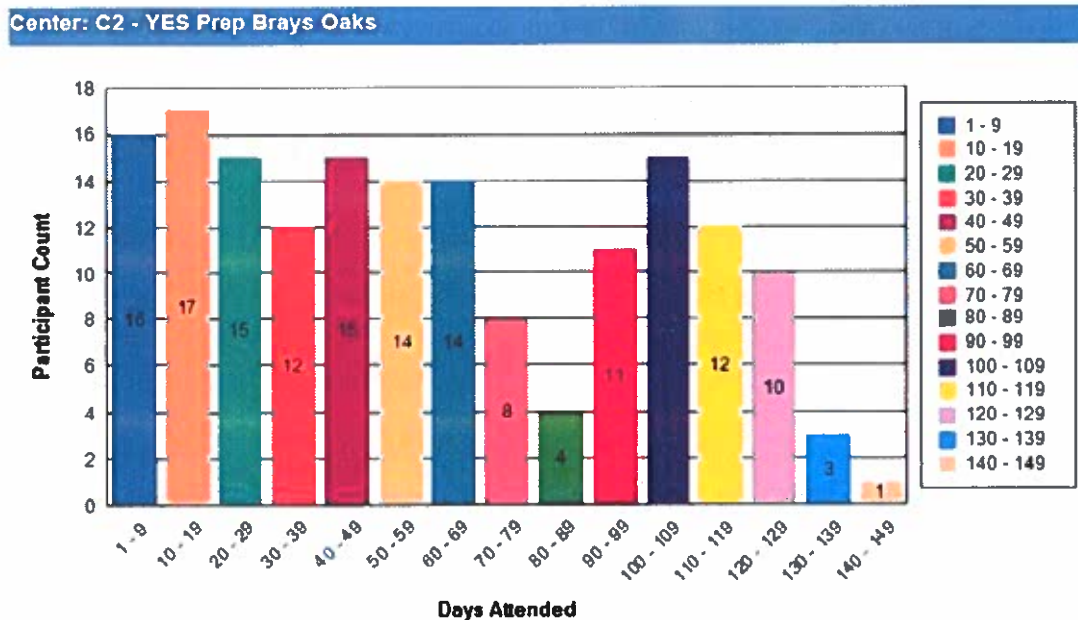
The activities at Brays Oaks were most frequently offered after-school with a few provided before day school classes. Considering activities not provided after-school, in the fall term two

family and parental support activities targeted for parents were scheduled for morning hours while morning study hall was scheduled for students. In the spring term a morning study hall activity was scheduled to begin prior to the beginning of day classes; two tie-dye activities, one for adults and one for students, were scheduled in morning hours as were a smattering of other activities – India Republic Day, “importance of college” workshop ; diabetes and stroke awareness targeted students –as were a cooking class and a stroke awareness class for adults.

C. Implementation

The total number of ACE students served was 167, a number that included 101 regular student participants and 66 non-regular ones. Additionally, Brays Oaks also served 94 adults. Thus, this center met all State participation requirements.

The chart below displays the number of total program days attended by participant count for this center as of June 26, 2019. As will be noted, the modal category of attendance (most frequent) by participant count was that of 10 to 19 days. Perhaps most noteworthy, the distribution across attendance days was more nearly uniform for Brays Oaks compared to other YES Prep ACE centers.



Results from self-administering the NYSAN process evaluation instrument revealed that the implementation of ACE at Brays Oaks generally met the highest quality standards. Only a few exceptions were found, but these exceptions still reportedly met satisfactory standards.

(Detailed findings of the NYSAN at Brays Oaks will be found in Appendix 4 to the Grantee report).

The evaluation team confirmed the alignment of the Brays Oaks ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems. This confirmation occurred through site visits, direct conversations with day

Site	Local Need	Progress in Outcomes Addressing Needs	Evidence of Progress (If any)
Bay Oaks	1) -- Morning supervision and support 2) Structured academic outcomes in high priority areas 3) Diverse enrichment activities 4) Increased athletic opportunities for middle schoolers	1) Progress was made in the form of a morning study hall 2) Important outcomes were achieved in school day absences (fewer) in fewer behavioral referrals, in reading and in social studies 3) Such activities were conducted 4) Athletic opportunity activities were conducted	1) TEAL activity data; site visit 2. Outcomes assessment in this report based on TEAL data 3) TEAL activity and attendance data; parent surveys 4) TEAL activity and attendance data; site visit

school officials, and by direct observation of lesson plans, and college and career materials.

Note: Since this was a "first-year ACE program," no prior year results were available.

D. Local Needs and Outcomes

Prior to the start of the Cycle 10 ACE program, YES Prep conducted a set of assessments intended to identify the needs of youth, parents, and families at each of its centers and surrounding communities including Brays Oaks. These needs were reviewed carefully by YES Prep staff and, subsequently incorporated into the logic model for each respective center. These identified needs then became a principal basis for decisions about program goals, resources, activities, the fidelity of implementation to activities, and desired outcomes. Expressed differently, program planning, evaluation, program management, continuous quality improvement, and communications with stakeholders at the YES Prep Centers were all premised on a thorough-going understanding of local needs and desired outcomes.

In the brief table shown above, local needs, progress in achieving outcomes addressing needs and evidence of that progress are summarized for Brays Oaks --

E. State Outcomes

Major program outcomes for Texas ACE included the areas of noncriminal referrals, school day absences, reading grade improvement, and improvements in math, science and social studies. In the interest of brevity, achievement of outcomes for these areas are discussed in Section IVB below.

Also included among Texas ACE outcomes of interest were normal grade promotion, on-time graduation, and criminal referrals. However, no data were shown for any of these latter program outcomes in the TEAL data system.

III. Summary of Strengths, Recommendations, and Next Steps

A. Summary

Major accomplishments, general recommendations, and suggested action steps have already been summarized above in Part A of the Executive Summary. In the interest of brevity, they are not presented again.

IV. Program Overview

A. Theory of Change

All YES Prep ACE Centers implemented and evaluated its respective program based upon the same theory of change: *Students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components (academic achievement, college and career readiness, enrichment, and family and parental support service) will yield improvement in academic performance, attendance, behavior, as well as promotion and graduation rates of students.* This theory was adopted by the YES Prep ACE program after drawing on research and best practices from professional materials on out-of-school time education.

B. Logic Model

(The logic model for this center and for all ten YES Prep ACE centers will be found in detail in Appendix 5 to the Grantee report.)

V. Process (Implementation) Evaluation Plan and Results

A. Process Evaluation Plan

As discussed above in this report, the process evaluation plan utilized during the reporting period was developed as part of a collaboration that included the program director, the 10 YES Prep site coordinators and community members. At base the process evaluation plan chosen was utilized a validated and widely used self-administered instrument known as the New York State Afterschool Network Program Quality Self-Assessment Tool (NYSAN) modified to fit the implementation of the YES Prep ACE program. The original NYSAN process evaluation instrument can be found on-line at <http://networkforyouthsuccess.org/qsat/>. Modifications to the original instrument for use in assessing the YES Prep ACE program in Texas are discussed above in detail in **Appendix 4 to the Grantee report.**

In addition to the use of the NYSAN instrument, as noted above site visits were conducted jointly by the lead evaluator along with the program director. These site visits, which included direct observations of activities, lesson materials, college and career materials, and ACE facilities as well as conversations with site coordinators and, at times, with day school officials were a part of the process evaluation plan.

Finally, surveys of parents, especially parents of ACE students, an obviously important group of stakeholders, were conducted by YES Prep Public Schools, Inc., at each of the centers. Results from the surveys were generously made available for this evaluation report.

B. Process Evaluation Results

(Complete, detailed process evaluation results based on the NYSAN for Brays Oaks and for the other nine YES Prep ACE centers also will be found in Appendix 5 to the Grantee report. In that same report appendix, improvement plans for Brays Oaks will be found in summary form.)

In brief, site visits revealed that the ACE program at Brays Oaks was *well-implemented*. Additionally, as noted above, *alignment* of the Brays Oaks ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems was found.

On the other hand, *areas for improvement* at Brays Oaks derived from utilizing the NYSAN included the following (see Appendix 5 for more details and take note especially of identified “performance levels”)–

- Maintain accurate and accessible medical records on participants
- Scheduling of meetings with major stakeholders, and
- Obtaining feedback about the program from stakeholders

Data other than those derived from use of the NYSAN and from site visits to evaluate process results included evidence from year-end surveys of parents conducted by YES Prep Public

Schools, Inc. The data and findings reported here are from surveys of parents of ACE participants.

(The full results from surveys of parents at Brays Oaks and from the other nine ACE centers are shown in detail in Appendix 6 to the Grantee report.)

Highlights of the principal findings from the surveys of parents of Brays Oaks ACE participants include the following –

- As judged by the quite high percentages of “positive” answers to survey questions, it appears that parents of students at Brays Oaks were *quite pleased* with both the program’s implementation and outcomes.
- Fully 94% of Brays Oaks parents reported that the ACE program improved the behavior of their/his/her child or children at school.
- Ninety-four percent (94%) of ACE parents also expressed the view that the program improved attendance on the part of their child.
- By the same percentage (94%), the parents of Brays Oaks ACE participants responded affirmatively (strongly agree or agree) to the statement, “The ACE program improves my students academic performance.”
- *The enabling of positive enrichment opportunities by ACE were also cited affirmatively by 97% of responding Brays Oaks parents.*

(Since this ACE program was a completely new one, there were no prior year results with which to compare.)

VI. Outcome Evaluation Plan and Results

A. Outcome Plan

An outcomes evaluation plan was devised collaboratively (see above) and applied uniformly to all YES Prep Centers, including Brays Oaks. At base the outcome plan was based on the use of the SMART (specific, measurable, attainable, relevant, and time based) goal framework discussed earlier in this report. The achievement of outcomes required by the Texas Education Agency (TEA) for Texas ACE Grant Cycle 10, including school day attendance, course grades, and on-time advancement in grade level, was evaluated by means of the framework. All data included in the outcomes evaluation were incorporated into the State’s TEAL data system and were extracted from that system. The data were then analyzed using multivariate statistical models with controls introduced for “background” or “antecedent” conditions in order to eliminate possible spurious or misleading results.

Critical to evaluating the outcomes of the program at Brays Oaks (and the other ACE sites) were an analysis of “dose-response” relationships and the elimination of plausible explanations alternative to the ACE program as having made a difference to outcomes. The latter is referred to by evaluators as eliminating the effects of spuriousness. Also central to assessing outcomes was an examination of regular (45 days or more) of participation. As suggested by TEA’s local evaluation guide (dated August 2018) these elements (dose-response relationships, eliminating the effects of spuriousness, and assessing the impact of regular participation) are discussed in detail in Appendix 7 of the Grantee report along with the methodology for establishing the true impact of the ACE program.

B. Outcome Evaluation Results

Using the methods discussed in Appendix 7, the Durand Research and Marketing Associates, LLC, evaluation team first investigated “dose-response” relationships – the impact of days attended in ACE for this center *on changes in outcomes* after controlling for the effects of participants’ ethnicity, grade level, and gender. (Participants’ ethnicity, grade level and gender were variables that preceded ACE participation and, thus, could result in spurious or false findings concerning program outcomes). Then, the team assessed the impact of regular (45 days or more) ACE participation on changes in desired, State of Texas outcomes from fall to spring.

The evaluation team found evidence of an impact of program “dose” (ACE days attended) at Brays Oaks on *positive changes* in school day absences (i.e., fewer absences) from fall to spring as well as on improvements in (fewer) noncriminal behavioral referrals, reading grades, and social studies grades over the same period. Interestingly, introducing controls for preceding or antecedent variables resulted in a finding of substantial improvement in social studies grades.

The team’s assessment of the impact of regular (45 days or more) of ACE participation revealed a reduction in noncriminal referrals from fall to spring compared to such referrals among non-regular participants. This impact on noncriminal referrals actually increased (i.e., a larger reduction) after controls for the antecedent variables of ethnicity, grade, and gender were introduced. Additionally, regular participants displayed a greater *decrease* in school days absent over the same time period relative to their non-regular counterparts. The team also found that regular participants improved in reading grades, math grades, science grades, and social studies grades from fall to spring relative to non-regular ACE participants at Brays Oaks.

VII. Appendices

Appendices with relevant, detailed information are provided as appendage to the general report.

SOUTHWEST CENTER-LEVEL REPORT

KEY MESSAGES

Programmatic and Managerial Context

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

- The Southwest Center of the YES Prep ACE program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
- Results from self-administering the New York State Assessment process evaluation instrument, modified for Texas and for YES Prep, revealed that the implementation of ACE at Southwest met all quality standards. Particularly noteworthy were the nearly uniform, "highest" performance ratings received for the program's "environment and climate," "administration/organization," "programming and activities," "youth participation/engagement" and for its "linkages between "day and after school."
- The evaluation team confirmed the alignment of the Southwest ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems.
- Important progress appears to have been made in addressing all identified local needs.
- Surveys administered to parents of Southwest ACE participants revealed that a high percentage were quite pleased with both the ACE program's implementation and outcomes.
- The evaluation team found evidence that increased days of ACE attendance at Southwest was related to fewer noncriminal referrals as well as reading grade, math grade, and social studies grade improvement.
- The team also found that regular (45 days or more of ACE participation) participants displayed a decline in noncriminal referrals from fall to spring as well as improvements in reading and social studies grades compared to their non-regular counterparts.

Center Level Report on Southwest (continued)

II. Executive Summary

A. Overall Strengths and Next Steps

Key accomplishments for this center include the implementation of an ACE program that met both quality standards and addressed at least two important local needs. An important stakeholder group, the parents of ACE participants at Southwest, expressed high levels of satisfaction with the program's implementation and outcomes. Student participation in ACE appears to have resulted in declines in noncriminal behavioral referrals from fall to spring well as improvements in reading, math and social studies grade improvements.

Next steps:

- The site coordinator in collaboration with the program director should review the findings of the outcomes assessment (found in this report) to improve program outcomes, particularly school day absences, that were not found to result from higher student participation levels. Then, suitable changes need to be made including possible curriculum redesign, the hiring of new instructors, and the like.
- Continuous program quality improvement requires an initial review by program staff of the findings of this report at the start of the next ACE academic year. Particularly important in this regard is to review the results of the process evaluation results obtain from self-administering the process evaluation instrument.
- While Southwest had rather high levels of ACE participation relative to other YES Prep centers, there were still a sizeable number of students with less than 45 days of active attendance (non-regular participants). Exit interviews with those who did not remain with the program for 45 days are recommended in order to identified appropriate corrective steps.

B. Center Overview

YES Prep's Southwest ACE center is located in the southwestern part of Houston approximately between the cities of Sugar Land and Pearland. As detailed in **Appendix B** of the Grantee-level report, the ACE program included school grade levels from six (6) through twelve (12). The school campus itself met the TEA standards of accountability and received distinctions in Math, in Comparative Academic Growth and in Post-Secondary Readiness.

Demographically, nearly 90% of participating students in the ACE program were of Hispanic/Latino descent while fourteen (14) percent were of African American background. Further, about 57% of ACE participants at Southwest were females.

The ACE Program at Southwest offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

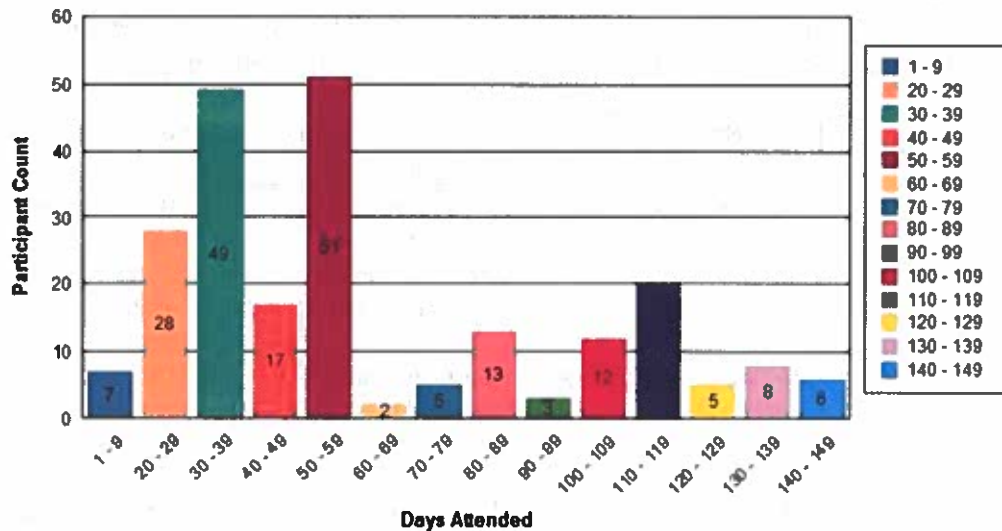
The activities at Southwest were most frequently offered after-school while a considerably smaller number of activities were provided before day school classes began or at mid-day (10 a.m. to 2 p.m). Examples of activities scheduled before the beginning of day school classes in the fall and spring term included "Worker's Corner," which provided homework assistance to students. In the spring term a cooking class for adults and classes for students dealing with tie-dyeing were offered during mid-day.

C. Implementation

Over the reporting period, the total number of ACE students served was 226, a number that included 142 regular student participants and 84 non-regular ones. Additionally, Southwest also served 73 adults. Thus, this center met all State participation requirements.

The chart below displays the number of total program days attended by participant count for this center as of June 26, 2019. As will be noted, the modal (most frequent) category of attendance by participant count was that of 50 to 59 days followed in turn by that of 30 to 49 days. These modal categories were generally high relative to those of other YES Prep ACE centers.

Center: C3 - YES Prep Southwest



Results from self-administering the NYSAN process evaluation instrument revealed that the implementation of ACE at Southwest met all quality standards. Particularly noteworthy were the nearly uniform, “highest” performance ratings received for the program’s “environment and climate,” “administration/organization,” “programming and activities,” “youth participation/engagement” and for its “linkages between “day and after school.” (Detailed findings of the NYSAN at Southwest will be found in Appendix 4 to the Grantee-level report).

The evaluation team confirmed the alignment of the Southwest ACE program with the activities of its respective day school, with college and career readiness requirements, and with additional support systems. This confirmation occurred through site visits, direct conversations with day school officials, and by direct observation of lesson plans, and college and career materials.

Note: The Southwest Center had a prior grant year ACE program, but that program was administered somewhat differently, evaluated differently; had different requirements; and had some different activities. So, the program discussed in this reporting period will be treated as a relatively new one.

D. Local Needs and Outcomes

Prior to the start of the Cycle 10 ACE program, YES Prep conducted a set of assessments intended to identify the needs of youth, parents, and families at each of its centers and surrounding communities including Southwest. These needs were reviewed carefully by YES Prep staff and, subsequently incorporated into the logic model for each respective center.

These identified needs then became a principal basis for decisions about program goals, resources, activities, the fidelity of implementation to activities, and desired outcomes. Expressed differently, program planning, evaluation, program management, continuous quality improvement, and communications with stakeholders at the YES Prep Centers were all premised on a thorough-going understanding of local needs and desired outcomes.

Site	Local Need	Progress in Outcomes Addressing Needs	Evidence of Progress (if any)
Southwest	1)-- increased social skills	1) Increased ACE participation resulted in few noncriminal behavioral referrals	1) TEAL data on behavior. Outcomes evaluation results later in this report.
	2)-- increase in college readiness	2) Participation in ACE increased math and reading grades	2) TEAL data on academic achievement
	3)-- increase in vocational skills	3) Additional investigation is needed	3) None at present

In the brief table shown below, local needs, progress in achieving outcomes addressing needs and evidence of that progress are summarized for Southwest.

E. State Outcomes

Major program outcomes for Texas ACE included the areas of noncriminal referrals, school day absences, reading grade improvement, and improvements in math, science and social studies. In the interest of brevity, achievement of outcomes for these areas are discussed in Section IVB below.

Also included among Texas ACE outcomes of interest were normal grade promotion, on-time graduation, and criminal referrals. However, no data were shown for any of these latter program outcomes in the TEAL data system.

III. Summary of Strengths, Recommendations, and Next Steps

A. Summary

Major accomplishments, general recommendations, and suggested action steps have already been summarized above in Part A of the Executive Summary. In the interest of brevity, they are not presented again.

IV. Program Overview

A. Theory of Change

All YES Prep ACE Centers implemented and evaluated its respective program based upon the same theory of change: *Students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components (academic achievement, college and career readiness, enrichment, and family and parental support service) will yield improvement in academic performance, attendance, behavior, as well as promotion and graduation rates of students.* This theory was adopted by the YES Prep ACE program after drawing on research and best practices from professional materials on out-of-school time education.

B. Logic Model

(The logic model for this center and for all ten YES Prep ACE centers will be found in detail in Appendix 5 to the Grantee report.)

V. Process (Implementation) Evaluation Plan and Results

A. Process Evaluation Plan

As discussed above in this report, the process evaluation plan utilized during the reporting period was developed as part of a collaboration that included the program director, the 10 YES Prep site coordinators and community members. At base the process evaluation plan chosen utilized a validated and widely used self-administered instrument known as the New York State Afterschool Network Program Quality Self-Assessment Tool (NYSAN) modified to fit the implementation of the YES Prep ACE program. The original NYSAN process evaluation instrument can be found on-line at <http://networkforyouthsuccess.org/qsas/>. Modifications to the original instrument for use in assessing the YES Prep ACE program in Texas are discussed above in detail in Appendix 4 to the Grantee report.

In addition to the use of the NYSAN instrument, as noted above a site review was conducted jointly by the lead evaluator along with the program director. These site reviews of this and other centers, which included direct observations of activities, lesson materials, college and career materials, and ACE facilities as well as conversations with site coordinators and, at times, with day school officials were a part of the process evaluation plan.

Finally, surveys of parents, especially parents of ACE students, an obviously important group of stakeholders, were conducted by YES Prep Public Schools, Inc., at each of the centers. Results from the surveys were generously made available for this evaluation report.

B. Process Evaluation Results

(Complete, detailed process evaluation results based on the NYSAN for Southwest and for the other nine YES Prep ACE centers also will be found in Appendix 5 to the Grantee report. In that same report appendix, improvement plans Southwest will be found in summary form.)

In brief, the evaluation team found that the ACE program at Southwest was *well-implemented*. Additionally, as noted above, *alignment* of the Southwest ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems was found.

On the other hand, only one or two *areas were cited for improvement* at Southwest according to NYSAN results. These areas included the following (see Appendix 5 for more details and take note especially of identified “performance levels”)–

- The development of review and updated plans for family involvement; and
- Conducting fire and safety drills for participants

Data other than those derived from use of the NYSAN and from site visits to evaluate process results included evidence from year-end surveys of parents conducted by YES Prep Public Schools, Inc. The data and findings reported here are from surveys of parents of ACE participants.

(The full results from surveys of parents at Southwest and from the other nine ACE centers are shown in detail in Appendix 6 to the Grantee report.)

Highlights of the principal findings from the surveys of parents of Southwest ACE participants include the following –

- As judged by the quite high percentages of “positive” answers to survey questions, it appears that parents of students at Southwest were *quite pleased* with both the program’s implementation and outcomes.
- Fully 94% of Southwest parents reported that the ACE program improved the behavior of their/his/her child or children at school.
- Ninety-five percent (95%) of ACE parents expressed the view that the program improved attendance on the part of their child.
- By the same percentage (95%), the parents of Southwest ACE participants responded affirmatively (strongly agree or agree) to the statement, “The ACE program improves my students academic performance.”
- *The enabling of positive enrichment opportunities by ACE were also cited affirmatively by 90% of responding Southwest parents.*

(As noted above, the Southwest Center had a prior grant year ACE program, but that program was administered somewhat differently, evaluated differently; had different requirements; and had some different activities. So, the program discussed in this reporting period will be treated as a relatively new one.)

VI. Outcome Evaluation Plan and Results

A. Outcome Plan

An outcomes evaluation plan was devised collaboratively (see above) and applied uniformly to all YES Prep Centers, including Southwest. At base the outcome plan was based on the use of the SMART (specific, measurable, attainable, relevant, and time based) goal framework discussed earlier in this report. The achievement of outcomes required by the Texas Education Agency (TEA) for Texas ACE Grant Cycle 10, including school day attendance, course grades, and on-time advancement in grade level, was evaluated by means of the framework. All data included in the outcomes evaluation were incorporated into the State's TEAL data system and were extracted from that system. The data were then analyzed using multivariate statistical models with controls introduced for "background" or "antecedent" conditions in order to eliminate possible spurious results.

Critical to evaluating the outcomes of the program at White Oak (and the other ACE sites) were an analysis of "dose-response" relationships, the elimination of plausible explanations alternative to the ACE program as having made a difference to outcomes. The latter is referred to by evaluators as eliminating the effects of spuriousness. Also critical was an assessment of the impact of regular (45 days or more) ACE participation. As suggested by TEA's local evaluation guide (dated August 2018) all of these elements (dose-response relationships, eliminating the effects of spuriousness, and assessing the impact of regular ACE participation) are discussed in detail in Appendix 7 of the Grantee report along with the methodology for establishing the true impact of the ACE program.

B. Outcome Evaluation Results

As discussed in the methodology section of Appendix 7 to this report, the Durand Research and Marketing Associates, LLC, evaluation team first investigated "dose-response" relationships – the impact of days attended in ACE for this center *on changes in outcomes* after controlling for the effects of participants' ethnicity, grade level, and gender. (Participants' ethnicity, grade level and gender were variables that preceded ACE participation and, thus, could result in spurious or false findings concerning program outcomes). Then, the team assessed the impact of regular (45 days or more) ACE participation on changes in outcomes from fall to spring.

The following were the major findings regarding dose-response relationships at Southwest. The greater the number of days of ACE participation –

- the more positive (i.e., fewer) the number of noncriminal behavioral referrals from fall to spring;
- the greater the reading grade improvement over the academic year. (However, this improvement was reduced slightly when participants' ethnicity, grade level, and gender were controlled statistically.)
- the greater the math grade and social studies grade improvements. (Again controlling for the preceding or antecedent variables of ethnicity, grade level and gender slightly reduced the impact of days of ACE participation.)

Second, the evaluation team next assessed the impact of regular (45 days or more) ACE participation at Southwest on the desired, State of Texas outcomes. The major findings were the following –

- regular participation was found associated with lower noncriminal behavioral referrals over the period from fall to spring relative to those among non-regular participants.
- reading grades and social studies grades improved among regular participants compared to those for non-regular participants. However, these impacts of regular participation were found to be somewhat lower when controls for antecedent variables were introduced.

VII. Appendices

Appendices with relevant, detailed information are provided as appendage to the general report.

EAST END CENTER-LEVEL REPORT

KEY MESSAGES

Programmatic and Managerial Context

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

-
- The East End Center of the YES Prep ACE program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
 - Results from self-administering the New York State After School Network (NYSAN) process evaluation instrument, as modified for Texas and East End, revealed that the implementation of ACE at East End met a substantial number of quality standards, especially in regard to "relationships" and to "staffing/professional development." Also, based on results, plans for improvement in the areas not meeting standards were noted and planned
 - The evaluation team confirmed the alignment of the East End ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems.
 - Considerable evidence was found of progress in addressing all identified local needs.
 - Surveys administered to parents of East End ACE participants revealed that an extremely high percentage were quite pleased with both ACE program's implementation and outcomes.
 - The evaluation team found evidence of an impact of program "dose" (ACE days attended) on school day absences (i.e., fewer absences) from fall to spring as well as on improvements in reading, math, science, and social studies grades.
 - The team's assessment of the impact of regular (45 days or more) of ACE participation revealed that regular participants had fewer school days absent and increases in academic grades relative to non-regular participants from fall to spring.

Center-Level Report on East End (Continued)

II. Executive Summary**A. Overall Strengths and Next Steps**

Key accomplishments for the East End center include the implementation of an ACE program that met a number of quality program standards, provided all TEA mandated activity components, and addressed all identified, important local needs. An important stakeholder group, the parents of ACE participants at East End, expressed high levels of satisfaction with the program's implementation and outcomes. More days of student participation in ACE appear to have resulted in improvements in absences (fewer ones) as well as reading, math, science, and social studies grades from fall to spring.

Recommended next steps:

- Regular (45 days or more) student participation in the program needs to be further encouraged. The development and adoption of "internal" incentives – attendance recognition, honor ceremonies for participation, and non-monetary awards seem particularly advisable. (For research on such internal incentives see Nelson, DL and JC Quick, *Organizational Behavior*, 2013, Cengage Press).
- The site coordinator in collaboration with the program director should review the results of administering the New York State Afterschool Network (NYSAN) process evaluation instrument for the meeting of standards and plans for needed future implementation improvement. This is particularly so with regard to increasing program capacity to allow for future growth.
- Attention needs to be given to noncriminal behavior referral outcomes on the part of student participants. Such outcomes need to be discussed, especially with teaching staff, in order to develop methods, especially disciplinary ones, for reducing such referrals in the future.

B. Center Overview

YES Prep's East End ACE center is located somewhat east and slightly south of downtown Houston. As detailed in **Appendix B** of the Grantee-level report, the ACE program included school grade levels from six (6) through twelve (12). The school campus itself met the TEA standards of accountability and received distinctions in Math ("Academic Achievement in Math") and in Science ("Academic Achievement in Science").

Demographically, nearly 98% of participating students in the ACE program were of Hispanic/Latino descent while only about 2% were of African American background. Further, about 53% of ACE participants at East End were females.

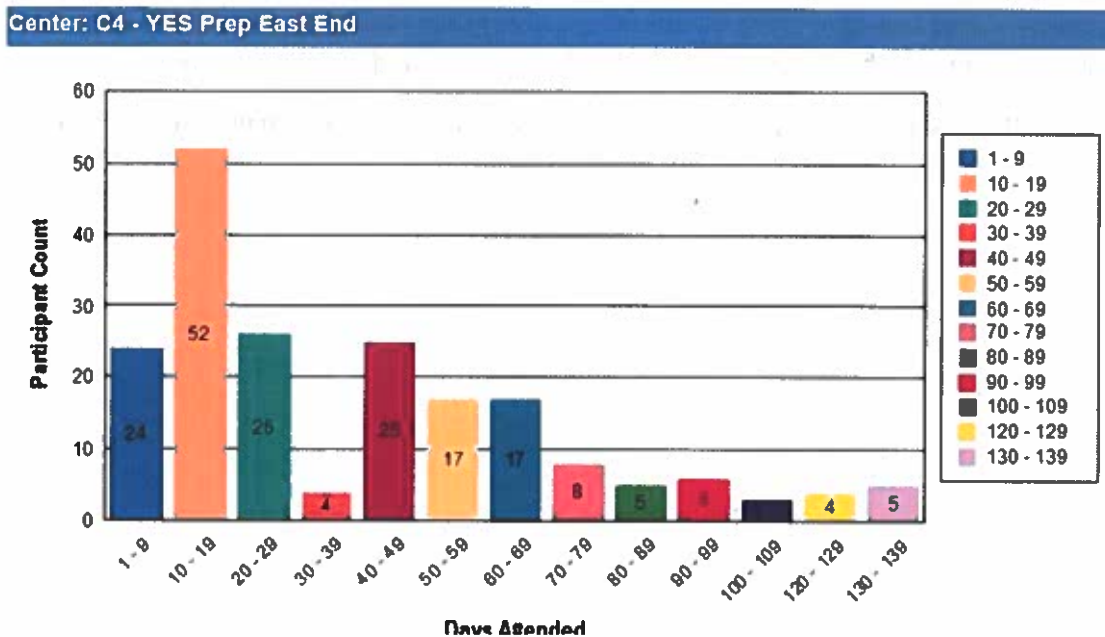
The ACE Program at East End offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

Most of the program activities at East End were offered after-school. However, a smaller number of activities, among them "Morning General Sport" for students and "EFE and ACE Morning Mission," which targeted adults, were scheduled before the start of day school classes.

C. Implementation

Over the reporting period, the total number of ACE students served at East End was 196, a number that included 85 regular student participants and 111 non-regular ones. Additionally, East End also served 52 adults.

The chart below displays the number of total program days attended by participant count for this center as of June 26, 2019. As will be noted, the modal (most frequent) category of attendance by participant count was that of 10 to 19 days.



Results from self-administering the NYSAN process evaluation instrument revealed that the implementation of ACE at East End met a substantial number of quality standards, especially in regard to “relationships” and to “staffing/professional development.” Also, based on results, plans for improvement in the areas not meeting standards were noted and planned. (Detailed findings of the NYSAN at East End will be found in Appendix 4 to the Grantee-level report).

The evaluation team confirmed the alignment of the East End ACE program with the activities of its respective day school, with college and career readiness requirements, and with additional support systems. This confirmation occurred through a site review, direct conversations with the site coordinator, the use of the NYSAN, and by an examination of college and career materials.

Note: The East End ACE Center had a prior grant year ACE program, but that program had different leadership, utilized different evaluation instruments, and offered different activities. So, the program discussed in this reporting period will be treated as a new one.

D. Local Needs and Outcomes

Prior to the start of the Cycle 10 ACE program, YES Prep conducted a set of assessments intended to identify the needs of youth, parents, and families at each of its centers and surrounding communities including East End. These needs were reviewed carefully by YES Prep staff and, subsequently incorporated into the logic model for each respective center. These identified needs then became a principal basis for decisions about program goals, resources, activities, the fidelity of implementation to activities, and desired outcomes. Expressed differently, program planning, evaluation, program management, continuous quality improvement, and communications with stakeholders at the YES Prep Centers were all premised on a thorough-going understanding of local needs and desired outcomes.

In the brief table shown below, local needs, progress in achieving outcomes addressing needs and evidence of that progress are summarized for East End –

Site	Local Need	Progress in Outcomes Addressing Needs	Evidence of Progress (if any)
East End	<p>1) Enhanced academic performance</p> <p>2)-- improved AD attendance</p> <p>3)-- Improved behavior</p> <p>4-- Increased parent and cultural events</p> <p>5)-- increased enrichment</p>	<p>1)Reading, math, science, and social studies grades were found to improve from fall to spring with ACE attendance</p> <p>2) School day absences improved from fall to spring with ACE attendance; parents reported improved attendance</p> <p>3. Parents of ACE students reported observing improved behavior</p> <p>4. Parents reported such and a substantial number of parent and cultural events were conducted, especially in the fall.</p> <p>5) A substantial number of enrichment activities were scheduled both in fall and spring; high levels of parent satisfaction with enrichment opportunities</p>	<p>1) Outcomes analysis using TEAL data (see below)</p> <p>2) Outcomes analysis using TEAL data; end of year parent survey results</p> <p>3. End of year parent survey results</p> <p>4) TEAL data on activities and attendance; end of year parent survey results.</p> <p>5) TEAL data on activities and attendance; end of year parent survey results</p>

E. State Outcomes

Major program outcomes for Texas ACE included the areas of noncriminal referrals, school day absences, reading grade improvement, and improvements in math, science and social studies. To keep this report as brief as possible, achievement of outcomes for these areas are discussed in Section IVB below.

Also included among Texas ACE outcomes of interest were normal grade promotion, on-time graduation, and criminal referrals. However, no evidence of these latter program outcomes was found in the TEAL data system.

III. Summary of Strengths, Recommendations, and Next Steps

A. Summary

Major accomplishments, general recommendations, and suggested action next steps have already been summarized above in Part A of the Executive Summary. In the interest of brevity, they are not presented again.

IV. Program Overview

A. Theory of Change

All YES Prep ACE Centers implemented and evaluated its respective program based upon the same theory of change: *Students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components (academic achievement, college and career readiness, enrichment, and family and parental support service) will yield improvement in academic performance, attendance, behavior, as well as promotion and graduation rates of students.* This theory was adopted by the YES Prep ACE program after drawing on research and best practices from professional materials on out-of-school time education.

B. Logic Model

(The logic model for this center and for all ten YES Prep ACE centers will be found in detail in Appendix 5 to the Grantee report.)

V. Process (Implementation) Evaluation Plan and Results

A. Process Evaluation Plan

As discussed above in this report, the process evaluation plan utilized during the reporting period was developed as part of a collaboration that included the program director, the 10 YES Prep site coordinators and community members. At base the process evaluation plan developed utilized a validated and widely used self-administered instrument known as the New York State Afterschool Network Program Quality Self-Assessment Tool (NYSAN) modified to fit the implementation of the YES Prep ACE program. The original NYSAN process evaluation

instrument can be found on-line at <http://networkforyouthsuccess.org/qsas/>. Modifications to the original instrument for use in assessing the YES Prep ACE program in Texas are discussed above in detail in Appendix 4 to the Grantee report.

In addition to the use of the NYSAN instrument, as noted above a site review conducted jointly by the lead evaluator along with the program director. This site review, which included observations of activities, lesson materials, college and career materials, and ACE facilities as well as conversations with the site coordinator were a part of the process evaluation plan.

Finally, surveys of parents, especially parents of ACE students, an obviously important group of stakeholders, were conducted by YES Prep Public Schools, Inc., at each of the centers. Results from the surveys were generously made available for this evaluation report.

B. Process Evaluation Results

(Complete, detailed process evaluation results based on the NYSAN for East End and for the other nine YES Prep ACE centers also will be found in Appendix 5 to the Grantee report. In that same report appendix, improvement plans for East End will be found in summary form.)

In brief, the site review revealed that the ACE program at East End generally was *well-implemented*. Additionally, as noted above, *alignment* of the East End ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems was found.

On the other hand, *areas cited for improvement* at East End utilizing the NYSAN included the following (see Appendix 5 for more details and take note especially of identified “performance levels”)–

- More consistent application of rewards and consequences for participant behavior;
- The provision of staff development;
- More project-based experimental activities;
- Activities that take into account participants’ language and culture;
- Work with school day officials on academic and behavioral progress;
- Use more engagement strategies for participants;
- Develop stronger partnerships with families and communities; and
- Plan for increasing capacity to support continuing program growth.

Data other than those derived from use of the NYSAN and from site visits to evaluate process results included evidence from year-end surveys of parents conducted by YES Prep Public

Schools, Inc. The data and findings reported here are from surveys of parents of ACE participants.

(The full results from surveys of parents at East End and from the other nine ACE centers are shown in detail in Appendix 6 to the Grantee report.)

Highlights of the principal findings from the surveys of parents of East End ACE participants include the following –

- As judged by the quite high percentages of “positive” answers to survey questions, it appears that parents of students at East End were *pleased* with both the program’s implementation and outcomes.
- About 85% of East End parents reported that the ACE program improved the behavior of their/his/her child or children at school.
- Ninety-six percent (96%) of ACE parents expressed the view that the program improved attendance on the part of their child.
- Eighty-five percent (85%), the parents of East ACE participants responded affirmatively (strongly agree or agree) to the statement, “The ACE program improves my students academic performance.”
- The enabling of positive enrichment opportunities by ACE were also cited affirmatively by 92% of responding East End parents.
- Finally, 86% of East End parents agreed or strongly agreed that the ACE program “provides valuable programming for parents.

Note: The East End Center had a prior grant year ACE program, but that program was administered somewhat differently; involved different leadership; was evaluated differently; had different requirements; and had different activities. So, the program discussed in this reporting period will be treated as a relatively new one.

VI. Outcome Evaluation Plan and Results

A. Outcomes Plan

An outcomes evaluation plan was devised collaboratively (see above) and applied uniformly to all YES Prep Centers, including East End. At base the outcome plan was based on the use of the SMART (specific, measurable, attainable, relevant, and time based) goal framework discussed earlier in this report. The achievement of outcomes required by the Texas Education Agency (TEA) for Texas ACE Grant Cycle 10, including school day attendance, course grades, and on-time advancement in grade level, was evaluated by means of the framework. All data included in the outcomes evaluation were incorporated into the State’s TEAL data system and were extracted

from that system. The data were then analyzed using multivariate statistical models with controls introduced for “background” or “antecedent” conditions in order to eliminate possible spurious results.

Critical to evaluating the outcomes of the program at East End (and the other ACE sites) were an analysis of “dose-response” relationships, the elimination of plausible explanations alternative to the ACE program as having made a difference to outcomes. The latter is referred to by evaluators as eliminating the effects of spuriousness. Also critical was an assessment of the impact of regular (45 days or more) ACE participation. As suggested by TEA’s local evaluation guide (dated August 2018) all of these elements (dose-response relationships, eliminating the effects of spuriousness, and assessing the impact of regular ACE participation) are discussed in detail in Appendix 7 of the Grantee report along with the methodology for establishing the true impact of the ACE program.

B. Outcome Evaluation Results

As discussed in Appendix 7 of this report, the Durand Research and Marketing Associates, LLC, evaluation team first investigated “dose-response” relationships – the impact of days attended in ACE at this center *on changes in outcomes* after controlling for the effects of participants’ ethnicity, grade level, and gender. (Participants’ ethnicity, grade level and gender were variables that preceded ACE participation and, thus, could result in spurious or false findings concerning program outcomes). Then, the team evaluated the impact of regular (45 days or more) ACE participation at East End on fall to spring changes in outcomes.

The following major findings were identified regarding dose-response relationships at East End. The more the number of days of ACE participation –

- the fewer the school days absent from fall to spring, a relationship that was enhanced by statistical controls for student “mix” – ethnicity, grade level, and gender;
- the greater the improvement in reading grades;
- the more the improvement in math grades from fall to spring;
- the greater the positive change in science and social studies grades over the academic year.

Regular ACE participants compared to their non-regular counterparts were found to have displayed –

- fewer school day absences from fall to spring, an outcome that increased when controls for antecedent variables were introduced;
- more positive reading change;
- greater math improvement;
- an improvement in social studies grades; and

- higher science grades from fall to spring, a result that increased when ethnic, grade level, and gender differences were taken into account.

VII. Appendices

Appendices with relevant, detailed information are provided as appendage to the general report.

GULFTON CENTER-LEVEL REPORT

KEY MESSAGES

Programmatic and Managerial Context

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

-
- The Gulfton Center of the YES Prep ACE program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
 - Results from self-administering the New York State Afterschool Network process evaluation instrument, modified for Texas and YES Prep, revealed that the implementation of ACE at Gulfton met a substantial number of quality standards, especially in "relationships," "programming/activities," "linkages between day and after-school," "youth participation/engagement," and in "measuring outcomes/evaluation." On the other hand, quality standards in the areas of "administration/organization" and in "sustainability/growth" were not as frequently met.
 - The evaluation team confirmed the alignment of the Gulfton ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems.
 - Findings from the evaluation of the Gulfton ACE show that important progress was made in addressing all identified local needs.
 - Surveys administered to parents of Gulfton ACE participants revealed a high percentage were quite pleased with both ACE program's implementation and outcomes. In particular, more than 90% of interviewed parents reported that the program improved their child's academic performance, school attendance, and behavior at school.
 - The evaluation team found evidence of an impact of program "dose" (ACE days attended) at Gulfton on positive changes among participants in school day absences (i.e., fewer absences) from all to spring and positive improvements in reading grades over the same period.

- Regular (45 days and over) participants at Gulfton were found to have fewer school days absent from fall to spring, more reading grade improvements and more math grade improvements over the same period compared to non-regular ACE participants.

Center-Level Report on Gulfton (Continued)

II. Executive Summary

A. Overall Strengths and Next Steps

Key accomplishments for this center include the implementation of an ACE program that well-addressed identified local needs and met a number of quality process standards. An important stakeholder group, the parents of ACE participants at Gulfton expressed high levels of satisfaction with the program's implementation and outcomes. Student participation in the Gulfton ACE was found to effect positive improvements in reading and math grades and to reduce school absences.

Recommended next steps:

- The site coordinator in collaboration with the program director should review the results of administering the New York State Afterschool Network process evaluation instrument, as modified for Texas and YES Prep, for needed improvements and plans for future implementation improvement.
- The site coordinator in collaboration with the program director should review the findings of the outcomes assessment (found in this report) to improve program outcomes that were not found to result from higher student participation levels. Then, suitable changes need to be adopted including possible curriculum redesign, the hiring of new instructors, lesson plans, and the like.
- Incentives need to be adopted to increase student participation levels, especially regular participation, in ACE. Such incentives should particularly emphasize "internal" ones such as attendance awards, recognition, and honor ceremonies. This should be done in collaboration with student participants in ACE, most especially those that "early exited" from the program or chose lower attendance.

B. Center Overview

The Gulfton ACE Center is located on Houston's westside not far from the IH610 loop in a community of the same name. As detailed in **Appendix B** of the Grantee-level report, the ACE program included school grade levels from six (6) through twelve (12). The school campus itself met the TEA standards of accountability.

Demographically, nearly 89% of participating students in the ACE program were of Hispanic/Latino descent while about 11% were of African American background. Further, about 54% of ACE participants at Gulfton were females.

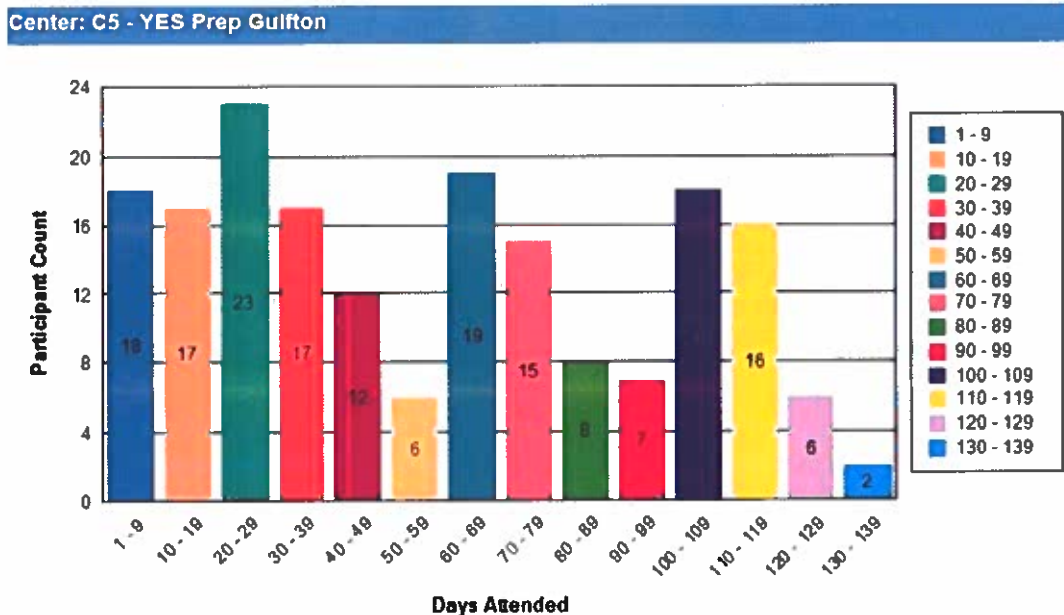
The ACE Program at Gulfton offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

A majority of the activities at Gulfton were offered after school, however some were scheduled in the morning before the start of day school classes (e.g., Morning Study Hall) while still others, especially those targeting adults (e.g., "Live It Dance Competition" and ACE Pop-up Shop), were scheduled for morning or mid-day hours.

C. Implementation

Over the reporting period, the total number of ACE students served at Gulfton was 184, a number that included 103 regular student participants and 86 non-regular ones. Additionally, Gulfton also served 60 adults.

The chart below displays the number of total program days attended by participant count for this center as of June 26, 2019. As will be noted, the distribution of days attended by count was rather uniform compared to a number of other centers. That aside, the modal (most frequent) category of attendance was that of 20 to 29 days.



Results from self-administering the New York State Afterschool Network process evaluation instrument, modified for Texas and YES Prep, revealed that the implementation of ACE at Gulfton met a substantial number of quality standards, especially in "relationships,"

“programming/activities,” “linkages between day and after-school,” “youth participation/engagement,” and in “measuring outcomes/evaluation.” On the other hand, as discussed further below, quality standards in the areas of “administration/organization” and in “sustainability/growth” were not as frequently met. (Detailed findings of the NYSAN at Gulfton will be found in Appendix 4 to the Grantee report).

The evaluation team confirmed the alignment of the Gulfton ACE program with the activities of its respective day school, with college and career readiness requirements, and with additional support systems. This confirmation occurred through a site review, direct conversations with the site coordinator, and by direct observation of lesson plans, and college and career materials.

Note: The Gulfton ACE Center had a prior ACE program grant, but that prior program had different leadership, utilized different evaluation instruments, and offered different activities. So, the program discussed in this reporting period will be treated as a new one.

D. Local Needs and Outcomes

Prior to the start of the Cycle 10 ACE program, YES Prep conducted a set of assessments intended to identify the needs of youth, parents, and families at each of its centers and surrounding communities including Gulfton. These needs were reviewed carefully by YES Prep staff and, subsequently incorporated into the logic model for each respective center. These identified needs then became a principal basis for decisions about program goals, resources, activities, the fidelity of implementation to activities, and desired outcomes. Expressed differently, program planning, evaluation, program management, continuous quality improvement, and communications with stakeholders at the YES Prep Centers were all premised on a thorough-going understanding of local needs and desired outcomes.

In the brief table shown below, local needs, progress in achieving outcomes addressing needs and evidence of that progress are summarized for Gulfton –

Site	Local Need	Progress in Outcomes Addressing Needs	Evidence of Progress (if any)
Gulfton	1)-- more socioemotional and academic support	1) Academic support activities were conducted both in fall and spring; activities for parents that dealt with socio-emotional support were also found.	1) TEAL data on activities and attendance ; results of parent surveys.

	<p>2)-- more enrichment activities for students</p> <p>3)-- more engaging activities for HS and MS students</p>	<p>Parents expressed approval of behavioral and academic outcomes of their children.</p> <p>2) Enrichment activities, especially recreational ones, were conducted in fall and spring. Strong parent satisfaction with ACE enrichment opportunities was found</p> <p>3) Levels of participants' activity attendance show evidence of progress</p>	<p>2. TEAL data on activities and attendance; results of parent surveys</p> <p>3) TEAL data on activities and attendance; meeting of regular participation program requirements</p>
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E. State Outcomes

Major program outcomes for Texas ACE included the areas of noncriminal referrals, school day absences, reading grade improvement, and improvements in math, science and social studies. In the interest of brevity, achievement of outcomes for these areas are discussed in Section IVB below.

Also included among Texas ACE outcomes of interest were normal grade promotion, on-time graduation, and criminal referrals. However, no evidence of these latter program outcomes was found in the TEAL data system.

III. Summary of Strengths, Recommendations, and Next Steps

A. Summary

Major accomplishments, recommendations, and suggested next action steps have already been summarized above in Part A of the Executive Summary. In the interest of brevity, they are not presented again.

IV. Program Overview

A. Theory of Change

All YES Prep ACE Centers implemented and evaluated its respective program based upon the same theory of change: *Students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components (academic achievement, college and career readiness, enrichment, and family and parental support service) will yield improvement in academic performance, attendance, behavior, as well as promotion and graduation rates of students.* This theory was adopted by the YES Prep ACE program after drawing on research and best practices from professional materials on out-of-school time education.

B. Logic Model

(The logic model for this center and for all ten YES Prep ACE centers will be found in detail in Appendix 5 to the Grantee report.)

V. Process (Implementation) Evaluation Plan and Results

A. Process Evaluation Plan

As discussed above in this report, the process evaluation plan utilized during the reporting period was developed as part of a collaboration that included the program director, the 10 YES Prep site coordinators and community members. At base the process evaluation plan chosen utilized a validated and widely used self-administered instrument known as the New York State Afterschool Network Program Quality Self-Assessment Tool (NYSAN) modified to fit the implementation of the YES Prep ACE program. The original NYSAN process evaluation instrument can be found on-line at <http://networkforyouthsuccess.org/qsat/>. Modifications to the original instrument for use in assessing the YES Prep ACE program in Texas are discussed above in detail in Appendix 4 to the Grantee report.

In addition to the use of the NYSAN instrument, as noted above a site review was conducted by the lead evaluator along with the program director. This site review, which included

observations of activities, lesson materials, college and career materials, and ACE facilities as well as conversations with site coordinators were a part of the process evaluation plan.

Finally, surveys of parents, especially parents of ACE students, an obviously important group of stakeholders, were conducted by YES Prep Public Schools, Inc., at each of the centers. Results from the surveys were generously made available for this evaluation report.

B. Process Evaluation Results

(Complete, detailed process evaluation results based on the NYSAN for Gulfton and for the other nine YES Prep ACE centers also will be found in Appendix 5 to the Grantee report. In that same report appendix, improvement plans for Gulfton will be found in summary form.)

In brief, the site review revealed that the ACE program at Gulfton was *well-implemented*. Additionally, as noted above, *alignment* of the Gulfton ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems was found.

On the other hand, *areas cited for improvement* at Gulfton utilizing the NYSAN included the following (see Appendix 5 for more details and take note especially of identified “performance levels”)–

- Applying rewards and consequences for participant behavior;
- Working with staff to encourage credentialing and accreditation;
- Holding regular staff meetings;
- Involving families in decision making and planning; and
- Creating a vision/mission and plan for program sustainability and growth.

Data other than those derived from use of the NYSAN and from site visits to evaluate process results included evidence from year-end surveys of parents conducted by YES Prep Public Schools, Inc. The data and findings reported here are from surveys of parents of ACE participants.

(The full results from surveys of parents at Gulfton and from the other nine ACE centers are shown in detail in Appendix 6 to the Grantee report.)

Highlights of the principal findings from the surveys of parents of Gulfton ACE participants include the following –

- As judged by the quite high percentages of “positive” answers to survey questions, it appears that parents of students at Gulfton were *pleased* with both the program’s implementation and outcomes.
- Fully 93% of Gulfton parents reported that the ACE program improved the behavior of their/his/her child or children at school.

- Ninety-four percent (94%) of ACE parents expressed the view that the program improved attendance on the part of their child.
- About 91% of the parents of Gulfton ACE participants responded affirmatively (strongly agree or agree) to the statement, “The ACE program improves my students academic performance.”
- The enabling of positive enrichment opportunities by ACE were also cited affirmatively by 97% of responding Gulfton parents.

As noted above, the Gulfton ACE Center had a prior ACE program grant (in Cycle 9), but that prior program had different leadership, utilized different evaluation instruments, and offered different activities. So, the program discussed in this reporting period will be treated as a new one.

VI. Outcome Evaluation Plan and Results

A. Outcome Plan

An outcomes evaluation plan was devised collaboratively (see above) and applied uniformly to all YES Prep Centers, including Gulfton. At base the outcome plan was based on the use of the SMART (specific, measurable, attainable, relevant, and time based) goal framework discussed earlier in this report. The achievement of outcomes required by the Texas Education Agency (TEA) for Texas ACE Grant Cycle 10, including school day attendance, course grades, and on-time advancement in grade level, was evaluated by means of the framework. All data included in the outcomes evaluation were incorporated into the State’s TEAL data system and were extracted from that system. The data were then analyzed using multivariate statistical models with controls introduced for “background” or “antecedent” conditions in order to eliminate possible spurious results.

Critical to evaluating the outcomes of the program at Gulfton (and the other ACE sites) were an analysis of “dose-response” relationships, the elimination of plausible explanations alternative to the ACE program as having made a difference to outcomes. The latter is referred to by evaluators as eliminating the effects of spuriousness. Also critical was an assessment of the impact of regular (45 days or more) ACE participation. As suggested by TEA’s local evaluation guide (dated August 2018) all of these elements (dose-response relationships, eliminating the effects of spuriousness, and assessing the impact of regular ACE participation) are discussed in detail in Appendix 7 of the Grantee report along with the methodology for establishing the true impact of the ACE program.

B. Outcome Evaluation Results

Following the discussion in the methodology section of Appendix 7 to this report, the Durand Research and Marketing Associates, LLC, evaluation team first investigated “dose-response” relationships – the impact of days attended in ACE for this center *on changes in outcomes* after controlling for the effects of participants’ ethnicity, grade level, and gender. (Participants’ ethnicity, grade level and gender were variables that preceded ACE participation and, thus, could result in spurious or false findings concerning program outcomes. Such variables constitute antecedent variables since they come prior in point of time to the ACE program). Then, the team assessed the impact of regular (45 days or more) ACE participation on changes in outcomes from fall to spring.

The evaluation team found evidence of an impact of program “dose” (ACE days attended) at Gulfton on positive changes in school day absences (i.e., fewer absences) from fall to spring and positive improvements in reading grades over the same time period. (Some rather minor declines in these impacts were found after the antecedent variables of ethnicity, grade level, and gender were controlled).

The evaluation team also found that regular (45 days or more) ACE participants were more likely than their non-regular counterparts at Gulfton –

- to have fewer school day absences from fall to spring;
- to show reading grade improvement over the same period; and
- to display math grade improvement from the fall term to the spring term.

VII. Appendices

Appendices with relevant, detailed information are provided as an appendage to the general report.

NORTH FOREST CENTER-LEVEL REPORT

KEY MESSAGES

Programmatic and Managerial Context

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

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- The North Forest Center of the YES Prep ACE program offered activities for all State of Texas mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
 - Results from self-administering the New York State Self-Assessment (NYSAN) process evaluation instrument, modified for Texas and YES Prep's ACE program, revealed the implementation of ACE at North Forest (with a few exceptions) largely met or exceeded standards in the areas of "Parent/Family/Community Partnerships," "Youth Participation/Engagement," in "Linkages Between Day and After-School," "Relationships," and in "Administration/Organization." On the other hand, in the areas of "Measuring Outcomes/Evaluation," "Program Sustainability/Growth" and "Staffing/Professional Development" needed improvements were identified.
 - The evaluation team confirmed the alignment of the North Forest ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems.
 - Important progress appears to have been made in addressing identified local needs.
 - Surveys administered to parents of North Forest ACE participants revealed that an extremely high percentage was quite pleased with both ACE program's implementation and outcomes. Most noteworthy, some 97% of respondents agreed or strongly agreed that the ACE program provides valuable programming for parents.
 - Evidence was found of an impact of a relatively strong program "dose" (more ACE days attended) at North Forest on positive changes in school day absences (i.e., fewer absences) from fall to spring as well as on rather strong improvements in science and math grades over the same period.

- Regular ACE participants (45 days and more) compared to non-regular ones had fewer days absent in spring than in fall, and markedly stronger math grade and science grade improvement over the same fall to spring period.

II. Executive Summary

A. Overall Strengths and Next Steps

Key accomplishments for this center include the implementation of an ACE program that well-addressed important, identified local needs. The North Forest ACE program was found to be aligned well with the activities of its respective day school, with college and career readiness requirements, and with additional support systems. Surveys administered to parents of North Forest ACE participants revealed that an extremely high percentage was quite pleased with both ACE program's implementation and outcomes. Most noteworthy, some 97% of these parental respondents agreed or strongly agreed that the ACE program provides valuable programming for parents. Participation in the ACE program at North Forest appears to have resulted in fewer day school absences and in strong grade improvements in math and science from fall to spring.

Recommended next steps:

- There is need to increase levels of student participation in ACE at North Forest. Such increase is likely to depend upon the adoption of incentives, especially "internal" ones such as attendance awards, recognition, and honor ceremonies. This should be done in collaboration with student participants in ACE, most especially those that "early exited" the program.
- The site coordinator in collaboration with the program director should review the results of administering the New York State Afterschool Network process evaluation instrument, as modified for Texas and YES Prep, for improvements and plans for future implementation improvement.
- The site coordinator in collaboration with the program director should review the findings of the outcomes assessment (found in this report) to improve program outcomes that were not found to result from higher student participation levels. Then, suitable changes need to be made including possible curriculum redesign, the hiring of new instructors, and the like.

B. Center Overview

YES Prep's North Forest ACE Center is located on the northwest side of Houston. As detailed in **Appendix B** of the Grantee-level report, the ACE program included school grade levels from six (6) through twelve (12). The school campus itself met the TEA standards of accountability.

Demographically, nearly 62% of participating students in the ACE program were of Hispanic/Latino descent while slightly more than 36% were of African American background. Further, about 60% of ACE participants at North Forest were females.

The ACE Program at North Forest offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

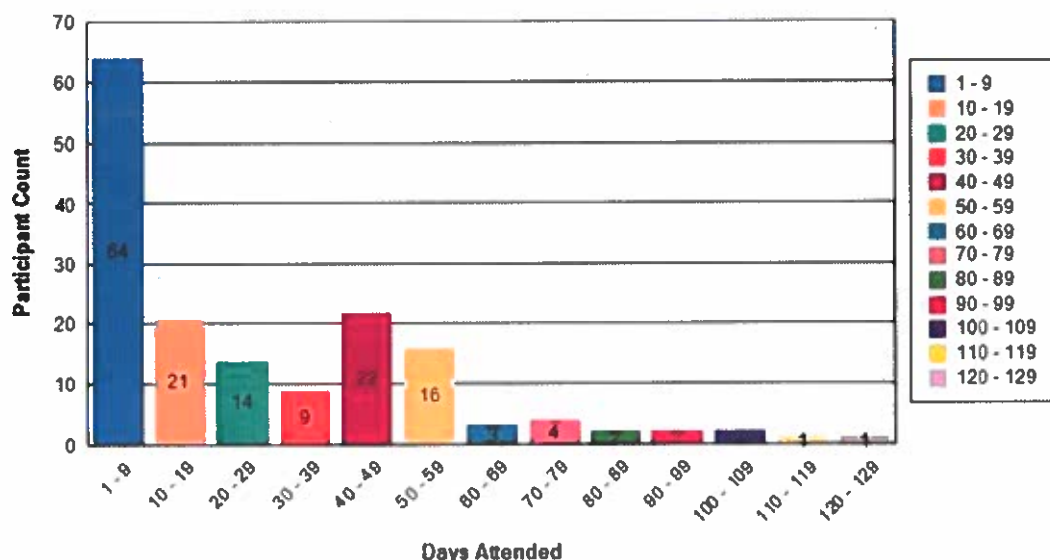
Most of the activities at North Forest were scheduled for after-school hours, however some of the spring activities (e.g., HERO Café) were scheduled for hours prior to the start of day classes. In the fall term, "Hispanic Heritage Practice" and "Legend Café" are examples of activities that were also scheduled for before class morning hours. Finally, North Forest scheduled some "Saturday Fun Days" on weekends targeting adult families.

C. Implementation

Over the reporting period, the total number of ACE students served at North Forest was 171, a number that included 85 regular student participants and 86 non-regular ones. Additionally, North Forest also served 76 adults.

The chart below displays the number of total program days attended by participant count for this center as of June 26, 2019. As will be noted, the modal (most frequent) category of attendance by participant count was that of one to nine days.

Center: C6 - YES Prep North Forest



Results from self-administering the New York State Afterschool Network (NYSAN) process evaluation instrument concerning implementation are discussed below and will be found in detail in **Appendix 5 to the Grantee report** revealed that the implementation of ACE at North Forest (with a few exceptions) largely met or exceeded standards in the areas of "Parent/Family/Community Partnerships," "Youth Participation/Engagement," in "Linkages Between Day and After-School," "Relationships," and in "Administration/Organization." On the other hand, in the areas of "Measuring Outcomes/Evaluation," "Program Sustainability/Growth" and "Staffing/Professional Development" needed improvements were especially identified.

The evaluation team confirmed the alignment of the North Forest ACE program with the activities of its respective day school, with college and career readiness requirements, and with additional support systems. This confirmation occurred through a site review, direct conversations with day school officials, and by direct observation of lesson plans, and college and career materials.

Note: The North Forest ACE Center had a prior grant year ACE program, but that program had different leadership, utilized different evaluation instruments, and offered different activities. So, the program discussed in this reporting period will be treated as a new one.

D. Local Needs and Outcomes

Site	Local Need	Progress in Outcomes Addressing Needs	Evidence of Progress (if any)
North Forest	<p>1)-- need for more enrichment activities</p> <p>2)-- more after school activities and elective courses</p> <p>3)-- need for more leadership opportunities</p>	<p>1) A number of enrichment activities, especially recreational ones, were scheduled in fall and spring; more than 90% of ACE parents were satisfied with student enrichment opportunities</p> <p>2) A total of 28 ACE activities were offered throughout the year</p> <p>3) One leadership activity providing such opportunity was scheduled</p>	<p>1) TEAL data on daily activity attendance; end of year parent surveys</p> <p>2) TEAL data on activities by center</p> <p>3) TEAL data on activities by center</p>

Prior to the start of the Cycle 10 ACE program, YES Prep conducted a set of assessments intended to identify the needs of youth, parents, and families at each of its centers and surrounding communities including North Forest. These needs were reviewed carefully by YES Prep staff and, subsequently incorporated into the logic model for each respective center. These identified needs then became a principal basis for decisions about program goals, resources, activities, the fidelity of implementation to activities, and desired outcomes. Expressed differently, program planning, evaluation, program management, continuous quality improvement, and communications with stakeholders at the YES Prep Centers were all premised on a thorough-going understanding of local needs and desired outcomes.

In the brief table shown above, local needs, progress in achieving outcomes addressing needs and evidence of that progress are summarized for North Forest.

B. State Outcomes

Major program outcomes for Texas ACE included the areas of noncriminal referrals, school day absences, reading grade improvement, and improvements in math, science and social studies. In the interest of brevity, achievement of outcomes for these areas are discussed in Section IVB below.

Also included among Texas ACE outcomes of interest were normal grade promotion, on-time graduation, and criminal referrals. However, no data were shown for the first two of these

outcomes. Further, only two (2) criminal referrals were found in the TEAL system for North Forest, a number deemed too small to undertake a detailed, systematic evaluation.

III. Summary of Strengths, Recommendations, and Next Steps

A. Summary

Major accomplishments, important recommendations, and suggested action steps have already been summarized above in Part A of the Executive Summary. In the interest of brevity, they are not presented again.

IV. Program Overview

A. Theory of Change

All YES Prep ACE Centers implemented and evaluated its respective program based upon the same theory of change: *Students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components (academic achievement, college and career readiness, enrichment, and family and parental support service) will yield improvement in academic performance, attendance, behavior, as well as promotion and graduation rates of students.* This theory was adopted by the YES Prep ACE program after drawing on research and best practices from professional materials on out-of-school time education.

B. Logic Model

(The logic model for this center and for all ten YES Prep ACE centers will be found in detail in Appendix 5 to the Grantee report.)

V. Process (Implementation) Evaluation Plan and Results

A. Process Evaluation Plan

As discussed above, the process evaluation plan utilized during the reporting period was developed as part of a collaboration that included the program director, the 10 YES Prep site coordinators and community members. At base the process evaluation plan developed utilized a validated and widely used self-administered instrument known as the New York State Afterschool Network Program Quality Self-Assessment Tool (NYSAN) modified to fit the implementation of the YES Prep ACE program. The original NYSAN process evaluation

instrument can be found on-line at <http://networkforyouthsuccess.org/qsas/>. Modifications to the original instrument for use in assessing the YES Prep ACE program in Texas are discussed in detail in **Appendix 4 to the Grantee report.**

In addition to the use of the NYSAN instrument, as noted above site visits and reviews were conducted jointly by the lead evaluator along with the program director. The site reviews, which included observations of activities, lesson materials, college and career materials, and ACE facilities as well as conversations with site coordinators were a part of the process evaluation plan.

Finally, surveys of parents, especially parents of ACE students, an obviously important group of stakeholders, were conducted by YES Prep Public Schools, Inc., at each of the centers. Results from the surveys were generously made available for this evaluation report.

B. Process Evaluation Results

(Complete, detailed process evaluation results based on the NYSAN for North Forest and for the other nine YES Prep ACE centers also will be found in Appendix 5 to the Grantee-level report. In that same report appendix, improvement plans for North Forest will be found in summary form.)

In brief, the site review revealed that the ACE program at North Forest was *well-implemented*. Additionally, as noted above, *alignment* of the North Forest ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems was found.

Process evaluation results from utilizing the NYSAN revealed that the implementation of ACE at North Forest (with a few exceptions) largely met or exceeded standards in the areas of "Parent/Family/Community Partnerships," "Youth Participation/Engagement," in "Linkages Between Day and After-School," "Relationships," and in "Administration/Organization." On the other hand, in the following areas *particularly needed improvements* were identified –

- Identifying and sharing promising practices;
- Creating an internal method for assessing program activities;
- Creating an internal method for assessing staff performance; and
- "Program sustainability and growth"

Data other than those derived from use of the NYSAN and from site visits to evaluate process results included evidence from year-end surveys of parents conducted by YES Prep Public Schools, Inc. The data and findings reported here are from surveys of parents of ACE participants.

(The full results from surveys of parents at North Forest and from the other nine ACE centers are shown in detail in Appendix 6 to the Grantee report.)

Highlights of the principal findings from the surveys of parents of North Forest ACE participants include the following –

- As judged by the quite high percentages of “positive” answers to survey questions, it appears that parents of students at North Forest were *quite pleased* with both the program’s implementation and outcomes.
- A total of 91% of parents of ACE participants reported that the communication they received from the ACE program helped them to encourage participation on the part of their student.
- Some 97% of respondents agreed or strongly agreed that the ACE program provides valuable programming for parents.
- The enabling of positive enrichment opportunities for students by ACE was also cited affirmatively by 91% of responding North Forest parents.

Note: As already noted, the North Forest ACE Center had an earlier grant year, but that program had different leadership, utilized different evaluation instruments, and offered different activities. So, the program discussed in this reporting period will be treated as a new one.

VI. Outcome Evaluation Plan and Results

A. Outcome Plan

An outcomes evaluation plan was devised collaboratively (see above) and applied uniformly to all YES Prep Centers, including North Forest. At base the outcome plan was based on the use of the SMART (specific, measurable, attainable, relevant, and time based) goal framework discussed earlier in this report. The achievement of outcomes required by the Texas Education Agency (TEA) for Texas ACE Grant Cycle 10, including school day attendance, course grades, and on-time advancement in grade level, was evaluated by means of this framework. All data included in the outcomes evaluation were incorporated into the State’s TEAL data system and were extracted from that system. After extraction, the data were then analyzed using multivariate statistical models with controls introduced for “background” or “antecedent” conditions in order to eliminate possible spurious results.

Critical to evaluating the outcomes of the program at North Forest (and the other ACE sites) were an analysis of “dose-response” relationships, the elimination of plausible explanations alternative to the ACE program as having made a difference to outcomes. The latter is referred to by evaluators as eliminating the effects of spuriousness. Also critical was an assessment of the impact of regular (45 days or more) ACE participation. As suggested by TEA’s local evaluation guide (dated August 2018) all of these elements (dose-response relationships, eliminating the effects of spuriousness, and assessing the impact of regular ACE participation)

are discussed in detail in Appendix 7 of the Grantee-level report along with the methodology for establishing the true impact of the ACE program.

B. Outcome Evaluation Results

As discussed in the methodology section of Appendix 7, the Durand Research and Marketing Associates, LLC, evaluation team first investigated “dose-response” relationships – the impact of days attended in ACE for this center *on changes in outcomes* after controlling for the effects of participants’ ethnicity, grade level, and gender. (Participants’ ethnicity, grade level and gender were variables that preceded in time or anteceded ACE participation and, thus, could result in spurious or false findings concerning program outcomes). Then, the team assessed the impact of regular (45 days or more) ACE participation on *changes in outcomes* from fall to spring.

The evaluation team found evidence of an impact of program “dose” (ACE days attended) at North Forest on positive changes in school day absences (i.e., fewer absences) from fall to spring as well as on rather strong improvements in science and math grades over the same period. This was so even after statistical controls were introduced for participants’ grade level, ethnicity and gender.

Further, even after the antecedent variables of grade level, ethnicity and gender were controlled, regular participants compared to non-regular ones had fewer days absent in spring than in fall, and markedly stronger math grade and science grade improvement over the same fall to spring period.

VII. Appendices

Appendices with relevant, detailed information are provided as an appendage to the general report.

NORTHSIDE CENTER-LEVEL REPORT

KEY MESSAGES

Programmatic and Managerial Context

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

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- At its Northside Center, the YES Prep ACE program offered activities for all State of Texas Education Agency mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
 - Results from self-administering the New York State Self-Assessment (NYSAN) process evaluation instrument, modified for Texas and YES Prep's ACE program, revealed that the implementation of ACE at Northside met or exceeded a substantial number of quality standards, especially in regard to the program's "Environment/Climate," "Administration/Organization," "Youth Participation/Engagement," "Programming/Activities," and "Measuring Outcomes Evaluation." Also, based on results, improvements in the areas not meeting standards were noted and planned.
 - The evaluation team confirmed the alignment of the Northside ACE program with the activities of its respective day school, with college and career readiness requirements, and with additional support systems.
 - Progress in addressing locally identified needs appears to have been made.
 - Surveys administered to parents of Northside ACE participants revealed that a high percentage were quite pleased with both ACE program's implementation and outcomes. In particular about 90% of these parents reported that communication from the ACE program helped them to encourage their student to participate while another 90% felt that the program provided positive enrichment opportunities for students that they would not have had if they did not participate.
 - Following the methodology discussed in Appendix 7, the evaluation team found evidence of an impact of program "dose" (ACE days attended) at Northside on positive changes from fall to spring in school day absences (fewer ones), in science grades, and a particularly strong effect in math grade improvement. The same positive changes were also found among regular (45 days or more) participants compared to non-regular ones.

Center Level Report on Northside (continued)

II. Executive Summary**A. Overall Strengths and Next Steps**

Key accomplishments for this center include the implementation of an ACE program that met quality standards, provided all TEA mandated activity components, and addressed all identified, important local needs. An important stakeholder group, the parents of ACE participants at Northside, expressed high levels of satisfaction with the program's implementation and outcomes. Student participation in ACE appears to have resulted in declines in school day absences from fall to spring well as improvements in science and, especially, math grades.

Recommended next steps:

- Continuous program quality improvement requires an initial review by program staff of the findings of this report at the start of the next ACE academic year. Particularly important in this regard is to review the results of the process evaluation results obtained from self-administering the New York State Afterschool Network process evaluation instrument.
- While important outcomes in school absences as well as science and math grades were enhanced by greater levels of student participation, other outcomes (e.g., noncriminal referrals, reading improvement) were not found to result from such greater levels. The site coordinator in collaboration with the program director needs to review these findings on outcomes and adopt changes, such as curriculum redesign or new instructors, to further improve other ACE outcomes.
- A sizeable number of student participants were found to have relatively few days of program participation, particularly nine (9) or fewer ones. Exit interviews should be conducted with those leaving the program with such few days in order to identify appropriate corrective actions.

B. Center Overview

The Northside ACE program is located in Houston's near northside immediately north of downtown and adjacent to IH69. As detailed in **Appendix B** of this Grantee-level report, the ACE program included school grade levels from six (6) through twelve (12). The school campus itself met the TEA standards of accountability and received a distinction in Science ("Academic Achievement in Science").

Demographically, nearly 79% of participating students in the ACE program were of Hispanic/Latino descent while about 24% were of African American background. Further, about just under 60% of ACE participants at Northside were females.

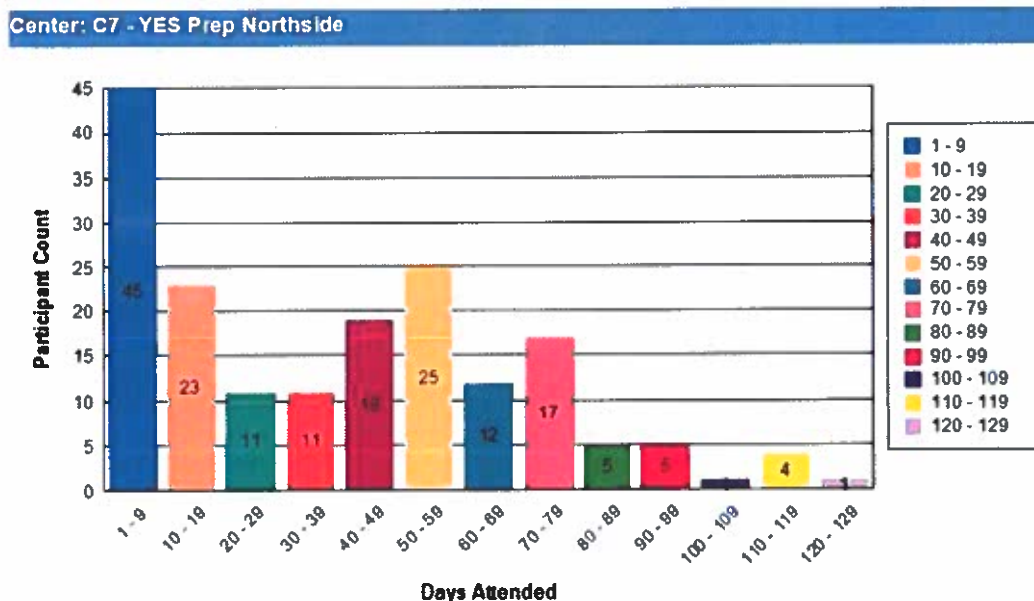
The ACE Program at Northside offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

Student activities at Northside were generally offered after-school. An exception was a "Sports Strength Conditioning" enrichment activity that enrolled students in the period from 9 a.m. to noon while "Dance Competition" was scheduled on a Saturday from 7 a.m. to 3 p.m. On the other hand, some activities targeted for parents were scheduled at still other times. For example, "PRIDE Food Market" was offered from noon to four p.m. while "ACE Potluck Celebration" began at 5:45 pm during the fall term. NS Garden, an adult family activity was scheduled for morning hours (but had little attendance).

C. Implementation

Over the reporting period, the total number of ACE students served Northside was 179, a number that included 87 regular student participants and 92 non-regular ones. Additionally, Northside also served 68 adults.

The chart below displays the number of total program days attended by participant count for this center as of June 26, 2019. As will be noted, the modal (most frequent) category of attendance by participant at Northside was that of one to nine days.



Results from self-administering the New York State Afterschool Network (NYSAN) process evaluation instrument revealed that the implementation of ACE at Northside met or exceeded a substantial number of quality standards. This meeting or exceeding of implementation standards is discussed more fully below in an examination of process evaluation results.

The evaluation team confirmed the alignment of the Northside ACE program with the activities of its respective day school, with college and career readiness requirements, and with additional support systems. This confirmation occurred through site visits, direct conversations with day school officials, and by direct observation of lesson plans, and college and career materials.

Note: The Northside ACE Center had a prior grant year ACE program, but that program had different leadership, utilized different evaluation instruments, and offered different activities. So, the program discussed in this reporting period will be treated as a new one.

D. Local Needs and Outcomes

Prior to the start of the Cycle 10 ACE program, YES Prep conducted a set of assessments intended to identify the needs of youth, parents, and families at each of its centers and surrounding communities including Northside. These needs were reviewed carefully by YES Prep staff and, subsequently incorporated into the logic model for each respective center. These identified needs then became a principal basis for decisions about program goals, resources, activities, the fidelity of implementation to activities, and desired outcomes. Expressed differently, program planning, evaluation, program management, continuous quality improvement, and communications with stakeholders at the YES Prep Centers were all premised on a thorough-going understanding of local needs and desired outcomes.

Site	Local Need	Progress in Outcomes Addressing Needs	Evidence of Progress (if any)
Northside	<p>1)-- limited non-ACE after school activities</p> <p>2)-- tailored extra-curricular clubs not offered in school day</p> <p>3. -- stronger sense of community and connection with the school</p>	<p>1) ACE encouraged more after school activities by scheduling 47 activities of which 29 targeted students</p> <p>2)All activities were tailored to student/parent "voice and choice."</p> <p>3) A close alignment was found between the school and ACE; the ACE program built relationships with community institutions and provided families with information about community resources to meet needs</p>	<p>1) TEAL data on activities by center</p> <p>2)Site visit by evaluation team including conversations with site coordinator and day school officials.</p> <p>3) NYSAN process evaluation instrument; site visit by evaluation team</p>

In the brief table shown above, local needs, progress in achieving outcomes addressing needs and evidence of that progress are summarized for Northside –

E. State Outcomes

Major program outcomes for Texas ACE included the areas of noncriminal referrals, school day absences, reading grade improvement, and improvements in math, science and social studies. In the interest of brevity, achievement of outcomes for these areas are discussed in Section IVB below.

Also included among Texas ACE outcomes of interest were normal grade promotion, graduation, and criminal referrals. However, no data were shown for any of these latter program outcomes in the TEAL data system.

III. Summary of Strengths, Recommendations, and Next Steps

A. Summary

Major accomplishments, general recommendations, and suggested action steps have already been summarized above in Part A of the Executive Summary. In the interest of brevity, they are not presented again.

IV. Program Overview

A. Theory of Change

All YES Prep ACE Centers implemented and evaluated its respective program based upon the same theory of change: *Students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components (academic achievement, college and career readiness, enrichment, and family and parental support service) will yield improvement in academic performance, attendance, behavior, as well as promotion and graduation rates of students.* This theory was adopted by the YES Prep ACE program after drawing on research and best practices from professional materials on out-of-school time education.

B. Logic Model

(The logic model for this center and for all ten YES Prep ACE centers will be found in detail in Appendix 5 to the Grantee report.)

V. Process (Implementation) Evaluation Plan and Results

A. Process Evaluation Plan

As discussed above, the process evaluation plan utilized during the reporting period was developed as part of a collaboration that included the program director, the 10 YES Prep site coordinators and community members. At base the process evaluation plan developed utilized a validated and widely used self-administered instrument known as the New York State Afterschool Network Program Quality Self-Assessment Tool (NYSAN) modified to fit the implementation of the YES Prep ACE program. The original NYSAN process evaluation instrument can be found on-line at <http://networkforyouthsuccess.org/qsas/>. Modifications to the original instrument for use in assessing the YES Prep ACE program in Texas are discussed above in detail in Appendix 4 to the Grantee report.

In addition to the use of the NYSAN instrument, as noted above site visits were conducted jointly by the lead evaluator along with the program director. These site visits, which included direct observations of activities, lesson materials, college and career materials, and ACE facilities as well as conversations with site coordinators and with day school officials were a part of the process evaluation plan.

Finally, surveys of parents, especially parents of ACE students, an obviously important group of stakeholders, were conducted by YES Prep Public Schools, Inc., at each of the centers. Results from the surveys were generously made available for this evaluation report.

B. Process Evaluation Results

(Complete, detailed process evaluation results based on the NYSAN for Northside and for the other nine YES Prep ACE centers also will be found in Appendix 5 to the Grantee report. In that same report appendix, improvement plans for Northside will be found in summary form.)

In brief, the site visits revealed that the ACE program at Northside was *well-implemented*. Additionally, as noted above, *alignment* of the Northside ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems was found.

As stated briefly above in the Implementation of this Executive Summary, results from utilizing the NYSAN revealed that Northside generally met or exceeded quality process standards, especially in regard to “Environment/Climate,” “Administration/Organization,” “Youth Participation/Engagement,” “Programming/Activities,” and “Measuring Outcomes Evaluation” (with one noted exception). In a number of instances, Northside’s NYSAN submission also thoughtfully set forth a schedule to be followed to improve the achievement of certain quality standards. On the other hand, the following standards were noted as having reached somewhat lower performance levels –

- Scheduling meetings with major stakeholders;
- Encouraging former participants to contribute as volunteers or staff; and
- Proving ongoing staff development;

Data other than those derived from use of the NYSAN and from site visits to evaluate process results included evidence from year-end surveys of parents conducted by YES Prep Public Schools, Inc. The data and findings reported here are from surveys of parents of ACE participants.

(The full results from surveys of parents at Northside and from the other nine ACE centers are shown in detail in Appendix 6 to the Grantee report.)

Highlights of the principal findings from the surveys of parents of Northside ACE participants include the following –

- As judged by the quite high percentages of “positive” answers to survey questions, it appears that parents of students at Northside were *quite pleased* with both the program’s implementation and outcomes.
- Ninety percent (90%) of parents felt the program provided positive enrichment opportunities for students that they would not have had if they did not participate.
- By the same percentage (90%) parents at Northside reported that communication from the ACE program helped them to encourage their student to participate;

- Finally, 90% of parents also agreed or strongly agreed that Northside provided valuable programming for parents.

As previously observed, the Northside ACE Center had a prior, Cycle 9, grant year ACE program, but that program had different leadership, utilized different evaluation instruments, and offered different activities. So, the program discussed in this reporting period will be treated as a new one.

VI. Outcome Evaluation Plan and Results

A. Outcome Plan

An outcomes evaluation plan was devised collaboratively (see above) and applied uniformly to all YES Prep Centers, including Northside. At base the outcome plan was based on the use of the SMART (specific, measurable, attainable, relevant, and time based) goal framework discussed earlier in this report. The achievement of outcomes required by the Texas Education Agency (TEA) for Texas ACE Grant Cycle 10, including school day attendance, course grades, and on-time advancement in grade level, was evaluated by means of the framework. All data included in the outcomes evaluation were incorporated into the State's TEAL data system and were extracted from that system. The data were then analyzed using multivariate statistical models with controls introduced for "background" or "antecedent" conditions in order to eliminate possible spurious results.

Critical to evaluating the outcomes of the program at Northside (and the other ACE sites) were an analysis of "dose-response" relationships, the elimination of plausible explanations alternative to the ACE program as having made a difference to outcomes. The latter is referred to by evaluators as eliminating the effects of spuriousness. Also critical was an assessment of the impact of regular (45 days or more) ACE participation. As suggested by TEA's local evaluation guide (dated August 2018) all of these elements (dose-response relationships, eliminating the effects of spuriousness, and assessing the impact of regular ACE participation) are discussed in detail in Appendix 7 of the Grantee report along with the methodology for establishing the true impact of the ACE program.

B. Outcome Evaluation Results

Following the methodology detailed in Appendix 7, the Durand Research and Marketing Associates, LLC, evaluation team first investigated "dose-response" relationships – the impact of days attended in ACE for this center *on changes in outcomes* after controlling for the effects of participants' ethnicity, grade level, and gender. (Participants' ethnicity, grade level and gender were variables that preceded ACE participation and, thus, could result in spurious or

false findings concerning program outcomes). Then, the team evaluated the impact of regular (45 days or more) ACE participation at Fifth Ward on fall to spring changes in outcomes.

The evaluation team found evidence of an impact of program “dose” (ACE days attended) at Northside on positive changes from fall to spring in school day absence (fewer ones), in science grades, and a particularly strong effect in math grade improvement. This impact was found even after controls were introduced for variables that preceded ACE participation. On the other hand, the team also found that science grade change was greater from fall to spring among regular as opposed to non-regular ACE participants and that math grade improvement was markedly greater among regular participants from fall to spring even after controls were introduced for ethnicity, gender and school grade.

In sum, evidence was found of positive changes in program outcomes that appeared to result from both program dose and regular participation.

VII. Appendices

Appendices with relevant, detailed information are provided as appendage to the general report.

FIFTH WARD CENTER-LEVEL REPORT

KEY MESSAGES

Programmatic and Managerial Context

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

-
- The Fifth Ward of the YES Prep ACE program offered activities for all program components mandated by the Texas Education Agency, activities that included academic assistance, college and workforce readiness, enrichment, and family and parental support services.
 - The evaluation team confirmed the alignment of the Fifth Ward ACE program with the activities of its respective day school, with college and career readiness requirements, and with additional support systems.
 - Results from self-administering the New York State Self-Assessment (NYSAN) process evaluation instrument, modified for Texas and YES Prep's ACE program, revealed that the implementation of ACE at Fifth Ward met or exceeded ACE quality standards for "Environment/Climate," "Administration/Organization," "Staffing/Professional Development," "Programming/Activities," "Linkages between Day and After-School," "Youth Participation/Engagement," "Parent/Family/Community Partnerships," and for Program Sustainability/Growth." Noteworthy also in the NYSAN results at Fifth Ward was the overall meeting of standards in the area of "Relationships."
 - All local needs identified prior to the start of the program appear to have been met by the Fifth Ward's ACE.
 - Surveys administered to parents of Fifth Ward ACE participants revealed that an extremely high percentage were quite pleased with both ACE program's implementation and outcomes. It is especially noteworthy that fully 93% of parents agreed or strongly agreed that "the communication I get from the ACE program helps me encourage my student to participate."
 - Pursuant to the methodology detailed in Appendix 7 of the full report, the evaluation team found reductions in noncriminal behavioral referrals from fall to spring as well as reading grade, science grade, and math grade improvements related to the number of days of student program participation.

Center Level Report on Fifth Ward (continued)

II. Executive Summary**A. Overall Strengths and Next Steps**

Key accomplishments for this center include the implementation of an ACE program that met most quality standards, addressed identified local needs, and was aligned with the activities of its respective day school, with college and career readiness requirements, and with additional support systems. An important stakeholder group, the parents of ACE participants at East End expressed high levels of satisfaction with the program's implementation and outcomes. Student participation in ACE The slightly lower the noncriminal behavioral referrals from fall to spring as well as improvements in reading, math and science grades from all to spring.

Recommended next steps:

- Incentives need to be adopted to increase student participation in ACE, especially among those with nine (9) or fewer days of active involvement. Such incentives should particularly emphasize "internal" ones such as attendance awards, recognition, and honor ceremonies. This should be done in collaboration with student participants in ACE, most especially those that "early exited" the program.
- Results obtained from administration of the New York State Afterschool Network (NYSAN) need to be reviewed and changes adopted in light of identified areas for improvement. Particularly important in this regard is the need for increased sensitivity to the language and culture of participants.
- Ways to improve the program outcomes of school day absences and social studies grade improvements need to be considered carefully.

B. Center Overview

YES Prep's Fifth Ward ACE Center is located near Houston's downtown only a short distance from IH69 on Benson Street. As detailed in **Appendix B** of the Grantee-level report, the ACE program included school grade levels from six (6) through twelve (12). The school campus itself met the TEA standards of accountability and received distinctions in Science and in Mathematics ("Academic Achievement in Science" and Academic Achievement in Mathematics").

Demographically, nearly 84% of participating students in the ACE program were of Hispanic/Latino descent while about 18% were of African American background. Further, about 54% of ACE participants at Fifth Ward were females.

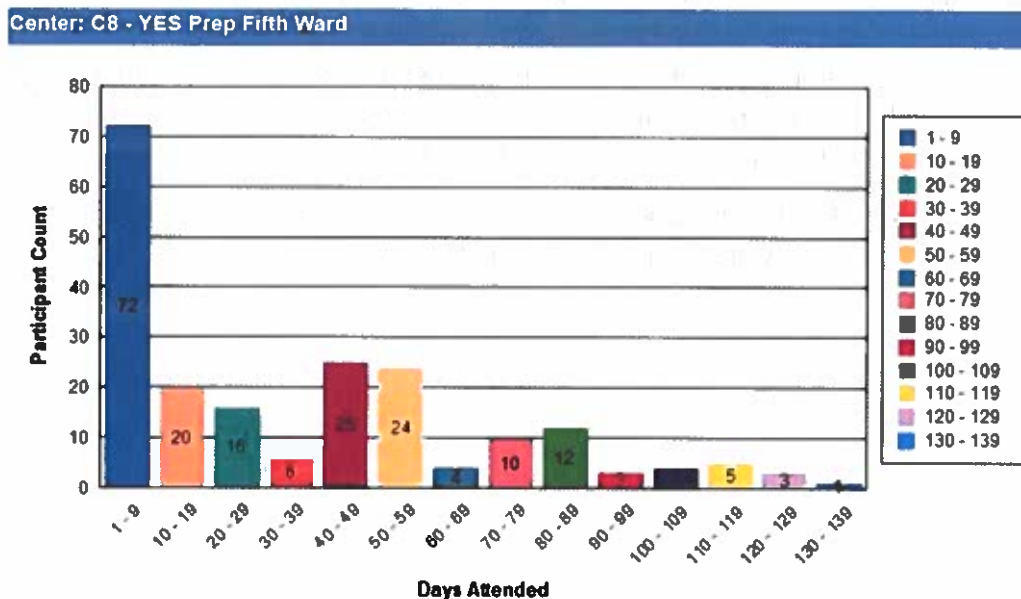
The ACE Program at Fifth Ward offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

Student activities at Fifth Ward were generally scheduled for after-school hours. A major exception was "Morning Sports" in the fall and in the spring term, activities that were scheduled for the hours before day school hours began. The schedule of activities that targeted adults was generally more varied with some beginning in the morning hours, others scheduled for mid-day (10 am. To 2 pm), and still others continuing into early evening.

C. Implementation

Over the reporting period, the total number of ACE students served Fifth Ward was 205, a number that included 88 regular student participants and 117 non-regular ones. Additionally, Northside also served 68 adults.

The chart below displays the number of total program days attended by participant count for this center as of June 26, 2019. As will be noted, the modal (most frequent) category of attendance days by participant count was that of one to nine days.



Results from self-administering the New York State Afterschool Network (NYSAN) process evaluation instrument revealed that the implementation of ACE at Fifth Ward met or exceeded

ACE quality standards for “Environment/Climate,” “Administration/Organization,” “Staffing/Professional Development,” “Programming/Activities,” “Linkages between Day and After-School,” “Youth Participation/Engagement,” “Parent/Family/Community Partnerships,” and for Program Sustainability/Growth.” Noteworthy also in the NYSAN results at Fifth Ward was the overall meeting of standards in the area of “Relationships.” (Detailed findings of the NYSAN at Fifth Ward will be found in Appendix 5 of the Grantee report).

The evaluation team confirmed the alignment of the Fifth Ward ACE program with the activities of its respective day school, with college and career readiness requirements, and with additional support systems. This confirmation occurred through site reviews, direct conversations with day school officials, and by direct observation of lesson plans, and college and career materials.

Note: The Fifth Ward Center had an ACE program in a prior grant year, but that program had different leadership, utilized different evaluation instruments, and offered different activities. So, the program discussed in this reporting period will be treated as a new one.

D. Local Needs and Outcomes

Prior to the start of the Cycle 10 ACE program, YES Prep conducted a set of assessments intended to identify the needs of youth, parents, and families at each of its centers and surrounding communities including Fifth Ward. These needs were reviewed carefully by YES Prep staff and, subsequently incorporated into the logic model for each respective center. These identified needs then became a principal basis for decisions about program goals, resources, activities, the fidelity of implementation to activities, and desired outcomes. Expressed differently, program planning, evaluation, program management, continuous quality improvement, and communications with stakeholders at the YES Prep Centers were all premised on a thorough-going understanding of local needs and desired outcomes.

In the brief table shown below, local needs, progress in achieving outcomes addressing needs and evidence of that progress are summarized for Fifth Ward –

Site	Local Need	Progress in Outcomes Addressing Needs	Evidence of Progress (if any)
Fifth Ward	1)-- enhance academic performance opportunities	1) Ninety-one % of parents reported improved academic performance; outcomes results	1) Parents survey data; outcomes analysis
	2)- improve ADA	2) Ninety-two % of parents reported program impact on improved attendance	2. Parents survey data; outcomes analysis
	3)-- improve student behavior	3) Eighty-five percent of parents reported improved behavior	3. Parents survey data; outcomes analysis
	4)-- increase parent and cultural events offered on campus	4) Events were offered in the fall and spring term (e.g., Hispanic Heritage Performance in fall; Carnival Health Fair in Spring).	4 TEAL data on Daily Activity Attendance.
	5)-- increase enrichment opportunities for student performances	5) Ninety-two percent of parents reported the provision of positive enrichment opportunities; Hispanic Heritage performance	5. Parent survey data; TEAL data on Daily Activity Attendance.

E. State Outcomes

Major program outcomes for Texas ACE included the areas of noncriminal referrals, school day absences, reading grade improvement, and improvements in math, science and social studies. In the interest of brevity, achievement of outcomes for these areas are discussed in Section IVB below.

Also included among Texas ACE outcomes of interest were normal grade promotion, graduation, and criminal referrals. However, no data were shown for any of these latter program outcomes in the TEAL data system.

III. Strengths, Recommendations, and Next Steps

A. Summary

Major accomplishments, general recommendations, and suggested action steps have already been summarized above in Part A of the Executive Summary. In the interest of brevity, they are not presented again.

IV. Program Overview

A. Theory of Change

All YES Prep ACE Centers implemented and evaluated its respective program based upon the same theory of change: *Students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components (academic achievement, college and career readiness, enrichment, and family and parental support service) will yield improvement in academic performance, attendance, behavior, as well as promotion and graduation rates of students.* This theory was adopted by the YES Prep ACE program after drawing on research and best practices from professional materials on out-of-school time education.

B. Logic Model

(The logic model for this center and for all ten YES Prep ACE centers will be found in detail in Appendix 5 to the Grantee report.)

V. Process (Implementation) Evaluation Plan and Results

A. Process Evaluation Plan

As discussed above in this report, the process evaluation plan utilized during the reporting period was developed as part of a collaboration that included the program director, the 10 YES Prep site coordinators and community members. As noted above, the process evaluation plan developed utilized a validated and widely used self-administered instrument known as the New York State Afterschool Network Program Quality Self-Assessment Tool (NYSAN) modified to fit the implementation of the YES Prep ACE program. The original NYSAN process evaluation instrument can be found on-line at <http://networkforyouthsuccess.org/qsat/>. Modifications to the original instrument for use in assessing the YES Prep ACE program in Texas are discussed above in detail in Appendix 4 to the Grantee report.

In addition to the use of the NYSAN instrument, as noted above site reviews were conducted jointly by the lead evaluator along with the program director. These reviews, which included

direct observations of activities, lesson materials, college and career materials, and ACE facilities as well as conversations with site coordinators were a part of the process evaluation plan.

Finally, surveys of parents, especially parents of ACE students, an obviously important group of stakeholders, were conducted by YES Prep Public Schools, Inc., at each of the centers. Results from the surveys were generously made available for this evaluation report.

B. Process Evaluation Results

(Complete, detailed process evaluation results based on the NYSAN for Fifth Ward and for the other nine YES Prep ACE centers also will be found in Appendix 5 to the Grantee report. In that same report appendix, improvement plans for Fifth Ward will be found in summary form.)

In brief, the site review revealed that the ACE program at Fifth Ward was *well-implemented*. Additionally, as noted above, *alignment* of the Fifth Ward ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems was found.

As noted above, results from self-administering the NYSAN process evaluation instrument revealed that the implementation of ACE at Fifth Ward met or exceeded ACE quality standards for "Environment/Climate," "Administration/Organization," "Staffing/Professional Development," "Programming/Activities," "Linkages between Day and After-School," "Youth Participation/Engagement," "Parent/Family/Community Partnerships," and for Program Sustainability/Growth." Noteworthy also in the NYSAN results at Fifth Ward was the overall meeting of standards in the area of "Relationships." On the other hand, the following areas were cited as in need of some improvement –

- Maintaining student health records;
- Sensitivity to the culture and language of participants;
- An internal method for assessment staff performance; and
- Creating an internal method for assessing student performance

Data other than those derived from use of the NYSAN and from site visits to evaluate process results included evidence from year-end surveys of parents conducted by YES Prep Public Schools, Inc. The data and findings reported here are from surveys of parents of ACE participants.

(The full results from surveys of parents at Fifth Ward and from the other nine ACE centers are shown in detail in Appendix 6 to the Grantee report.)

Highlights of the principal findings from the surveys of parents of Fifth Ward ACE participants include the following –

- As judged by the quite high percentages of “positive” answers to survey questions, it appears that parents of students at Fifth Ward were *quite pleased* with both the program’s implementation and outcomes.
- Ninety-two of Fifth Ward parents (92%) agreed or strongly agreed that the ACE Program “provides my student with positive enrichment opportunities.”
- Eighty-eight percent (88%) reported that “the ACE program provides my student with the opportunity to learn about Houston area and its culture.”
- “The ACE Program has a positive impact on my students attendance” was affirmed by 92% of parents.
- Fully 93% of parents agreed or strongly agreed that “the communication I get from the ACE program helps me encourage my student to participate.”

Note: The Fifth Ward Center received grant funding in a prior grant year (Cycle 9), but that program had different leadership, utilized different evaluation instruments, and offered different activities. So, the program discussed in this reporting period will be treated as a new one.

VI. Outcome Evaluation Plan and Results

A. Outcome Plan

An outcomes evaluation plan was devised collaboratively (see above) and applied uniformly to all YES Prep Centers, including Fifth Ward. At base the outcome plan was based on the use of the SMART (specific, measurable, attainable, relevant, and time based) goal framework discussed earlier in this report. The achievement of outcomes required by the Texas Education Agency (TEA) for Texas ACE Grant Cycle 10, including school day attendance, course grades, and on-time advancement in grade level, was evaluated by means of the framework. All data included in the outcomes evaluation were incorporated into the State’s TEAL data system and were extracted from that system. The data were then analyzed using multivariate statistical models with controls introduced for “background” or “antecedent” conditions in order to eliminate possible spurious results.

Critical to evaluating the outcomes of the program at Fifth Ward (and the other ACE sites) were an analysis of “dose-response” relationships, the elimination of plausible explanations alternative to the ACE program as having made a difference to outcomes. The latter is referred to by evaluators as eliminating the effects of spuriousness. Also critical was an assessment of the impact of regular (45 days or more) ACE participation. As suggested by TEA’s local evaluation guide (dated August 2018) all of these elements (dose-response relationships, eliminating the effects of spuriousness, and assessing the impact of regular ACE participation)

are discussed in detail in Appendix 7 of the Grantee report along with the methodology for establishing the true impact of the ACE program.

B. Outcome Evaluation Results

Pursuant to the methodology discussed in Appendix 7, the Durand Research and Marketing Associates, LLC, evaluation team first investigated “dose-response” relationships – the impact of days attended in ACE at this center *on changes in outcomes* after controlling for the effects of participants’ ethnicity, grade level, and gender. (Participants’ ethnicity, grade level and gender were variables that preceded ACE participation and, thus, could result in spurious or false findings concerning program outcomes). Then, the team evaluated the impact of regular (45 days or more) ACE participation at Fifth Ward on fall to spring changes in outcomes.

The following were the major findings regarding dose-response relationships at Fifth Ward. The greater the number of days of ACE participation –

- The slightly lower the noncriminal behavioral referrals from fall to spring (even after control variables were taken into account);
- Reading grades, math grades, and science grades improved from fall to spring (following the introduction of controls).

Regular ACE participants compared to non-regular participants were found to have had --

- more reductions in noncriminal referrals from fall to spring;
- greater reading grade improvements over the same period; and
- relative improvements in their science grades.

VII. Appendices

Appendices with relevant, detailed information are provided as an appendage to the general report.

WHITE OAK CENTER-LEVEL REPORT

KEY MESSAGES

Programmatic and Managerial Context

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

- YES Prep's White Oak ACE program offered activities for all program components mandated by the Texas Education Agency, activities that included academic assistance, college and workforce readiness, enrichment, and family and parental support services.
- The evaluation team confirmed the alignment of the White Oak ACE program with the activities of its respective day school, with college and career readiness requirements, and with additional support systems.
- Results from self-administering the New York State Self-Assessment (NYSAN) process evaluation instrument, modified for Texas and YES Prep's ACE program, revealed that the implementation of ACE at White Oak revealed that the implementation of ACE at White Oak met or exceeded quality standards in the areas of "Environment/Climate," "Staffing/Professional Development," "Programming/Activities," "Linkages Between Day and After-School," "Parent/Family/Community Partnerships," and in "Measuring Outcomes/Evaluation." The results of administering the NYSAN at White Oak also showed evidence of continuous quality improvement planning for the current and for next year.
- All local needs identified prior to the start of the program appear to have been met by White Oak's ACE.
- Surveys administered to parents of White Oak ACE participants revealed that a high percentage were quite pleased with both ACE program's implementation and outcomes. It is especially noteworthy that fully 92% of ACE parents agreed or strongly agreed that the program improves their students' academic performance while fully 94% expressed the view that the program improves school attendance on the part of their child.
- The greater the number of days of student participation in the program, the more positive changes were evident in school day absences (fewer), improved science grades, and elevated grades in social studies from fall to spring.

Center-Level Report on White Oak (Continued)

II. Executive Summary**A. Overall Strengths and Next Steps**

Key accomplishments of the White Oak center include the initial implementation of an ACE program that met quality standards, addressed local needs, and provided all TEA mandated activity components. The program was well-aligned with the activities of its respective day school, with college and career readiness requirements, and with additional support systems. An important stakeholder group, the parents of ACE participants at White Oak expressed high levels of satisfaction with the program's implementation and outcomes. Higher student participation levels were found to reduce school day absences, and to elevate science and social studies grades from fall to spring.

Recommended next steps:

- Continuous quality program improvement should begin with a review of the results of this report involving needs and plans for implementation improvement based on the findings from administering the New York State Afterschool Network process evaluation instrument.
- There is a need to review why some desired program outcomes, especially noncriminal behavior referrals and grade improvements for math and reading, did not increase as expected with greater student participation from fall to spring. Such a review needs to include consideration of curriculum, instructor quality, and activity scheduling.
- Developing incentives to increase regular student participation is an important next step for the program. Such incentives need to emphasize "internal" ones, like attendance recognition and honor ceremonies. Incentives need to be adopted in collaboration with student participants in ACE that "early exit" the program.

B. Center Overview

The White Oak center of YES Prep's ACE program is located in the northwest part of the City of Houston. As noted in **Appendix B** of the Grantee-level report, the ACE program enrolled participants in grades six (6) through eleven (11). The school itself offered classes to students from grades six (six) through twelve (12). However, White Oak was a completely new ACE center which limited its ability to attract those campus' students entering their senior year. As discussed elsewhere in this evaluation report, ACE enrollments generally declined as grade level increased at YES Prep. The enrollments at White Oak were found to be in keeping with this trend. Finally, the school campus itself met the TEA standards of accountability

Demographically, about 74% of participating students in the ACE program were of Hispanic/Latino descent while about 25% were of African American background. Further, about 54% of ACE participants at White Oak were females.

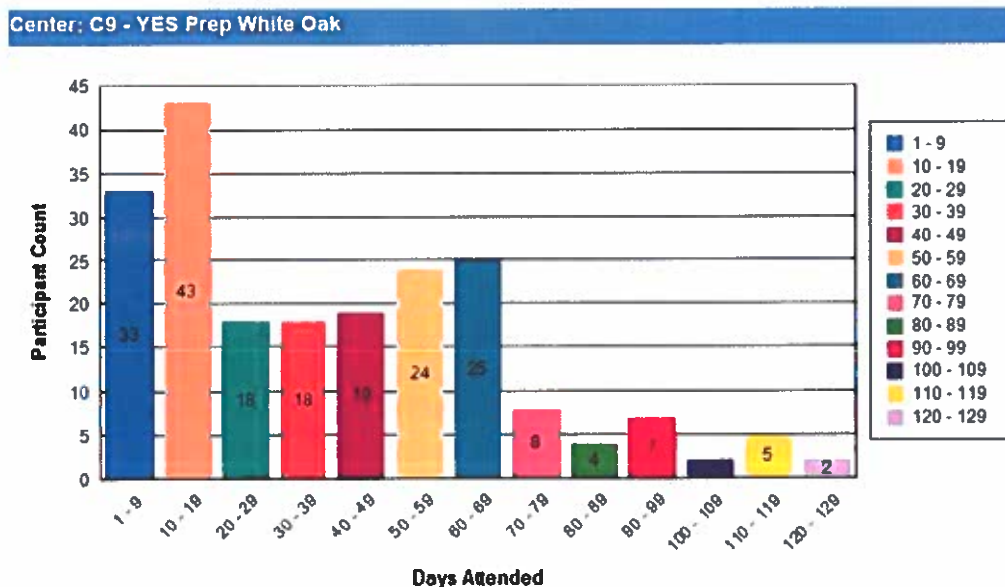
The ACE Program at White Oak offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

Activities for student participants were generally scheduled for after-school hours. During both the fall and the spring term, the exceptions to this were an enrichment activity, called "Gaming-Morning" and academic assistance activity, "Morning Lab," which were scheduled before the start of regular, day school classes. Activities for parent/adult participants were more variously scheduled during the day. For example, Parent Association Meeting was scheduled during the morning after day school classes for students began while a Parent Seminar was scheduled for the late afternoon/early evening in the fall. An adult family activity, LIVE IT Dance Competition, was held on a Saturday.

C. Implementation

Over the reporting period, the total number of ACE students served at White Oak was 208, a number that included 89 regular student participants and 119 non-regular ones. Additionally, White Oak also served 80 adults.

The chart below displays the number of total program days attended by participant count for this center as of June 16, 2019. As will be noted, the modal category of attendance (most frequent) by participant count was that of 10 to 19 days.



Results from self-administering the New York State Afterschool Network process evaluation instrument, modified for Texas and YES Prep, revealed that the implementation of ACE at White Oak met or exceeded quality standards in the areas of “Environment/Climate,” “Staffing/Professional Development,” “Programming/Activities,” “Linkages Between Day and After-School,” “Parent/Family/Community Partnerships,” and in “Measuring Outcomes/Evaluation.” The results of administering the NYSAN at White Oak also showed evidence of continuous quality improvement planning for the current and for next year. (Detailed findings of the NYSAN at White Oak will be found in Appendix 4 to the Grantee report.)

The evaluation team confirmed the alignment of the White Oak ACE program with the activities of its respective day school, with college and career readiness requirements, and with additional support systems. This confirmation occurred through site visits, direct conversations with day school officials, and by direct observation of lesson plans, and college and career materials.

Note: The White Oak center had no program in a prior grant. Thus, the program discussed in this report is an entirely new one and will be treated as such in subsequent analysis.

D. Local Needs and Outcomes

Prior to the start of the Cycle 10 ACE program, YES Prep conducted a set of assessments intended to identify the needs of youth, parents, and families at each of its centers and surrounding communities including White Oak. These needs were reviewed carefully by YES Prep staff and, subsequently incorporated into the logic model for each respective center. These identified needs then became a principal basis for decisions about program goals, resources, activities, the fidelity of implementation to activities, and desired outcomes. Expressed differently, program planning, evaluation, program management, continuous quality improvement, and communications with stakeholders at the YES Prep Centers were all premised on a thorough-going understanding of local needs and desired outcomes.

In the brief table shown below, local needs, progress in achieving outcomes addressing needs and evidence of that progress are summarized for White Oak –

Site	Local Need	Progress in Outcomes Addressing Needs	Evidence of Progress (if any)
White Oak	<p>1)-- extend programming for non-athletes</p> <p>2)--extend STAAR academic support</p> <p>3)-- character building</p> <p>4)-- retaining student attendance</p>	<p>1) Activities for all students and families were included in the fall and spring terms.</p> <p>2) Academic support was included in activities in the fall and spring term. This support assisted students with STAAR testing; "STAAR Posey" was an activity in the fall to provide STAAR academic support.</p> <p>3) Team building and social skill development was a goal of a number of activities in the fall and spring; the Humanitarian Society, a fall and spring term activity, encouraged community voluntarism. Parents report improved behavior at school.</p> <p>4) Parents report a positive impact of ACE on student attendance; The total hours of attendance in program activities increased from fall to spring</p>	<p>1) TEAL data on daily activity attendance; site visit; parent survey data</p> <p>2. TEAL data on daily activity attendance; site visit; parent survey data</p> <p>3) TEAL data on daily activity attendance; site visit; parent survey data; outcomes analysis presented below in this report</p> <p>4) Parent survey data; TEAL data on hours of attendance in program activities</p>

E. State Outcomes

Major program outcomes for Texas ACE included the areas of noncriminal referrals, school day absences, reading grade improvement, and improvements in math, science and social studies. In the interest of brevity, achievement of outcomes for these areas are discussed in Section IVB below.

Also included among Texas ACE outcomes of interest were normal grade promotion, on-time graduation, and criminal referrals. However, no evidence of these latter program outcomes was found in the TEAL data system.

III. Summary of Strengths, Recommendations, and Next Steps

A. Summary

Major accomplishments, general recommendations, and suggested action steps have already been summarized above in Part A of the Executive Summary. In the interest of brevity, they are not presented again.

IV. Program Overview

A. Theory of Change

All YES Prep ACE Centers implemented and evaluated its respective program based upon the same theory of change: *Students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components (academic achievement, college and career readiness, enrichment, and family and parental support service) will yield improvement in academic performance, attendance, behavior, as well as promotion and graduation rates of students.* This theory was adopted by the YES Prep ACE program after drawing on research and best practices from professional materials on out-of-school time education.

B. Logic Model

The logic model for this center and for all ten YES Prep ACE centers will be found in detail in Appendix 5 to the Grantee report.)

V. Process (Implementation) Evaluation Plan and Results

A. Process Evaluation Plan

As discussed above in this report, the process evaluation plan utilized during the reporting period was developed as part of a collaboration that included the program director, the 10 YES Prep site coordinators and community members. At base the process evaluation plan developed utilized a validated and widely used self-administered instrument known as the New York State Afterschool Network Program Quality Self-Assessment Tool (NYSAN) modified to fit the implementation of the YES Prep ACE program. The original NYSAN process evaluation instrument can be found on-line at <http://networkforyouthsuccess.org/qa/>. Modifications to

the original instrument for use in assessing the YES Prep ACE program in Texas are discussed above in detail in Appendix 4 to the Grantee report.

In addition to the use of the NYSAN instrument, as noted above site visits were conducted jointly by the lead evaluator along with the program director. These site visits, which included direct observations of activities, lesson materials, college and career materials, and ACE facilities as well as conversations with site coordinators and, at times, with day school officials were a part of the process evaluation plan.

Finally, surveys of parents, especially parents of ACE students, an obviously important group of stakeholders, were conducted by YES Prep Public Schools, Inc., at each of the centers. Results from the surveys were generously made available for this evaluation report.

B. Process Evaluation Results

(Complete, detailed process evaluation results based on the NYSAN for White Oak and for the other nine YES Prep ACE centers also will be found in Appendix 5 to the Grantee report. In that same report appendix, improvement plans for White Oak will be found in summary form.)

In brief, the site visits revealed that the ACE program at White Oak was *well-implemented*. Additionally, as noted above, *alignment* of the Southside ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems was found.

As already noted above, results from self-administering the NYSAN process evaluation instrument revealed that the implementation of ACE at White Oak met or exceeded quality standards in the areas of “Environment/Climate,” “Staffing/Professional Development,” “Programming/Activities,” “Linkages Between Day and After-School,” “Parent/Family/Community Partnerships,” and in “Measuring Outcomes/Evaluation.” The results of administering the NYSAN at White Oak also showed evidence of continuous quality improvement planning for the current and for next year. On the other hand, area cited as in need of improvement at White Oak utilizing the NYSAN included the following (see Appendix 5 for more details and take note especially of identified “performance levels”)–

- Maintenance of medical records on participants;
- Establishment of meaningful community collaborations;
- Involving participants in developing disciplinary practices; and
- Forging relationships with advocates for program quality and availability.

Data other than those derived from use of the NYSAN and from site visits to evaluate process results included evidence from year-end surveys of parents conducted by YES Prep Public Schools, Inc. The data and findings reported here are from surveys of parents of ACE participants.

(The full results from surveys of parents at White Oak and from the other nine ACE centers are shown in detail in Appendix 6 to the Grantee report.)

Highlights of the principal findings from the surveys of parents of White Oak ACE participants include the following –

- As judged by the quite high percentages of “positive” answers to survey questions, it appears that parents of students at White Oak were *quite pleased* with both the program’s implementation and changes they observed in their child --
- Fully ninety-four percent (94%) of ACE parents expressed the view that the program improves attendance on the part of their child.
- Ninety-two percent (92%) of ACE parents agreed or strongly agreed that the program improves their students’ academic performance.
- Nine-five percent (95%) of responding parents cited positive enrichment opportunities provided by ACE.

(Since this ACE program was a completely new one, there were no prior year results with which to compare.)

VI. Outcome Evaluation Plan and Results

A. Outcome Plan

An outcomes evaluation plan was devised collaboratively (see above) and applied uniformly to all YES Prep Centers, including White Oak. At base the outcome plan was based on the use of the SMART (specific, measurable, attainable, relevant, and time based) goal framework discussed earlier in this report. The achievement of outcomes required by the Texas Education Agency (TEA) for Texas ACE Grant Cycle 10, including school day attendance, course grades, and on-time advancement in grade level, was evaluated by means of the framework. All data included in the outcomes evaluation were incorporated into the State’s TEAL data system and were extracted from that system. The data were then analyzed using multivariate statistical models with controls introduced for “background” or “antecedent” conditions in order to eliminate possible spurious results.

Critical to evaluating the outcomes of the program at White Oak (and the other ACE sites) were an analysis of “dose-response” relationships, the elimination of plausible explanations alternative to the ACE program as having made a difference to outcomes. The latter is referred to by evaluators as eliminating the effects of spuriousness. Also critical was an assessment of the impact of regular (45 days or more) ACE participation. As suggested by TEA’s local evaluation guide (dated August 2018) all of these elements (dose-response relationships, eliminating the effects of spuriousness, and assessing the impact of regular ACE participation) are discussed in detail in Appendix 7 of the Grantee report along with the methodology for establishing the true impact of the ACE program.

B. Outcome Evaluation Results

As discussed in the methodology section of Appendix 7 to this report, the Durand Research and Marketing Associates, LLC, evaluation team first investigated “dose-response” relationships – the impact of days attended in ACE for this center *on changes in outcomes* after controlling for the effects of participants’ ethnicity, grade level, and gender. (Participants’ ethnicity, grade level and gender were variables that preceded ACE participation and, thus, could result in spurious or false findings concerning program outcomes). Then, the team assessed the impact of regular (45 days or more) ACE participation on changes in outcomes from fall to spring.

The evaluation team found evidence of an impact of program “dose” (ACE days attended) at White Oak on positive changes in school day absences (i.e., fewer absences) from fall to spring as well as on improvements in science and social studies grades over the same period. Similar findings were found with regard to regular (45 days or more) program participation compared to non-regular participation. Expressed differently, regular participants had fewer school days absent in the spring than in the fall compared to their non-regular counterparts as well as more improved science grades. Interestingly, social studies’ grades also improved from fall to spring among regular ACE attendees, an improved that actually increased after students’ ethnicity, grade level and gender were taken into account.

VII. Appendices

Appendices with relevant, detailed information are provided as an appendage to the general report.

WEST CENTER-LEVEL REPORT

KEY MESSAGES

Programmatic and Managerial Context

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

-
- The West Center of the YES Prep ACE program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
 - The alignment of the West ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems was confirmed by the evaluation team.
 - Results from self-administering the New York State Self-Assessment Network (NYSAN) process evaluation instrument, modified for Texas and YES Prep's ACE program, revealed that the implementation of ACE at West met or exceeded quality standards in most assessed components. Further, the results of administering the NYSAN at West also showed evidence of continuous quality improvement planning.
 - Important progress appears to have been made in addressing local needs identified by an assessment conducted prior to the full implementation of the program.
 - Surveys administered to parents of West ACE participants revealed that a high percentage were quite pleased with both ACE program's implementation and outcomes. Most notably, fully ninety-eight percent (98%) of interviewed parents agreed or strongly agreed that "the ACE program has a positive impact on my students' performance."
 - Evidence was found that the greater the level of student participation in ACE at West, the greater the likelihood of *decreases* in noncriminal behavioral referrals from the fall to the spring. Also, the greater the program participation, the more prevalent were declines in school day absences and improvements in social studies and science grades over the same period.

Center-Level Report on West (Continued)

II. Executive Summary**A. Overall Strengths and Next Steps**

Key accomplishments for this center include the initial implementation of an ACE program that well-addressed important, identified local needs. The West Center ACE program was found to be aligned well with the activities of its respective day school, with college and career readiness requirements, and with additional support systems. Further, the results of administering the New York State Self-Assessment Network (NYSAN) process evaluation instrument showed evidence of continuous quality improvement planning. Surveys of parents of West ACE participants revealed that a high percentage were quite pleased with both ACE program's implementation and outcomes. Most notably, fully ninety-eight percent (98%) of interviewed parents agreed or strongly agreed that "the ACE program has a positive impact on my students' performance." Evidence was found that the greater the level of student participation in ACE at West, the greater the likelihood of *decreases* in noncriminal behavioral referrals from the fall to the spring along with more declines in school day absences and improvements in social studies and science grades.

Recommended next steps:

- Developing and implementing incentives to increase regular student participation is an important next step for the program. Such incentives need to emphasize "internal" ones, like attendance recognition and honor ceremonies. Incentives need to be adopted in collaboration with student participants in ACE that "early exit" the program. (For research on the importance of internal incentives, see DL Nelson and JC Quick, *Organizational Change*, Cengage, 2013).
- There is also a need to review the results of administering the NYSAN process evaluation instrument for areas in need of quality improvement. This is especially the case with regard to establishing meaningful community collaborations. Such a review, of course, needs to be the basis for future implementation changes.
- The site coordinator and the program director need to address outcomes, especially reading grade improvement and math grade improvement, that were not elevated by more days of ACE participation.

B. Center Overview

YES Prep's West ACE Center is located in the far west side of Houston close to Beltway 8. As noted in **Appendix B** of the Grantee-level report, the ACE program enrolled participants in grades six (6) through twelve (12). The school campus itself met the TEA standards of accountability.

Demographically, about 85% of participating students in the ACE program were of Hispanic/Latino descent while about 10% were of African American background. Further, about 71% of ACE participants at West were females.

The ACE Program at West offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

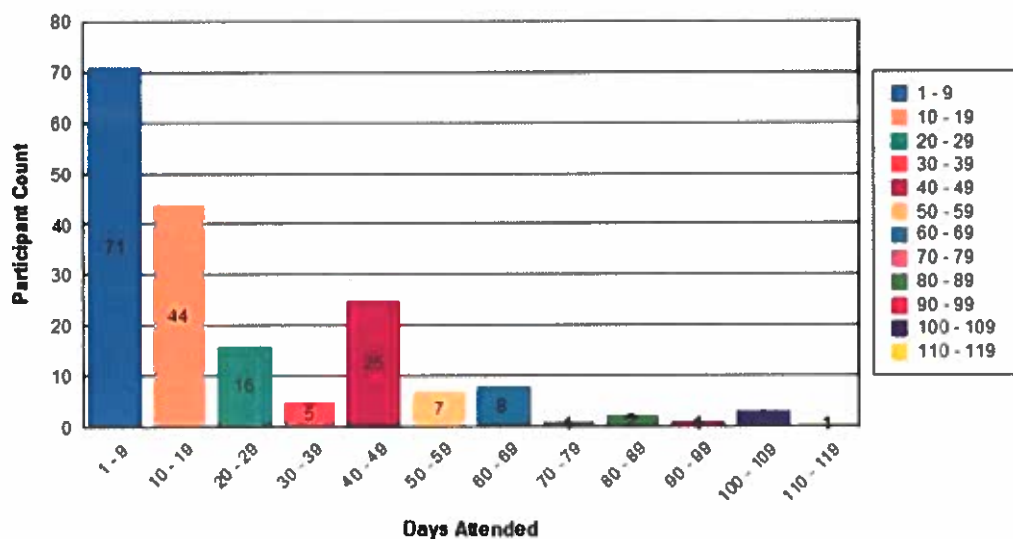
Student ACE activities at West were generally offered after-school. The major exception to this during the fall and spring terms was the scheduling of "Marvel Lab," an academic assistance program, during morning hours prior to the start of day school classes. During the spring term, an enrichment activity, "Morning Basketball," was also scheduled for pre-day school class hours. Activities targeted for adult families were variously scheduled. For example, in the spring term "West Art Gallery" took place through the early evening while "Live it Dance Competition" was held on a Saturday during mid-day hours. Similarly, in the fall "Back-to-School Bash," an activity that targeted adult members was held early on a Friday evening while "Morning Coffee Talks" for adult members took place in morning hours.

C. Implementation

Over the reporting period, the total number of ACE students served at West was 202, a number that included 87 regular student participants and 115 non-regular ones. Further, the West Center also served 67 adult participants.

The chart below displays the number of total program days attended by participant count for this center as of June 26, 2019. As will be noted, the modal category of attendance (most frequent) by participant count was that of one to nine days followed by that of 10 to 19 days.

Center: C10 - YES Prep West



Results from self-administering the NYSAN process evaluation instrument revealed that the implementation of ACE at West met or exceeded quality standards in the areas of “Administration/Organization,” “Relationships,” “Staffing/Professional Development,” “Programming/Activities,” “Linkages Between Day and After-School,” “Youth Participation/Engagement,” “Program Sustainability/Growth,” “Parent/Family/Community Partnerships,” and “Measuring Outcomes/Evaluation.” The results of administering the NYSAN at West also showed evidence of continuous quality improvement planning. (Detailed findings of the NYSAN at West will be found in Appendix 5 to the Grantee report.)

The Durand Research and Marketing Associates, LLC, evaluation team confirmed the alignment of the West ACE program with the activities of its respective day school, with college and career readiness requirements, and with additional support systems. This confirmation occurred through sites visits, direct conversations with day school officials, and by direct observation of lesson plans, and college and career materials.

Note: The West ACE center had no program in a prior grant. Thus, the program discussed in this evaluation report is an entirely new one and will be treated as such in subsequent analysis.

D. Local Needs and Outcomes

Prior to the start of the Cycle 10 ACE program, YES Prep conducted a set of assessments intended to identify the needs of youth, parents, and families at each of its centers and surrounding communities including West. These needs were reviewed carefully by YES Prep

staff and, subsequently incorporated into the logic model for each respective center. These identified needs then became a principal basis for decisions about program goals, resources, activities, the fidelity of implementation to activities, and desired outcomes. Expressed differently, program planning, evaluation, program management, continuous quality improvement, and communications with stakeholders at the YES Prep Centers were all premised on a thorough-going understanding of local needs and desired outcomes.

In the brief table shown below, local needs, progress in achieving outcomes addressing needs and evidence of that progress are summarized for West –

Site	Local Need	Progress in Outcomes Addressing Needs	Evidence of Progress (if any)
West	1)-- visual arts, dance, and music	1) Several art activities and dance activities were conducted in the fall and spring terms.	TEAL data on daily activity attendance; site visit.
	2)-- Improving literacy skills	2) Academic assistance activities were provided in fall and spring; outcomes analysis showed improvement in social studies	Outcomes analysis section of this report based on TEAL data
	3)-- 45% on track to be college ready	3) College readiness activities, including college campus visits, were scheduled. These activities included computer skills and math based careers. The exact percentage "on track" cannot be determined by available data.	3) TEAL data on daily activity attendance; site visit.

E. State Outcomes

Major program outcomes for Texas ACE included the areas of noncriminal referrals, school day absences, reading grade improvement, and improvements in math, science and social studies. In the interest of brevity, achievement of outcomes for these areas are discussed in Section IVB below.

Also included among Texas ACE outcomes of interest were normal grade promotion, on-time graduation, and criminal referrals. However, no evidence was found for any of these latter program outcomes in the TEAL data system.

III. Summary of Strengths, Recommendations, and Next Steps

A. Summary

Major strengths, recommendations, and suggested action steps to be take have already been summarized above in Part A of the Executive Summary. In the interest of brevity, they are not presented again.

IV. Program Overview

A. Theory of Change

All YES Prep ACE Centers implemented and evaluated its respective program based upon the same theory of change: *Students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components (academic achievement, college and career readiness, enrichment, and family and parental support service) will yield improvement in academic performance, attendance, behavior, as well as promotion and graduation rates of students.* This theory was adopted by the YES Prep ACE program after drawing on research and best practices from professional materials on out-of-school time education.

B. Logic Model

(The logic model for this center and for all ten YES Prep ACE centers will be found in detail in Appendix 5 to the Grantee report.)

V. Process (Implementation) Evaluation Plan and Results

A. Process Evaluation Plan

As discussed in the grantee report, the process evaluation plan utilized during the reporting period was developed as part of a collaboration that included the program director, the 10 YES Prep site coordinators and community members. At base the process evaluation plan chosen utilized a validated and widely used self-administered instrument known as the New York State Afterschool Network Program Quality Self-Assessment Tool (NYSAN) modified to fit the implementation of the YES Prep ACE program. The original NYSAN process evaluation instrument can be found on-line at <http://networkforyouthsuccess.org/qsat/>. Modifications to

the original instrument for use in assessing the YES Prep ACE program in Texas are discussed in detail in **Appendix 4 to the Grantee report.**

In addition to the use of the NYSAN instrument, as noted above site visits were conducted jointly by the lead evaluator along with the program director. These site visits, which included direct observations of activities, lesson materials, college and career materials, and ACE facilities as well as conversations with site coordinators and, at times, with day school officials were a part of the process evaluation plan.

Finally, surveys of parents, especially parents of ACE students, an obviously important group of stakeholders, were conducted by YES Prep Public Schools, Inc., at each of the centers. Results from the surveys were generously made available for this evaluation report.

B. Process Evaluation Results

(Complete, detailed process evaluation results based on the NYSAN for West and for the other nine YES Prep ACE centers also will be found in Appendix 5 to the Grantee report. In that same report appendix, improvement plans for West will be found in summary form.)

As indicated above, the site visit and review revealed that the ACE program at West was *well-implemented*. Additionally, as noted above, *alignment* of the West ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems was found.

As also discussed above, results from self-administering the NYSAN process evaluation instrument revealed that the implementation of ACE at West met or exceeded quality standards in the areas of "Administration/Organization," "Relationships," "Staffing/Professional Development," "Programming/Activities," "Linkages Between Day and After-School," "Youth Participation/Engagement," "Program Sustainability/Growth," "Parent/Family/Community Partnerships," and "Measuring Outcomes/Evaluation." The results of administering the NYSAN at West also showed evidence of continuous quality improvement planning.

On the other hand, the development of appropriately equipped program space for activities was cited as a need and being planned for improvement.

Data other than those derived from use of the NYSAN and from site visits to evaluate process results included evidence from year-end surveys of parents conducted by YES Prep Public Schools, Inc. The data and findings reported here are from surveys of parents of ACE participants.

(The full results from surveys of parents at West and from the other nine ACE centers are shown in detail in Appendix 6 to the Grantee report.)

Highlights of the principal findings from the surveys of parents of West ACE participants include the following –

- Ninety-four percent (94%) of parents noted that the ACE program provides positive enrichment opportunities for their student;
- Fully ninety eight percent (98%) agreed or strongly agreed that “the ACE program has a positive impact on my students’ performance”;
- Ninety-four percent (94%) reported that the program improves student behavior at school.
- As judged by the quite high percentages of “positive” answers to survey questions (as exemplified by the above), it appears that parents of students at West were *quite pleased* in their quality assessments with both the program’s implementation and outcomes.

(Since this ACE program was a completely new one, there were no prior year results with which to compare.)

VI. Outcome Evaluation Plan and Results

A. Outcome Plan

An outcomes evaluation plan was devised collaboratively (see above) and applied uniformly to all YES Prep Centers, including West. At base the outcome plan was based on the use of the SMART (specific, measurable, attainable, relevant, and time based) goal framework discussed earlier in this report. The achievement of outcomes required by the Texas Education Agency (TEA) for Texas ACE Grant Cycle 10, including school day attendance, course grades, and on-time advancement in grade level, was evaluated by means of the framework. All data included in the outcomes evaluation were incorporated into the State’s TEAL data system and were extracted from that system. The data were then analyzed using multivariate statistical models with controls introduced for “background” or “antecedent” conditions in order to eliminate possible spurious results.

Critical to evaluating the outcomes of the program at West (and the other ACE sites) were an analysis of “dose-response” relationships and the elimination of plausible explanations alternative to the ACE program as having made a difference to outcomes. The latter is referred to by evaluators as eliminating the effects of spuriousness. Also central to assessing outcomes was an examination of regular (45 days or more) of participation. As suggested by TEA’s local evaluation guide (dated August 2018) these elements (dose-response relationships, eliminating the effects of spuriousness, and assessing the impact of regular participation) are discussed in detail in Appendix 7 of the Grantee report along with the methodology for establishing the true impact of the ACE program.

B. Outcome Evaluation Results

Following the methodology discussed in Appendix 7, the Durand Research and Marketing Associates, LLC, evaluation team first investigated “dose-response” relationships – the impact of days attended in ACE for this center *on changes in outcomes* after controlling for the effects of participants’ ethnicity, grade level, and gender. (Participants’ ethnicity, grade level and gender were variables that preceded ACE participation and, thus, could result in spurious or false findings concerning program outcomes).

The following were the major findings regarding dose-response relationships at West. The greater the number of days of ACE participation –

- the lower the increases in noncriminal behavior referrals among participants from the fall term to the spring even after controls for ethnicity, grade level, and gender were introduced, and
- the fewer the increases in the days absent from school (fewer increases in absences from fall to spring) -- again even after controls were introduced.
- the greater the improvement in science grades (with some reduction in improvement when controls were introduced).
- the larger the improvement in social studies grades even after the introduction of controls.

Second, the evaluation team next assessed the impact of regular (45 days or more) ACE participation at West on the desired State of Texas outcomes. The major findings were the following –

- regular participation was found to lower school days absent over the period from fall to spring than was non-regular participation;
- after introducing controls for antecedent variables, social studies grades improved among regular participants compared to non-regular ones.

In sum, there was evidence of an ACE program “dose” impact on positive outcomes regarding school day absences, on noncriminal referrals, on science grades and on social studies grades. Likewise, regular ACE participation in ACE appeared to result in positive behavioral and absentee (i.e., fewer absences) outcomes.

VII. Appendices

Appendices with relevant, detailed information are provided as an appendage to the general report.

{End of Centers Annual Reports}

