Final Evaluation Report

YES Prep ACE Program
Cycle 10, Year 2
AY 2019-2020

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COVID-19 and the YES Prep ACE Program

Introduction

In his 2019-2020 year-end message, YES Prep Superintendent Mark Di Bella referred to what he called "the most challenging year in our history." Probably the greatest of those challenges came from the new corona virus and COVID-19 and the changes they required of YES Prep and its ACE program.

In this report section COVID-19 and the YES Prep ACE program are discussed. The incidence and prevalence of COVID-19 in the greater Houston/Harris County area, especially within YES Prep's district zone, initially are presented. Then, the closing of YES Prep and its ACE Program are reviewed. Next, the responses of YES Prep and the ACE program are discussed. Following that, the re-opening of the ACE program is presented. Finally, the impact of COVID-19 on evaluating the YES Prep ACE program is examined.

The Incidence and Prevalence of COVID-19 in YES Prep's District Zone

According to data reported by the Houston City and Harris County, Texas, health departments, by early June (June 2, 2020), a date following the spring academic term, more than 13,600 confirmed corona virus cases were identified for Harris County, a number that included over 8,000 active cases and nearly 250 deaths. (Harris County Health 2020). However, public health experts at Houston's Texas Medical Center (TMC), suggested that these numbers were likely underreported due to the limited number of tests available (just about 8300 tests per day for the county) and to the likelihood of asymptomatic cases. Further, TMC epidemiologists also noted (on June 4, 2020) that hospitalizations attributable to corona virus cases were on the rise in Harris County suggesting an increasing disease severity.

An examination of the neighborhoods within Houston/Harris County revealed that a number served by YES Prep Schools had a relatively high number of confirmed per capita cases. These neighborhoods included the South Main area, Harrisburg/Manchester, Greater OST/South Union, Settegast, Spring Branch, Westwood, South Park, and Minnetex.

A deeper data dive further revealed that nearly all of the zip codes in which YES Prep ACE programs were located had relatively large numbers of confirmed COVID-19 cases as of June 2. The results are shown by ACE site in the table below –

YES Prep ACE Site	Zip Code Location	# Confirmed Cases
Brays Oaks	77031	87
East End	77012	56
Fifth Ward	77020	80
Gulfton	77074	184
North Forest	77050	14

Northside	77026	96
Southside	77033	149
Southwest	77053	96
West	77036	472
White Oak	77091	115

Source: Houston/Harris County departments of health. June 2, 2020.

As is evident from the above, high numbers of confirmed cases were found especially in zip code areas with sizable proportions of Hispanic/Latino residents (for example, see Gulfton and West) as well as of African American residents (e.g., see Southside). (The incidence and prevalence of COVID-19 cases among Latino/Hispanic and African American demographic groups nationally have been reported similarly by the Centers for Disease Control and Prevention.) *These numbers of confirmed cases among Harris County Latino/Hispanic and African American residents assume particular importance to this report given the demographics of YES Prep and YES Prep ACE enrollees (discussed later in this report).*

School and ACE Closings

On March 30, 2020, Texas Governor Greg Abbott issued an Executive Order closing all schools for in-person classes in order to mitigate the spread of COVID-19, an Executive Order that later was extended for the remainder of the school year.

Governor Abbott's initial order followed a rapid increase in COVID-19 and the prior closing of schools throughout Texas for "extended spring breaks." Indeed, most schools throughout the state closed for spring break as of the week beginning March 14 and nearly all extended their breaks for the week immediately following.

Acting with due diligence and caution, YES Prep Public Schools closed on Friday, March 13, and continued its closures through March 27. Moreover, extra-curricular activities, including the ACE program, sports, and tutorials, were also closed during the period.

In early April following state requirements, YES Prep extended campus face-to-face closures for the remainder of the school year. Moreover, by that same time much of the State of Texas was closed but for "essential workers."

The YES Prep Response

YES Prep acted quickly in response to COVID-19 by initiating a virtual distance learning program immediately following its extended spring break on Monday, March 30, a program called "Keep YES Prep Learning." Further, YES Prep worked closely with students and their families to ensure that they received necessary resources and assistance.

Among these resources and assistance were the following –

-- Learning continued through an online learning account made available through Microsoft.

-- Guidance was shared for how students could stay mentally active and resume learning on grade level.

-- WIFI hotspots and mobile devices were provided to students lacking them.

-- Students were provided Microsoft Teams channels to foster learning activities.

-- Students and other persons 18 years and younger were provided with meals delivered curbside.

-- Virtual events, including Senior Signing Day (for college enrollment), graduation and a graduation virtual watch party, were planned and implemented.

-- Guides for families were created.

-- A parent survey was administered that afforded the monitoring of satisfaction with on-line learning, campus communications, food, and technology.

-- Weekly family-wide communications were delivered.

-- On May 29 campus professional development was conducted for YES Prep teachers and staff.

YES Prep ACE During Campus Face-to-Face Closures and Virtual Programming

ACE program activities for students and families at the centers were resumed virtually on April 27 and continued for the next two-week period. (Revised logic models describing these activities and attendance reports for the activities are discussed later in this evaluation report.)

Additionally, YES Prep ACE participated actively in several district-wide virtual events, including Senior Signing Day and graduation.

Also, during the regularly scheduled and extended spring breaks as well as the subsequent campus face-to-face closures, YES Prep ACE program staff continued working on fulfilling all Texas Education Agency and Federal (DOE) compliance requirements; the continuous quality improvement of the ACE program; planning for and the implementing of the program's reopening; and preparing for the ACE summer program. Meetings were held virtually, and documents were transmitted electronically to mitigate the effects of COVID-19.

Highlights of these latter activities include the following --

In March during the face-to-face closings a quality improvement action plan was completed and reviewed by the ACE evaluation external consultant. The plan itself was based on a tool originally developed by the Texas Education Agency (TEA) in collaboration with its consultant (AIR) and its two advisory groups, the Local Evaluation Advisory Group and the Local Evaluation Support Initiative. The YES Prep ACE quality improvement action plan specifically addressed the improvement areas of intentional activities (lesson plan

development, quality improvement, and lesson plan alignment with the school day) as well as staffing processes and job descriptions.

During April the ACE program staff attended to compliance monitoring from TEA, monitoring that included the following compliance components: staffing, partnerships, family engagement, and community engagement. As a result of the considerable effort put forth, YES Prep ACE received ratings *above* TEA's minimum expectations both at the "grantee level" as well as the centers level for *all compliance components.* Indeed, YES Prep ACE received the **highest possible scores** from TEA at the grantee level for partnerships and community engagement and at the centers level for their staffing and family engagement.

In May comprehensive planning was conducted for the expected YES Prep ACE virtual summer program. The topics included family engagement, summer operations, summer student enrollment, summer staffing, and summer technology. At each ACE site, a "Remind" App or Summer Messenger targeting parents was implemented subsequently affording communication for ACE summer parents. Plans with action steps were made for family program registration for the ACE Camp Hero Summer Program and ACE summer driver's ed classes. Additionally, a family program was established for June or July that included a variety of options including Father's Day events, arts and crafts workshops, college readiness, and Yoga/Zumba classes. To promote communication further, a social media plan using Instagram (Instagram /yesprepace) was put in place to convey summer highlights every week to parents and other program stakeholders. By June Yes Prep's Instagram site had more than 500 posts.

YES Prep ACE Summer Program

The YES Prep ACE summer program, also conducted virtually, began on June 1, 2020. Prior to the start of the summer program, technology needs were assessed which led to the distribution of computers and WIFI hotspots for participants in need of them .

The decision was made to operate the virtual ACE summer program June 1 through July 10, or later if necessary, to achieve program participation goals.

COVID-19 and Evaluation of the YES Prep ACE Program

 COVID-19, the resulting mandated face-to-face school closings ordered by the Governor, the subsequent adoption of a telework policy for the Texas Education Agency (TEA) and its Data Reporting Compliance Unit as well as limited data collection for and submission to the State's official TEAL data system posed some restrictions on the evaluation of the YES Prep ACE program.

Among these restrictions, site visitations of ACE Centers to observe program activities, lesson plans, and teaching evaluations had to be curtailed for the period of mid-March through the end of May. Spring grades, behavioral referrals, and graduations for ACE students – all important program outcomes -- were not reported and made available in the State's official TEAL data system, the source mandated for many evaluation findings. Further, ACE participant activity details were also unreported in TEAL and, thus, unavailable to analyze for the spring term.

In sum these restrictions limited the planned assessment of process and outcomes of the YES Prep ACE program. As seen later in this report, it proved impossible to determine the program's "dose-response," the relationship between program participation and outcomes, for YES Prep ACE during the spring term. Center operations also were difficult matters about which to draw complete firm assessments from mid-March to the end of May.

Overview of the YES Prep ACE Grantee and Centers

Brief Grantee Description

In 2018 the Yes Prep Public Schools, an open-enrollment public charter school system providing education to students in grades six (6) though 12 (YES Prep online 2019), received grant funding from the Texas Education Agency (TEA) for an after-school program under the provisions of the Federal "Every Student Succeeds Act." More specifically, YES Prep received a funding Cycle 10 grant to provide 21st Century Community Learning Centers' (21st CCLC) programming at 10 (ten) campuses or "program center sites." These ten program center sites included Southside, Brays Oaks, Southwest, East End, Gulfton, North Forest, Northside, Fifth Ward, White Oak, and West. All of these sites were and are located in Harris County, Texas, in the greater Houston metropolitan area.

In developing its after-school program, YES Prep designed and implemented a program in furtherance of the following purposes of the Federal program legislation: "…to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps." (Section 1001, Every Student Succeeds Act). In doing so, YES Prep carried out activities in component areas required for what TEA "re-branded" from 21st Century Community Learning Centers to "Texas ACE." These required component areas were Academic Support; Enrichment; Family and Parental Support Service; and College and Career Readiness. Among these component areas, the YES Prep Texas ACE program particularly emphasized college and career readiness, an emphasis consistent with the following mission of YES Prep: "YES Prep Public Schools will increase the number of students from underserved communities who graduate from college prepared to lead" (YES Prep online, 2020).

Mission aside, YES Prep Public Schools and its Texas ACE program are based upon the following set of core values (YES Prep online, 2020), values which illuminate well the overall context and focus of the YES Prep Texas ACE grant:

- Create Pathways to Opportunity
- Eliminate Educational Inequity to Advance Social Justice
- Grow Humble Leaders
- Achieve Jaw-Dropping Results, and
- Build Transformative Relationships

Context of the ACE Program Centers

To further understanding and appreciation of the context of the 10 YES Prep ACE centers included in the grant, the characteristics of the schools on which ACE centers are located, the demography both of ACE centers and of their respective school campuses, and the academic performance of each respective school campus were analyzed in detail. Included in the

detailed analysis were grade levels and teacher staffing; ethnic composition; the proportion of students from economically disadvantaged backgrounds; the results of STAAR test; State of Texas accountability ratings; and student attendance and dropout rates. Where possible the same structural and the same demographic characteristics of student participants both in each YES Prep ACE program center and in each respective school are compared.

Tables showing contextual characteristics of the YES Prep ACE program are shown by center in Appendix 1 of this report.

An examination of the detailed tables in the appendix especially revealed the following about contexts –

- Each ACE center included students in the grades served by its respective school campus.
- All YES Prep school campuses with ACE programs received a high accountability rating (A or B) from TEA.
- Considerable variation was found across the ACE program sites in the percentage of students who were from African American backgrounds and from Hispanic/Latino backgrounds.
- In a number of ACE centers, students of Hispanic/Latino descent were found to be *underrepresented* relative to their school enrollments while those of African American descent were *overrepresented*.
- YES Prep schools with ACE programs had high annual school attendance rates and low reported annual dropout rates.
- All of the YES Prep schools with ACE programs had high levels of economically disadvantaged families.

Unique Attributes and Emphases Associated with the Grant

As noted above, the overall mission of YES Prep public schools, including its ACE program, is to increase the number of students from underserved communities who graduate from college prepared to lead. This emphasis on collegiate education and leadership preparation is well illustrated by an annual "College Signing Day," a major celebration in honor of those YES Prep students who have signed acceptance letters to a college of university of their choice. This event is typically held at a major venue (e.g., Minute Maid Park or NRG Stadium) in the greater Houston area. As a consequence of COVID-19 and campus closings, however, the 2019-20 event was held virtually on May 19. Additionally, each YES Prep campus selected a senior to spotlight on-line along with the college or university he/she will be attending in the fall.

Site visitations that included discussions with the program's site coordinators by the Durand Research and Evaluation Associates evaluation team revealed a close alignment between the

day school emphasis on College and Career Readiness and each campus' ACE activities. Thus, the overall mission of YES Prep was found evident in each center's activity offerings.

Further insights into program attributes and emphases were gained by means of a detailed examination of the number of scheduled days for each activity at each site as well as by average student attendance for each scheduled activity. Such hours of activities and student attendance also were deemed to be key indicators of the program's emphasis at each center.

In Appendix 4 of this report a detailed breakdown of the most frequently scheduled program activities is provided by center as well as the activities with the highest average daily participant attendance for the fall 2019-20 term. As a result of COBID-19 and responses to it, these data were *not available in TEA's TEAL data system for spring*. Also shown in Appendix 4 are the YES Prep ACE activities scheduled virtually for online program delivery.

An examination of the data in the breakdowns shows considerable variation across the centers in both indicators (scheduled activities and enrollments). However, the reader will particularly note the frequency of academic assistance activities (e.g., study hall; homework help) as well as of sports or more physically demanding ones (e.g., cheer leading; dance) shown in the appendix tables. Further, the use of technology in the virtual ACE program also appears to have aided the YES Prep emphasis on College and Workforce Readiness.

Overall Program Assessment

Despite the many problems that ensued from COVID-19 and the State of Texas-mandated face-to-face school campus closings, YES Prep ACE planned and implemented well a program that addressed effectively the identified needs of students, families, and community stakeholders. Specifically, major accomplishments included --

- All ten (10) YES Prep ACE centers put in place successfully programs that met the Texas Education Agency-mandated activity components of academic assistance, cultural enrichment, college and workforce readiness, and family and parental support. (For more details, see Appendix 4 to this report.)
- The ten YES Pre ACE centers served students diverse in ethnicity, gender, and grade level and served school campuses with high proportions of economically disadvantaged families. (See Appendix 1 and Appendix 4.)
- Progress in identifying and addressing local campus and community needs was evident at all Centers. (See Appendices 2, 3, and 6.)
- During State of Texas-mandated closed campuses resulting from COVID-19, a virtual, on-line ACE program that offered multiple activities was successfully accomplished. This accomplishment was *especially noteworthy* given the many difficulties involved in distributing mobile devices and making available Internet connectivity to economically disadvantaged families. A total of more than 300 ACE students and their families were provided virtual learning activities in this way. (see Appendix 4.)
- Throughout the 2019-20 Academic Year, the YES Prep ACE program was committed to a continual, comprehensive quality improvement process, a process directed by the ACE program director with the active involvement of the ACE family engagement specialist and the site coordinators. This process resulted in YES Prep ACE receiving ratings <u>above</u> the Texas Education Agency's (TEA) minimum expectations both at the "Grantee level" as well as the Centers level for *all TEA compliance monitoring components.* Indeed, YES Prep ACE received the **highest possible score (of 5)** from TEA at the Grantee level for partnerships and community engagement and at the Centers level for their staffing and family engagement. (See Appendix 5.)
- All ten ACE centers implemented programs that *met or exceeded* most of the quality standards of the NYSAN, an assessment instrument and set of quality standards recommended strongly for Texas by TEA's consultant (American Institutes for Research) and by its two professional evaluators' advisory groups (the Local Evaluation Advisory Group and the Local Evaluation Support Initiative).(See Appendix 5 for details)
- Alignment was well-achieved between ACE and its respective YES Prep day school program. (Appendix 5).
- Surveys revealed high levels of student satisfaction with the YES Prep ACE program. (Appendix 6).

- Analysis of program outcomes for the fall term revealed that the greater the attendance and participation in ACE, the *fewer* the students' non-criminal behavioral referrals on the one hand, and the *higher* were students' grades in science. Greater participation in ACE was also found related to fewer day school absences (Appendix 6).

COVID-19 and the State of Texas'-ordered school closings placed some considerable burdens on YES Prep.

- While program operations requirements (hours and days of operation) were met during the fall semester, they could not be met during the spring term as a result of COVID-19 campus closings. Of course, given the Governor's ordered closings, these requirements could <u>not</u> be avoided in any way by YES Prep ACE actions.(Appendix 4).
- The requirement for number of regular participants at each ACE Center similarly could not be met at every Center as a result of campus closings. The YES Prep ACE program tried valiantly to encourage virtual, online participation by students, but as just noted above, difficulties associated with distributing mobile devices and Internet connectivity to economically disadvantaged families proved to be considerable impediments. Nonetheless, six (6) of 10 of the Centers did meet the requirement. (Note: the requirement for adult participation at all ACE Centers was met. However, the number of activity days for adult participants was appreciably smaller than for students.) (Appendix 4).

Recommended Next Steps

- During the second week of June, Texas Governor Gregg Abbott announced that schools throughout the state should anticipate opening in the fall of 2020. Ironically, the Governor's announcement came during a week in which confirmed COVID-19 cases and deaths spiked in the state and locally in the Houston area. At the same time, health authorities at the Centers for Disease Control and Prevention at the Houston/Harris County health departments raised concerns about a "second wave" of the virus coming relatively soon owing to businesses reopening and to protest demonstrations. Due diligence suggests that YES Prep develop further contingency plans, especially for continuing the virtual ACE program, should COVID-19 continue to pose major health risks.

- The major qualification to alignment between YES Prep ACE and the YES Prep school day was that ACE site coordinators reportedly do not serve on school day curriculum planning committees. This lack of service on curriculum committees needs to be reconsidered in the interest of improving alignment. ACE and YES Prep school authorities should hold discussions directed toward remediating this problem.

- An important finding of the evaluation is that students of Hispanic/Latino descent appear to be *underrepresented* at seven of the 10 ACE Centers relative to their respective campus enrollments. This underrepresentation needs to be addressed through additional examination of program marketing and recruitment, students' needs, program staffing, available activities, and student counseling. Further, focus groups of Hispanic/Latino students and their families should be a part of such an examination.

- The Texas Education Agency (TEA) needs to effect major improvements in its TEAL data system. Improving ease of accessibility is one need. Another is to incorporate more background characteristics of students (limited English proficiency, living in poverty, developmental assets of the kind found important in previous research by the Search Institute, and parental involvement in a child's education) in TEAL for the purpose of eliminating many possible spurious findings concerning program outcomes (see Appendix 6 to this report).

- YES Prep needs to improve its student survey administration and more carefully address the reliability and validity of its survey metrics. The reasons for this recommendation are set forth in some detail in Appendix 6 to this report.

- "Dashboards" of the kind widely used in business for the monitoring of program operations and outcomes should be developed for the ACE program. Separate ones for

the program director and center coordinators need to be devised. Such dashboards would facilitate program management decisions, particularly in the offering of activities and in managing student enrollments. Program dashboards were planned by the ACE program director and evaluation team for this year. But COVID-19 and its closings along with the importance of developing a virtual on-line learning format derailed such planning for 2019-20.

- The evaluation team recommends that incentives be adopted to increase student attendance levels at several centers. Such incentives should particularly emphasize "internal or intrinsic" 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 from whom much can be learned.

Assessing Local Needs

In April 2019 a campus and community needs' assessment was conducted for each YES Prep ACE site. The purpose was to use assessment results as *a principal bases* of program logic models, including decisions about program outputs, resources, activities, the fidelity of implementation to activities, and desired outcomes for the **AY2019-20 ACE program**. Program planning, evaluation, program management, continuous quality improvement, and communications with internal and external stakeholders at the YES Prep ACE centers for 2019-20 were all premised on a firm understand of identified local needs and desired outcomes.

Below is an example of the needs assessment completed at one site (West). Full, detailed results from all 10 individual ACE centers will be found in Appendix 2 of this report.

An example of a completed needs assessment from one ACE site (West) --

Chart 1: Program Needs
1. Identify and describe any existing **non-ACE** after-school activities or services the campus currently provides.
At YES Prep West, we offer the following sports: • MS and HS Girls Volleyball • HS Boys Volleyball • MS and HS Girls and Boys Cross Country • MS and HS Girls and Boys Track • MS and HS Girls and Boys Basketball • MS and HS Girls and Boys Soccer • HS Cheerleading • Asian Cultures Club Our other clubs are teacher led. Teacher sponsors volunteer to host these activities and do not receive stipends for their sponsorship of these clubs: National Honor Society (YES) • Club Objective: To recognize outstanding students and foster scholarship, service, leadership and strong character. • Open to grades 10-12th; grades must meet requirements for acceptance (what is the grade expectation); 40 members maximum Asian Cultures Club • Club Objective: Expose students to Asian cultures, food and shows. To bond with students across the grade levels. • Open to all grades 6-12th Q.U.E.E.N.S for the Culture • Quintessential Unity Through Education and Encourageent for Next-Level Sisterhood for the culture is a group for young women that will transcend the individual to understand and

better identify with their inner queen so that they can connect and create dynamic relationships with other females leading a strong culture of sisterhood, community and personal well-being.
- Open to all grades 6-12th

2. Explain why existing activities or lack of existing activities do not sufficiently meet the program's current needs.

- Our most robust extracurricular activities currently lie within athletics. However, the activities offered are limited to certain sports due to space and funding. Students' interest level and participation is therefore limited.
- There was a vast shift in the staffing at Yes Prep West leading to a lack of instructors interested and available to host extracurricular activities. The activities that were available previous years could no longer be offered causing student interest and participation to decrease.

3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?

- Students have little choice in extra-curricular activities, mostly in the middle-school level. Even though our students have demonstrated strong interest in visual arts, dance, and music, very few students can explore the arts at the middle school level. Students who are academically far behind spend their electives periods in structured academic interventions, and don't have time to take electives – they spend their whole day in core-content and don't have the opportunity to flesh out their creative interests.
- Students have little choice in organizations offered during the school day. West currently offers PALS, Student Council, and National Honors Society during the school day. However, these are only available for high school students and they have to apply to be a part of PALS and NHS. The after school program would address the lack of organizations for middle school students, and students who may have different interests from what is currently offered.
- High School students do not have a choice in what electives they can partake in. The school does not offer a variety of courses in visual arts, dance and music. The students are limited to what they can enroll in due to the limited options and their academic requirements.
- STEM activities such as robotics and coding are missing from the regular school day. Students do not have the opportunity to be exposed to careers with a foundation in math and science.

4. What are the program's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?

- Top priorities are to ensure student attendance is consistent and the program offers quality activities to ensure students commit to returning to West each year.
- The program's top priorities are to meet the needs of the students by providing activities in the visual arts, dance and music departments. Through visual arts students develop spatial learning, visual memory, and emotional development. Performing arts provides students the opportunities to develop public speaking and verbal skills, literacy, and improve self-esteem. These skills are valuable for students to receive in extracurricular activities and will benefit them in the classroom as well.

- The program will seek activities in the STEM field and provide quality and educational courses through the enhanced after school program.
- These priorities were identified through student surveys at the end of each semester, the lack of activities provided during the regular school day, student voice and choice, students on the truancy list, and constant monitoring of the program's attendance reports.
- The survey responses were evaluated to provide data to demonstrate the high need of music, art and STEM activities.

Chart 2: Community Needs.

Please provide short responses to each of the questions below.

What are the two-family engagement strategies or activities at your program that you think are the most effective ways to engage families?

- Having an accessible space where the families can be informed regarding ACE updates, school news, and events is important. A bulletin board has been set up with the clubs offered, and program hours, calendar or student and adult events. As events are added the schedule will be added to the bulletin board to inform parents. The families also receive news and updates through the Parent Pack and ACE at West Facebook pages. The pages are updated weekly with important information regarding school/ACE events and updates.
- The second most effective way to engage families is by collaborating with the parent association (Parent Pack) at West by choosing events/resources that will be beneficial to families according to their feedback. They can respond to surveys and voice their opinions and needs. The Parent Pack meets monthly with the staff ambassador and ACE coordinator to discuss upcoming events, report important news and updates. This creates great rapport between the staff and parents to ensure the needs of the families will be met.

Please write an example of a time when outreach to parents was the most successful in your ACE program? Why do you think it was successful?

- During the 2018-2019 school year the parents requested sessions from Crime Stoppers. They were interested in learning more regarding substance abuse, and cyber bullying. The ACE coordinator booked an informational session from Crime Stoppers and advertised the event through social media, campus flyers, and flyers given during dismissal. The parents helped advertise the event other parents as well because they felt like these sessions were highly needed in their community. Through the different levels of outreach, the event was successful with the highest participation of the spring semester.

What are the two biggest challenges you face to engaging families?

- Transportation is a big challenge for families at Yes Prep West. Families are limited to 0-1 vehicle and work hours. Due to no transportation and having to work long hours the parents are limited to the meetings and events they can attend.
- Engaging families of all backgrounds is also another challenge. The Hispanic community at West is large and willing to participate. However, families from other races and ethnicities do not participate as much. Language barriers is also another reason why families may be hesitant to attend school functions.

From the list below, identify 2-3 partnership you would be interested in bringing to your campus for family and student initiatives.
- **Children at Risk:** Advocacy Trainings for parents
- **Crime Stoppers**: School Safety for parents and students
- **Houston Community College**: Adult Education (ESL, GED and other certification programs)
- **Houston Food Bank**: Nutrition Education for parents and students
- **Save the Children:** Mental Health sessions for parents and students

As noted above, the results of this identification and assessment of needs were incorporated into **logic models** at each ACE center. Logic models for each center's programs for fall, spring, and for virtual on-line delivery are discussed in the report section to follow and provided in detail in Appendix 3.

Program Implementation: Theory of Change and Logic Models

The implementation of the AY2019-20, Cycle 10, Year 2, ACE program at YES Prep was based principally upon a comprehensive needs assessment (discussed in the preceding report section and detailed in Appendix 2); on a theory of change adopted at the program's Grantee level; on logic models developed for each of the 10 individual centers; on findings from last year's (2018-19) evaluation report and on performance monitoring by the Texas Education Agency (TEA).

(For easier reference, the theory of change and logic models on which program implementation was based are also discussed in Appendix 3.)

The *Theory of Change* for this year's ACE program, a theory mandated by TEA, remained unchanged from Cycle 10, Year 1:

> *Students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on four activity components (academic achievement, college and career readiness, enrichment, and family and parental support service) will experience and demonstrate improvement in academic performance, attendance, behavior, as well as in their promotion and graduation rates.*

Logic models for each center were devised initially for the fall and spring terms of AY2019-20. After campus and ACE face-to-face closings were ordered by the State as a result of COVID-19, an additional logic model, one for the virtual on-line ACE program was developed. While each of the three logic models for a center was separate and distinct, all of them followed the same template – one devised and recommended both by a Texas Education Agency's consultant, American Institute for Research (AIR), and by two advisory groups of professional evaluators (Local Evaluation Advisory Group and Local Evaluation Support Initiative) impaneled by AIR.

As a result of their length and detail, a complete set of the three logic models for each center is incorporated in this report by means of a Cloud-based (Google Drive) folder accessible via the following link --

https://drive.google.com/drive/folders/1fT_UkkZdaNNYwnu584Xe3dZC6RbRFIWy?usp=sharing

An example of a full semester (fall term) logic model is provided below for a single site (again West). For reasons of space, only three of the 11-page model is shown below; the remaining pages are available at the link shown above. *The reader will note how the needs assessment for West, included in the previous section of this report, served as a bases for this logic model –*

{The three page example logic model begins on the page following--}

Resource 4. West Fall 2019 Logic Model

Theory of Action: The theory of change for YES Prep ACE is that students in need who spend 45 days or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components (academics, behavior, college& career readiness, and family engagement) will yield improvement in their academic performance, attendance, behavior, and promotion and graduation rates of students.

Logic Model				
Needs	**Center Goals**	**Implementation (Process Evaluation)**		**Outcomes (Outcome Evaluation)**
		Inputs (Resources/Assets)	**Outputs (Activities Provided and Implementation Fidelity)**	
• *Tailored extra-curricular activities focused on Visual Arts, Dance & Music due to the lack of electives during the school day* • *STEM activities such as*	• Offering activities where the students can express themselves in healthy ways through dance and visual arts. • Providing a space where students can participate in STEM	**HUMAN** Zayra Castillo Site Coordinator (Bilingual) Maria Maradiaga Program Director (Bilingual) Isamar Lopez (Bilingual) Family Engagement Specialist Evaluation team of Durand Research, marketing associates, and campus leadership. **Fall:** **Certified Teachers** Hannah Campbell Brandy Rucker Nicholas Brusacorem	**Academic:** **Homework Help**- 22 Students, 15 days, 15 hours T/TH (weekly) Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects. This is a requirement for students enrolled in Video Games Club. Javier Valdez: independent contractor	**School Program Alignment** (How is your program specifically aligned with the regular school day) *By the end of the fall semester ACE students will have 50% less detentions and negative behavior points on HERO.*

robotics and coding are missing from the regular school day. Students do not have the opportunity to be exposed to careers with a foundation in math and science • *Ensure student attendance is consistent and the program offers quality activities to ensure students commit to returning to West each year* • *Increase opportunities for parent engagement*	activities and not be limited to what <u>is</u> currently being offered • Providing quality activities, giving students voice and choice and creating a welcoming environment to support student persistence •Offering opportunities where parents will be given a voice in the Yes Prep West community	Pricilla Adamah Becky Chan Alex Reyna Lawrence Jones Lauren Gallegos Jeremy Byrd Arabia Thompson Chrissy Lucivjansky **Vendors** Erika Mejia-Bilingual (independent contractor, HW Help, Art) Edith Barajas- Bilingual (independent contractor, Coordinator Assistant, Sports instructor) Javier Valdez- Bilingual (independent contractor, Video Games Club, Homework Help) Rodrigo Martinez- Bilingual (independent contractor, Ultimate Frisbee) **SUPPORT (Partners, vendors, stakeholders, funders, and so forth)** **Community Support:** Crime Stoppers Right Mentality Change Happens	**Homework Help (W)-** 22 Students, 15 days, 15 hours Wednesday (weekly) Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects. Javier Valdez/Edith Barajas: independent contractors **Robotics-** 20 students, 15 days, 15 hours M/TH (weekly) Robotics club is meant to enhance students' math and science skills. Students will build robots and <u>the</u> will have the opportunity to compete against other schools. Students of various grade levels learn about electronics, programming, and digital fabrication, and to implement their knowledge in various robotics builds. Becky Chan- certified teacher **Athletic Study Hall High School**: 15 students, 48 days, 96 hours M/T/TH (weekly) Study hall is mandatory for high school student athletes. During study hall students can finish homework assignments, projects and receive assistance if needed. A laptop cart is also	ACE program aligns with the school day by: -Using the same discipline system as the school day -Working with the deans and director of student support to enforce positive behavior from students and discuss appropriate consequences when needed -Sharing ownership of problems and solutions surrounding students of concern, academic assistance, behavior, and culture -Using the same underlying philosophies (such as the core values: tenacity, integrity, trust, action, and nexus) -Providing homework assistance to expand on the school day curriculum -Making ACE a presence on campus at

and education seminars		Region 6 Education Service Center **CURRICULUM (be specific: name the curriculum)** Must provide lesson plans for each day the club meets and an overarching unit plan per activity. In afterschool activities, there is a focus on active engagement and a hands-on approach to learning. Students learn by doing, for example building a robot or filming, editing and producing a video. There is a focus on our Marvel core values: wisdom, integrity, service, love, leadership, and stamina. Provide activities/clubs where student will walk away with a skill. Such as painting, editing, and coding. When applicable students should participate in group activities to showcase skills, a product learned in ACE. **OTHER? (Special kinds of facilities, field trips that are**	available to the students if they should need it. Athletes are required to have good grades to be able to maintain their spot on the team. Athletic study is meant to support them and prevent them from losing their spot on the team and/or having academic probation. Jeremy Byrd- certified teacher **Athletic Study Hall Middle School**: 15 students, 48 days, 96 hours M/T/TH(weekly) Study hall is mandatory for middle school student athletes. During study hall students can finish homework assignments, projects and receive assistance if needed. A laptop cart is also available to the students if they should need it. Athletes are required to have good grades to be able to maintain their spot on the team. Athletic study is meant to support them and prevent them from losing their spot on the team and/or having academic probation. Lauren Gallegos/ Arabia Thompson- certified teachers <u>**College & Workforce Readiness:**</u> **Marvel Dance Team Officers**- 15 students, 28 days, 56 hours, Thursday (weekly) Varsity dance team composed of 6th-12th graders. This group meets every Thursday and is led by two yes prep staff	all times; all teachers and staff are aware of the program and constantly thinking of ways to target students who need it most; ensuring all staff are knowledgeable to answer parents and student questions and concerns -ACE is a key point in home visits to new students to ensure its integration with the campus **Recruiting and Retaining (right students, right mix of students)** (How do you recruit & retain students/families and how do you determine which to recruit? What systems, strategies, processes, people, and tools do you currently use?) *By December 2019 students will participate in 2 events where they*

Program Operations, Activities, and Participation

The external evaluation team of Durand Research and Marketing Associates, LLC, examined in depth the operations and activities of the YES Prep 2019-20 ACE program as well as the levels of students' and adults' participation over the year. Particular attention was devoted to the operations of each of the 10 centers; the activities offered to participants; program attendance; and to the characteristics of the most active students.

==This report section is intended as a summary to facilitate reading by a wide audience. Detailed information and in-depth evidence will be found in Appendix 4 to this report.==

The principal findings concerning operations of the 10 YES Prep ACE centers are as follows –

- During the fall term all 10 ACE centers met TEA requirements for center operations, requirements that included 15 operational hours per week and 13 weeks in service.

- During the spring term, COVID-19 and the ensuing campus' closings ordered by the State limited severely centers' operations. Only the Southside, East End, North Forest, and Northside centers were able to meet the 15 hours per week required by TEA. No center, however, was able to meet the mandated 16 weeks in service.

- Each center was found to be appropriately staffed with certified teachers or vendors (see Appendix 1).

The following are the *principal findings concerning activities* –

- All ten (10) YES Prep ACE centers met the Texas Education Agency-required activity components of academic assistance, cultural enrichment, college and workforce readiness, and family and parental support.

- Variations were found across the ten centers in the most frequently scheduled activities during the fall term. Such variations, the evaluation team concluded, principally derived from differences in activity needs identified through a campus/community needs assessment (see Appendix 2). Activity variations, the team concluded, also derived from differences in student interests ("voice and choice") reflected in activity attendance.

- Data on face-to-face activities scheduled for the spring term (until COVID-19 closings) were not available in the TEA TEAL data system.

- YES Prep developed and implemented an online, virtual program during campus face-to-face closings that resulted from COVID-19. The activities offered were found to vary

across centers. Additionally, the activities were found to be well-suited to on-line delivery.

- Particularly noteworthy was the use of "technology checks" at each of the centers during the period of on-line virtual activity programming to insure continuation of family engagement and problem-free activity delivery.

Principal results from an in-depth *examination of program participation* are summarized below –

- Over the course of the year, the TEA requirement of 85 "regular program participants" (defined as 45 or more days of active program participation) was met by six of the centers but not by East End, Gulfton, North Forest and West.

- Over the year all of the YES Prep ACE Centers met the TEA requirements for adult program participation.

- The online, virtual YES Prep ACE program conducted during April and May as a result of campus face-to-face closings served more than 300 students.

- During the fall and spring terms, the modal category for the grantee of program attendance in percent of days attended by students was zero to 20. (Attendance percentages by student count are shown in the chart below.) (This report section continues on the pages following.}

- During the summer term, the modal category for program attendance at the grantee-level in percent of days attended by students was 81+. (See the chart below.)
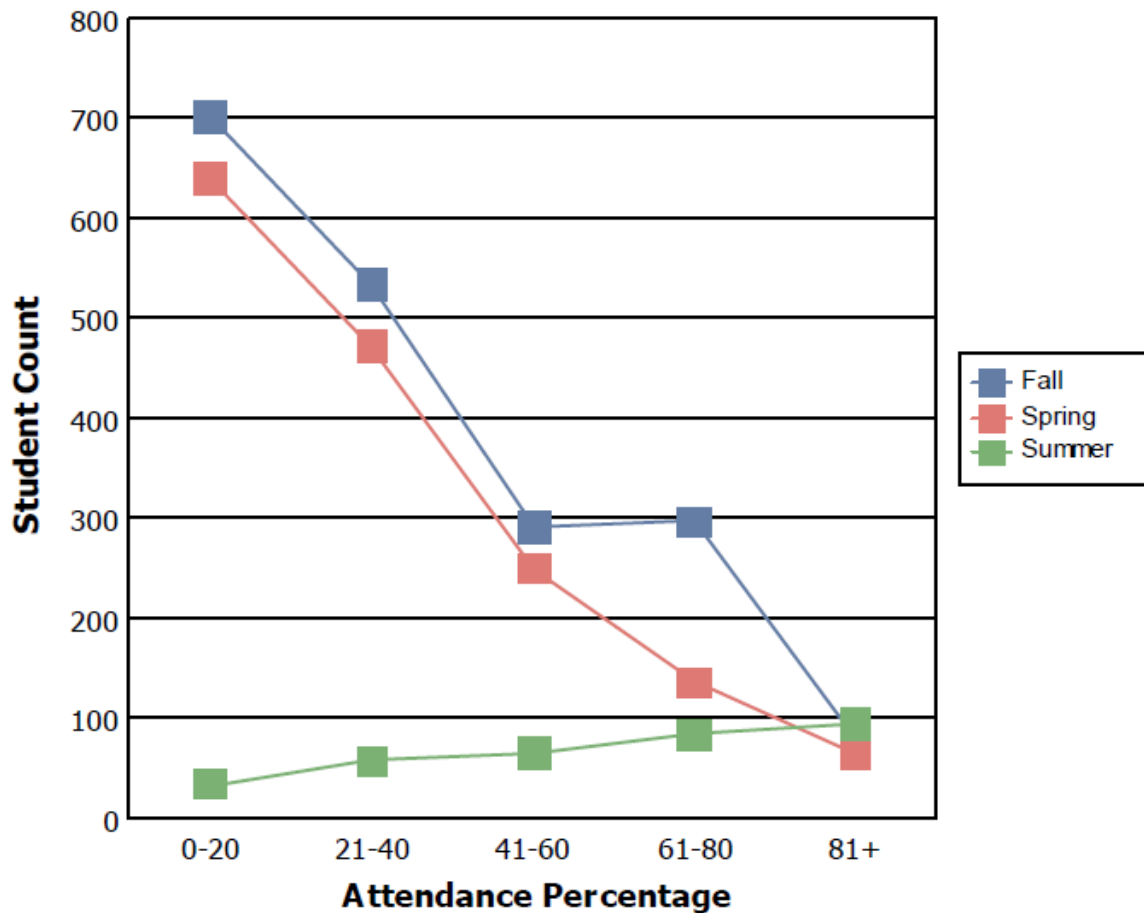
- An analysis of data from a randomly-selected sample of students in the fall term revealed that active participation (average days of attendance) was greater among those of African American descent than among those of Hispanic/Latino descent.

- Similarly, results from the same randomly-selected sample showed that in the fall ACE youth in grades 1 to 9 participated more on average than those in higher grades (grades 10 through 12).

- No differences were found during the fall between male and female students in average days of ACE participation.

The Process Evaluation and Its Findings

The process evaluation of the YES Prep Cycle 10 Year ACE Program consisted of each of the following –

- Review by the external evaluator of the ACE program's quality improvement action planning, a process that was led by the program director and involved the program's family engagement specialist and site coordinators.
- Compliance monitoring of the grantee and centers conducted by the Texas Education Agency (TEA).
- Site visits of YES Prep ACE Centers conducted by the program's external evaluator.
- "Participant-observation" by the external evaluator of "Content Day" meetings of the program director, family engagement specialist, and TEA's technical assistant specialist.
- A review and analysis of results from the comprehensive, Program Quality Self-Assessment (QSA) Tool Planning for On-Going Program Improvement, modified from an instrument originally developed for the New York State Afterschool Network (hereafter referred to as "NYSAN"). This tool was recommended strongly for process evaluations by TEA's consultant, American Institutes for Research (AIR) and by its two advisory groups of professional evaluators (Local Evaluation Advisory Group and Local Evaluation Support Initiative). This tool was modified for appropriate use in the State of Texas by the external evaluator who conducted training in its application by ACE staff.

More details about the above and about process evaluation findings will be found in Appendix 5 of this report.

Quality Improvement Planning by YES Prep ACE

Throughout the 2019-20 Academic Year, the YES Prep ACE program was committed to a continual, comprehensive quality improvement process.

In March during the face-to-face closings resulting from COVID-19, a written, action plan for quality improvement was completed and reviewed by the ACE evaluation external consultant. The plan itself was based on a tool originally developed by the Texas Education Agency (TEA) in collaboration with its consultant (AIR) and its two professional evaluation advisory groups.

The YES Prep ACE quality improvement action plan itself, developed for all 10 ACE centers, specifically addressed the areas of intentional activities (lesson plan development, quality improvement, and lesson plan alignment with the school day) as well as staffing processes and job descriptions. An improvement strategy and specific action steps to be taken were also included. (A copy of the action planning instrument will be found in Appendix 5 of this report.)

Findings of YES Prep ACE Program Compliance Monitoring by the Texas Education Agency

Later in the spring of 2020, the Texas Education Agency (TEA) completed comprehensive monitoring of the YES Prep ACE program, monitoring that included the following compliance components: staffing, partnerships, family engagement, and community engagement. As a result of the considerable effort put forth in its quality improvement action planning process (see immediately above) , YES Prep ACE received ratings *above* TEA's minimum expectations both at the "Grantee level" as well as the Centers level for *all compliance components.* Indeed, YES Prep ACE received the **highest possible score (of 5)** from TEA at the grantee level for partnerships and community engagement and at the centers level for their staffing and family engagement.

The complete TEA monitoring report is shown in Appendix 5 to this report.

Process Evaluation Findings from Site Visits, Participant-Observation of Content Day Meetings and Use of the NYSAN Quality Self-Assessment Tool

In addition to the compliance monitoring by TEA, *complete process evaluations* were conducted for each ACE Center by the external evaluator in collaboration with the program director, family engagement specialist, and site coordinators. Process evaluation evidence was derived from site visits and Content Day meetings supported by data collected and reported in TEA's TEAL data system as well as from results obtained from administering the NYSAN process evaluation instrument.

Note: The NYSAN instrument itself is lengthy and detailed. Complete findings from the use of the instrument for each YES Prep Center are available in a Cloud-based file (Google Drive) accessible via the following link –

https://drive.google.com/drive/u/0/folders/18Ma0O8pzjvFln0byoaps75CkkTVYCfqA

In the table below, process evaluation results for each of the 10 YES Prep ACE centers are summarized –

ACE Site	Excellent Performance	Possible Improvement Areas
Southside	Staffing/professional development; Programming/activities; linkages between day and after-school; evaluation of staff	Needs appropriate program space; shared safety plans with staff and families; periodic budget adjustments; records management

Brays Oaks	Relationships among staff, participants, and families; staffing and professional development; youth participation and engagement; parent/family/community partnerships	Need for participants' accessible medical records
Southwest	Programming/activities; linkages between day school and ACE; youth participation/engagement	Minor improvements if any in professional development; parent/family/community relationships; sustainability; evaluation of staff
East End	Administration/organization; relationships among staff/participants/families; staffing/professional development	Activities taking culture/language into account; scheduling; activities to explore ideas and opinions; family literacy; written mission and goals
Gulfton	Programming/activities; day school and ACE linkages; youth participation/engagement; parent/family/community partnerships; evaluation of staff	Records and health/medical needs awareness; staff meetings; achievement of staff credentialing; relationships with community leaders
North Forest	Relationships among staff/ participants/families/communities; linkages between day school and ACE	Maintenance of required documents; recruit and develop diverse staff; staff development and credentialing; experiential program activities; program sustainability and growth
Northside	Administration and organization; youth participation and engagement; evaluation; relationships among staff/participants/families/communities	Forging relationships with program quality advocates/local leaders; need to be represented on school curriculum committees
Fifth Ward	Programming/activities; youth participation/engagement; parent/family/community partnerships	Evaluation, including creating method for assessing staff performance; sensitivity to

		participants' language and culture
White Oak	Youth participation/engagement; linkages between day and after-school; programming/activities	Sharing safety plans; conducting fire drills' community collaborations; credentialing of staff
West	Programming/activities; relationships among staff/participants/families; administration/organization	Staff informed of special youth needs; staff development and training; building relationships with community leaders and local businesses

Evaluator comment: The areas of "excellent performance" in the above table for each center far outnumbered and outweighed in importance areas where improvement was deemed possible by the evaluation team. *Of particular note, the linkages between the ACE program and that of the day school were found to be especially strong ones. However, the need for representation of the ACE program site coordinator on the school curriculum committee was called for at two centers.*

Evaluation of Program Outcomes

Outcomes of the AY 2019-20 (Cycle 10, Year 2) YES Prep ACE program were evaluated by means of surveys of students as well as by means of data on State of Texas mandated outcomes derived from TEA's TEAL data system.

Findings from Student Surveys

Surveys of YES Prep Students were conducted during the fall of 2019 and again during the early spring of 2020 by the YES Prep Public Schools administration. The purpose of the surveys was to assess students' satisfaction with a range of campus matters, include the ACE program.

Among the survey questions posed to YES Prep students were the following about the ACE Program –

- ACE clubs and activities allow me to learn new things
- ACE is helping me do better in school
- I enjoy coming to the ACE program
- I participate in ACE clubs/activities
- I would recommend ACE to my friends

Composite "ACE Satisfaction Scores" for students were calculated based upon the responses of students to all the above questions. (These scores were calculated by the YES Prep data analytics team and made available for this evaluation report.)

(Details concerning the surveys, including a possible technical problem with the calculation of ACE Satisfaction Scores as well as center-level survey response rates and scores, are discussed in Appendix 6 to this report.)

Substantial percentages of students (70% in the fall of 2019; 76% in the spring of 2020) responding to the survey questions expressed satisfaction with the YES Prep ACE program. A particularly noteworthy 3 in 4 students at the grantee level reported in the fall and spring that they enjoyed coming to ACE and that they would recommend ACE to a friend.

State Mandated Outcomes and "Dose-Response" Relationships

Major program outcomes mandated by the State for ACE programs, including YES Prep's ACE, involved criminal behavioral referrals, non-criminal referrals, school day absences, and school grades in reading, math, science and social studies.

Central to evaluating the achievement of program outcomes is the identification and analysis of "dose-response relationships," the associations between the level or degree of participation in the YES Prep ACE program, on the one hand, and the achievement of "successful" or desired outcomes on the other. Indeed, if the ACE program made a positive difference, observed "successes" or desired program results should be more evident among student participants

with higher attendance levels. ("Desired program results or outcomes" were detailed in the Program's "Theory of Change" and in Centers' Logic Model; see Appendix 3 of this report.)

Unfortunately, as discussed earlier in this report (in Appendix 4 and the section on "COVID-19 and the YES Prep ACE Program"), data limitations were imposed by COVID-19, limitations that severely restricted the evidence available, subsequent analyses, and likelihood of reliable evaluation findings. Particularly limiting was the absence of data for the spring term in the TEAL data system which was mandated for the evaluation by TEA.

As a result of these limitations, the Durand Research and Marketing Associates, LLC, evaluation team decided that an accurate, reliable, and timely evaluation was best conducted by drawing a *representative, random sample of ACE student fall term participants at the Grantee level*. (Complete fall data were available in TEAL.)

(Details on the sampling process, the sample itself, data merging, and statistical modelling procedures are available to the interested reader in Appendix 6 of this report.)

In the initial analyses, it was found that *the higher the level of ACE participation (in activity days as discussed in Appendix 3), the lower the level of non-criminal referrals.* Additionally, *it was also found that the higher the level of ACE participation, the fewer the days absent from school*.

But, were these findings caused by the ACE program or were they "spurious" – attributable to the prior background characteristics of students? (Spurious refers to merely *coincidental* relationships in which two variables are associated but not causally linked even though they appear to be so. Spurious relationships can also occur when prior background characteristics "suppress" or give or give the appearance of no, or only a weak, causal relationship while a relatively strong one actually exists.)

After statistically *eliminating plausible sources of spuriousness* --   students' background characteristics of gender, ethnicity, and school grade level – the following dose-response relationships were found –

- The *greater* the participation in the YES Prep ACE program, the *fewer* the students' non-criminal behavioral referrals.
- The *greater* the participation in the YES Prep ACE program, the *higher were* students' grades in science.

Thus the "desired" program outcomes of fewer non-criminal referrals and higher science grades appear to have resulted directly from participation in the YES Prep ACE program.

Another important finding was that greater participation in ACE was related to fewer school days absent. While this was *descriptively* so, students' background factors seem to be the true cause of this relationship.

Why did not participation in the YES Prep ACE program result in other desired outcomes (e.g., math grades)? The Durand Research and Marketing Associates, LLC, evaluation team suggest two possible explanations –

1. The average number of ACE activity days in the fall of 2019 was only about 29, less than the 45 days suggested as an important threshold by the Texas Education Agency in its mandated theory of change (see Appendix 3 to this report). In short, *there may not have been a sufficient "dose" in the fall alone to effect other outcomes responses.*

2. Second, the data available in TEA's TEAL system contained few "antecedent" variables, *none* besides those included in the analyses discussed here. Quite possibly other antecedent variables *unavailable in TEAL* could be suppressing true dose- responsible relationships. Given the absence of the necessary data in TEAL, there is simply no way to know.

Appendix 1: Context of the YES Prep ACE Program

This appendix includes detailed data and information on the following –

- School Context and Structural Characteristics of YES Prep ACE Centers.
- Demography of School Campuses and of YES Prep ACE Centers.
- Academic Performance of Campuses with ACE Centers

Table: School Context and Structural Characteristics of YES Prep ACE Centers

Site	Grades Served by School	Grades Included in Texas ACE Program*	Teachers per Student (School)	Certified Teachers Fall/Spring (Texas ACE)	TEA School Accountability Rating	School Distinctions
Southside	6-8	6-10	14.6	10/12	B	Top 25% Comparative Academic Growth; Top 25 % Comparative Closing the Gaps; Postsecondary Readiness
Brays Oaks	6-12	6-12	15.4	4/4	B	Top 25% Comparative Academic Growth
Southwest	6-12	6-12	16.4	10/None reported	A	Academic Achievement in Math; Top 25% Comparative Academic Growth; Academic Achievement in Science
East End	6-12	6-12	16.6	5/6	B	None Listed
Gulfton	6-12	6-12	16.1	13/9	B	None Listed
North Forest	6-12	6-12	16.0	3/4	B	None Listed
Northside	6-12	6-12	15.3	8/12	B	None Listed
Fifth Ward	6-12	6-12	15.1	14/7	B	None Listed
White Oak	6-11	6-12	16.0	13/15	B	Top 25% Comparative Academic Growth
West	6-12	6-12	15.4	11/12	A	Top 25% Comparative Academic Growth

Notes: School campus data are from the most recently available Texas Academic Performance Report (dated 2018-19). ACE program data are from TEA's TEAL Data System for the current 2019-20 Academic Year. ACE Program characteristics are highlighted in green.

Table: Demography of School Campuses and Texas ACE Program by Site

Site	% African Ameri-can (School)	% African American in ACE	% Hispanic/ Latino (School)	% Hispanic /Latino in ACE	% Female (School)	% Female in ACE	% Economically Disadvantaged (School)	% Economically disadvantaged ACE
South-side	49.5	62	48	35	N/A	57	92	N/A
Brays Oaks	14.8	31	81.7	66	N/A	49	83.4	N/A
South-west	5.9	13	93.8	87	N/A	65	88.3	N/A
East End	1.0	2	97.7	97	N/A	45	87.2	N/A
Gulfton	3.9	8	89.8	88	N/A	64	97.4	N/A
North Forest	16.2	33	80.7	64	N/A	53	86.9	N/A
North-side	8	18	90.3	80	N/A	59	85.4	N/A
Fifth Ward	5.2	11	93.9	88	N/A	45	84.6	N/A
White Oak	12.8	25	84.9	73	N/A	58	91.6	N/A
West	7.8	8	83.9	84	N/A	57	90.9	N/A

Notes: School data are from the Texas Academic Performance Reports for AY2018-19. ACE data, highlighted in green, are derived from each center's enrollment and attendance numbers for AY2019-20 reported in the TEAL data system in "Year End Demographic Summary."

Evaluator Comment: As can be seen above, students of African American descent appear to have been *overrepresented* in ACE programs relative to their proportions at their respective schools. The exceptions seem to be at East End and West. On the other hand, ACE participants of Hispanic'/Latino descent appear to have been underrepresented relative to their respective school enrollments at seven of the Centers; the exceptions to this were East End, Gulfton, and West.

Table: Academic Performance of School Campuses (AY 2018-19) with ACE Centers

Site	STAAR Reading Test Grade 7 % Approaching or Above Grade level	STAAR Math Test Grade 7 % Approaching or Above Grade level	Annual School Attendance Rate	Annual Drop Out Rate (Grades 7-8)
Southside	65%	86%	94.7%	.2%
Brays Oaks	70%	77%	96.2%	.0%
Southwest	72%	86%	96.5%	.3%
East End	77%	89%	97%	.0%

Gulfton	66%	77%	96.1%	.0%
North Forest	73%	86%	96.9%	1.3%
Northside	66%	61%	96.3%	0%
Fifth Ward	71%	77%	95.8%	1.0%
White Oak	72%	81%	95.8%	.6%
West	86%	91%	96.2%	.7%

Note: The data in the above table are from the *most recently available* Texas Academic Performance Report, AY2018-19.

Appendix 2: Results of Campus and Community Needs Assessments

This appendix contains the results both of a campus and community needs assessment for each YES Prep ACE site. The assessment itself was completed in April 2019 with the intention of its results serving as principal bases of logic models, program planning, and activity selection for the AY 2019-20 (Cycle 10 Year 2) ACE program. Results for each of the YES Prep ACE Centers follow below.

ACE Site: Southside

Chart 1: Campus Needs
1. Identify and describe any existing **non-ACE** after-school activities or services the campus currently provides.

At YES Prep Southside, we offer the following sports:
• MS/HS Boys Flag Football
• MS/HS Girls Volleyball
• HS Boys Volleyball
• MS/HS Girls and Boys Cross Country
• MS/HS Girls and Boys Track
• MS/HS Girls and Boys Basketball
• MS/HS Girls Cheerleading
• MS/HS Girls and Boys Soccer
 	
We also offer club that are led by teachers. Teacher volunteer to host these activities however, they do not receive stipends to compensate their time:
    • Mexican Heritage Club
 	
Southside also offers lunch and after school tutorials certain subject areas:
    • Math
    • Science
    • ELA

2. Explain why existing activities or lack of existing activities do not sufficiently meet the programs current needs.
• Our most robust extra-curricular activities currently lie within athletics. However, our athletics offerings only target a limited interest level of the population. • Due to a huge shift in staff majority of our activities currently offered afterschool lie within ACE and athletics. Students who have passions outside of athletics have extremely limited avenues for exploring their passions on our campus, and as a result, are at risk to disengage or transfer to other schools.
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?
• Several students have expressed interest in creating a yearbook for the schoolyear. Although there is a web design class that is offered at the high school level the students are still yearning for the opportunity to capture memories created during the school year. • At the middle school level, students have little choice in extra-curricular activities. Even though our students have demonstrated strong interest in visual arts, dance, and music, very few students can explore the arts at the middle school level. As dance is only offered to 7th grade students and Art is only offered to 8th grade students. Those who are academically far behind spend their electives periods in structured academic interventions, and they relish the opportunity to explore their other passions. • Struggling students need more access to academic interventions. Even though our math and reading interventions during the day provide some support, students continue to

struggle in their content classes when they arrive to our campus more than 2-3 years behind in basic skills. An after-school program would allow us to provide targeted support to students in their core contents as interventions just focus on foundational skills.

4. What are the school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?

- Students reaching an on-grade level proficiency. Based on student achievement results over the past three years, our 8th and 9th grades still have fundamental gaps in both math skills and reading comprehension. Only 44% of students earned a passing score on their STAAR exam last year and we in need of additionally supports through programming to close these gaps (IR Year 2). Students have made improvements, but we are not there yet. We are currently tracking to continue in IR for a third year, though we are very hopeful. Additionally, student achievement in writing, spelling, and grammar continue to be an area of focus. Our 9th and 10th grade students will also begin preparing for the SAT by taking the PSAT next year. Offering a SAT Prep class beginning in 9th grade would help with enrichment program for our bubble and highest students and begin to
  - Goal to push accelerated learning
- Our main goal is to become an A school
  - Hosting mandatory tutorials for students who are receiving less than average
  - Praising good behavior with incentives, giant buck events
  - Holding students accountable through behavior and academic actions
- Students have extracurricular activities that allow them to express themselves outside of the classroom environment.
  - Need for a more consistent hosting of the current clubs
  - Students interested in other clubs that could be offered – leadership, cooking, beauty school, car work, community garden, food pantry, and community events on campus
  - With having 9th and 10th grades on campus these opportunities to lead now and begin building their resume

Chart 2: Community Needs. Please focus only on the immediate neighborhood you serve, not the larger Houston community. **(Note: This question will be answered by the Community Engagement team.)**

2. Optional: What are the juvenile crime rates in your neighborhood? How have these rates impacted the neighborhood? How have they impacted your school and students?

ACE Site: Brays Oaks

Chart 1: Campus Needs
1. Identify and describe any existing **non-ACE** after-school activities or services you currently provide on campus.

- **Athletics:** We offer MS and HS Girls Volleyball, HS girls and boys Cross Country, HS Boys Flag Football, MS and HS girls and boys basketball, MS and HS girls and boys soccer, HS girls and boys Track, and HS girls and boys tennis. Students pay an athletic fee of $50/sport in order to participate in our Athletics program.
- **Drivers Education:** We do not have time during the school day to offer a driver's education class. This could provide an opportunity for students to take a computer-based course to build life skills and prepare them work work/college.
- **Student Organizations:** We offer the following student organizations outside of the after school program: Anime Club, Gay Straight Alliance, Students for Christ, Student Council, Junior State of America, Black Students Association, ALAS (Latinx student affinity group), FIEL (Latinx student affinity and advocacy group), and Rice DREAM Engineering Club.

2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.

- Our after-school program is currently a fee-based program. As a result, there are barriers from many parents and families from participating, particularly if there are multiple siblings enrolled in the school.
- Our after-school program does not have a coordinator with any devoted time to this position. Currently, we have a full-time teacher slated to the role who volunteers multiple hours of his time after school because he sees the need for the program. If this teacher were to leave or no longer want to continue with the workload, our after-school program would no longer be sustainable.
- Our current club offerings primarily are open to high school students. We have few opportunities for middle school sports or sustainable offerings outside of the classroom.
- We have limited budget to offer academic intervention outside of the classroom. Currently, we particularly struggle with 6th and 7th grade Math and English (students on track to earn an approaching score or higher on STAAR – 49% 6 ELA, 54% 7 ELA, 54% 6 Math, 55% 7 Math). We do not provide regular compensated after school tutorials in these subjects, and as a result, our teachers are not consistent in providing offerings.

3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?

- **Morning supervision and support.** We currently do not have morning supervision for students until 7:15am; however, parents drop off students at school as early as 6:30am. This will become a greater problem next year as school will not open until 8:00am. By providing structured activities for an hour before the school day begins, students would be able to use their time more productively and be guaranteed supervision.
- **Structured academic interventions in high priority subjects.** We have limited budget to provide tutorials and interventions for our highest priority subjects (6 and 7 math and English, Algebra I) and as a result, we have not seen the growth in student achievement that we would like to see. By providing structured remediation from certified teachers starting the beginning of the year, I believe we would see more dramatic increased in achievement.
- **Diverse enrichment activities/clubs, particularly for our middle school students.** Most of our clubs and organizations cater to high school students. Our middle school students struggle more significantly with behavior and persistence, and I believe that more structured offerings could lead to greater investment in school.
- **Increased athletic opportunities for our middle school students.** We offer few sports for our middle school students due to budgetary constraints. An after-school program could allow more students to explore sports at a club level. This would both increase student achievement and combat the high childhood obesity rates that we see on our campus and in our community (47% of Brays Oaks students are considered overweight by BMI and 28% are obese).

4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?

Priority	How we know it's a priority	How after school opportunities could address this priority
Increased academic achievement in 6th and 7th grade Math and English	Students on track to earn an approaching score or higher on STAAR – 49% 6 ELA, 54% 7 ELA, 54% 6 Math, 55% 7 Math	• Structured tutorials and remediation opportunities from the beginning of the year with a certified teacher • Increased time to use computer based software (ST Math, Khan Academy) that is adjustive to student's immediate need
Increased academic achievement in Algebra I	Students on track to earn an approaching score or higher on STAAR – 79%	• Structured tutorials and remediation opportunities from the beginning of the year with a certified teacher • Increased time to use computer based software (ST Math, Khan Academy) that is

		adjustive to student's immediate need
Increasing the number of students who strongly agree/agree with "I feel a sense of community at my school" and "I am proud to be a YES Prep student."	We are below the YES Prep system average in questions on our trimesterly student survey related to "Sense of Belonging." We know that these questions/perceptions have a tremendous impact on students' ability to persist in school.	• Increased clubs that cater to a diverse subset of students

ACE Site: Southwest

Chart 1: Program Needs
1. Identify and describe any existing **non-ACE** after-school activities or services you currently provide on campus.
- Athletics- we have 4 core sports that will be offered next year.   - Basketball   - Soccer   - Volleyball   - Cross Country   - After-school detention   - This is currently offered every weekday.   - Tutorials   - These are currently offered every weekday depending one core subject.
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.
- School budget cannot accommodate extra-curricular activities, mostly school-day activities   - Limited elective choice for students in YES Prep system and at SW   - High demand for new activities that the campus can not afford due to budget limitations.   - High supply of teachers who want to teach electives and advise extra-curricular activities, of whom we cannot afford to pay for their time   - Values: - Improving student outcomes (continuous improvement)   - POC are underrepresented in arts and in STEM (Social justice) of which ACE opportunities providing   - Provides sense of community, ACE helps to fill in student culture gaps that we otherwise couldn't achieve as easily.   - Students have opportunities for additional support (via ACE) and wouldn't have this without ACE clubs/activities.
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?
More Elective Classes Electives classes reveal the skill sets of some students that might not be obvious in their other classes, helping them see their strengths and affording them opportunities to be of value to their classmates. Reaching performance goals or learning a new language requires students to be organized, to set goals, and to evaluate if they're meeting those goals.

These afterschool electives can be utilized for explorations classes and is also a time when classes made up of mixed grades can meet. Taking an interest in after school electives may enhance a child's general interest in education. By being able to choose which after school elective they would like to be a part of helps to prepare them for future decision-making with regards to education and employment. After school electives are meant to be fun and interesting with numerous benefits.

Limited Funds/Opportunities
Our school has limited state funding and thus we are unable to offer the robust electives courses during the day and limited after school extracurriculars. This grant would help enhance our options for students during the day and after school. Extended physical activity programs for health and fitness and various after school extracurricular electives are missing from the traditional day. ACE offers cooking classes, karate class, and other various life skill courses that aren't offered during the traditional day. Leadership courses and leadership growth opportunities help mold students into entrepreneurs and productive citizens. Financial literacy is another course that should be taught to HS students learning about credit scores, interest rates, and teaching students about retirement. Students are missing important opportunities to learn supplemental life skills that will spark a new legacy of education for their families. The potential for after school programs to improve all graduation rates, keep students in school longer, and increase daily attendance should lead everyone to adamantly support them.

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4. What are your program's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?

Student Persistence year to year is a major priority. Students leave our school for multiple reasons, and most often they leave because they fail or are seeking more extracurriculars. When students do not feel they can achieve or being successful they often leave our school. As mentioned above, our kids arrive with major skill gaps and we work to close those gaps. When our students repeatedly fail grade reports, they might fail a grade level, or a state test needed to be promoted to the next grade. After school remediation through homework help is the best way to help build confidence through small group support. This is identified year after year when we look at retention numbers. Years ago, we would retain 40 kids a year. Over the past 2-3 years, through a data driven support plan, our retentions have declined drastically. Last year at the end of the 16-17 school year we retained 2 students and the year prior we retained 3. Targeted after school tutorials helped this. Additionally, the number of kids we keep each year has increased from 94% 3 years ago to 96% student persistence over the past 2 years. We use data from report cards and common assessments to set tutorial groups.

The leadership lessons learned in athletics, combined with the knowledge that the students must do well in the classroom to participate in athletics will improve students' persistence and overall chances for success in college. Athletics program participation is a key factor in high student persisting schools. YES Prep Athletics programs supplements the academic curriculum by instilling time management skills, handling expectations from someone in their life like coaches/ teammates, manifesting resilience through adversity, and student-athletes learn lifelong work ethic/discipline. Studies have shown in each subject, student-athletes had higher academic performance than non-student-athletes. Participation

in athletics and enhanced after-school programs should be encouraged, especially for high-risk populations, and specifically for minority students

Chart 2: Community Needs. Please focus only on the immediate neighborhood you serve, not the larger Houston community.

Identify 2-3 partnership you would be interested in bringing to your campus for family and student initiatives.

- ⎯ **Children at Risk**: Advocacy Trainings for parents
- *X* **Crime Stoppers**: School Safety for parents and students
- ⎯ **Houston Community College**: Adult Education (ESL, GED and other certification programs)
- *X* **Houston Food Bank**: Nutrition Education for parents and students
- ⎯ **Save the Children**: Mental Health sessions for parents and students

ACE Site: East End

Chart 1: Program Needs
1. Identify and describe any existing **non-ACE** after-school activities or services you currently provide on campus.

1) Athletics
   a) Basketball
   b) Soccer
   c) Cross-country
   d) Track
   e) Volleyball
 	
2) Tutorials
   a) Currently offered every weekday
 	
3) Detention
   a) Offered everyday during the school day

2. Explain why existing activities or lack of existing activities do not sufficiently meet the program current needs.
The existing activities that are currently provided on our campus through Athletics or East End are not targeted towards all students. The activities are either pursued by students through interest or students are permitted to attend (detention). Activities that are sought out by students through interest or lack of existing activities do not sufficiently meet our school's current needs for example: If a student wishes to pursue cheer, the athletics program does not have enough support to host this program. As well as students who wish to pursue robotics and engineering YES Prep does not have the capacity to support programs not in the curriculum.
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?
Activities that are missing from the traditional school day that an expanded or enhanced after-school program would address are the need to infuse more extracurricular activities that we don't have the staff to offer during this school day. This would allow our students to learn new skills and be exposed to additional academic enrichment activities that the school does not currently have the funds to support. An example is having a cheer club that can perform and allows males and females to showcase their ability.
4. What are the school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?

 After-school programs can connect students and families to the school by the promotion of positive relationships. Offering an expanded/enhanced program catering to teaching and guiding students in better decision making and character building will result in a reduction of behavior problems. Yes Prep East End will streamlined the afterschool program so that students who may need additional assistance and guidance can do so in a more intimate focused environment afterschool. In addition, we will have further additional character building on weekends.

Through project based learning and other strategies (tutoring), the after school program can help enhance the critical thinking, problem solving, and collaboration skills that are beneficial to the day to day academic Instruction.

Students are more likely to participate in activities that they most want to see. "Student Voice Student Choice" is most used when determining afterschool clubs. This gives students freedom to participate in enrichment activities and other fun clubs that promote student involvement.

To gather the top priorities that would be addressed through an expanded or enhanced after-school program were determined by using a number of tools/data sets. The Campus needs assessment showed evidence through student and parent surveys. Other tools that were used was the Campus needs assessment and the family needs assessment. Data from the campuses Logic model was also used. Looking at the outcome from some of the existing programs shows evidence that these current and developing programs need to be addressed through the afterschool program.

Chart 2: Community Needs. Please focus only on the immediate neighborhood you serve, not the larger Houston community.

Based on the Family needs assessment we have identifying needs that the community and the campus would need additional support. The overall need is more information on outside resources such as Crime Stoppers, Immigration assistant, College and financial aid assistant for adults.

ACE Site: Gulfton

Chart 1: Campus Needs
1. Identify and describe any existing **non-ACE** after-school activities or services you currently provide on campus.
- Athletics: *MS only consists of 7th & 8th graders. 6th graders are not allowed to compete in district-wide athletic programs   - MS Girls Volleyball, HS Boys & Girls Varsity Volleyball, MS Boys & Girls Soccer, HS Boys & Girls Varsity Soccer, MS Boys & Girls Varsity Basketball, HS Boys Junior Varsity Basketball, HS Boys & Girls Varsity Basketball, MS Boys & Girls Cross Country, HS Boys & Girls Varsity Cross Country, MS Boys & Girls Track, HS Boys & Girls Varsity Track, HS Co-ed Junior Varsity & Varsity Cheer   - School Clubs: - Black Student Union (Black advocacy group), Student Council, National Honor Society, Yearbook, Force Alliance (LGBTQ advocacy group), Academic Tutorials   - Other   - Best Week Ever – once every 6 weeks, teachers hold student reward trips and events that range from time in school to trips where they go out into the community. Due to limited funding, teachers try to host events that cost as close to free as possible.
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.
6th graders cannot participate in athletics; with our current ACE model, we have seen a large need for extra-curricular activities that 6th graders can be involved in   - Most of the programs we have are catered to HS students and MS students who are in athletics   - Our campus used to provide Real World Experiences and college tours, but our limited budgets over the past few years have decreased the number of opportunities we've been able to provide our students   98% of our students qualify for free/reduced lunch, which lets us know that many of our families can't afford private extra-curricular or enrichment programs on their own. They are reliant on the school for many of these services.   - More than 50% of our students are labeled At-Risk, and are in need of socio-emotional or academic support beyond what a traditional school day can provide
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?
- We have a lack of Art, technology, and other enrichment programs to offer our students   - Our biggest need is literacy, and we aren't meeting academic needs in a way that's meaningful to students   - We don't offer sufficient career development and exploration for our students outside of regular school day seminar classes they receive in high school   - Budget limitations over the past few years have limited our ability to provide students with additional opportunities for character education and community service   - On average students have come to our school performing at an average of two levels below grade level in both math and reading

- Our struggling HS attendance (95% vs. 98% in MS) over the past few years suggest our campus needs to provide HS students with more activities and opportunities they would find engaging

4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?

- Literacy (LEP Data) – Our LEP students have performed at 10% or 20% below their Non-LEP peers on district assessment scores. With over 50% of our students qualifying as LEP, this has been a priority for our campus for years and will continue to be a priority.
- HS SAT/ACT scores – ACE can support our campus with pre-ACT and pre-SAT supports. Some of the biggest barriers to college acceptances for our students are our SAT/ACT scores. We could significantly improve our college acceptance rates with additional supports in 8th and 9th grade.
- Attendance – Our low HS attendance numbers usually have to do with HS students who have conflicting outside responsibilities at home. We are in need of services for our students to guide them toward non-conflicting work schedules.
- Socio-emotional support – with over 50% of our students labeled At Risk, we are in need of additional venues where students can receive socio-emotional support
  - One avenue would be through activities that provide students opportunities to express themselves in ways not afforded by a traditional school environment
  - Another avenue would be a low stakes academic support environment to help them build their confidence in themselves and their skills
- Family engagement – About 10% of our parents/guardians currently connect with school activities or events. This number is extremely low when we consider our students, behavioral, academic, and socio-emotional needs. We've seen a lot of success with a current ESL class we are providing parents and believe this could help us see long term gains with our student performance since parents might feel more comfortable coming to school and talking to teachers because they will be able to communicate in English.
- College/Career Readiness – 12% of adults in the Gulfton community have a college degree and $25,774 is the median income for families in the Gulfton community. If we don't teach our students the financial literacy skills that will help them become financially stable, we run the risk of continuing the cycle of poverty in which many members of the Gulfton community are already entrenched.
- Increase in student Substance Abuse- ACE can provide a student advocacy group against substance abuse where they can meet weekly.
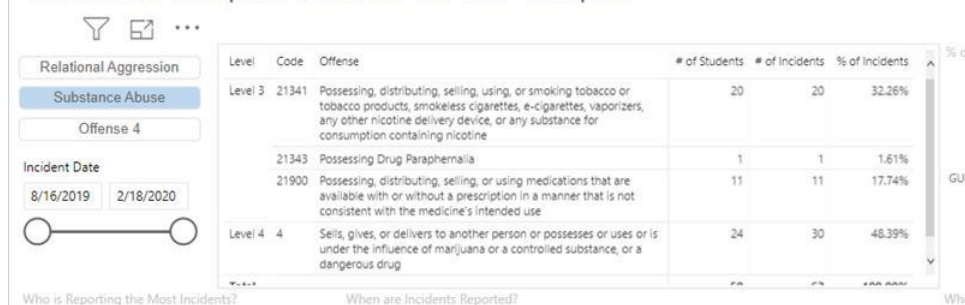
Chart 2: Community Needs. Please focus only on the immediate neighborhood you serve, not the larger Houston community. **(Note: This question will be answered by the Community Engagement team.)**

2. Optional: What are the juvenile crime rates in your neighborhood? How have these rates impacted the neighborhood? How have they impacted your school and students?

ACE Site: North Forest

Chart 1: Program Needs
1. Identify and describe any existing **non-ACE** after-school activities or services you currently provide on campus.
Athletics- Core sports Basketball Soccer Volleyball Cross Country Track **After-school Detention** This is currently offered every weekday. **Tutorials** These are currently offered every weekday depending one core subject. **Student Culture and Affairs** Black Student Union Debate Team Senior Committee Gay Student Alliance Student Council National Honors Society
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.
▪ School budget cannot accommodate extra-curricular activities, mostly school-day activities ▪ Limited elective choice for students in YES Prep system and at NF ▪ High demand for new activities that the campus can't afford due to budget limitations. ▪ High supply of teachers who want to teach electives and advise extra-curricular activities, of whom we cannot afford to pay for their time NF Goals: ▪ Decrease Relational Aggression ▪ Increase ADA Average ▪ Improve Student Academic Achievement Students will have opportunities for additional support (via ACE) that wouldn't be an option without ACE clubs/activities.

3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?

Mentoring, Morning Clubs, and Academic Enrichment

- *Mentoring-Safety and Behavior*: to address our target growth area of safety and behavior, we need to provide those target students with resources to reduce relational aggression such as mentorship. We are currently piloting an afterschool mentoring program through ACE, which we would not be able to do without ACE funding.

- *ADA -Morning Clubs*: to address our goal to get every student to school every day, on time, we need solutions that will help parents transport students to school. Our students who struggle to get to school on time, have the option of participating in AM morning clubs that would allow parents to drop students off earlier to ensure punctuality and attendance. We have implemented 3 morning clubs, facilitated by school staff to support this resource. We would not be able to do so without ACE funding.

- *Academic Enrichment-Student Academic Achievement*: Students are at risk of failing in the following subjects which will result in retention and not graduating; Math, English I, US History, Biology. We are working with the Director of Instruction to recruit certified staff to provide additional help in these core subjects to ensure students have the resources needed to improve their performance in these subjects. These additional staff would not be compensated for this valued time if we did not have ACE funding.

4. What are your program's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?

- Our first focus is on leadership. We realize that providing authentic leadership opportunities is not something that we are doing very well right now. With expanded clubs/after school opportunities we would have more spaces for students to establish themselves as leaders. It would also allow students to practice leadership skills among their peers in an authentic way.

- Secondly, we would be able to offer more of the arts/technology/athletics electives that we are unable to offer during the day. We currently offer the following school day electives: choir, theater, dance, and art. We need to enhance these school day options to extended day clubs to enrich the production and experience for our students. There are several additional electives that we would be able to offer through an after-school program. In order to support our campus mission that all students will be college ready; we need to offer additional electives that would support a student journalism and creative interest such as Dungeons and Dragons and off season sports fun.

Chart 2: Community Needs. Please focus only on the immediate neighborhood you serve, not the larger Houston community.

Identify 2-3 partnership you would be interested in bringing to your campus for family and student initiatives.

— **Children at Risk**: Advocacy Trainings for parents
X **Crime Stoppers**: School Safety for parents and students
— **Houston Community College**: Adult Education (ESL, GED and other certification programs)
X **Houston Food Bank**: Nutrition Education for parents and students
— **Save the Children**: Mental Health sessions for parents and students

ACE Site: Northside

Chart 1: Program Needs
1. Identify and describe any existing **non-ACE** after-school activities or services you currently provide on campus.
Athletics- Core sports Basketball Soccer Volleyball Cross Country Track **After-school Detention** This is currently offered every weekday. **Tutorials** These are currently offered every weekday depending one core subject. **Student Culture and Affairs** Black Student Union Debate Team Senior Committee Gay Student Alliance Student Council National Honors Society
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.
- School budget cannot accommodate extra-curricular activities, mostly school-day activities   - Limited elective choice for students in YES Prep system and at NF   - High demand for new activities that the campus can't afford due to budget limitations.   - High supply of teachers who want to teach electives and advise extra-curricular activities, of whom we cannot afford to pay for their time   NF Goals: - Decrease Relational Aggression   - Increase ADA Average   - Improve Student Academic Achievement   Students will have opportunities for additional support (via ACE) that wouldn't be an option without ACE clubs/activities.

3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?

Mentoring, Morning Clubs, and Academic Enrichment

- *Mentoring-Safety and Behavior*: to address our target growth area of safety and behavior, we need to provide those target students with resources to reduce relational aggression such as mentorship. We are currently piloting an afterschool mentoring program through ACE, which we would not be able to do without ACE funding.

- *ADA -Morning Clubs*: to address our goal to get every student to school every day, on time, we need solutions that will help parents transport students to school. Our students who struggle to get to school on time, have the option of participating in AM morning clubs that would allow parents to drop students off earlier to ensure punctuality and attendance. We have implemented 3 morning clubs, facilitated by school staff to support this resource. We would not be able to do so without ACE funding.

- *Academic Enrichment-Student Academic Achievement*: Students are at risk of failing in the following subjects which will result in retention and not graduating; Math, English I, US History, Biology. We are working with the Director of Instruction to recruit certified staff to provide additional help in these core subjects to ensure students have the resources needed to improve their performance in these subjects. These additional staff would not be compensated for this valued time if we did not have ACE funding.

4. What are your program's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?

- Our first focus is on leadership. We realize that providing authentic leadership opportunities is not something that we are doing very well right now. With expanded clubs/after school opportunities we would have more spaces for students to establish themselves as leaders. It would also allow students to practice leadership skills among their peers in an authentic way.

- Secondly, we would be able to offer more of the arts/technology/athletics electives that we are unable to offer during the day. We currently offer the following school day electives: choir, theater, dance, and art. We need to enhance these school day options to extended day clubs to enrich the production and experience for our students. There are several additional electives that we would be able to offer through an after-school program. In order to support our campus mission that all students will be college ready; we need to offer additional electives that would support a student journalism and creative interest such as Dungeons and Dragons and off season sports fun.

Chart 2: Community Needs. Please focus only on the immediate neighborhood you serve, not the larger Houston community.

Identify 2-3 partnership you would be interested in bringing to your campus for family and student initiatives.

- **Children at Risk**: Advocacy Trainings for parents
- *X*   **Crime Stoppers**: School Safety for parents and students
- **Houston Community College**: Adult Education (ESL, GED and other certification programs)
- *X*   **Houston Food Bank**: Nutrition Education for parents and students
- **Save the Children**: Mental Health sessions for parents and students

ACE Site: Fifth Ward

Chart 1: ACE Program Needs
1. Identify and describe any existing **non-ACE** after-school activities the campus currently provides.
- Tutorials   - Athletics   - Detention   - Community Events /Festivals
2. Explain why existing activities or lack of existing activities do not sufficiently meet the program needs.
Campus Mission: YES Prep Fifth Ward exists to unleash the unique talents of each Titan, empower all students to thrive in college and redefine possible for themselves and our community. Our school needs the continuation of after-school activities. There are not enough hours in our school day for students to receive all the enrichment courses they desire. After-school programming would allow students to further enrich their education with academic clubs, enrichment clubs and career and college prep clubs.
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?
We don't have enough class choice built into a student's schedule based on school size and staffing constraints. As a school, we don't have the finances to offer a variety of elective options. An enhanced after-school program would allow students to explore career options, continue exploring areas of current interest and try new activities they would not have access to during a normal school day.
4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?
Campus priorities & goals for 19-20

STAAR Domain I	55%
STAAR Domain III	100% of Targets Met
SAT College Readiness (12th Grade Only)	39%
Student Persistence	93.5%
Average Daily Attendance (ADA)	96.5%

Chart 2: Community Needs. Please focus only on the immediate neighborhood you serve, not the larger Houston community. **(Note: This question will be answered by the Community Engagement team.)**

- **Children at Risk**: Advocacy Trainings for parents
- **Crime Stoppers**: School Safety for parents and students
- **Houston Community College**: Adult Education (ESL, GED and other certification programs)
- **Houston Food Bank**: Nutrition Education for parents and students
- **Save the Children**: Mental Health sessions for parents and students

My campus and community will benefit by collaborating with Crime Stoppers and Region 6 Education Service Center (Driver's Ed Program). Crime stoppers will provide a civilian response to Active Shooter Events training to students. Parents and students will have the opportunity to learn strategies, guidance and a proven plan for surviving an active attack event are provided while learning the history and prevalence of active attack events, civilian response options, situational awareness, medical issues, and considerations for conducting drills are included in this presentation. The Safety Education and Training Department (SET) provides hands on and classroom instruction, training, and certifications to a variety of individuals including: district students, staff, trainers, employees, parents, and the community by offering an assortment of safety programs that meet a wide range of individual needs.

ACE Site: White Oak

Chart 1: Campus Needs
1. Identify and describe any existing **non-ACE** after-school activities or services you currently provide on campus.

- Athletics (Volleyball, Cross Country, Basketball, Soccer, Track)
- Tutorials
- SAT prep courses

2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.

- I believe that our campus needs groups or organization where students can have a mentor similar to a model of "Boys and Girls" Club of America. I believe that our persistence rate will increase when students are paired with an adult or older student who help them meet small goals around life skills and not purely academic related.
- Our campus also needs organization/clubs around their identities (ex: Boys to Men, Brown Girls Club, etc). We often celebrate the months, but in order for attendance and persistence rate to increase, students need a space to learn about their culture and express who there are as black/brown boys/girls.
- I would also like to have a frequent opportunity for parents to learn English on campus after school or a weekly parent series on various topics. I do not speak Spanish, but I am learning that many of our parents do not come to school to voice concern because they are self-conscious about the fact that they do not speak English.
- A parenting group where parents have mentors on how to be better parents also is a great opportunity. Our students who are retained or have severe academic issues also have parents who do not know how to do something different or who seek support for help on a consistent basis.

3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?

-
- SAT prep course – 10th and 11th graders mostly
- Driver's ed – 10th ad 11th grades
- Etiquette class for boys and girls
- Dance team –
- National honor society club
- Cheer
- Step
- Choir
- Art

- Technology – keyboarding for all grades, digital media class,
- Homework help / STAAR tutorial / extra academic support – both MS and HS
  - MS STAAR support – ELA for 6th 7th and 8th grades; math for MS; social studies and science 8th grade
  - HS EOC – algebra I, bio I, English I and II
- Creative writing club
- Cooking club
- Sewing
- Spanish club
- Theater/improv club
- Humanitarian club – service club
- Robotics club
- Anime club
- Hispanic Girls Group
- Black Association Group

- Increase literacy opportunities for students
- Parent association – ESL classes, GED classes,
- Muffins with mom
  - -staff investment because parent engagement betters our school and students
- Movie club

- Events
  - Literacy night – event for students to learn about testing and reading content works; family reading night
  - Math night – teach parents strategies for how testing works and how they can support their students at home
  - Art showcase – bring parents
  - Honor Roll Awards

4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?

- Enhancing access to literacy
  - increase book access, engagement with literacy, accelerated reader program
- LEP student support
  - ESL, STAAR tutorials, etc.
- Build character in students – push for service club;
- Mentoring opportunities
- Learning how to act in difficult situations
- Girls on the run – African American girls empowerment club
- Lock ins – activities, character building, honor roll celebrations
- Health fair for parents and students

Chart 2: Community Needs. Please focus only on the immediate neighborhood you serve, not the larger Houston community. **(Note: This question will be answered by the Community Engagement team.)**
2. Optional: What are the juvenile crime rates in your neighborhood? How have these rates impacted the neighborhood? How have they impacted your school and students?

ACE Site: West

Chart 1: Program Needs
1. Identify and describe any existing **non-ACE** after-school activities or services the campus currently provides.
At YES Prep West, we offer the following sports: • MS and HS Girls Volleyball • HS Boys Volleyball • MS and HS Girls and Boys Cross Country • MS and HS Girls and Boys Track • MS and HS Girls and Boys Basketball • MS and HS Girls and Boys Soccer • HS Cheerleading • Asian Cultures Club Our other clubs are teacher led. Teacher sponsors volunteer to host these activities and do not receive stipends for their sponsorship of these clubs: National Honor Society (YES) • Club Objective: To recognize outstanding students and foster scholarship, service, leadership and strong character. • Open to grades 10-12th; grades must meet requirements for acceptance (what is the grade expectation); 40 members maximum Asian Cultures Club • Club Objective: Expose students to Asian cultures, food and shows. To bond with students across the grade levels. • Open to all grades 6-12th Q.U.E.E.N.S for the Culture • Quintessential Unity Through Education and Encourageent for Next-Level Sisterhood for the culture is a group for young women that will transcend the individual to understand and better identify with their inner queen so that they can connect and create dynamic relationships with other females leading a strong culture of sisterhood, community and personal well-being. • Open to all grades 6-12th

2. Explain why existing activities or lack of existing activities do not sufficiently meet the program's current needs.
- Our most robust extracurricular activities currently lie within athletics. However, the activities offered are limited to certain sports due to space and funding. Students' interest level and participation is therefore limited.   - There was a vast shift in the staffing at Yes Prep West leading to a lack of instructors interested and available to host extracurricular activities. The activities that were available previous years could no longer be offered causing student interest and participation to decrease.
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?
- Students have little choice in extra-curricular activities, mostly in the middle-school level. Even though our students have demonstrated strong interest in visual arts, dance, and music, very few students can explore the arts at the middle school level. Students who are academically far behind spend their electives periods in structured academic interventions, and don't have time to take electives – they spend their whole day in core-content and don't have the opportunity to flesh out their creative interests.   - Students have little choice in organizations offered during the school day. West currently offers PALS, Student Council, and National Honors Society during the school day. However, these are only available for high school students and they have to apply to be a part of PALS and NHS. The after school program would address the lack of organizations for middle school students, and students who may have different interests from what is currently offered.   - High School students do not have a choice in what electives they can partake in. The school does not offer a variety of courses in visual arts, dance and music. The students are limited to what they can enroll in due to the limited options and their academic requirements.   - STEM activities such as robotics and coding are missing from the regular school day. Students do not have the opportunity to be exposed to careers with a foundation in math and science.
4. What are the program's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?
- Top priorities are to ensure student attendance is consistent and the program offers quality activities to ensure students commit to returning to West each year.   - The program's top priorities are to meet the needs of the students by providing activities in the visual arts, dance and music departments. Through visual arts students develop spatial learning, visual memory, and emotional development. Performing arts provides students the opportunities to develop public speaking and verbal skills, literacy, and improve self-esteem. These skills are valuable for students to receive in extracurricular activities and will benefit them in the classroom as well.   - The program will seek activities in the STEM field and provide quality and educational courses through the enhanced after school program.   - These priorities were identified through student surveys at the end of each semester, the lack of activities provided during the regular school day, student voice and choice, students on the truancy list, and constant monitoring of the program's attendance reports.   - The survey responses were evaluated to provide data to demonstrate the high need of music, art and STEM activities.

Chart 2: Community Needs.
Please provide short responses to each of the questions below.

What are the two-family engagement strategies or activities at your program that you think are the most effective ways to engage families?

- Having an accessible space where the families can be informed regarding ACE updates, school news, and events is important. A bulletin board has been set up with the clubs offered, and program hours, calendar or student and adult events. As events are added the schedule will be added to the bulletin board to inform parents. The families also receive news and updates through the Parent Pack and ACE at West Facebook pages. The pages are updated weekly with important information regarding school/ACE events and updates.
- The second most effective way to engage families is by collaborating with the parent association (Parent Pack) at West by choosing events/resources that will be beneficial to families according to their feedback. They can respond to surveys and voice their opinions and needs. The Parent Pack meets monthly with the staff ambassador and ACE coordinator to discuss upcoming events, report important news and updates. This creates great rapport between the staff and parents to ensure the needs of the families will be met.

Please write an example of a time when outreach to parents was the most successful in your ACE program? Why do you think it was successful?

- During the 2018-2019 school year the parents requested sessions from Crime Stoppers. They were interested in learning more regarding substance abuse, and cyber bullying. The ACE coordinator booked an informational session from Crime Stoppers and advertised the event through social media, campus flyers, and flyers given during dismissal. The parents helped advertise the event other parents as well because they felt like these sessions were highly needed in their community. Through the different levels of outreach, the event was successful with the highest participation of the spring semester.

What are the two biggest challenges you face to engaging families?

- Transportation is a big challenge for families at Yes Prep West. Families are limited to 0-1 vehicle and work hours. Due to no transportation and having to work long hours the parents are limited to the meetings and events they can attend.
- Engaging families of all backgrounds is also another challenge. The Hispanic community at West is large and willing to participate. However, families from other races and ethnicities do not participate as much. Language barriers is also another reason why families may be hesitant to attend school functions.

From the list below, identify 2-3 partnership you would be interested in bringing to your campus for family and student initiatives.

- **Children at Risk:** Advocacy Trainings for parents
- **Crime Stoppers**: School Safety for parents and students
- **Houston Community College**: Adult Education (ESL, GED and other certification programs)
- **Houston Food Bank**: Nutrition Education for parents and students

- **Save the Children:** Mental Health sessions for parents and students

Appendix 3: Theory of Change and Centers' Logic Models

The theory of change for this year's program (AY2019-20; Cycle 10 Year 2) remained unchanged from Cycle 10 Year 1:

> *Students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on four activity components (academic achievement, college and career readiness, enrichment, and family and parental support service) will experience and demonstrate improvement in academic performance, attendance, behavior, as well as in their promotion and graduation rates.*

This theory was re-adopted by the YES Prep ACE program for this academic year (AY2019-20; Cycle 10 Year 2) after drawing on research and best practices from professional materials on out-of-school time education. It was also adopted for this year's program based on evaluation findings and recommendations from the AY2018-19 ACE program.

Logic models for each Center were developed and implemented based on this theory of change, on the results of campus and community needs assessments (discussed in Appendix 2 of this report), on the findings from last year's (AY2018-19) ACE evaluation report, and on performance monitoring provided by the Texas Education Agency (see Appendix xxxx on process evaluation findings).

Three logic models were created for each YES Prep ACE Center. One logic model was created and implemented for the fall 2019 term while a second model was developed and put into operation for the spring 2020 academic term. As a consequence of the COVID-19 crisis and the resulting face-to-face school closures and program changes it necessitated (discussed above in this report), a third logic model was created for each Center and carried out for the virtual, on-line ACE programs that began on April 27.

Each of the three models for a Center was separate and distinct, especially in presenting a different set of programmatic inputs and outputs. While each logic models for a Center was separate and distinct, each followed the same template – one devised and recommended both by a Texas Education Agency's consultant, American Institute for Research (AIR), and by two advisory groups of professional evaluators (Local Evaluation Advisory Group and Local Evaluation Support Initiative) impaneled by AIR.

Each Center's model is lengthy and detailed such that the inclusion of all of them here would have appreciably added pages and to the task of digesting this report. Consequently, the decision was made by the Durand Research and Marketing Associates evaluation team to make each logic model available to the interested reader by means of a Cloud-based (Google Drive) folder accessible via the following link --

https://drive.google.com/drive/folders/1fT_UkkZdaNNYwnu584Xe3dZC6RbRFIWy?usp=sharing

Appendix 4: Detailed Data on Program Operations, Participation, and Activities

This appendix contains detailed information on each of the following --

- Students and adults served by the program at ACE Centers.
- Regular and non-regular participation in ACE by Center.
- The operations of each center.
- The inclusion of State required activity components.
- Grantee level student attendance
- Demographic characteristics of Grantee level student participation
- Program activities and highest attendance by ACE Center (face-to-face program)
- Activities during on-line, virtual programming

Table: Students and adults served by the ACE program at each center prior to face-to-face closing as a result of COVID-19 and with summer enrollments (August 2019 until March 13, 2020, plus summer enrollments.)

ACE Site	Total Students Served	Regular Student Participants	Regular Participants Number Required	Non-Regular Participants	Adults	Adults Required
Southside	258	89	85	169	109	50
Brays Oaks	198	115	85	83	120	50
Southwest	268	98	85	170	106	50
East End	181	59	85	122	66	50
Gulfton	291	25	85	266	101	60
North Forest	255	91	85	164	95	60
Northside	221	101	85	120	80	60
Fifth Ward	289	95	85	194	129	50
White Oak	243	68	85	175	80	60
West	227	54	85	173	96	60
Totals	2431	795		1636	982	

Source: TEAL Data Source, Year-End Student Demographic Summary. Note: Numbers highlighted in yellow are those which did not meet the participation requirements.

IMPORTANT: The totals shown in the above table do not match the numbers for the Grantee (YES Prep) student counts in TEAL. The total Grantee student counts shown in TEAL are 2,355 including 714 total regular students and 1,641 total non-regular students. Both the numbers in the table and the total Grantee counts mentioned in this paragraph were drawn at three separate times (June 2, June 10, and July 20) with mismatched totals.

Table: Additional spring attendance: students/adults served by the on-line, virtual YES Prep ACE program (April and May 2020)

ACE Site	Total Students Served Virtually	Total Parents Served Virtually
Southside	14	N/A
Brays Oaks	N/A*	N/A*
Southwest	56	20
East End	17	26
Gulfton	36	N/A
North Forest	25	29
Northside	17	6
Fifth Ward	46	N/A

White Oak	68	N/A
West	52	N/A
Totals	317	

Source: Centers' attendance records. Notes: During this period a new Center coordinator was hired; no virtual participants were recorded.

Table: Meeting of regular student and adult participation requirements (Fall, Spring and Summer with online, virtual program participation included)

ACE Site	Regular student participation requirement	Adult participation requirement
Southside	Met	Met
Brays Oaks	Met	Met
Southwest	Met	Met
East End	No	Met
Gulfton	No	Met
North Forest	Met	Met
Northside	Met	Met
Fifth Ward	Met	Met
White Oak	No	Met
West	No	Met

Source: Calculated from data in the TEAL data system

Table: Meeting of Program Operations Requirements by Center

Site	Hours/Week in Fall –15 required	Hours/Week in Spring – 15 required	Weeks in Service Fall – 13 required	Weeks in Service Spring 16 required
Southside	Met	Met	Met	Not Met
Brays Oaks	Met	Not Met	Met	Not Met
Southwest	Met	Not Met	Met	Not Met
East End	Met	Met	Met	Not Met
Gulfton	Met	Not Met	Met	Not Met
North Forest	Met	Met	Met	Not Met
Northside	Met	Met	Met	Not Met
Fifth Ward	Met	Not Met	Met	Not Met
White Oak	Met	Not Met	Met	Not Met
West	Met	Not Met	Met	Not Met

Source: TEAL Data system: Center Operations

Table: Meeting of Required Program Activity Components by Center (AY2019-20)

Center	Academic Assistance	College and Workforce Readiness	Enrichment	Family and Parental Support Services
Southside	Met	Met	Met	Met
Brays Oaks	Met	Met	Met	Met
Southwest	Met	Met	Met	Met
East End	Met	Met	Met	Met
Gulfton	Met	Met	Met	Met
North Forest	Met	Met	Met	Met
Northside	Met	Met	Met	Met
Fifth Ward	Met	Met	Met	Met
White Oak	Met	Met	Met	Met
West	Met	Met	Met	Met

Sources: TEAL Data System, Activities by Center, 2019 - 2020; campus site visits by external evaluator; Logic Models for On-Line Virtual Programming for April and May.

Student Attendance for Fall, Spring and Summer – Grantee Level

Note: Student attendance during on-line, virtual program is not included; such attendance was not available in the TEAL Data System

Chart: Student count by range of attendance percentage {see page following}
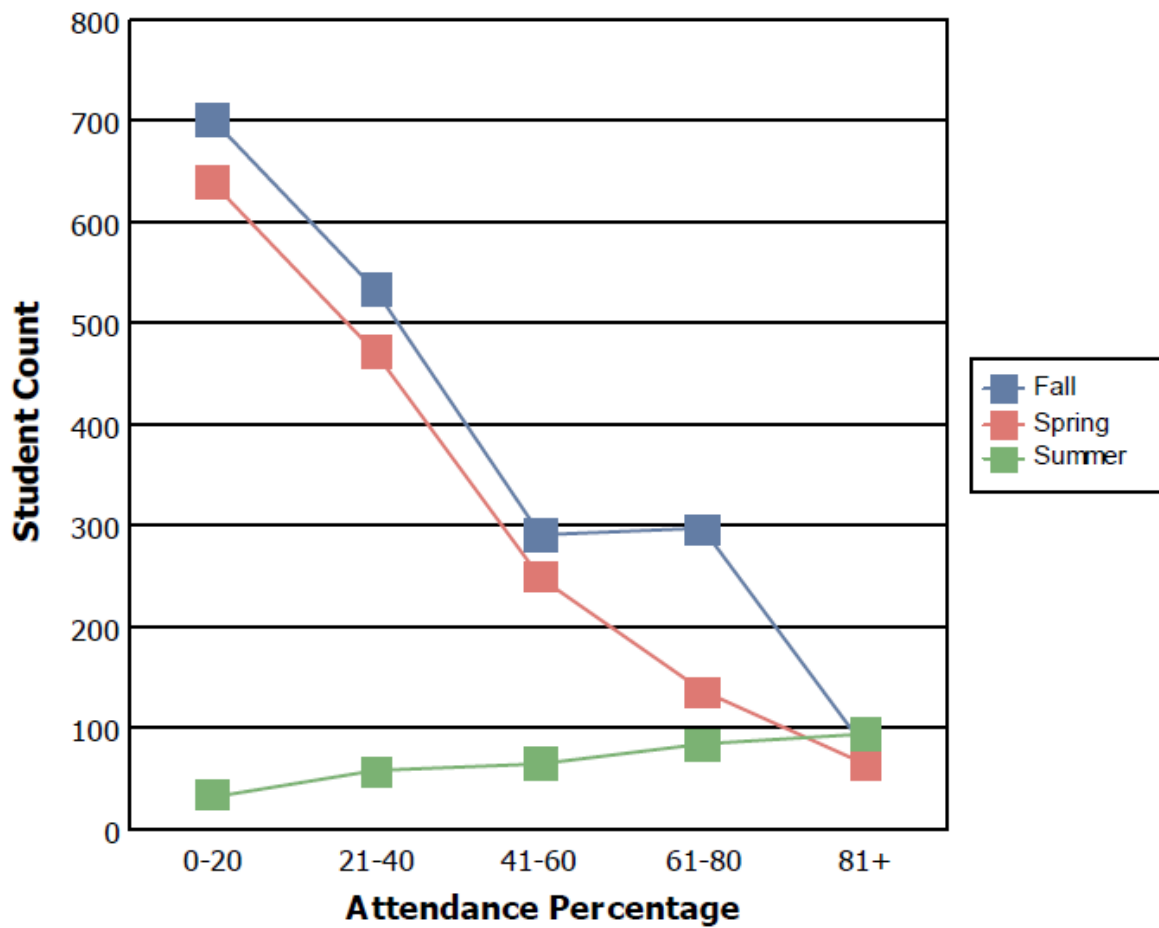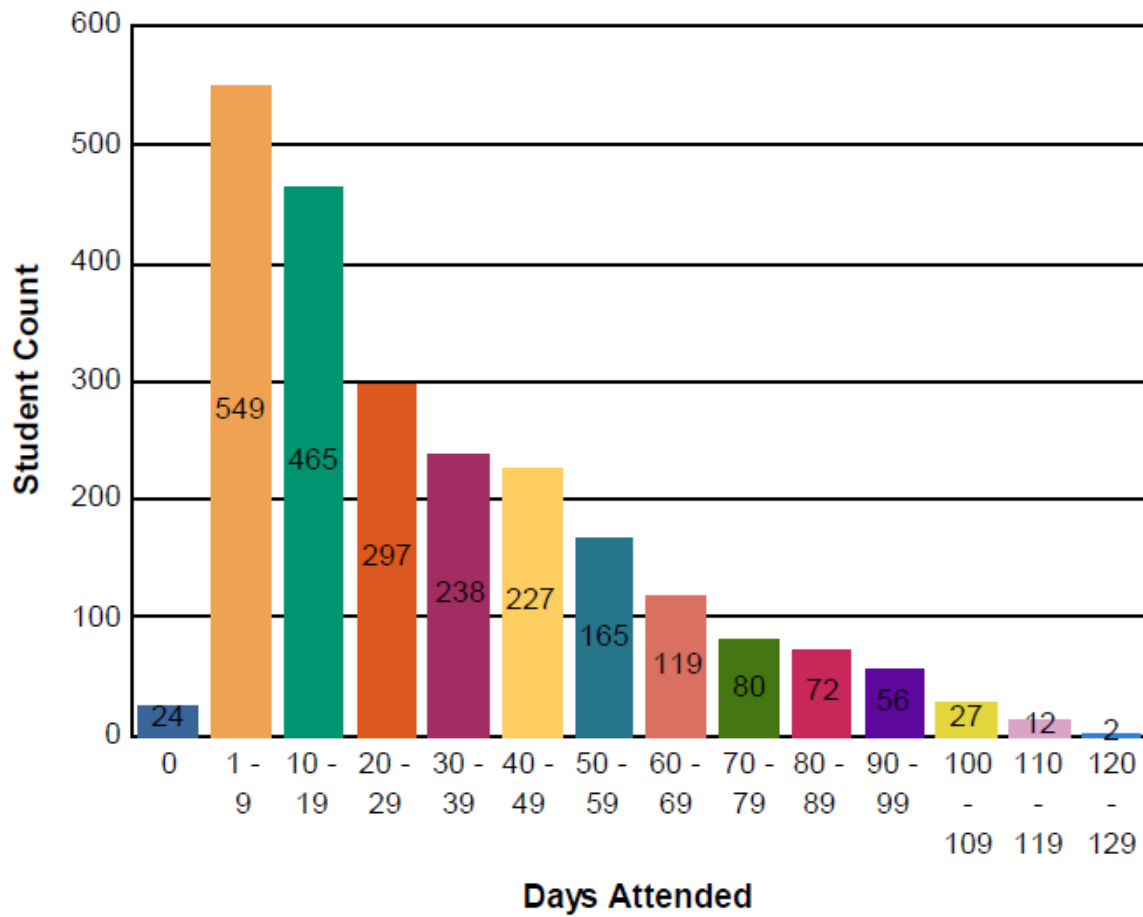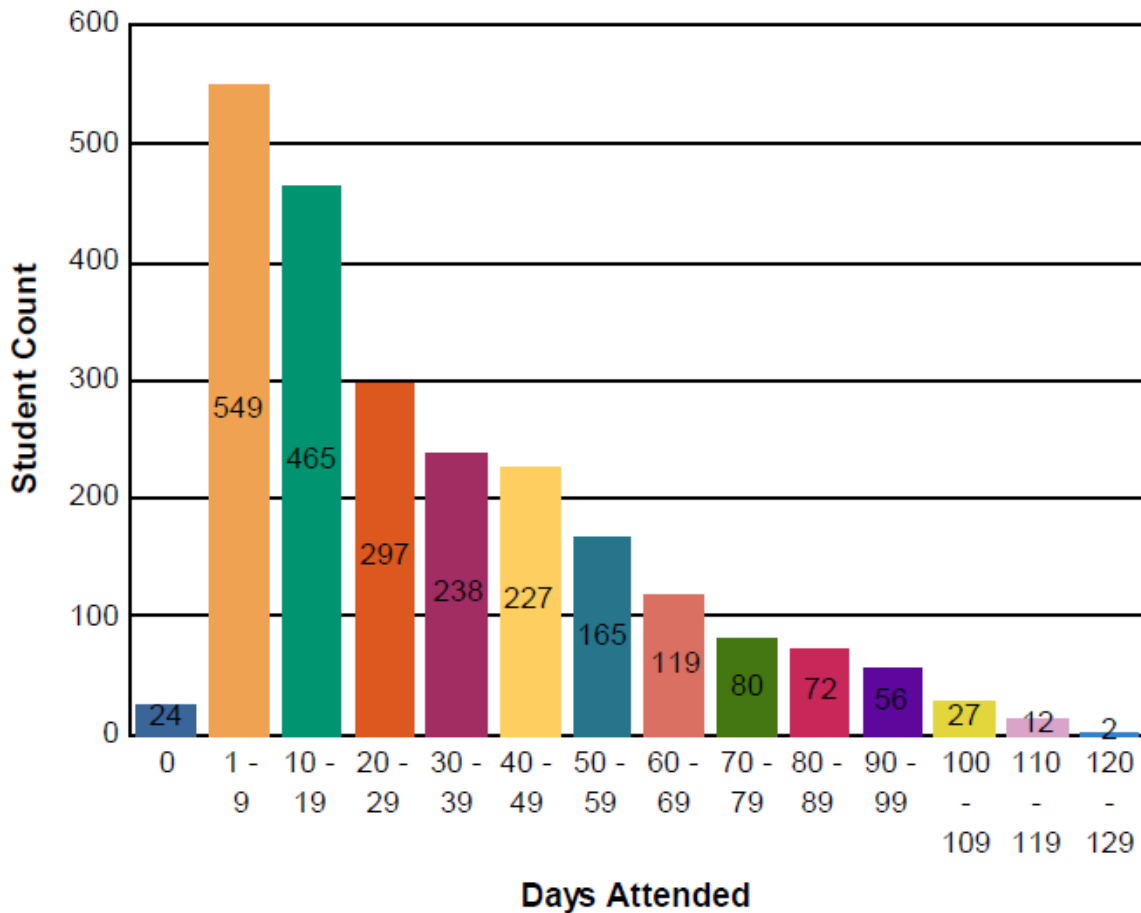
Table: Student Count by Attendance Percentage

Attendance %	Fall	Spring	Summer
0-20	701	639	33
21-40	533	472	57
41-60	291	250	65
61-80	296	136	83
81+	80	65	95
Total	1,901	1,562	333

Chart: Student Counts by Number of Days Attended

Table: Student Count by Attendance Percentage

**Demographic Characteristics of Grantee Level Student Participation**

Data limitations imposed during the spring semester by the new COVID-19 (see above in this report "COVID-19 and the YES Prep ACE Program") restricted the analysis of the demography of student participation to the Grantee level and to the fall term. Student activity participation detail was not available in the State's TEAL data system for the spring semester. Further, actual activity days for individual students and data on the demography of individual students were reported in separate TEAL data files that severely inhibited Center-level analyses.

After giving the matter considerable thought, the Durand Research and Marketing Associates, LLC, evaluation team decided that a more definitive analysis was better performed by drawing a *representative, random sample of ACE student participants* at the Grantee level for the fall academic term. Accordingly, a *random sample of 320 student participants* from across the 10 YES Prep ACE Centers was drawn using the Statistical Package for the Social Sciences. A sample of that size yielded a 5% margin of error at the 95% confidence level.
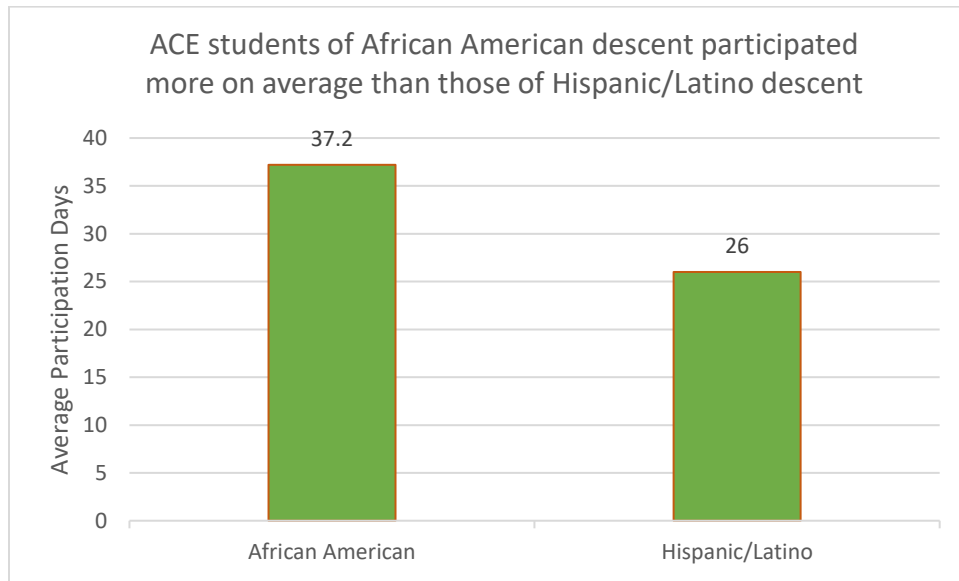
For the analysis, the number of activity days for each student in the fall had to be extracted from one TEAL data file (Grantee Participant Activity Detail), summated by hand calculation (since the data were reported for each activity for each student), and merged, again by hand, with data from a second TEAL data file (Grades). To avoid errors in summating, copying and in merging, the Durand Research evaluation team double-checked results using Excel spreadsheets and the frequency analysis function available in the Statistical Package for the Social Sciences.

In the merged data file, which included participation levels and grades, available demographic characteristics of participants were gender, ethnicity, and school grade level. (The reader will note the limitations of the TEAL data system mentioned in addition to those mentioned above, limitations in the included demographic characteristics. Important variables, such as Limited English Proficiency, poverty status as measured by participation in the free/reduced meals program, prior retention in grade, and parents' education, variables previously found important in the education and development of youth, were not included.)

In the charts below, fall term ACE student participation is shown in days by available demographic characteristics at the Grantee level –
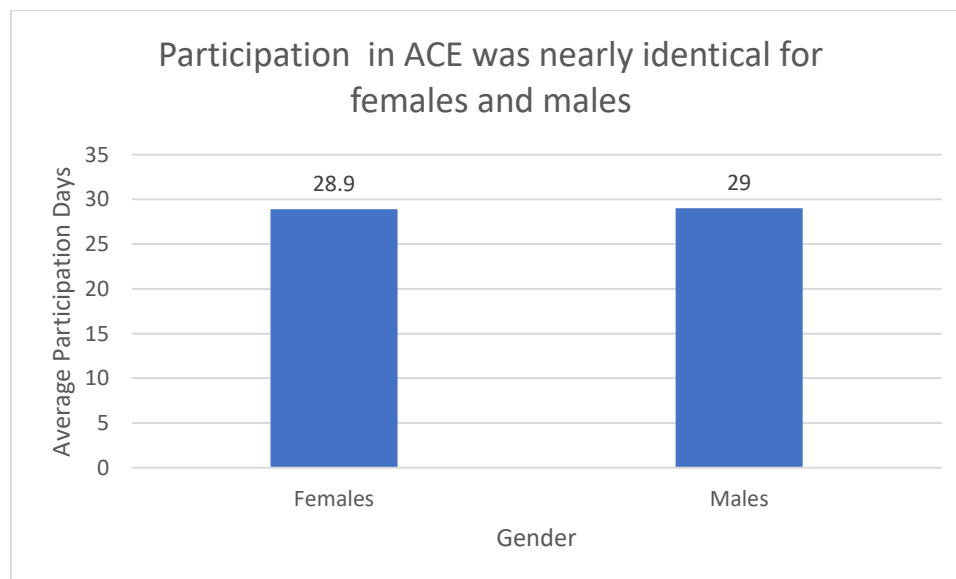
Notes: No difference was found between females and males in average days of participation in ACE at statistically significant levels (p <=.05)

ACE students of African American descent participated more on average than those of Hispanic/Latino descent

Notes: Average days of ACE participation among students of African American descent were found to be greater than among students of Hispanic/Latino descent at statistically significant levels (p=.000). Too few ACE students of Caucasian, Native American, or Asian backgrounds were found to include in the analysis.

ACE youth in grades 1 to 9 participated more on average than those in higher grades
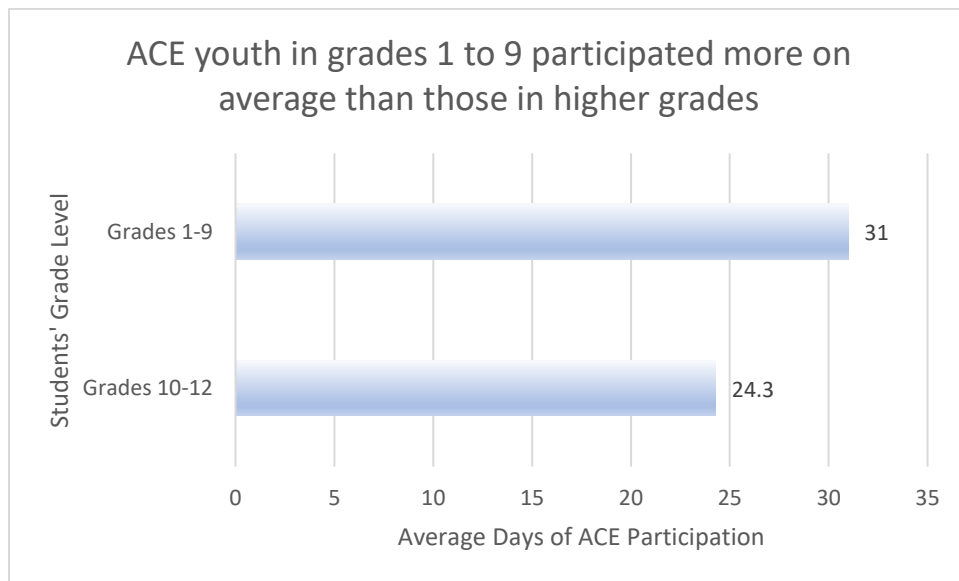
Notes: ACE youth in grades 1-9 were found to participate more frequently than did those in grades 10 -12 at statistically significant levels (p<=.05).

Table: Program Activities and Highest Average Student Attendance by ACE Center (Spring and Fall)

Site	Fall Term – Most Frequently Scheduled Activities	Fall Term – Activities with Highest Average Daily Student Attendance	Spring Term -- Most Frequently Scheduled Activities	Spring Term -- Activities with Highest Average Daily Student Attendance
Southside	Dance; Giant Mornings; Student Athletes; TV Broadcasting	Winter Candyland Showcase; Student Athletes; Trick or Treat	N/A in TEAL	N/A in TEAL
Brays Oaks	Morning Homework Help; Driver's Ed; Beauty; Gaming	Driver's Ed; Fun Friday; Morning Homeroom Help; Cosmetology	N/A in TEAL	N/A in TEAL
Southwest	Worker's Corner; Folklorico; Sports Club	Mentorship Program; Folklorico; Game Stop	N/A in TEAL	N/A in TEAL
East End	Morning General Sport; General Sports; Study Hall	General Sports; Study Hall	N/A in TEAL	N/A in TEAL
Gulfton	Morning Kickoff; Manga; Piano Club; Design Team	Insanity; Gulfton Cheer; Piano Club; Sewing and Craft	N/A in TEAL	N/A in TEAL
North Forest	Potters, Inc.; Hero Café AM; Sports Fun; hoir	Back to School Night students; Hero Hall	N/A in TEAL	N/A in TEAL
Northside	Athletic Foundations; Morning Lab; Pom Squad	Trunk or Treat; Athletic Foundations; Wednesday Study Hall	N/A in TEAL	N/A in TEAL
Fifth Ward	Morning Sports; Dance Drill Team; Driver's Ed; Dance Drill Team; HS Study Hall	Open Gym; Wednesday HW Center; Gaming (Friday); Friday Homework Center	N/A in TEAL	N/A in TEAL
White Oak	Game Center; Game Center (PM); General Sports; Cheer; Drama; Robotics	Gaming 101; General Sports; Game Center (PM)	N/A in TEAL	N/A in TEAL
West	Marvel Sports; Athletic Study Hall (HS); Athletic	General Sports – W; Marvel Dance	N/A in TEAL	N/A in TEAL

	Study Hall (MS); Pack Production	Team; Hispanic Heritage Potluck		

Note: Data in the above table were derived from the TEAL Data System, Activity Average Attendance by Center, 2019-20.

Table Virtual ACE Activities During On-line Programming (Post Face-to-Face COVID-19 Closings)

ACE Site	Activities Scheduled*
Southside	Student Council; Dazzling Giants; Elders and Ancestors; HOT Girls; Wellness Calls; Technology Calls
Brays Oaks	Not presently available@
Southwest	National Honor Society Mentorship; Magic the Gathering; National Art Honors; Runners Club; Cheerleading; Maverick Event Planners; Wellness Calls; Technology Calls
East End	Creative Writing; The Green Team; Board Games; Health and Wellness; Baking; Wellness and Technology Calls
Gulfton	Dance Club; Strength and Conditioning; Craft Club; Entrepreneurship; Wellness Calls; Technology Calls
North Forest	Get Motivated and Move; Talent Showcase; Turn Your Radio Up; Wellness Check
Northside	Crime Junkies Lunch and Learn; Pom-Squad/Dance; Photography Club; Learning While BLACK; Wellness Calls; Technology Calls
Fifth Ward	Cheer/Dance; Health and Wellness; Asian Culture Club; Driver's Ed; Meal Distribution
White Oak	Humanitarian Society; ALAS; White Oak Nation Dance Team; WON Black Student Union; Photography/Yearbook; Student Council
West	Marvel Dance Team; Girls on the Run; West Culinary Institute; Family Wellness; Technology Calls

Notes: The source of these data are program logic models; these data were not entered in TEAL for this period. *A new Center coordinator was hired during this period and did not have time to submit a complete logic model as of this writing.

Evaluator Comment on Virtual On-line Activities: The range and variation of activities scheduled as on-line, virtual ones following face-to-face closings (attributable to COVID-19) was impressive. At least three – at times four -- different state-mandated activity components were covered at all centers. This was found to be particularly impressive compared to other schools and after-school programs with which members of the evaluation team became familiar. Also impressive was the use of technology "checks" at the ACE Centers to insure continuation of family engagement.

Appendix 5: Details of the Process Evaluation and Its Findings

This appendix contains details and detailed findings of a process evaluation of the YES Prep ACE program. The reported evaluation findings discussed in this appendix are based on the following sources –

- Quality improvement planning by the YES Prep ACE program
- Texas Education Agency Program Monitoring of the Grantee and Centers.
- Site visits of YES Prep ACE Centers conducted by the program's external evaluator.
- External evaluator participant-observation of "Content Day" meetings of the program director, family engagement specialist and site coordinators.
- Results obtained from using the comprehensive, "Program Quality Self-Assessment (QSA) Tool Planning for On-Going Program Improvement," modified from an instrument originally developed for the New York State Afterschool Network (hereafter referred to as "NYSAN"). This tool was recommended strongly for process evaluations by TEA's consultant, American Institutes for Research (AIR) and by its two advisory groups of professional evaluators (Local Evaluation Advisory Group and Local Evaluation Support Initiative). This tool was modified for appropriate use in the State of Texas by the external evaluator who conducted training in its application by YES Prep ACE staff.

Quality Improvement Planning by YES Prep ACE

Throughout the 2019-20 Academic Year, the YES Prep ACE program was committed to a continual, comprehensive quality improvement process. This quality improvement process was directed by the ACE program director with the active involvement of the ACE family engagement specialist and the site coordinators.

In March during the face-to-face closings resulting from COVID-19, a written, action plan for quality improvement was completed and reviewed by the ACE evaluation external consultant. The plan itself was based on a tool originally developed by the Texas Education Agency (TEA) in collaboration with its consultant (AIR) and its two advisory groups, the Local Evaluation Advisory Group and the Local Evaluation Support Initiative.

The YES Prep ACE quality improvement action plan itself specifically addressed the improvement areas of intentional activities (lesson plan development, quality improvement, and lesson plan alignment with the school day) as well as staffing processes and job descriptions. An improvement strategy and specific action steps to be taken were also included. The written action plan was identical for all 10 ACE sites; thus *only a sample plan, one for a single site (West), is provided immediately below --*

Resource 8. YES Prep West ACE Action Plan 2019-2020

This YES Prep ACE Action Plan tool is designed to give the Site Coordinator a step-by-step guide on how to effectively implement continuous program quality improvement measures on Quality Indicators (Qi's) we as a system did not meet standard on according to Fall feedback received from the TEA Program Monitors. The tool helps identify Improvement Areas of high priority and establish continuous Improvement Strategies. Each Improvement Strategy requires that the Site Coordinator clearly outlines actionable steps, program quality measures and target completion date for each Qi and Improvement Strategy. ACE Project Director will conduct program visits Feb. 12-March 6 to provide program compliance feedback to Site Coordinator. Once program visits feedback is given, Site Coordinator is expected and required to fully implement this action plan.

YES PREP WEST ACE ACTION PLAN	
Program Name:	WEST ACE
Date Plan Created:	
What successes/assets can support this work?	
• SC, DSS and PD • Available resources ACE PD has developed • TEA TAC • WESTAT Trainings	
Improvement Area Identified	**Rationale / Finding that Showed this as an Improvement Need:**

• **CC3: Intentional Activities**
  ➤ **Qi4:** Lesson Plan Alignment
  ➤ **Qi5:** Lesson Plan Development and Quality Assurance
	FEEDBACK FROM FALL SEMESTER COMPLIANCE COMPONENTS FROM THE TEA PROGRAM MONITORS FOR YES PREP ACE CAMPUSES:
	
	Qi4: The Center did not provide the required lesson plan, or the lesson plan provided did not include all of the following elements: target audience, goals/objectives, TEKS, resources, activities, and assessment. A lesson plan should be detailed enough that a substitute teacher could walk in the class and know exactly what to do. You need to ensure that your lesson plans include all of those elements and that activities directly connect to

- **CC4: Staffing**
  - ➤ **Qi6:** Staffing Processes
  - ➤ **Qi7:** Staff Job Descriptions

goals/objectives. Lesson plans should also address diverse student needs. How is the lesson differentiated for English learners, students with special needs, students with dyslexia, gifted/talented students?

The next step is to ensure that lesson plans use learner-centered instructional strategies. One-way lesson plans demonstrate that they are learner-centered is that activities are hands-on/minds-on and engage students in active learning and thinking about and verbalizing what they are learning. Finally, lesson plans should include an assessment to determine the extent to which students demonstrate the lesson goals and objectives.

Qi5: Non-compliant: The Center did not provide the required lesson plan, or the lesson plan you provided does not include <u>all of</u> the following elements: target audience, goals/objectives, TEKS, resources, activities, and assessment. You need to ensure that your lesson plans include <u>all of</u> those elements. Additionally, you need to ensure that the lesson plans connect to what students learn during the school day.

The lesson development and quality assurance process also <u>has</u> specific responsibilities for the site coordinator: oversight of the lesson planning process, observing instruction, providing written feedback to instructors on the quality of lesson plan delivery, and discussing the quality of lesson plan delivery to improve future instruction.

Qi6: The Center provided up-to-date staffing information and demonstrated that the site coordinator is involved in hiring front-line staff. To improve your program, you need to demonstrate that you have plans to recruit and retain staff, using data (such as instructor effectiveness, instructor qualifications/certifications/experience, program goals, student academic needs, student demographics, and/or community needs) to inform staffing decisions.

Qi7: The Center provided up-to-date staffing information and demonstrated that it has written job descriptions for front-line staff. To improve your program, ensure that your job descriptions include expectations for required knowledge, skills, and experience. Additionally, job descriptions should have expectations for building high-quality relationships with students. Finally, ensure that you have a plan in place to revisit and revise job descriptions regularly.

Improvement Strategy	Specific Attainable Action Steps	Responsible Person(s)	Progress Measures	Target Completion Date/Timeline
CC3: Centers effective use of compliance checklist to track evidence and artifacts for each Compliance Component and Quality Indicators	• Use Compliance Checklist to organize compliance binders and manage evidence and artifacts • Shadow a program who is doing it well • Follow guidance provided by PD during program visit	SC, DSS, PD	Program site visits by DSS, PD, TAC and Independent Evaluator	PD INTERNAL EVALUATION TIMEFRAME: February 12, 2020-March 6, 2020 SC ACTION PLAN IMPLEMENTATION TIMEFRAME: February 28th, 2020 – March 26th, 2020
CC3: Centers establish a process for effective lesson plan alignment	• Identify applicable TEKS for each program activity • Incorporate TEKS in lesson plans	SC, DSS, PD	Program site visits by DSS, PD, TAC and Independent Evaluator	February 12, 2020-March 6, 2020

with TEKS and school and student needs	• Provide detail description on how lesson will be adjusted to meet the needs of ALL students			
CC4: Centers develop a standard Operating Procedure for Hiring ACE Staff **CC4:** Center designs a generic JD for ACE staff outlines roles and responsibilities **CC4:** Center designs a staff onboarding process for Fall, Spring and Summer	• Fully review and Implement Hiring ACE Staff SOP • Implement available ACE Staff JD and make adjustments as need to fit the role • Design center staff onboarding process to set program requirements and expectations. • Host three onboarding meetings (Fall, Spring and Summer) to reset program expectations and communicate changes	SC, DSS, PD	Program site visits by DSS, PD, TAC and Independent Evaluator	February 12, 2020-March 6, 2020
What are possible barriers to success?			**What could be planned to address barriers?**	

ACTION STEP DUE March 26th: Internal resubmission of CC3 and CC4 implementing expectations established in this action plan is due to ACE Project Director. This will allow ACE PD to review prior to our system Capacity Development visit from our TEA Technical Assistance Coach March 30-31.

Findings of YES Prep ACE Program Monitoring by the Texas Education Agency

Later in the spring of 2020, the Texas Education Agency (TEA) completed comprehensive monitoring of the YES Prep ACE program, monitoring that included the following compliance components: staffing, partnerships, family engagement, and community engagement. As a result of the considerable effort put forth in its quality improvement action planning process (see immediately above) , YES Prep ACE received ratings *above TEA's expectations* both at the "Grantee level" as well as the Centers level for *all compliance components.* Indeed, YES Prep ACE received the **highest possible score (of 5)** from TEA at the grantee level for partnerships and community engagement and at the Centers' level for staff effectiveness and family engagement. {Note: TEA chose only two Centers – Southwest and Gulfton -- at random for Centers' *comprehensive monitoring*. But it reported *completed compliance reporting* for all Centers.)

The complete TEA monitoring report is shown immediately below –

(The report begins on the page following--)

Texas ACE Program Monitoring

Grantee-level Report

Spring 2020

YES Prep Public Schools Inc.

To move toward a monitoring system that measures program quality and promises continuous improvement, the Texas Education Agency (TEA) implemented a new monitoring process for Texas ACE in SY 2019-20. In spring 2020, TEA required all Texas ACE grantees and centers to participate in the new monitoring system. Grantees and centers were asked to submit documentation and narrative as evidence of implementation of compliance components (CC) and quality indicators (Qi) shown in the following table.

Compliance Component	Quality Indicators
CC4: Staffing	Qi8: Staff Effectiveness
	Qi9: Staff Training
CC5: Partnerships (Grantee)	Qi10: Level and Type of Partnership Engagement
CC9: Family Engagement	Qi15: Family Engagement Strategy
CC10: Community Engagement (Grantee)	Qi16: Community Advisory Council

The goal of this report is to provide guidance to inform continuous improvement, providing the best possible service to Texas ACE students. This report will include:

- the scores for grantee-level compliance components and quality indicators,
- a completion summary for the grantee's centers, and
- the scores for center-level spring components.

{Continued on next page}

Grantee-level Monitoring Results

Performance on the Qis will be shown on a graph illustrating the following:

- Self-assessment score (light red)
- Monitor scores (blue)
- The Texas Education Agency's minimum score expectation of a 3 (Implementing) for SY2019-20 (dashed black line)

Following the graph will be detailed feedback for each grantee-level to provide an explanation of the score assigned by the monitor as well as pointers for program improvement.

Grantee-level Spring 2020 Qi Scores

The dashed line at 3 indicates the TEA expectation for SY 2019-20.

Grantee Qi Scores – Spring 2020

Compliance Component	Quality Indicator	Self-Assessment Score	Monitor Score
CC5	Qi10: Level and Type of Partnership Engagement	5	5
CC10	Qi16: Community Advisory Council	5	5

{continued on the next page}

Formative Feedback Toward Improved Program Quality

CC5: Partnerships

Qi10: Level and Type of Partnership Engagement

Monitor Score: 5

Optimizing: The Grantee provides clear evidence to demonstrate how data informs decisions about current and future partnerships. The Grantee should continue to keep records on meetings with partners, data that was used (e.g, grades, interest inventories, discipline records, attendance) and subsequent decisions that were made.

CC10: Community Engagement

Qi16: Community Advisory Council

Monitor Score: 5

Optimizing: The Grantee applies guidance from the Community Advisory Council to inform Center-level programming in ways that result in continuous improvement. Not only should evidence from CAC agendas and minutes demonstrate recommendations for at least some specific centers and the data supporting the recommendations but also outcome measures to evaluate the success of the recommendations.

Center-level Monitoring Results

This section includes results from the following three data sources (shown below):

1. Completion snapshot for all centers by compliance component.
2. A heat map showing monitor scores for each quality indicator for centers that received comprehensive monitoring. (Individual values contained in the matrix are represented as colors: 5 = dark green, 4 = green, 3 = light green, 2 = yellow, 1 = orange, 0 = red.)
3. Bar graphs showing monitor scores for each quality indicator by component for each monitored center, providing another way to compare performance across centers and identify areas for center- and grantee-level improvement.

Completion Snapshot for All Centers by Compliance Component

X indicates unattempted compliance component. * indicates completed compliance component.

CenterName	CC4	CC9
YES Prep Southside	*	*
YES Prep Brays Oaks	*	*
YES Prep Southwest	*	*
YES Prep East End	*	*
YES Prep Gulfton	*	*
YES Prep North Forest	*	*
YES Prep Northside	*	*
YES Prep Fifth Ward	*	*
YES Prep White Oak	*	*
YES Prep West	*	*

Heat Map for Centers Receiving Comprehensive Monitoring

By looking *vertically*, the viewer of this heat map can see at a glance where the centers that were comprehensively reviewed are doing well and where they might be struggling. For example, green cells show areas where centers are doing well while red cells indicate areas in need of immediate attention. Additionally, viewing each Qi horizontally will give an overall picture of how the program is doing.

Qi	YES Prep Southwest	YES Prep Gulfton
Qi8	5	5
Qi9	4	4
Qi15	5	5

Legend
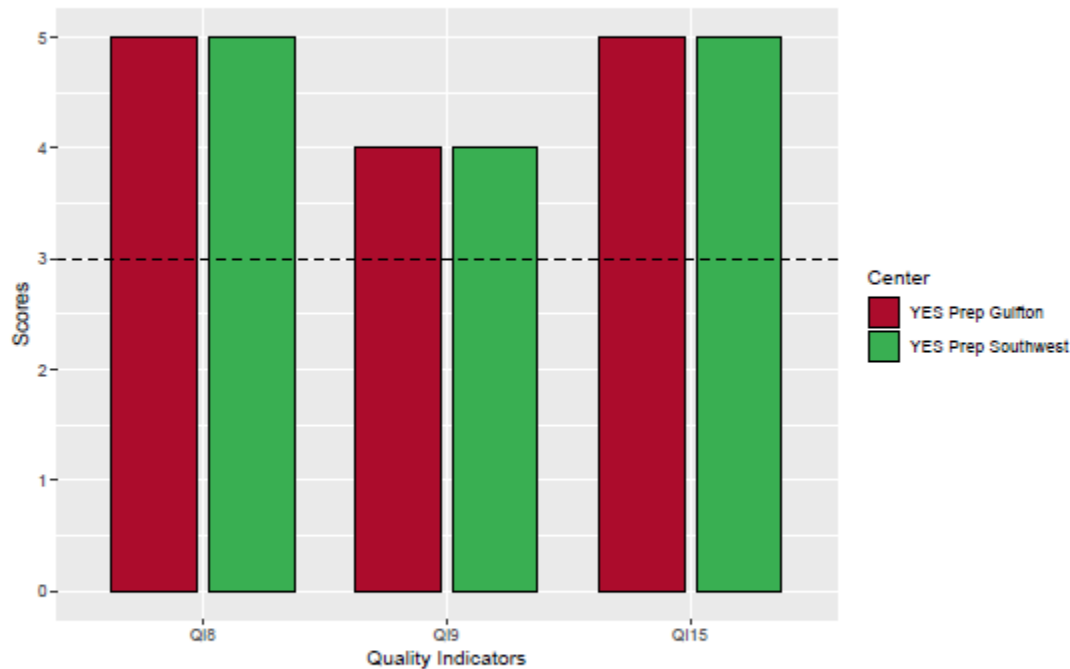
0	1	2	3	4	5

{continued on the next page}

Center-level Monitor Scores

The dashed line at 3 indicates the TEA expectation for SY 2019-20.

If you have questions about this report, please contact the Texas ACE Monitoring Help Desk at infotexasace@resourcesforlearning.net.

Process Evaluation Findings from Site Visits, Participant-Observation of Content Day Meetings and Use of the NYSAN Quality Self-Assessment Tool

In addition to the compliance monitoring by TEA, *complete process evaluations* were conducted for each ACE Center by the external evaluator in collaboration with the Program Director, Family Engagement Specialist, and Site Coordinators.

Process evaluation evidence was derived from site visits and Content Day meetings supported by data collected and reported in the TEAL data system as well as from utilizing a process evaluation instrument commonly referred to as "the NYSAN."

The NYSAN is a Program Quality Self-Assessment (QSA) Tool Planning for Ongoing Program Improvement original developed for the New York State Afterschool Network. (Note: This tool was recommended for process evaluations by the Texas Education Agency's consultant,

American Institutes for Research (AIR), and by AIR's two impaneled advisory groups of evaluators (Local Evaluation Advisory Group and Local Evaluation Support Initiative. *The YES Prep ACE program's external evaluator and author of the present evaluation report was a member of both advisory groups.*)

In the remainder of this appendix section program implementation strengths and areas of possible improvement are *highlighted* in summary form. Results from the NYSAN are reported, results confirmed by means of site visitations along with data available from TEAL.

The NYSAN instrument itself is lengthy and detailed. Complete findings from the use of the instrument for each YES Prep Center are available in a Cloud-based file (Google Drive) accessible via the following link –

https://drive.google.com/drive/u/0/folders/18Ma0O8pzjvFln0byoaps75CkkTVYCfqA

Highlighted process evaluation findings by Center --

ACE Site	Excellent Performance	Possible Improvement Areas
Southside	Staffing/professional development; Programming/activities; linkages between day and after-school; Evaluation	Needs appropriate program space; shared safety plans with staff and families; periodic budget adjustments; records management
Brays Oaks	Relationships among staff, participants, families; staffing and professional development; youth participation and engagement; parent/family/community partnerships	Need for participants' accessible medical records
Southwest	Programming/activities; linkages between day school and ACE; youth participation/engagement	Minor improvements if any in professional development; parent/family/community relationships; sustainability; evaluation of staff
East End	Administration/organization; relationships among staff/participants/families; staffing/professional development	Activities taking culture/language into account; scheduling; activities to explore ideas and opinions; family

		literacy; written mission and goals
Gulfton	Programming/activities; day school and ACE linkages; youth participation/engagement; parent/family/community partnerships; evaluation of staff	Records and health/medical needs awareness; staff meetings; achievement of staff credentialing; relationships with community leaders
North Forest	Relationships among staff/ participants/families/communities; linkages between day school and ACE	Maintenance of required documents; recruit and develop diverse staff; staff development and credentialing; experiential program activities; program sustainability and growth
Northside	Administration and organization; youth participation and engagement; evaluation; relationships among staff/participants/families/communities	Forging relationships with program quality advocates/local leaders; need to be represented on school curriculum committees
Fifth Ward	Programming/activities; youth participation/engagement; parent/family/community partnerships	Evaluation, including creating method for assessing staff performance; sensitivity to participants' language and culture
White Oak	Youth participation/engagement; linkages between day and after-school; programming/activities	Sharing safety plans; conducting fire drills' community collaborations; credentialing of staff
West	Programming/activities; relationships among staff/participants/families; administration/organization	Staff informed of special youth needs; staff development and training; building relationships with community leaders and local businesses

Evaluator comment: The areas of "excellent performance" in the above table for each center far outnumbered and outweighed in importance areas where improvement was deemed possible by the evaluation team.

Appendix 6: Detailed Findings from the Outcomes Evaluation

In this appendix findings from the outcomes evaluation of YES Prep ACE are reported. These findings include the following --

- Surveys conducted of YES Prep students.
- School attendance, noncriminal behavior referrals, criminal behavior referrals, grades, retention in grade, and graduation on the part of YES Prep ACE participants reported in the Texas Education Agency's TEAL data system*
- Analysis and findings on "dose-response," the impact of the level or degree of student participation in the YES Prep ACE program on program outcomes based on data reported in TEAL

*Important Note: As a result of COVID-19, resulting face-to-face campus closures, and the adoption of on-line virtual learning, results regarding these outcomes measures were *only available in the Texas Education Agency's TEAL data system for the fall 2019 semester.*

Survey of YES Prep Students

Surveys of YES Prep Students were conducted in AY2019-20, including the fall of 2019 and early spring of 2020 by the YES Prep administration. The purpose of the surveys was to assess students' satisfaction with a range of campus matters, include the ACE program.

Student response rates to the surveys for each campus were considered excellent as judged by conventional social science standards:

Campus*	Student Survey Response Rate, 2019 (Time 2)	Student Survey Response Rate, 2020 (Time 1)
Southside	92%	98.7%
Brays Oaks	98%	95.9%
Southwest	100%	99.1%
East End	100%	99.2%
Gulfton	98%	99.5%
North Forest	100%	98.5%
Northside	100%	98.0%
Fifth Ward	100%	100%
White Oak	97%	97.9%
West	100%	99.6%

Notes: *Only survey response rates for campuses with ACE programs are shown in the table.

Among the survey questions posed to YES Prep students were the following ones about the ACE Program –

- ACE clubs and activities allow me to learn new things
- ACE is helping me do better in school
- I enjoy coming to the ACE program
- I participate in ACE clubs/activities
- I would recommend ACE to my friends

Table: Student Responses to Each Survey Question at the Grantee Level (Fall 2019 and Spring 2020) – Percent Agreeing

Survey Question	Fall 2019	Spring 2020
ACE clubs and activities allow me to learn new things	72%	74%
ACE is helping me do better in school	64%	64%
I enjoy coming to the ACE program	73%	78%
I participate in ACE clubs/activities	23%	57%

I would recommend ACE to my friends	74%	77%

Evaluator comment: In the absence of comparative data, it is difficult to judge students' satisfaction levels with ACE from the above scores. Nonetheless, substantially more than half of the students responding to each question expressed satisfaction with the YES Prep ACE program. Particularly noteworthy was that more than 3 in 4 students reported that they enjoyed coming to ACE and that they would recommend ACE to a friend.

Only students who participated in ACE were asked to complete questions about the program. Unfortunately, a number of non-ACE students also responded to the questions specifically about ACE. Note that only 57% of respondents in the above table reported actually participating in ACE clubs and activities. The reader should bear this in mind in examining the percentages above as well as the composite ACE Satisfaction Scores in the table below --

Composite "ACE Satisfaction Scores" for students were calculated for each Center based upon the responses of respective students at a Center to *all the above questions*. These scores were calculated by the YES Prep analytics team. (Note again that these composite scores appear to include students who did *not* report participating in ACE clubs and activities).

Table: Student satisfaction with ACE was high on average at each Center in late 2019 and increased by early 2020* –

Campus	Fall 2019	Spring 2020
Southside	59%	72%
Brays Oaks	64%	59%
Southwest	70%	72%
East End	77%	86%
Gulfton	85%	86%
North Forest	54%	64%
Northside	68%	80%
Fifth Ward	70%	72%
White Oak	72%	79%
West	74%	Not administered
Average % satisfied	**70%**	**76%**

Notes: Table entries are composite "ACE Satisfaction Scores" showing percentage of students who reported being satisfied.

Outcomes and "Dose-Response" Relationships

Central to evaluating the achievement of program outcomes is the identification and analysis of dose-response relationships, the associations between the level or degree of participation in the YES Prep ACE program, on the one hand, and "successful" or desired outcomes on the other. Indeed, if the ACE program made a positive difference, observed "successes" or desired program results should be more evident among student participants with higher attendance levels. ("Desired program results or outcomes" were detailed in the Program's "Theory of Change" and in Centers' Logic Model; see Appendix 3 of this report.)

In order to analyze such dose-response relationships, levels of ACE program participation and such "desired outcomes" as low or no social-behavioral referrals, frequent school attendance, successful grades in math and science, and the like, it was first necessary to merge data from separate, distinct files extracted from the State of Texas TEAL data system. (The use of TEAL data in this evaluation was mandated the Texas Education Agency.) In other words the necessary data for the analysis were not available in a single file in TEAL.

As discussed earlier in this report (in Appendix 4 and the section on "COVID-19 and the YES Prep ACE Program"), however, data limitations were imposed by COVID-19, limitations that severely restricted the evidence available, subsequent analyses, and likelihood of reliable evaluation findings. Data on individual students' outcomes were <u>not collected</u> and reported in the State's TEAL data system for the spring semester, only for the fall term. Further, data on students' participation in ACE were <u>not reported</u> in the TEAL data system either as a total for each individual student or as students' totals according to type of activity. Rather, they were reported separately by each specific program activity for each individual student. This reporting, in turn, would have required calculations "by hand" too numerous to conduct at the level of each of the 10 YES Prep Centers – upwards of 2,000 in all!! Such a large number of calculations completed by hand likely would have increased errors in calculation, reduced the reliability of findings, and made difficult the submission of a complete final evaluation report by the July 31 deadline. Furthermore, the results of the completed 2000+ hand calculations would then still have to be merged, again by hand, with a second data file (see below) thereby furthering the chances for errors and the lower reliability of evaluation findings.

After giving the matter considerable thought, the Durand Research and Marketing Associates, LLC, evaluation team decided that a more accurate, reliable, and timely evaluation was best conducted by drawing a *representative, random sample of ACE fall student participants at the Grantee level* (for which data were available). Utilizing such a sample, the evaluation team concluded, would reduce the number of likely errors resulting from hand calculations, errors deriving from merging separate data files by hand, and the likelihood of late evaluation reporting. Accordingly, a *random sample of 320 student participant*s from across the 10 YES

Prep ACE Centers was drawn using the Statistical Package for the Social Sciences. That sample size yielded a 5% margin of error at the 95% confidence level, statistics derived from calculations based on the standard error of the mean.

As just alluded to, for the analysis, the number of activity days for each student had to be extracted from one TEAL data file (Grantee Participant Activity Detail) and summated by hand calculation. But the use of a sample appreciably reduced the number of such hand calculations and, thereby, enhanced the likelihood of accurate, reliable findings (as well as a timely final report). Then, the *sample* data subsequently were merged, also by hand, with data from a second TEAL data file (Grades), a task that involved far fewer cases.

To further avoid errors in summing, copying and in merging the sample data, the Durand Research evaluation team double-checked results using Excel spreadsheets and the frequency analysis function available in the Statistical Package for the Social Sciences. All in all, extracting data and merging files to conduct the necessary analysis still proved to be time-intensive albeit far less so than had the complete population of ACE students been utilized instead of a sample.

Utilizing the resulting merged sample data file, the *simple, bivariate relationships* between individual students' activity days, on the one hand, and school days absent, non-criminal behavioral referrals, criminal behavioral referrals, graduation, grade promotion and final fall semester grades for reading, math, science, and social studies, on the other, were analyzed initially. However, since the data were from the fall semester only, no graduations and no grade promotions were found among student participants.

The means and standard deviations on which the bivariate relationships were based were the following—

Variable	Mean	Standard Deviation
Activity days in ACE (participation)	28.94	23.17
School days absent	2.85	3.24
Criminal, behavioral referrals	.03	.311
Non-criminal behavioral referrals	.26	.738
Reading grade	2.31*	1.14
Math grade	2.49*	1.23
Science grade	2.67*	1.23
Social studies grade	2.46*	1.36

Notes: *School grades were based on a four-point scale with an A=4.0. The grades shown were final course grades for the fall semester

Both parametric (Pearson's r) and nonparametric (Kendall's Tau) correlations were calculated using the Statistical Package for the Social Sciences.

Only two bivariate dose-response relationships were found at statistically significant levels (p=.05). The first such relationship was that *the higher the level of ACE participation, the lower the number of non-criminal behavioral referrals.* (The calculated Pearson's r for this relationship was -.144, an arguably medium or weak-to-medium correlation as judged by social science standards. The use of the non-parametric Kendall's Tau statistic for the same relationship was nearly identical in strength and also found to be different from zero at statistically significant levels, p=<.01). The second relationship found was that *the higher the level of ACE participation, the fewer the days absent from day school.* This relationship, however, was a rather weak one with of strength of association (again both Pearson's r and Kendall's Tau) of -.096.

Other outcomes, especially final course grades, were not found associated initially with ACE program participation at statistically significant levels.

These results reported above from analyzing simple, bivariate relationships, however, may be spurious. *"*Spurious relationships*"* are merely *coincidental* ones in which two variables are associated but not causally linked even though they appear to be so. ("Correlation is not causation" is the well-known cliché about this.) Such relationships commonly arise when an "antecedent" variable or condition (in point of time) is the true, underlying cause of both variables and, thereby, creates the false impression of one of the variables causing the other. For example, the (inverse) relationship between students' ACE participation and non-criminal behavioral referrals reported above may be spurious owing to the social background characteristics of ACE participants. Such background characteristics (e.g., gender, grade level, etc.) may result in certain levels of student participation in ACE as well as in a propensity for non-criminal behavioral problems.

However, spurious relationships can also arise in another way: antecedent variables or background conditions may operate to "suppress" or give the appearance of no, or only a weak, causal relationship while a relatively strong one actually exists. For example, only a weak, but statistically significant relationship was reported immediately above between ACE program participation and days absent from daytime school. But a background characteristic (e.g., being a male teenager) could cause one to skip daytime school but choose to participate in an athletic activity after school at ACE. In such a case, a background characteristic has reduced a true causal program impact on school attendance.

The lesson should be clear: to determine whether the ACE program is a cause of desired outcomes, it is necessary to remove the effects of antecedent background characteristics on the participation-outcomes relationship. This removal is normally done by means of statistical controls.

But spuriousness is not the only concern in establishing program causes and outcome effects. Time ordering of the program is important as well, as in cause must precede effect in point of time (ACE participation precedes final school grades). So also is there being an association

between the presumed cause and presumed effect (ACE participation is associated with final course grades). Happily, both of these latter conditions were generally met by the data available for this outcomes analysis.

In order to determine whether the ACE program had a true influence on outcomes, then, a statistically modeling procedure, known as Ordinary Least Squares (OLS) estimation, was employed by the Durand Research and Marketing Associate, LLC, evaluation team. The relationships between ACE participation and each outcome of interest (behavioral referrals, school absences, final course grades) were examined after controlling for the effects of individual participants' background (antecedent) characteristics.

Unfortunately, only four background characteristics of student participants were available in the TEAL data system: gender, ethnicity, age, and grade level. However, in the analysis the evaluation team found that students' age and grade level were quite closely related. This close association posed an analytical problem known to mathematicians and statisticians as "collinearity," a problem which prevented the outcome effects of age and grade level from being separated. So, the team eliminated age from the analysis and included only gender, ethnicity, and school grade level as antecedent conditions.

The means and standard deviations for this analysis involving background characteristics are shown below –

Variable	Mean	Standard Deviation
Gender (female status)*	.55	.50
Ethnicity (Hispanic/Latino descent)*	.71	.45
Grade level in school	8.42	1.98

Notes: *In the analysis, each of these variables was treated as a "dummy variable" encoded as 1 for the presence of an attribute or 0 for its absence. This coding affords the use of interval level statistical models like OLS estimation.

There was ample reason from previous studies to consider these three antecedent variables as plausible sources of spuriousness in the present analysis. For example, an investigation of gender differences in GRE and GMAT scores among students at a local university revealed that females were less likely than males to do well on math and logical abilities' scores, but to do better in English and reading. Additionally, English as a second language, limited English proficiency as well as strong Spanish language use and familiarity with Hispanic/Latino culture in the home were found in another Houston area school district to influence school grades as well as participation in out-of-school time activities. Similarly, in a previous evaluation of a program known as "Houston's Kids," school grade level was found related both to involvement in extracurricular activities and to a range of outcomes (e.g., reading improvement, school days absent).

The principal OLS modeling results obtained from analyzing the effects of ACE participation levels on each expected or desired program outcome (behavioral referrals, school absences, grades, etc.) after controlling for gender (female), ethnicity (Hispanic/Latino), and school grade level are shown in the tables below –

ACE participation and school day absences

(Continued on next page)

Control Variables			Participation
-none-ᵃ	Participation in ACE	Correlation	1.000
		Significance (1-tailed)	.
		df	0
	School Days Absent	Correlation	-.096
		Significance (1-tailed)	.043
		df	315
	Females	Correlation	-.004
		Significance (1-tailed)	.473
		df	315
	Grade Level	Correlation	-.106
		Significance (1-tailed)	.030
		df	315
	Hispanic Ethnicity	Correlation	-.203
		Significance (1-tailed)	.000
		df	315
Females & Grade Level & Hispanic Ethnicity	Participation in ACE	Correlation	1.000
		Significance (1-tailed)	.
		df	0
	School Days Absent	Correlation	-.091
		Significance (1-tailed)	.053
		df	312

Notes: The correlations in the table were derived from OLS modeling.

Evaluator observations: In the above table, the initial correlation between participation in ACE and school day absences is the simple, bivariate relation without statistical controls introduced ("none"). At the bottom of the table the correlation between ACE participation and school days absent is shown after controlling statistically for gender (Female status), school Grade Level,

and Hispanic Ethnicity. Notice the yellow highlights. After controlling for background characteristics, the simple, initial relationship between ACE participation and school days absent was reduced to the point that the relationship no longer met the level of statistical significance (p=<.05) . Thus, the original, simple relationship was spurious, no longer differing from zero.

ACE Participation and Non-Criminal Behavioral Referrals

Control Variables			Participation
-none-ᵃ	Participation	Correlation	1.000
		Significance (1-tailed)	.
		df	0
	Non-Criminal Referrals	Correlation	-.144
		Significance (1-tailed)	.005
		df	315
	Females	Correlation	-.004
		Significance (1-tailed)	.473
		df	315
	Grade Level	Correlation	-.106
		Significance (1-tailed)	.030
		df	315
	Hispanic Ethnicity	Correlation	-.203
		Significance (1-tailed)	.000
		df	315
Females & Grade Level & Hispanic Ethnicity	Participation	Correlation	1.000
		Significance (1-tailed)	.
		df	0
	Non-Criminal Referrals	Correlation	-.169
		Significance (1-tailed)	.001
		df	312

Evaluator observations: As can be seen in the above table, the original, simple (inverse) relationship between ACE participation and non-criminal behavioral referrals (-.144) increased (to -.169) after controls were introduced for the background characteristics of female status, grade level, and Hispanic/Latino ethnicity. Thus, background characteristics were found to have suppressed the ACE participation-non-criminal referrals relationship (see the discussion earlier in this section).

ACE Participation and End of Semester Science Grades

Control Variables			Participation
-none-[a]	Participation	Correlation	1.000
		Significance (1-tailed)	.
		df	0
	Science Grades	Correlation	.071
		Significance (1-tailed)	.107
		df	309
	Females	Correlation	.009
		Significance (1-tailed)	.439
		df	309
	Grade Level	Correlation	-.112
		Significance (1-tailed)	.025
		df	309
	Hispanic Ethnicity	Correlation	-.211
		Significance (1-tailed)	.000
		df	309
Females & Grade Level & Hispanic Ethnicity	Participation	Correlation	1.000
		Significance (1-tailed)	.
		df	0
	Science grade	Correlation	.097
		Significance (1-tailed)	.045
		df	306

Evaluator observations: The original, simple or bivariate relationship between ACE participation and end of semester science grades was found not to differ from zero at statistically significant levels (it was below the p-value of .05 at .107). After controlling for background characteristics, however, the ACE participation-science grade relationship was elevated to .097, a relationship that was found to be statistically significant at p=<.05). Thus, background characteristics initially suppressed the relationship which became evident after controls for such characteristics were introduced.

Further evaluator comments: The Durand Research and Marketing Associates, LLC, evaluation team wondered why participation in the YES Prep ACE program did not have an effect on other desired outcomes (e.g., math grades). Members of the team suggested two possible hypotheses about this --

- First, the average number of ACE activity days in the fall of 2019 was only about 29, less than the 45 days specified by the Texas Education Agency as the standard for "regular participation." Furthermore, the reader will recall the following from the "Theory of Change" discussed in Appendix 3 –

  *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 experience and demonstrate improvement in academic performance, attendance, behavior, as well as in their promotion and graduation rates.*

  Again, the 45 days noted were not met in a single semester, the fall of 2019. Previous years' analyses showed that 45 days were generally met in two academic semesters not one.

- Second, the data available in TEA's TEAL system contained few "antecedent" variables, none besides those included in the analyses discussed above in this section. Quite possibly other antecedent variables *unavailable in TEAL* could be suppressing true relationships in the same way that Hispanic/Latino descent, female gender, and school grade suppressed (see above) the simple relationships between ACE participation, on the one hand, and both non-criminal behavioral referrals and semester science grades on the other. Indeed, the evaluation team speculated that limited English proficiency, living in poverty, "developmental assets" of the kind found important in previous research by the Search Institute, and parental involvement in a child's education are quite possibly such "other antecedent conditions." Accordingly, the Durand Research and Marketing evaluation team urges the Texas Education Agency to incorporate these and other research-based antecedent variables into its TEAL data system.

Appendix 7. Executive Summaries: Center Level Evaluation Reports

In this appendix, executive summaries of evaluations completed for each of the ten YES Prep ACE centers will be found. The executive summaries follow the "required elements and recommended content"* developed by the Texas Education Agency (TEA) consultant, the American Institutes for Research, and TEA's Local Evaluation Advisory Group. This set of required elements and recommended content was adopted at the start of the 2019-20 academic year. (Reference: "Center-level Executive Summary Required Elements and Recommended Content," *Texas ACE Local Evaluation Guide*, August 2019, p. 24)

*Note: TEA's recommended length is that each center executive summary be up to three (3) total pages. Additionally, it recommended a one (1) page "Key Messages" page suitable for a press release or handout.

APPENDIX 7.A SOUTHSIDE CENTER EXECUTIVE SUMMARY

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 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.
- State-mandated student and adult participation requirements were met.
- Results from administering the NYSAN process evaluation instrument, modified to meet Texas requirements, revealed that the implementation of ACE at Southside met or exceeded all quality standards with only one slight exception ("Environment and Climate). A corrective improvement plan for this year and next was developed.
- During the period of State-mandated school closings resulting from COVID-19, on-line virtual programming was effectively implemented at Southside.
- 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.
- Surveys administered to Southside students revealed that satisfaction with the ACE program increased considerably from fall to spring.
- Unfortunately, the absence of data resulting from COVID-19 and State-mandated school closings prevented an outcomes evaluation at this center. However, the evaluation team found evidence at the *grantee-level* of an impact of program "dose" (ACE days attended) which appears to have resulted in higher science grades and in lower non-criminal, behavioral referrals during the fall term.   These results found to hold after students' background characteristics (ethnicity, gender, grade level) were taken into account.
- Students with higher levels of participation in ACE at the grantee level were found to be absent less often from day school during the fall semester.
- Initially, only 59% of students reported being satisfied with ACE during the fall of 2019. But by the early spring of 2020, this percentage had increase to 72%.

II. Executive Summary

A. Overall Strengths and Next Steps

Key accomplishments for this center included the initial implementation of an ACE program that met quality standards and addressed identified local needs. In addition Southside met both regular and adult program participation requirements as well as requirements for State activity components. During the period of school closings throughout the State attributable to COVID-19, it offered effective, virtual, on-line programming. Based upon the results of site visits and the Program Quality Self-Assessment (QSA) Tool Planning for Ongoing Program Improvement ("NYSAN") Southside was found to have achieved excellent performance levels in staffing and professional development; activity programming; linkages between day and after-school programming; and in evaluating the achievement of program objectives. Students' levels of satisfaction with ACE at Southside increased considerably from fall to spring.

Recommended next steps:

- Even though participation requirements were met, the evaluation team recommends that incentives be adopted to increase student attendance levels in Southside ACE. Such incentives should particularly emphasize "internal or intrinsic" 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 from whom much can be learned.
- The site coordinator at Southside needs to more directly incorporate identified local needs into each term's logic model.
- Due diligence suggests that YES Prep in collaboration with the site coordinator develop further contingency plans for continuing the virtual ACE program, especially since forecasts predict COVID-19 will likely pose major health risks at least through the fall of 2020.
- "Dashboards" of the kind widely used in business for the monitoring of program operations and outcomes should be developed for this center. Such a dashboard would facilitate program management decisions, particularly in the offering of activities and in managing student enrollments. The collaboration of this center's site coordinator is vital to such development.

B. Brief Center Overview

YES Prep's Southside Center is located on the South Loop East Freeway within the City of Houston. As detailed in Appendix 1 of this report, the ACE program included school grade levels from six (6) through ten. The school campus itself received a relatively high accountability rating ("B") from TEA along with several school distinctions.

Demographically, slightly more than one-third of participating students in the ACE program were of Hispanic/Latino descent while an additional sixty-two (62) percent were of African American background. Further, about 57% 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.

During the fall term, the activities offered most frequently were Dance; Giant Mornings; student athletics and TV broadcasting. *As result of COVID-19 and the result school closings, data from TEA's TEAL system were not available for the spring term.* During the period of virtual on-line ACE programming, the following activities were offered: Student Council; Dazzling Giants; Elders and Ancestors; and HOT Girls.

During the fall semester, the activities eliciting the highest levels of average daily student attendance were the following: Winter Candyland Showcase; Student Athletes; and Trick or Treat.

During the period of virtual, online program, the center staff made both "wellness check" phone calls to ACE families as well as calls to ensure that the technology was working in such a way as to promote student and family engagement.

C. Implementation

By the end of the summer 2020 term, the total number of ACE students and adults served at Southside according to the TEAL data system were 258 and 109, respectively. This number of students served included 88 "regular participants" who were active 45 days or more. (Note: these numbers from the TEAL data system do <u>not</u> include virtual on-line program participation in the period from April to May 2020. See above and below.) *Thus, Southside met State program participation requirements.*

Despite the impact of COVID-19, these ACE participation levels were an increase over last year (AY2019-20). Moreover, as noted briefly above, these numbers from the TEAL system, especially the number of regular participants, do not include 14 students who participated during the period of virtual, on-line programming in April and May.

As of June 24, the following student counts by percentage of attendance were found in TEA's TEAL data system (virtual on-line attendance not included) for Southside. Note that the modal

overall student attendance category was 0 to 20 percent followed by 21 to 40 percent. Finally, the total attendance for the spring was only slightly smaller than in the fall term (179 vs. 187).

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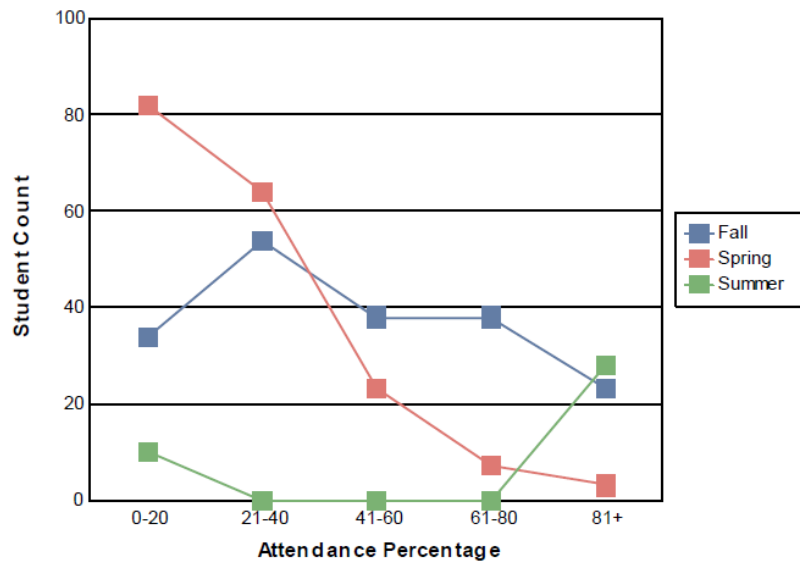
Source: TEAL data system (Grantee details)

The Southside ACE center met the State's operations requirements both for hours/week (15) and weeks in service (13) *for the fall term* as well as that for hours/week (15) *for the spring term*. *But the COVID-19 crisis and mandated face-to-face campus closings beginning in March resulted in an inability to meet the weeks in service requirement (16) for spring.*

The program was staffed with certified teachers during the fall, spring and summer terms.

Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at Southside met or exceeded implementation standards *with only a single exception*. That exception was in the area of environment and climate. Plans for improvement in meeting that standard were devised for this year together with additional plans for improvement next year.

Marked improvements were noted in meeting NYSAN standards this year compared to last year (AY2018-19).

Detailed findings of the NYSAN at Southside will be found in Appendix 5 to this report as well as by means of the following Cloud-based link:

https://drive.google.com/drive/u/0/folders/18Ma0O8pzjvFln0byoaps75CkkTVYCfqA

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

>   D. Local Needs and Outcomes

Local needs that were identified and addressed at Southside are shown in Appendix 2 of this report.

The manner of addressing needs is shown in the logic models for fall, spring, and the on-line virtual program available at the following Cloud-link –

https://drive.google.com/drive/folders/1fT_UkkZdaNNYwnu584Xe3dZC6RbRFIWy?usp=sharing

Unfortunately, these needs are not shown specifically as identified "needs" in the Southside logic models. But they *can be inferred indirectly* by the activities offered and by the intended outcomes shown in each of the Southside models.

Further, it was difficult for the evaluation team to display and summarize progress toward major outcomes addressing local needs. This was because data were limited in TEA's data system, especially for the spring term as a result of State-mandated school closures resulting from COVID-19. (See the section following).

>   E. Outcomes (Including major Texas ACE measurement areas)

As a result of COVID-19, resulting face-to-face campus closures, and the adoption of on-line virtual learning, results regarding State outcomes were only available in the Texas Education Agency's TEAL data system for the fall 2019 semester. However, data on students' participation in ACE were not reported in the TEAL data system during the fall either as a total for each individual student or as students' totals according to type of activity. These and other data limitations prevented accurate, reliable, and timely evaluations of the outcomes *at individual ACE centers, including Southside*. (See Appendix 6 to this report for a detailed explanation.)

However, given available evaluation evidence, accurate, reliable, and timely evaluations of outcomes could be and were conducted at the **grantee level.** Such data permitted the measurement of ACE participation levels (or "dose") as well as the State's mandated outcomes of school days absent, non-criminal behavioral referrals, criminal behavioral referrals, graduation, grade promotion and final fall semester grades for reading, math, science, and social studies.

An analysis of dose-response relationships between participation levels in relation to these outcomes revealed the following **grantee-level findings** (as statistically significant levels, p<= .05) --

- *The higher the level of ACE participation, the lower the number of non-criminal behavioral referrals*
- *The higher the level of ACE participation, the higher the science grade.*

Both of the above findings appear to be the results of participating in the ACE program.

One other finding from the analysis showed that *higher levels of ACE participation were associated with fewer days absent from school*. But this finding appears to be a result of individuals' social characteristics (gender, ethnicity, school grade level) – the "social mix" of the YES Prep ACE program in other words -- rather than actual ACE participation. (See Appendix 6 for full details.)

Student survey results: One other outcome measure available for evaluating outcomes, a measure that was available for individual centers, was students' satisfaction with ACE. At Southside only 59% of students reported being satisfied with ACE during the fall of 2019. But by the early spring of 2020, this percentage had increase to 72%, increase in student satisfaction with the Southside ACE program in just a few months.

APPENDIX 7.B BRAYS OAKS CENTER EXECUTIVE SUMMARY

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.

- Despite COVID-19, 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.

- The Brays Oaks center met all State participation requirements for ACE. The participation numbers for AY2019-20 represented a rather substantial increase for students, adults and for regular participation (45 days or more) over the previous year (AY2018-19).

- Results obtained from administering a process evaluation instrument (the NYSAN) revealed that the implementation of ACE at Braes Oaks met or exceeded all quality implementation standards *with only a single exception*. That exception was that of a deficiency in maintaining medical records for participants, a difficult standard to achieve given Federal HIPAA requirements.

- 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.

- As might be expected, student attendance was far lower in the spring term, the period of COVID-19 in Houston, than in the fall. This attendance drop-off continued through the summer term as well for the same reason.

- As part of a continuous quality improvement process, local needs identified by an assessment instrument were addressed in program activities.

- Unfortunately, the absence of data resulting from COVID-19 and State-mandated school closings prevented an outcomes evaluation at this center. However, the evaluation team found evidence at the ***grantee-level*** of an impact of program "dose" (ACE days attended) on higher science grades and on lower non-criminal, behavioral referrals during the fall term.   These results were found to hold even after students' background characteristics (ethnicity, gender, grade level) were taken into account.

II. Executive Summary

A. Overall Strengths and Next Steps

Key accomplishments for this center included the implementation of an ACE program that identified and addressed local needs. In addition Brays Oaks met State program participation requirements; in doing so, it increased participation over the previous year. In addition it also met requirements for State activity components. Based upon the results of site visits and the Program Quality Self-Assessment (QSA) Tool Planning for Ongoing Program Improvement ("NYSAN") Brays Oaks was found to have achieved excellent performance levels in relationships among staff, participants and, families; staffing and professional development; youth participation and engagement; and in parent, family and community partnerships.

Recommended next steps:

- In collaboration with the YES Prep administration and ACE program director, the Brays Oaks site coordinator needs to develop detailed plans for on-line, virtual ACE programming. This is especially the case since present forecasts indicate that COVID-19 will likely pose major health risks at least through the fall of 2020.
- 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.
- Even though participation requirements were met, the evaluation team recommends that incentives be adopted to increase student attendance levels in the Brays Oaks' ACE program. Such incentives should particularly emphasize "internal or intrinsic" 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 from whom much can be learned.

B. Brief 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 1 of this report, the ACE program included school grade levels from six (6) through twelve (12). The school campus itself received a relatively high accountability rating ("B") and was recognized additionally by TEA for being in the "Top 25%: for Comparative Academic Growth."

The Brays Oaks site coordinator who began the 2019-20 Academic Year left the position on medical leave in the fall and rather unexpectedly did not return to the position. She was subsequently replaced by another site coordinator. But the departure of the original coordinator and the need for a replacement adversely affected implementation of the Brays Oaks ACE

program (more about this below) and administration of the program. The ACE program director, however, did a quite admirable job in managing the program and the necessary changes.

At Brays Oaks African American students were *overrepresented* in ACE relatively to their school campus enrollment (31% to 14.8%, respectively) while students of Hispanic/Latino descent were *underrepresented* (66% of the enrollment in ACE compared to nearly 82% at the day school). Females comprised about 49% of the ACE program enrollment.

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 most frequently offered activities in the fall term at Brays Oaks were "Morning Homework Help"; Driver's Ed; Beauty; and Gaming. The activities with the highest daily average student attendance included Driver's Ed; "Fun Friday"; Morning Homeroom Help; and Cosmetology.

C.   Implementation

The total number of ACE students served from August 2019 through the summer 2020 term was 198 a number that included 115 regular student participants (with 45 or more days in attendance) and 83 non-regular ones. In addition, Brays Oaks also served 120 adults. *Thus, this center met all State participation requirements.* These numbers for AY2019-20 represented a rather substantial increase for students, adults and for regular participation over last year (AY2018-19).

The chart below displays the percentage of total program days attended by participant count for this center as of June 24, 2020. As will be noted, the modal category of attendance (most frequent) by participant count was that of 61 to 80 percent during the fall term. As might be expected attendance was far lower in the spring term, the period of COVID-19 in Houston, than in the fall (98 vs. 176). This attendance drop-off continued through the summer term as well for the same reason.
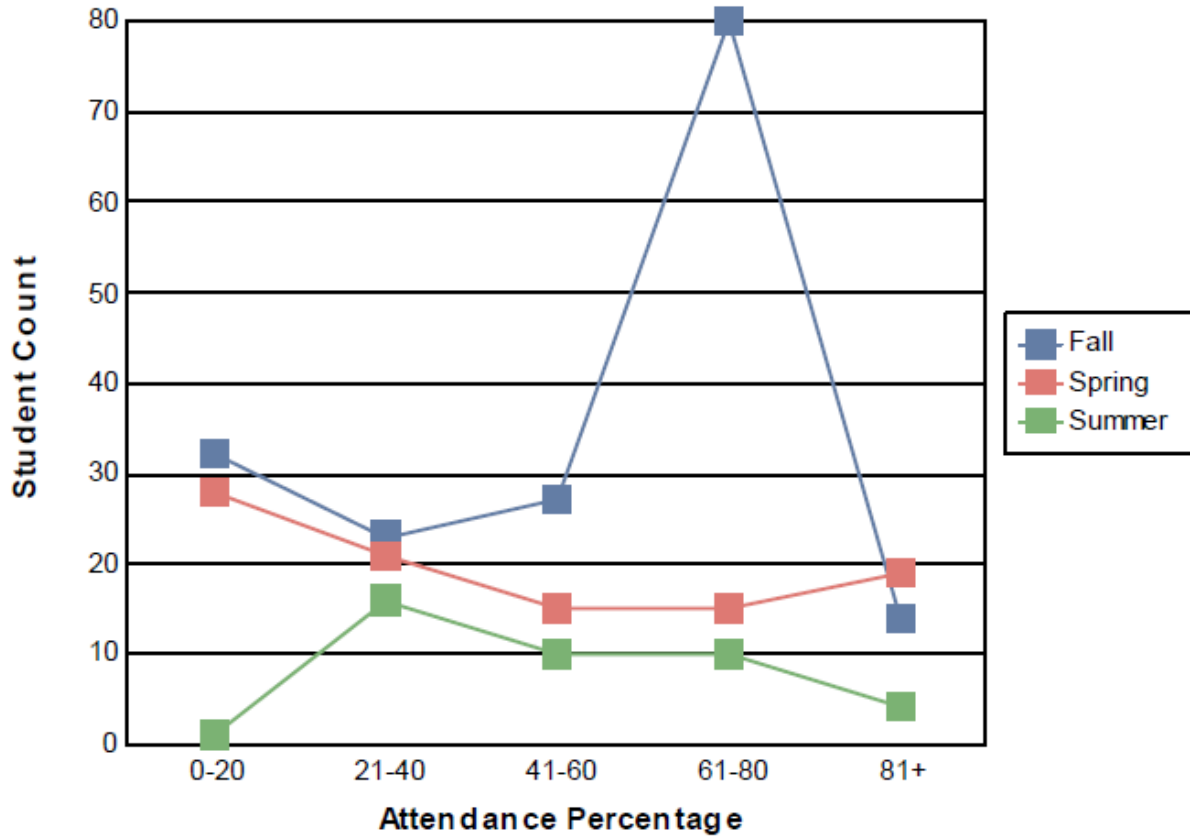
Source: TEAL data system (Grantee details)

The Brays Oaks center met the State's operations requirements both for hours/week (15) and weeks in service (13) for the fall term. But the COVID-19 crisis and mandated face-to-face campus closings in March resulted in an inability to meet operations requirements for spring.

The program was staffed with certified teachers.

Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at Brays Oaks met or exceeded implementation standards *with only a single exception*. That exception was that of a deficiency in maintaining medical records for participants, a difficult standard to achieve given Federal HIPAA requirements. Plans for in meeting that standard are in development for next year.

The meeting of NYSAN standards this year was generally comparable to last year (AY2018-19).

Detailed findings of the NYSAN at Brays Oaks will be found in Appendix 5 to this report as well as by means of the following Cloud-based link:

https://drive.google.com/drive/u/0/folders/18Ma0O8pzjvFln0byoaps75CkkTVYCfqA

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

    D.   Local Needs and Outcomes

Local needs that were identified and addressed at Brays Oaks are shown in Appendix 2 of this report.

The manner of addressing needs is shown in the logic models for fall, spring, and the on-line virtual program available at the following Cloud-link –

https://drive.google.com/drive/folders/1fT_UkkZdaNNYwnu584Xe3dZC6RbRFIWy?usp=sharing

Among the needs identified at Brays Oaks were –

- increasing academic achievement in select areas (e.g., math and English)
- more diverse enrichment activities
- increased athletic opportunities

As is evident from the Brays Oaks logic models, these needs were addressed by means of offering academic study hall, cultural enrichment activities (e.g., gaming), and outdoor sports.

Problems were encountered by the external evaluation team in summarizing progress in achieving outcomes addressing local needs. These problems generally resulted from the impact of COVID-19, the mandated school closings that followed, and from consequent limitations on data in TEA's TEAL data system. Further discussion of these problems and of the means chosen to deal with them are discussed immediately below ("Outcomes").

    E.   Outcomes (including by major Texas ACE measurement areas)

As a result of COVID-19, resulting face-to-face campus closures, and the adoption of on-line virtual learning, results regarding State outcomes were only available in the Texas Education Agency's TEAL data system for the fall 2019 semester. However, data on students' participation in ACE were not reported in the TEAL data system during the fall either as a total for each individual student or as students' totals according to type of activity. These and other data limitations prevented accurate, reliable, and timely evaluations of the outcomes *at individual ACE centers, including Brays Oaks*. (See Appendix 6 to this report for a detailed explanation.)

However, given available evaluation evidence, accurate, reliable, and timely evaluations of outcomes could be and were conducted at the **grantee level.** Such data permitted the

measurement of ACE participation levels (or "dose") as well as the State's mandated outcomes of school days absent, non-criminal behavioral referrals, criminal behavioral referrals, graduation, grade promotion and final fall semester grades for reading, math, science, and social studies.

An analysis of dose-response relationships between participation levels in relation to these outcomes revealed the following **grantee-level findings** (as statistically significant levels, p<= .05) --

- *The higher the level of ACE participation, the lower the number of non-criminal behavioral referrals*
- *The higher the level of ACE participation, the higher the science grade.*

Both of the above findings appear to be the results of participating in the ACE program.

One other finding from the analysis showed that *higher levels of ACE participation were associated with fewer days absent from school*. But this finding appears to be a result of individuals' social characteristics (gender, ethnicity, school grade level) – the "social mix" of the YES Prep ACE program in other words -- rather than actual ACE participation. (See Appendix 6 for full details.)

Student survey results: One other outcome measure available for evaluating outcomes, a measure that was available for individual centers, was students' satisfaction with ACE. At Brays Oaks 64% of students reported being satisfied with ACE during the fall of 2019. By the early spring of 2020, this percentage had declined to 59%.

APPENDIX 7.C SOUTHWEST CENTER EXECUTIVE SUMMARY

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.

- Despite COVID-19 and its impact, 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.
- Southwest was found by TEA to have *exceeded expectations* in the areas chosen for State compliance monitoring – staff effectiveness, staff training, and family engagement strategy. It received high rating scores in all of these areas.
- The program met all State-mandated student and adult participation requirements.
- An on-line virtual ACE program was offered during the period of State-mandated school closings resulting from COVID-19..
- Results from administering the New York State Assessment (NYSAN) 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 excellent assessments for staffing and professional development; programming and activities; and linkages between the ACE program and the day school.
- 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.
- Important progress appears to have been made in addressing identified local needs.
- Surveys of students revealed rather high levels of satisfaction with the ACE program.
- Unfortunately, the absence of data resulting from COVID-19 and State-mandated school closings prevented an outcomes evaluation at this center. However, the evaluation team found evidence at the ***grantee-level*** of an impact of program "dose" (ACE days attended) resulting in higher science grades and lower non-criminal, behavioral referrals during the fall term.   These results were found to hold even after taking into account students' background characteristics (ethnicity, gender, grade level).

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 important local needs. The ACE Program at Southwest offered activities in all of the State's mandated program components. Despite COVID-19, this center met all State participation requirements. Southwest was found by TEA to have *exceeded expectations* in the several areas chosen for State monitoring – staff effectiveness, staff training, and family engagement strategy. During the period of State-mandated school closings, the center offered successfully on-line virtual programming.

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 local needs assessment and the manner of addressing such needs.
- In collaboration with the YES Prep administration and ACE program director, the Southwest site coordinator needs to develop further detailed plans for on-line, virtual ACE programming. This is especially the case since present forecasts indicate that COVID-19 will likely pose major health risks at least through the fall of 2020.
- In light of the large number of student participants with low attendance percentages, incentives should be adopted to increase these levels in the Southwest ACE program. Such incentives should particularly emphasize "internal or intrinsic" 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 from whom much can be learned.

B. Brief Center Overview

YES Prep's Southwest ACE center is located in the southwestern part of Houston adjacent to the cities of Sugar Land and Pearland. As shown in Appendix 1 of this report, the ACE program included school grade levels from six (6) through twelve (12). The school campus itself received a grade of "A" in accountability from TEA. In addition, the school received distinctions for Academic Achievement in Math; Top 25% Comparative Academic Growth; and Academic Achievement in Science

Demographically, about 87% of participating students in the ACE program were of Hispanic/Latino descent while thirteen (13) percent were of African American background. Further, about 65% 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.

During the fall term the most frequently offered activities were Worker's Corner; Folklorico; and Sports Club. Those with the highest average daily student attendance included Mentorship Program; Folklorico; and Game Stop.

Following State-mandated school campus closings in the spring resulting from COVID-19, Southwest ACE developed and implemented an on-line, virtual ACE program that served 56 students and 20 adults by offering the following activities: National Honor Society Mentorship; Magic the Gathering; National Art Honors; Runners Club; Cheerleading; and Maverick Event Planners. The site coordinator and staff made both "wellness check" phone calls to ACE families as well as calls to ensure that the necessary technology was working in such a way as to promote student and family engagement in the virtual program.

C. Implementation

The total number of ACE students served from August 2019 through the summer 2020 term was 268 a number that included 106 regular student participants (with 45 or more days in attendance) and 170 non-regular ones. (Note: these numbers from the TEAL data system do not include virtual on-line program participation in the period from April to May 2020. See above and below.)In addition Southwest also served 106 adults. *Thus, this center met all State participation requirements.*

The total number of participants for AY2019-20 was nearly the same as for AY 2018-19. There were fewer regular student participants this year than last principally as a result of the COVID-19 pandemic and school closings. Far more adults were served this year than last (105 versus 73).

The on-line virtual ACE program that began in April served an additional 56 students and 20 adults, numbers not included in the TEAL data system.

The chart below displays the percentage of total program days attended by participant count for this center as of June 24, 2020. As will be noted, the modal category of attendance (most frequent) for the fall term by participant count was that of 0 to 20 percent followed by the 61 to 80 percent category. That is, the attendance percentages for the fall exhibited a bi-modal

distribution. As might be expected attendance was far lower in the spring term, the period of COVID-19 in Houston, than in the fall (177 vs. 218). This attendance drop-off continued through the summer term as well for the same reason.
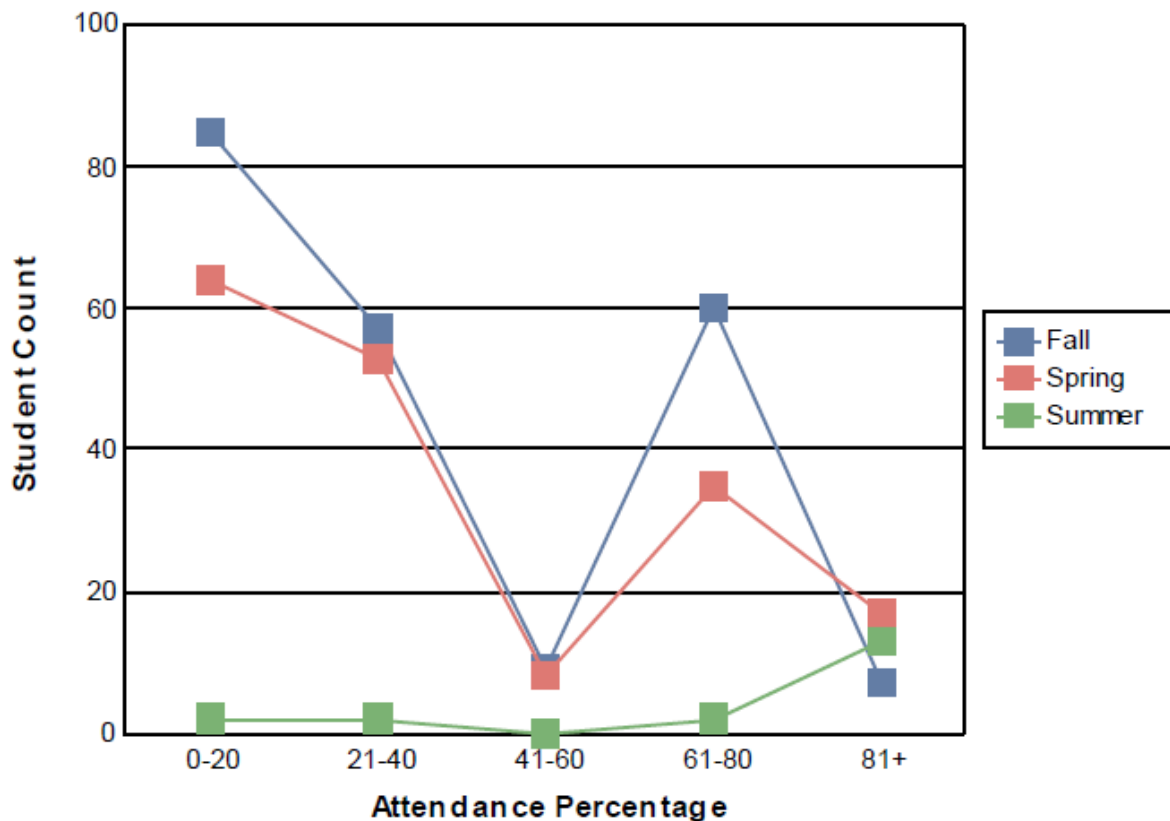
Source: TEAL data system (Grantee details)

The Southwest center met the State's operations requirements both for hours/week (15) and weeks in service (13) *for the fall term*. But the COVID-19 crisis and mandated face-to-face campus closings that began in March resulted in an inability to meet operations requirements for spring.

The program was staffed with certified teachers.

The Southwest center was one of two YES Prep Centers selected randomly for comprehensive monitoring by TEA during AY2019-20. Southwest was found by TEA to have *exceeded expectations* in the several areas chosen for State monitoring – staff effectiveness, staff training, and family engagement strategy. Indeed, in staff effectiveness and family engagement strategy, it received the **highest possible scores** (a rating of "5" on a five-point scale) and a **high score** on

staff training (a "4" on the five-point scale). (Note: a "3" was the score given by TEA for "meeting expectations").

Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at Southwest met or exceeded all quality standards.

<mark>Detailed findings of the NYSAN at Southwest will be found in Appendix 5 to this report as well as by means of the following Cloud-based link:</mark>

https://drive.google.com/drive/u/0/folders/18Ma0O8pzjvFln0byoaps75CkkTVYCfqA

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

D.   Local Needs and Outcomes

<mark>Local needs that were identified and addressed at Southwest are shown in Appendix 2 of this report.</mark> The needs identified included –

- More elective activities to supplement day school offerings
- Improved attendance
- A stronger connection with community and other stakeholders

The manner of addressing needs is shown in the *logic models* for fall, spring, and the on-line virtual program available at the following Cloud-link –

https://drive.google.com/drive/folders/1fT_UkkZdaNNYwnu584Xe3dZC6RbRFIWy?usp=sharing

As is evident from the Southwest logic models, these needs were addressed by means of the variety of activities that were offered, by effective staffing, and through community support including that enabled by an advisory council.

Problems were encountered by the external evaluation team in summarizing progress in achieving outcomes addressing local needs. These problems generally resulted from the impact of COVID-19, the mandated school closings that followed, and from consequent limitations on data in TEA's TEAL data system. Further discussion of these problems and of the means chosen to deal with them are discussed immediately below ("Outcomes").

F.   Outcomes (including by major Texas ACE measurement areas)

As a result of COVID-19, resulting face-to-face campus closures, and the adoption of on-line virtual learning, results regarding State outcomes were only available in the Texas Education

Agency's TEAL data system for the fall 2019 semester. However, data on students' participation in ACE were <u>not reported</u> in the TEAL data system during the fall either as a total for each individual student or as students' totals according to type of activity. These and other data limitations prevented accurate, reliable, and timely evaluations of the outcomes *at individual ACE centers, including Southwest*. (See Appendix 6 to this report for a detailed explanation.)

However, given available evaluation evidence, accurate, reliable, and timely evaluations of outcomes could be and were conducted at the **grantee level.** Such data permitted the measurement of ACE participation levels (or "dose") as well as the State's mandated outcomes of school days absent, non-criminal behavioral referrals, criminal behavioral referrals, graduation, grade promotion and final fall semester grades for reading, math, science, and social studies.

An analysis of dose-response relationships between participation levels in relation to these outcomes revealed the following **grantee-level findings** (as statistically significant levels, $p <= .05$) --

- *The higher the level of ACE participation, the lower the number of non-criminal behavioral referrals*
- *The higher the level of ACE participation, the higher the science grade.*

Both of the above findings appear to be the results of participating in the ACE program.

One other finding from the analysis showed that *higher levels of ACE participation were associated with fewer days absent from school*. But this finding appears to be a result of individuals' social characteristics (gender, ethnicity, school grade level) – the "social mix" of the YES Prep ACE program in other words -- rather than actual ACE participation. (See Appendix 6 for full details.)

Student survey results: One other outcome measure available for evaluating outcomes, a measure available for individual centers, was students' satisfaction with ACE. At Southwest 8 out of 10 (80%) of students reported being satisfied with ACE during the fall of 2019. By the early spring of 2020, this percentage had increased to 88%.

APPENDIX 7.D EAST END CENTER EXECUTIVE SUMMARY

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.

- Following State-mandated school campus closings in the spring resulting from COVID-19, East End ACE developed and implemented an on-line, virtual ACE program that provided several activity options to students and adults.
- 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 obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at East End met or exceeded most quality standards *but were deficient in meeting others principally in* programming and activities; youth engagement; parent, family, and community partnerships; and program sustainability and growth. On the positive side, plans for improvement regarding these deficiencies were identified as "in process."
- Surveys of students revealed relatively high levels (80% and above) of satisfaction with the East End YES Prep program in the fall and in the spring
- Evidence was found that campus and community needs identified by a needs assessment were being addressed by the program.
- Unfortunately, the absence of data resulting from COVID-19 and State-mandated school closings prevented an outcomes evaluation at this center. However, the evaluation team found evidence at the *grantee-level* of an impact of program "dose" (ACE days attended) on higher science grades and on lower non-criminal, behavioral referrals during the fall term.   These results were found to hold even after taking into account students' background characteristics (ethnicity, gender, grade level).
- Students with higher levels of participation in ACE at the **grantee level** were found to be absent less often from day school during the fall semester.
- Students reported high levels of satisfaction with the ACE program.

II. Executive Summary

A. Overall Strengths and Next Steps

Important accomplishments of 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 important local needs. Students expressed high levels of satisfaction with the program's implementation and outcomes. An on-line virtual ACE program was developed and implemented well at East End, one that served students and adults alike.

Recommended next steps:

- In light of a large number of student participants with low attendance percentages, incentives should be adopted to increase these levels in the East End ACE program. Such incentives should particularly emphasize "internal or intrinsic" 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 from whom much can be learned.
- There is need to improve the deficiencies found in the quality of implementation revealed by the NYSAN. Drawing upon the experiences of the other YES Prep ACE centers should assist the planning process that is now under way at East End.
- The on-line, virtual program, a program that was implemented well, should be assessed more fully by adults and other stakeholders for possible improvements in case of the future continuation of the COVID-19 pandemic .

B. Brief Center Overview

YES Prep's East End ACE center is located somewhat east and slightly south of downtown Houston. As detailed in Appendix 1 of this report, the ACE program included school grade levels from six (6) through twelve (12).

Demographically, the East End ACE center mirrored closely the high percentage of Hispanic/Latino students comprising the day school population at about 97% of enrollments. Only about 2% of the ACE enrollment consisted of youth from African American backgrounds. Females constituted about 45% of ACE enrollment at the center.

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.

During the fall term the most frequently offered activities were Morning General Sport; General Sports; and Study Hall with the latter two activities having the highest daily average student attendance.

Following State-mandated school campus closings in the spring resulting from COVID-19, East End ACE developed and implemented an on-line, virtual ACE program that provided the following activity options: Creative Writing; The Green Team; Board Games; Health and Wellness; and Baking. The site coordinator and staff made both "wellness check" phone calls to ACE families as well as phone calls to ensure that the necessary technology was working in such a way as to promote student and family engagement in the virtual program.

> C. Implementation

The total number of ACE students served from August 2019 through the summer term of 2020 was 181 a number that included 59 regular student participants (with 45 or more days in attendance) and 122 non-regular ones. In addition East End also served 66 adults. (Note: these numbers from the TEAL data system do <u>not</u> include virtual on-line program participation in the period from April to May 2020. See above and below.) *Note that these numbers indicate that the center did not meet State participation requirements.*

The total number of participants for AY2019-20 was lower than those reported for AY 2018-19. There were also fewer regular student participants this year than last principally as a result of the COVID-19 pandemic and school closings. But East End served more adults this year than last (63 vs. 52).

The on-line virtual ACE program offered during mandated school closings in April and May served an additional 17 youth and 26 adults, numbers not included in the TEAL data system.

The chart below displays the percentage of total program days attended by participant count for the center as of June 24, 2020. As will be noted, the modal category of attendance (most frequent) by participant count was that of 0 to 20 percent during the fall term. Despite the corona virus pandemic, total spring attendance was only slight lower than that for fall (141 vs. 151). But the model category (0 to 20) was the same.
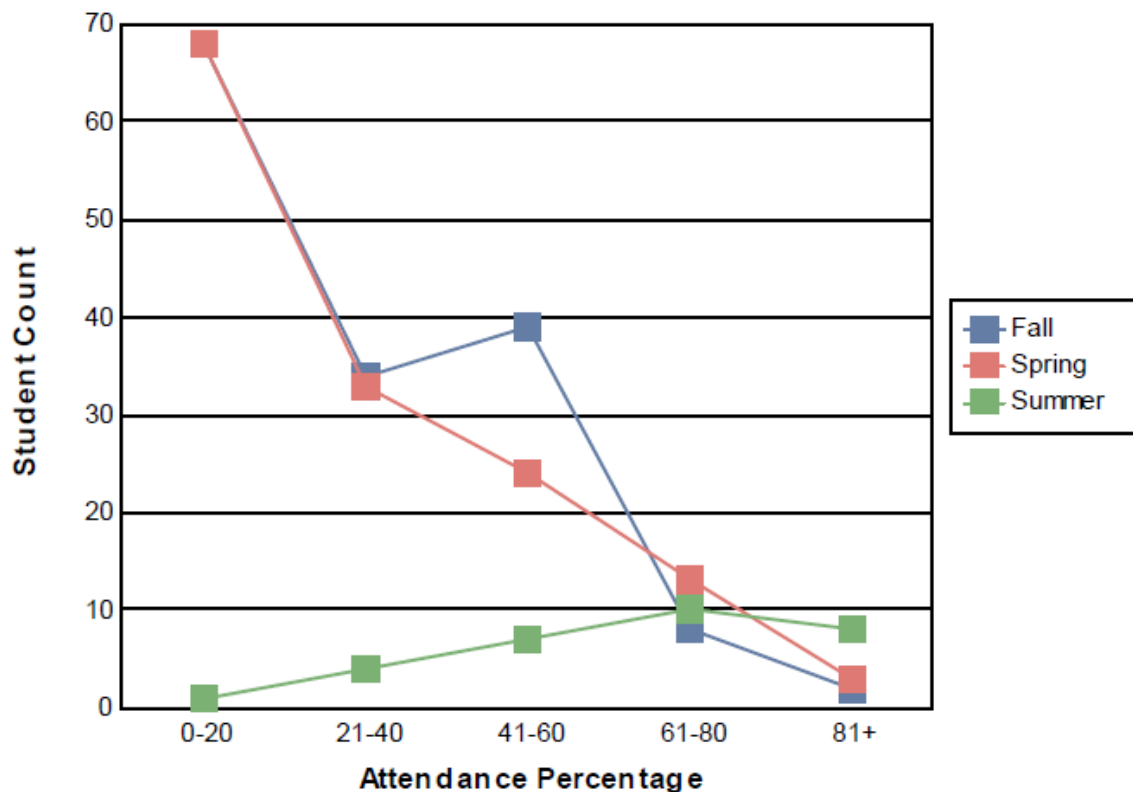
Source: TEAL data system (Grantee details)

The East End center met the State's operations requirements both for hours/week (15) and weeks in service (15) for the fall term. It also met the hours per week requirement for the spring. But the COVID-19 crisis and mandated face-to-face campus closings in March resulted in an inability to meet operations requirements of weeks in service in the spring.

The program was staffed with certified teachers throughout the year.

Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at East End *met or exceeded most quality standards but were deficient in meeting some standards largely in these general areas:* programming and activities; representation on the school's curriculum planning committee; youth engagement; parent, family, and community partnerships; and program sustainability and growth.

On the positive side, plans for improvement regarding these deficiencies were identified.

Detailed findings of the NYSAN at East End will be found in Appendix 5 to this report as well as by means of the following Cloud-based link:

https://drive.google.com/drive/u/0/folders/18Ma0O8pzjvFln0byoaps75CkkTVYCfqA

    D.   Local Needs and Outcomes

Local needs that were identified and addressed at East End are shown in Appendix 2 of this report. The needs identified included but were not limited to the following –

- Improved academic performance
- character-building and student behavior
- more non-ACE extracurricular activities for students
- additional community resources

The manner of addressing needs is shown in the *logic models* for fall, spring, and the on-line virtual program available at the following Cloud-link –

https://drive.google.com/drive/folders/1fT_UkkZdaNNYwnu584Xe3dZC6RbRFIWy?usp=sharing

As is evident from the East End logic models, these needs were addressed by means of academic support activities (e.g., study hall); activities directed at improved behavior (e.g., "reflect for success"); cultural enrichment (e.g., K-Pop; robotics); and by resources available in the community (e.g., an independent contract developing a general sports activity.)

Problems were encountered by the Durand Research team in drawing inferences about progress in achieving outcomes addressing identified local needs. These problems generally resulted from the impact of COVID-19, the mandated school closings that followed, and from consequent limitations on data in TEA's TEAL data system. Further discussion of these problems and of the means chosen to deal with them are discussed immediately below ("Outcomes").

    E.   Outcomes (including by major Texas ACE measurement areas)

As a result of COVID-19, resulting face-to-face campus closures, and the adoption of on-line virtual learning, results regarding State outcomes were only available in the Texas Education Agency's TEAL data system *for the fall 2019 semester*. However, data on students' participation in ACE were <u>not reported</u> in the TEAL data system during the fall either as a total for each individual student or as students' totals according to type of activity. These and other data limitations prevented accurate, reliable, and timely evaluations of the outcomes *at individual ACE centers, including East End*. (See Appendix 6 to this report for a detailed explanation.)

However, given available evaluation evidence, accurate, reliable, and timely evaluations of outcomes could be and were conducted at the **grantee level.** Such data permitted the measurement of ACE participation levels (or "dose") as well as the State's mandated outcomes of school days absent, non-criminal behavioral referrals, criminal behavioral referrals, graduation, grade promotion and final fall semester grades for reading, math, science, and social studies.

An analysis of dose-response relationships between participation levels in relation to these outcomes revealed the following **grantee-level findings** (as statistically significant levels, p<= .05) --

- *The higher the level of ACE participation, the lower the number of non-criminal behavioral referrals*
- *The higher the level of ACE participation, the higher the science grade.*

Both of the above findings appear to be the results of participating in the ACE program.

One other finding from the analysis showed that *higher levels of ACE participation were associated with fewer days absent from school*. But this finding appears to be a result of individuals' social characteristics (gender, ethnicity, school grade level) – the "social mix" of the YES Prep ACE program in other words -- rather than participation in the ACE program per se. (See Appendix 6 for full details.)

Student survey results: One other outcome measure available for evaluating outcomes, a measure available for individual centers, was students' satisfaction with ACE. At East End 77% of students reported being satisfied with ACE during the fall of 2019. By the early spring of 2020, this percentage had increased to 86%.

APPENDIX 7.E GULFTON CENTER EXECUTIVE SUMMARY

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 ACE program at Gulfton fully embraced 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.
- Following State-mandated school campus closings in the spring resulting from COVID-19, Gulfton ACE developed and implemented an on-line, virtual ACE program that provided a variety of activities.
- Gulfton was found by TEA to have *exceeded expectations* in the areas chosen for State compliance monitoring – staff effectiveness, staff training, and family engagement strategy. It received high rating scores in all of these areas.
- Results from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at Gulfton met most quality standards, especially in nurturing positive relationships among staff, participants, families, and the community; in programming and activities; in working closely with the day school; in youth participation and engagement, and in measurement.
- Findings from the evaluation of the Gulfton ACE program showed that the program addressed identified local needs.
- Surveys of students revealed relatively high levels of satisfaction with the Gulton YES Prep ACE program.
- The evaluation team found evidence at the ***grantee-level*** of an impact of program "dose" (ACE days attended) on higher science grades and on lower non-criminal, behavioral referrals during the fall term. (Gulfton data for the year were not available.)
- Students with higher levels of participation in ACE at the **grantee level** were found to be absent less often from day school during the fall semester.

II. Executive Summary

A. Overall Strengths and Next Steps

Key accomplishments of this center include the implementation of an ACE program that well-addressed identified local needs and met the vast majority of quality standards. Students at Gulfton expressed high levels of satisfaction with the ACE program's implementation and outcomes. Gulfton received high ratings from TEA in its program compliance monitoring. During the period of State-mandated face-to-face closings resulting from COVID-19, the center developed and implemented a virtual, online program that offered a variety of activities. 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.

Recommended next steps:

- The site coordinator in collaboration with the program director should review the results of administering the NYSAN process evaluation instrument for needed improvements and plans for future implementation improvement.
- 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
- 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.
- The on-line, virtual program, a program that was implemented well, should be evaluated more fully by adults and other stakeholders for possible improvements in case the COVID-19 pandemic necessitates its continuance.

B. Brief Center Overview

The Gulfton ACE Center is located on Houston's west side not far from the IH610 loop in a community of the same name. As detailed in Appendix 1 of this report, the ACE program included school grade levels from six (6) through twelve (12). The school campus itself met the TEA standards of accountability earning a grade of "B."   The school served the highest proportion of economically advantaged students (97%) among campuses hosting a YES Prep ACE program.

Demographically, nearly 90% of participating students in the ACE program were of Hispanic/Latino descent while about 8% were of African American background. Further, about 64% 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.

During the fall term the most frequently offered activities were Morning Kickoff; Manga; Piano Club; and Design Team. The activities with the highest average daily student attendance were Insanity; Gulfton Cheer; Piano Club; and Sewing and Craft. (Data on the spring term were not available in the TEAL data system.)

Following State-mandated school campus closings in the spring resulting from COVID-19, Gulfton ACE developed and implemented an on-line, virtual ACE program that provided the following activity options: Dance Club; Strength and Conditioning; Craft Club; and Entrepreneurship. As part of this virtual program, the site coordinator and staff made both "wellness check" phone calls to ACE families as well as phone calls to ensure that the necessary technology was working in such a way as to promote student and family engagement.

C. Implementation

The total number of ACE students served from August 2019 through the summer term of 2020 was 291 a number that included 25 regular student participants (with 45 or more days in attendance) and 266 non-regular ones. In addition Gulfton also served 101 adults. (Note: these numbers from the TEAL data system do <u>not</u> include virtual on-line program participation in the period from April to May 2020. See above and below.) *Note that these numbers indicate that the center did not meet State participation requirements for "regular student" participation.*

The total number of participants for AY2019-20 was higher than those reported for AY 2018-19. There were, however, fewer regular student participants this year than last principally as a result of the COVID-19 pandemic and school closings. Gulfton ACE served more adults this year than last (101 vs. 60).

The on-line virtual ACE program offered during State-mandated face-to-face closings in April and May served an additional 36 youth, numbers not included in the above totals from TEAL. The number of adults served during face-to-face closings was not reported.

The chart below (next page) displays the percentage of total program days attended by participant count for the Gulfton center as of June 24, 2020. As will be noted, the modal category of attendance (most frequent) by participant count was that of 0 to 20 percent during the fall term. Despite the corona virus pandemic, total spring attendance was higher than that for fall (178 vs. 203). But the modal category (0 to 20) in the spring was the same.
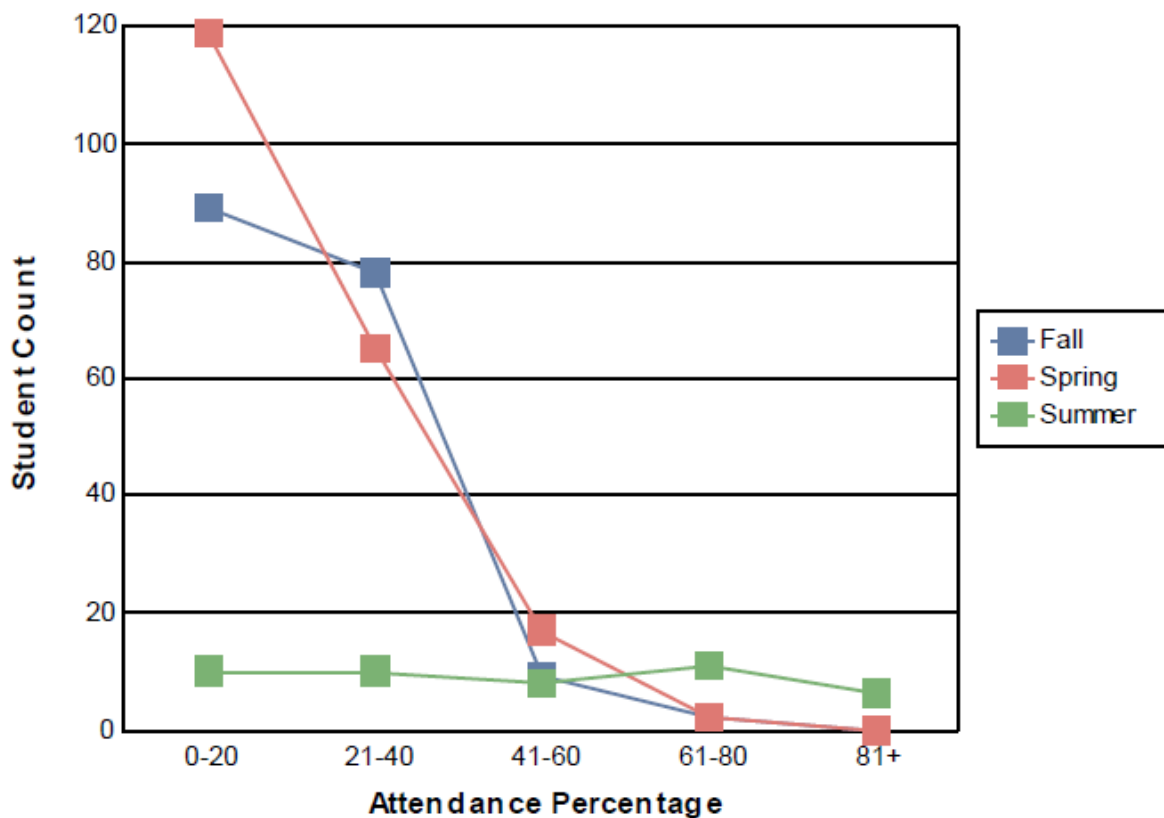
Source: TEAL data system (Grantee details)

The Gulton ACE center met the State's operations requirements both for hours/week (15) and weeks in service (13) *for the fall term*. But the COVID-19 crisis and mandated face-to-face campus closings beginning in March resulted in an inability to meet either of the operations requirements for spring.

The program was staffed with certified teachers during the fall, spring, and summer.

The Gulfton center was one of two YES Prep Centers selected randomly for comprehensive monitoring by TEA during AY2019-20. Gulfton was found by TEA to have *exceeded expectations* in the several areas chosen for State monitoring – staff effectiveness, staff training, and family engagement strategy. Indeed, in staff effectiveness and family engagement strategy, it received the **highest possible scores** (a rating of "5" on a five-point scale) and a **high score** on staff training (a "4" on the five-point scale). (Note: a "3" was the score given by TEA for "meeting expectations").

Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at Gulfton *met or exceeded quality standards with only a few exceptions. The exceptions were awareness of the special health needs of participants; maintaining medical*

records on participants; holding regular staff meetings; the achievement of staff credentialing and accreditation; and forging relationships with program quality advocates (include community leaders, businesses, and elected officials).

On the positive side, plans for the improvement regarding of these deficiencies were noted as "in progress."

Detailed findings of the NYSAN at Gulfton will be found in Appendix 5 to this report as well as by means of the following Cloud-based link:

https://drive.google.com/drive/u/0/folders/18Ma0O8pzjvFln0byoaps75CkkTVYCfqA

D.   Local Needs and Outcomes

Local needs that were identified and addressed at Gulfton are shown in Appendix 2 of this report.

The manner of addressing needs is shown in the logic models for fall, spring, and the on-line virtual program available at the following Cloud-link –

https://drive.google.com/drive/folders/1fT_UkkZdaNNYwnu584Xe3dZC6RbRFIWy?usp=sharing

Principal needs identified at Gulfton were –

- More parent engagement
- Additional college and workforce readiness
- More socio-emotional support
- Overcoming Limited English Proficiency

As is evident from the Gulfton logic models, the following are some of the means by which these needs were addressed --

Need	Some ways in which needs are addressed
More parent engagement	Parent enrollment meeting; family engagement specialist; Effective communication – mothers and daughters
Additional college/workforce readiness	Activities: Black Student Union; Sewing and Craft; Cooking Club; Photography Club; Afternoon Kickoff; Coffee Talk
Social -emotional support	Morning Kickoff; Substance Use & abuse – Making choices that are right for you
Overcoming Limited English Proficiency	Bilingual staffing; Cine-talk

Problems were encountered by the external evaluation team in summarizing progress in achieving outcomes addressing local needs. These problems generally resulted from the impact of COVID-19, the mandated school closings that followed, and from consequent limitations on data in TEA's TEAL data system. Further discussion of these problems and of the means chosen to deal with them are discussed immediately below ("Outcomes").

E.   Outcomes (including by major Texas ACE measurement areas)

As a result of COVID-19, resulting face-to-face campus closures, and the adoption of on-line virtual learning, results regarding State outcomes were only available in the Texas Education Agency's TEAL data system *for the fall 2019 semester*. However, data on students' participation in ACE were <u>not reported</u> in the TEAL data system during the fall either as a total for each individual student or as students' totals according to type of activity. These and other data limitations prevented accurate, reliable, and timely evaluations of the outcomes *at individual ACE centers, including East End*. (See Appendix 6 to this report for a detailed explanation.)

However, given available evaluation evidence, accurate, reliable, and timely evaluations of outcomes could be and were conducted at the **grantee level** for the fall term**.** Such data permitted the measurement of ACE participation levels (or "dose") as well as the State's mandated outcomes of school days absent, non-criminal behavioral referrals, criminal behavioral referrals, graduation, grade promotion and final fall semester grades for reading, math, science, and social studies.

An analysis of dose-response relationships between participation levels in relation to these outcomes revealed the following **grantee-level findings** for the fall term (at statistically significant levels, $p <= .05$) --

- *The higher the level of ACE participation, the lower the number of non-criminal behavioral referrals*
- *The higher the level of ACE participation, the higher the science grade.*

Both of the above findings appear to be the results of participating in the ACE program.

One other finding from the analysis showed that *higher levels of ACE participation were associated with fewer days absent from school*. But this finding appears to be a result of individuals' social characteristics (gender, ethnicity, school grade level) – the "social mix" of the YES Prep ACE program in other words -- rather than participation in the ACE program per se. (See Appendix 6 for full details.)

Student survey results: One other outcome measure available for evaluating outcomes, a measure available for individual centers, was students' satisfaction with ACE. At Gulfton 85% of students reported being satisfied with ACE during the fall of 2019. By the early spring of 2020, this percentage had increased slightly to 86%.

APPENDIX 7.F NORTH FOREST CENTER EXECUTIVE SUMMARY

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 ACE program at North Forest embraced continuous quality improvement by means of utilizing a process evaluation and by identifying local needs.
- The North Forest 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.
- Following State-mandated school campus closings in the spring resulting from COVID-19, North Forest developed and implemented an on-line, virtual ACE program that provided a variety of activities.
- Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at North Forest *met or exceeded a number of quality standards.* The quality standards that were consistently exceeded were in the areas of *linkages between day and after-school; relationships and interactions among, staff, participants, families and communities; while those consistently met were in youth participation and engagement* along with *environment/climate .* On the other hand, the areas that were found to "could use additional focused assistance" included *program sustainability and growth* as well as *staffing and professional development*.
- Logic models from fall, spring, and an on-line virtual program showed that the program effectively addressed identified local needs.
- The evaluation team found evidence at the ***grantee-level*** of an impact of program "dose" (ACE days attended) that resulted in higher science grades and in lower non-criminal, behavioral referrals during the fall term. (Center level data for the year were not available from TEA.)
- Students with higher levels of participation in ACE at the **grantee level** were found to be absent less often from day school during the fall semester.

II. Executive Summary

A. Overall Strengths and Next Steps

Key accomplishments of this center include the implementation of an ACE program that well-identified local needs and met or exceeded several quality standards. As shown in the center's logic models for fall, spring, and an on-line virtual program, North Forest effectively addressed identified local needs. During the period of State-mandated face-to-face closings resulting from COVID-19, the center developed and implemented a virtual, online program that offered a variety of activities. The North Forest 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.

Recommended next steps:

- Incentives need to be adopted to increase considerably student participation levels, especially regular participation, along with adult 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 and adult participants in ACE, most especially those that "early exited" from the program or who chose lower attendance.
- The site coordinator in collaboration with the program director should review the results of administering the NYSAN process evaluation instrument for needed improvements and plans for future implementation improvement.
- 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
- The on-line, virtual program, a program that was implemented well, should be evaluated more fully by adults and other stakeholders for possible improvements in case the COVID-19 pandemic necessitates its continuance.

B. Brief Center Overview

YES Prep's North Forest ACE Center is located on the northwest side of Houston. As detailed in Appendix 1 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 with a rating of "B."

Demographically, about 64% of participating students in the ACE program were of Hispanic/Latino descent while about 33% were of African American background. Further, about 53% of ACE participants at North Forest were females.

Despite COVID-19, 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. (see Appendix 4 to this report).

During the fall term the most frequently offered activities were Potters, Inc.; Hero Café AM; Sports Fun; and Choir. The activities with the highest average daily student attendance were Back to School Night students; and Hero Hall. (Data on the spring term were not available in the TEAL data system.)

Following State-mandated school campus closings in the spring resulting from COVID-19, ACE developed and implemented an on-line, virtual ACE program that provided the following activity options: Get Motivated and Move; Talent Showcase; and Turn Your Radio Up. As part of this virtual program, the site coordinator and staff made "wellness check" phone calls to ACE families and students to promote health and safety.

C. Implementation

The total number of ACE students served from August 2019 through the summer 2020 term was 255 a number that included 91 regular student participants (with 45 or more days in attendance) and 164 non-regular ones. In addition North Forest also served 95 adults. (Note: these numbers from the TEAL data system do not include virtual on-line program participation in the period from April to May 2020. See above and below.) *These numbers indicate that the center met State participation requirements for "regular students" and for adult participants*

The total number of participants for AY2019-20 was higher than those reported for AY 2018-19. There were, however, fewer regular student participants this year than last principally as a result of the COVID-19 pandemic and school closings. North Forest ACE also served fewer adults this year than last (53 vs. 76).

The on-line virtual ACE program offered during State-mandated face-to-face closings from April to May served 25 students and 29 parents, numbers not included in the chart below or the year totals from the TEAL data system discussed above.

The chart below (next page) displays the percentage of total program days attended by participant count for the North Forest center as of June 24, 2020. As will be noted, the modal category of attendance (most frequent) by participant count was that of 0 to 20 percent during the fall and spring terms. Finally, fall attendance was considerably higher in the fall than the spring (192 vs. 118).

C6 - YES Prep North Forest
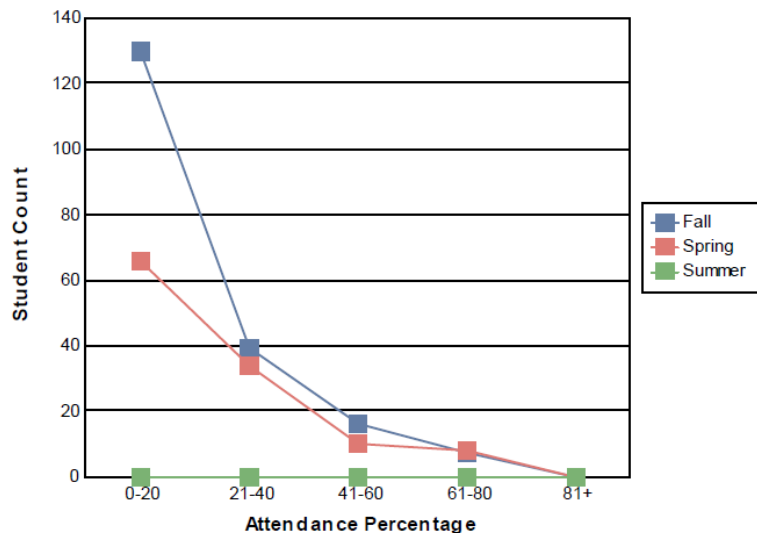
Source: TEAL data system (Grantee details)

The North Forest ACE center met the State's operations requirements both for hours/week (15) and weeks in service (13) *for the fall term* as well as that for hours/week (15) *for the spring term*. *But the COVID-19 crisis and mandated face-to-face campus closings beginning in March resulted in an inability to meet the weeks in service requirement (16) for spring.*

The program was staffed with certified teachers and independent contractors.

Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at North Forest *met or exceeded a number of quality standards.* The quality standards that were consistently exceeded were in the areas of *linkages between day and after-school; relationships and interactions among, staff, participants, families and communities; while those standards consistently met were in youth participation and engagement* along with *environment/climate .* On the other hand, the areas that were found to "could use additional focused assistance" included *program sustainability and growth* as well as *staffing and professional development*.

Plans for improvement were most frequently cited for program sustainability and growth.

<mark>Detailed findings of the NYSAN at North Forest will be found in Appendix 5 to this report as well as by means of the following Cloud-based link:</mark>

https://drive.google.com/drive/u/0/folders/18Ma0O8pzjvFln0byoaps75CkkTVYCfqA

D.   Local Needs and Outcomes

Local needs that were identified and addressed at North Forest are shown in Appendix 2 of this report.

The manner of *addressing needs* is shown in the logic models for fall, spring, and the on-line virtual program available at the following Cloud-link –

https://drive.google.com/drive/folders/1fT_UkkZdaNNYwnu584Xe3dZC6RbRFIWy?usp=sharing

Principal needs identified at North Forest were –

- Academic achievement and enrichment
- Student cultural components and elective not available during the school day
- Leadership
- Reduction of relational aggression

As is evident from the North Forest logic models, the following are means by which these needs were addressed –

- Hero Hall for homework help; STREAM activities (Science, Technology, Reading Engineering Arts, Math)
- Cultural enrichment activities, especially art, choir, Turn Your Radio Up (music production, dance, and DJ skills)
- Youth leadership activity (HERO café)
- Relational aggression reduction (Boys II Men)

Problems were encountered by the external evaluation team in summarizing progress in *achieving outcomes* addressing local needs. These problems generally resulted from the impact of COVID-19, the mandated school closings that followed, and from consequent limitations on data in TEA's TEAL data system. Further discussion of these problems and of the means chosen to deal with them are discussed immediately below ("Outcomes") and in Appendix 6.

E.   Outcomes (including by major Texas ACE measurement areas)

As a result of COVID-19, resulting face-to-face campus closures, and the adoption of on-line virtual learning, results regarding State outcomes were only available in the Texas Education Agency's TEAL data system *for the fall 2019 semester*. However, data on students' participation in ACE were <u>not reported</u> in the TEAL data system during the fall either as a total for each individual student or as students' totals according to type of activity. These and other data limitations prevented accurate, reliable, and timely evaluations of the outcomes *at individual ACE centers, including East End*. (See Appendix 6 to this report for a detailed explanation.)

However, given available evaluation evidence, accurate, reliable, and timely evaluations of outcomes could be and were conducted at the **grantee level** for the fall term. Such data

permitted the measurement of ACE participation levels (or "dose") as well as the State's mandated outcomes of school days absent, non-criminal behavioral referrals, criminal behavioral referrals, graduation, grade promotion and final fall semester grades for reading, math, science, and social studies.

An analysis of dose-response relationships between participation levels in relation to these outcomes revealed the following **grantee-level findings** for the fall term (at statistically significant levels, $p <= .05$) --

- *The higher the level of ACE participation, the lower the number of non-criminal behavioral referrals*
- *The higher the level of ACE participation, the higher the science grade.*

Both of the above findings appear to be the results of participating in the ACE program.

One other finding from the analysis showed that *higher levels of ACE participation were associated with fewer days absent from school*. But this finding appears to be a result of individuals' social characteristics (gender, ethnicity, school grade level) – the "social mix" of the YES Prep ACE program in other words -- rather than participation in the ACE program per se. (See Appendix 6 for full details.)

Student survey results: One other outcome measure available for evaluating outcomes, a measure available for individual centers, was students' satisfaction with ACE. At North Forest 54% of students reported being satisfied with ACE during the fall of 2019. By the early spring of 2020, this percentage had increased to 64% in a matter of just a few months.

APPENDIX 7.G NORTHSIDE CENTER EXECUTIVE SUMMARY

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 ACE program at Northside embraced continuous quality improvement by means of utilizing a process evaluation and by identifying local needs.
- Logic models from fall, spring, and an on-line virtual program showed that the program effectively addressed identified local needs.
- The Northside 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.
- Following State-mandated school campus closings in the spring resulting from COVID-19, Northside developed and implemented an on-line, virtual ACE program that provided a variety of activities.
- Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at Northside *met or exceeded all quality standards with only two exceptions.* (Those single exceptions were forging relationships with advocates for program quality and representation on school's curriculum planning committee.) On the other hand, Northside reportedly *exceeded all quality standards* in the areas of measuring outcomes; youth participation and engagement; and administration/organization.
- The evaluation team found evidence at the **grantee-level** of an impact of program "dose" (ACE days attended) that resulted in higher science grades and in lower non-criminal, behavioral referrals during the fall term. (Center level data for the year were not available from TEA.)
- Surveys of students revealed growing and high levels of satisfaction with the center's ACE program over time.

II. Executive Summary

A.   Overall Strengths and Next Steps

Key accomplishments of this center include the implementation of an ACE program that well-identified local needs. As shown in the center's logic models for fall, spring, and an on-line virtual program, Northside effectively addressed identified local needs. During the period of State-mandated face-to-face closings resulting from COVID-19, the center developed and implemented a virtual, online program that offered a variety of activities. The Northside 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 results of a process evaluation instrument revealed the meeting or exceeding of nearly all quality standards. Relatively high levels of student participation were in evidence.

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
- The on-line, virtual program, a program that was implemented well, should be evaluated fully by adults, participants, and other stakeholders for possible improvements in case the COVID-19 pandemic necessitates its continuance.
- The program director in collaboration with the site coordinator needs to approach the day school leaders about including the coordinator on the school planning curriculum committee.

B. Brief Center Overview

The Northside ACE program is located in Houston's near northside immediately north of downtown and adjacent to Interstate Highway 69. As detailed in Appendix 1 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 with a rating of "B."

Demographically, about 80% of participating students in the ACE program were of Hispanic/Latino descent while about 18% were of African American background. Further, about just under 59% of ACE participants at Northside were females.

Despite COVID-19, 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. (see Appendix 4 to this report).

During the fall term the most frequently offered activities were Athletic Foundations; Morning Lab; and Pom Squad. The activities with the highest average daily student attendance were Trunk or Treat; Athletic Foundations; and Wednesday Study Hall (Data on the spring term were not available in the TEAL data system.)

Following State-mandated school campus closings in the spring resulting from COVID-19, ACE developed and implemented an on-line, virtual ACE program that provided the following activity options: Crime Junkies Lunch and Learn; Pom-Squad/Dance; Photography Club; and Learning While BLACK. As part of this virtual program, the site coordinator and staff made "wellness check" phone calls to ACE families and students to promote health and safety. They also made technology checks to ensure continued student and family engagement.

C. Implementation

The total number of ACE students served from August 2019 through the summer term, was 221 a number that included 101 "regular student participants" (with 45 or more days in attendance) and 120 non-regular ones. In addition Northside also served 80 adults. (Note: these numbers from the TEAL data system do <u>not</u> include virtual on-line program participation in the period from April to May 2020. See above and below.) *Note that these numbers indicate that the center met all State participation requirements for students and adults.*

This total number of participants for AY2019-20 was higher than those reported for AY 2018-19. Additionally, the number of regular student participants, non-regular participants, and adults exceeded those from AY2018-19 as well.

The on-line virtual ACE program offered during State-mandated face-to-face closings in April and May served an additional 17 students and 6 parents, numbers not included in the TEAL data system..

The chart below (next page) displays the percentage of total program days attended by participant count for the Northside center as of June 24, 2020. As will be noted, the modal category of attendance (most frequent) by participant count was that of 41 to 60 percent during the fall and spring terms. Finally, the total numbers of fall and spring attendances were nearly the same (168 vs. 169).

C7 - YES Prep Northside
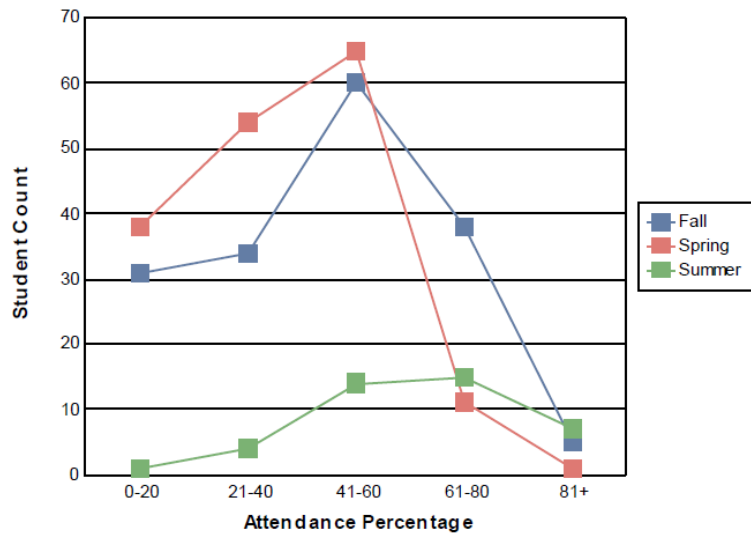
Source: TEAL data system (Grantee details)

The Northside ACE center met the State's operations requirements both for hours/week (15) and weeks in service (13) *for the fall term* as well as that for hours/week (15) *for the spring term*. *But the COVID-19 crisis and mandated face-to-face campus closings beginning in March resulted in an inability to meet the weeks in service requirement (16) for spring.*

The program was staffed with certified teachers during the fall, spring and summer terms.

Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at Northside *met or exceeded all quality standards with only two exceptions.* (Those single exceptions were forging relationships with advocates for program quality and representation on school's curriculum planning committee.) On the other hand, Northside reportedly *exceeded all quality standards* in the areas of measuring outcomes; youth participation and engagement; and administration/organization.

Detailed findings of the NYSAN at Northside will be found in Appendix 5 to this report as well as by means of the following Cloud-based link:

https://drive.google.com/drive/u/0/folders/18Ma0O8pzjvFln0byoaps75CkkTVYCfqA

D.   Local Needs and Outcomes

Local needs that were identified and addressed at Northside are shown in Appendix 2 of this report.

The manner of *addressing needs* is shown in the logic models for fall, spring, and the on-line virtual program available at the following Cloud-link –

https://drive.google.com/drive/folders/1fT_UkkZdaNNYwnu584Xe3dZC6RbRFIWy?usp=sharing

Principal needs identified at Northside were –

- Leadership
- More activities in arts, technology, athletics

These identified needs were addressed with the following activities (among others)—

- *Pom squad (athletics)*
- *Bigger, faster, stronger (athletics)*
- *Sports fun (athletics)*
- *ART*
- *STEAM University (technology)*
- *Photography (arts)*
- *Student Council (leadership)*
- *Boys/Girls Conference/Teen Summit (community/student leadership)*

Problems were encountered by the external evaluation team in *summarizing progress in achieving outcomes* addressing local needs. These problems generally resulted from the impact of COVID-19, the mandated school closings that followed, and from consequent limitations on data in TEA's TEAL data system. Further discussion of these problems and of the means chosen to deal with them are discussed immediately below ("Outcomes") and in Appendix 6.

        E.   Outcomes (including by major Texas ACE measurement areas)

As a result of COVID-19, resulting face-to-face campus closures, and the adoption of on-line virtual learning, results regarding State outcomes were only available in the Texas Education Agency's TEAL data system *for the fall 2019 semester*. However, data on students' participation in ACE were <u>not reported</u> in the TEAL data system during the fall either as a total for each individual student or as students' totals according to type of activity. These and other data limitations prevented accurate, reliable, and timely evaluations of the outcomes *at individual ACE centers, including East End*. (See Appendix 6 to this report for a detailed explanation.)

However, given available evaluation evidence, accurate, reliable, and timely evaluations of outcomes could be and were conducted at the **grantee level** for the fall term**.** Such data permitted the measurement of ACE participation levels (or "dose") as well as the State's mandated outcomes of school days absent, non-criminal behavioral referrals, criminal

behavioral referrals, graduation, grade promotion and final fall semester grades for reading, math, science, and social studies.

An analysis of dose-response relationships between participation levels in relation to these outcomes revealed the following **grantee-level findings** for the fall term (at statistically significant levels, p<= .05) --

- *The higher the level of ACE participation, the lower the number of non-criminal behavioral referrals*
- *The higher the level of ACE participation, the higher the science grade.*

Both of the above findings appear to be the results of participating in the ACE program.

One other finding from the analysis showed that *higher levels of ACE participation were associated with fewer days absent from school*. But this finding appears to be a result of individuals' social characteristics (gender, ethnicity, school grade level) – the "social mix" of the YES Prep ACE program in other words -- rather than participation in the ACE program per se. (See Appendix 6 for full details.)

Student survey results: One other outcome measure available for evaluating outcomes, a measure available for individual centers, was students' satisfaction with ACE. At Northside 68% of students reported being satisfied with ACE during the fall of 2019. By the early spring of 2020, this percentage had increased to 80% in just a few months.

APPENDIX 7.H FIFTH WARD CENTER EXECUTIVE SUMMARY

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.

- Despite the COVID-19 pandemic, the Fifth Ward Center of the YES Prep ACE program successfully 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 ACE program at Fifth Ward emphasized continuous quality improvement by means of utilizing a process evaluation (NYSAN) instrument, by identifying local needs, and by developing future improvement plans.
- Logic models from fall, spring, and an on-line virtual program showed that the program addressed previously identified local needs through adoption of appropriate programming.
- Following State-mandated school campus closings in the spring resulting from COVID-19, Fifth Ward developed and implemented an on-line, virtual ACE program that provided a variety of activities.
- Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at Fifth Ward *met or exceeded all quality standards except in two assessment areas: measuring outcomes/evaluation* and *sensitivity to the culture and language of participants.* On the other hand, Fifth Ward reportedly <u>exceeded</u> *all quality standards* in the areas of programming/activities; youth participation and engagement; and parent/family/community partnerships
- The evaluation team found evidence at the ***grantee-level*** of an impact of program "dose" (ACE days attended) that resulted in higher science grades and in lower non-criminal, behavioral referrals during the fall term. (Center level data for the year were not available from TEA.)
- Surveys of students revealed relatively high levels of satisfaction with the center's ACE program both in the fall and in the spring.

II. Executive Summary

> A.   Overall Strengths and Next Steps

Key accomplishments of this center include the implementation of an ACE program that well-identified local needs. As shown in the center's logic models for fall, spring, and an on-line virtual program, Fifth Ward ACE effectively addressed identified local needs. During the period of State-mandated face-to-face closings resulting from COVID-19, the center developed and implemented a virtual, online program that offered a variety of activities. The Fifth Ward center 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 results of a process evaluation instrument revealed the meeting or exceeding of nearly all quality standards. Relatively high levels of student participation were in evidence. This total number of participants for AY2019-20 was higher than those reported for the previous year (AY 2018-19).

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
- Incentives need to be adopted to increase considerably student participation levels beyond the "0 to 20" modal attendance categories for fall and spring. Such incentives should particularly emphasize "internal" ones such as attendance awards, recognition, and honor ceremonies. This should be done in collaboration with student and adult participants in ACE, most especially those that "early exited" from the program or who were lower in attendance.
- The on-line, virtual program, a program that was implemented well, should be evaluated fully by adults, participants, and other stakeholders for possible improvements in case the COVID-19 pandemic necessitates its continuance.
- The site coordinator needs to work on improving the two areas identified in process evaluation as not "satisfactory": measuring outcomes/evaluation and sensitivity to the culture and language of participants.

> B. Brief Center Overview

YES Prep's Fifth Ward ACE Center is located near Houston's downtown only a short distance from Interstate Highway 69 on Benson Street. As detailed in Appendix 1 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 with a rating of B.

Demographically, about 88% of participating students in the ACE program were of Hispanic/Latino descent while about 11% were of African American background. Further, about 45% of ACE participants at Fifth Ward were females.

Despite COVID-19, 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. (see Appendix 4 to this report).

During the fall term the most frequently offered activities were Morning Sports; Dance Drill Team; Driver's Ed; Dance Drill Team; and HS Study Hall. The activities with the highest average daily student attendance were Open Gym; Wednesday HW Center; Gaming (Friday); and Friday Homework Center (Data on the spring term were not available in the TEAL data system.)

Following State-mandated school campus closings in the spring resulting from COVID-19, Fifth Ward ACE developed and implemented an on-line, virtual ACE program that provided the following activity options: Cheer/Dance; Health and Wellness; Asian Culture Club; and Driver's Ed. As part of this virtual program meals were distributed to community residents in need.

C. Implementation

The total number of ACE students served from August 2019 through the summer of 2020, was 289 a number that included 95 "regular student participants" (with 45 or more days in attendance) and 194 non-regular ones. In addition Fifth Ward also served 129 adults, the highest number at all YES Prep ACE centers. (Note: these numbers from the TEAL data system do not include virtual on-line program participation in the period from April to May 2020. See above and below.)*Note that these numbers indicate that the center met all State participation requirements for students and adults.* (See Appendix 4 to this report.)

This total number of participants for AY2019-20 was higher than those reported for AY 2018-19. Further, the number of regular student participants, of non-regular participants, and of adults exceeded those in their respective categories from AY2018-19 as well.

The on-line virtual ACE program offered during State-mandated face-to-face closings late in spring served an additional 46 students. (The number of parents served virtually was not available). These numbers were not included in the numbers reported above from the TEAL data system.

The chart below (next page) displays the percentage of total program days attended by participant count for the Fifth Ward center as of June 24, 2020. As will be noted, the modal

category of attendance (most frequent) by participant count was that of 0 to 20 percent during both the fall and spring terms. However, during the summer term the modal category was that of 61 to 80% (but, of course, involved far fewer days). Finally, the fall attendance was far greater than in the spring (242 vs. 142) or summer (54).
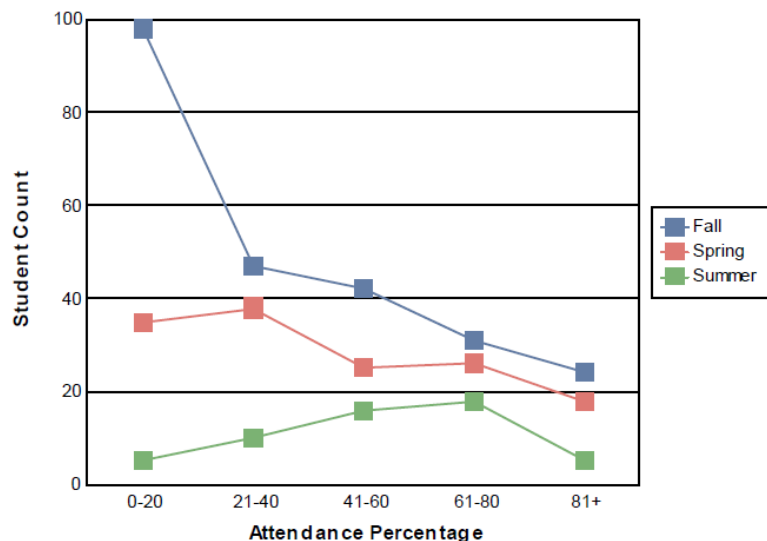
Source: TEAL data system (Grantee details)

The Fifth Ward ACE center met the State's operations requirements both for hours/week (15) and weeks in service (13) *for the fall term.   But the COVID-19 crisis and mandated face-to-face campus closings beginning in March resulted in an inability to meet either the weeks in service requirement (16) or the hours/week requirement for spring (15).*

The program was staffed with certified teachers during the fall, spring and summer terms.

Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at Fifth Ward *met or exceeded all quality standards except in two assessment areas: measuring outcomes/evaluation* and *sensitivity to the culture and language of participants.* On the other hand, Fifth Ward reportedly <u>exceeded</u> *all quality standards* in the areas of programming/activities; youth participation and engagement; and parent/family/community partnerships

Detailed findings of the NYSAN at Fifth Ward will be found in Appendix 5 to this report as well as by means of the following Cloud-based link:

https://drive.google.com/drive/u/0/folders/18Ma0O8pzjvFln0byoaps75CkkTVYCfqA

B. Local Needs and Outcomes

Local needs that were identified and addressed at Fifth Ward are shown in Appendix 2 of this report.

The manner of *addressing needs* is shown in the *logic models* for fall, spring, and the on-line virtual program available at the following Cloud-link –

https://drive.google.com/drive/folders/1fT_UkkZdaNNYwnu584Xe3dZC6RbRFIWy?usp=sharing

Principal local needs identified at Fifth Ward were –

- Academic Performance (STAAR Testing, SAT, etc.)
- Average daily attendance
- More enrichment opportunities

Need identified --	Manner of addressing (logic models)
Academic Performance	M-F Homework Centers
Average daily attendance improvement	Service Club; additional games at other YES Prep campuses; Homework Centers; Performance eligibility for Dance Drill Team; Parent meetings; YES Prep program itself
More enrichment opportunities	Art activity; Anime Club; Gaming Club; Morning Chess

Problems were encountered by the external evaluation team in *summarizing progress in achieving* outcomes that address local needs. These problems generally resulted from the impact of COVID-19, the mandated school closings that followed, and from consequent limitations on data in TEA's TEAL data system. Further discussion of these problems and of the means chosen to deal with them are discussed immediately below ("Outcomes") and in Appendix 6.

C. Outcomes (including by major Texas ACE measurement areas)

As a result of COVID-19, resulting face-to-face campus closures, and the adoption of on-line virtual learning, results regarding State outcomes were only available in the Texas Education Agency's TEAL data system *for the fall 2019 semester*. However, data on students' participation in ACE were not reported in the TEAL data system during the fall either as a total for each individual student or as students' totals according to type of activity. These and other data limitations prevented accurate, reliable, and timely evaluations of the outcomes *at individual ACE centers, including Fifth Ward*. (See Appendix 6 to this report for a detailed explanation.)

However, given available evaluation evidence, accurate, reliable, and timely evaluations of outcomes could be and were conducted at the **grantee level** for the fall term**.** Such data permitted the measurement of ACE participation levels (or "dose") as well as the State's mandated outcomes of school days absent, non-criminal behavioral referrals, criminal behavioral referrals, graduation, grade promotion and final fall semester grades for reading, math, science, and social studies.

An analysis of dose-response relationships between participation levels in relation to these outcomes revealed the following **grantee-level findings** for the fall term (at statistically significant levels, p<= .05) --

- *The higher the level of ACE participation, the lower the number of non-criminal behavioral referrals*
- *The higher the level of ACE participation, the higher the science grade.*

Both of the above findings appear to be the results of participating in the ACE program.

One other finding from the analysis showed that *higher levels of ACE participation were associated with fewer days absent from school*. But this finding appears to be a result of individuals' social characteristics (gender, ethnicity, school grade level) – the "social mix" of the YES Prep ACE program in other words -- rather than participation in the ACE program per se. (See Appendix 6 for full details.)

Student survey results: One other outcome measure available for evaluating outcomes, a measure available for individual centers, was students' satisfaction with ACE. At Fifth Ward 70% of students reported being satisfied with ACE during the fall of 2019. By the early spring of 2020, this percentage was just slightly higher at 72%.

APPENDIX 7.I WHITE OAK CENTER EXECUTIVE SUMMARY

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.

- Despite the COVID-19 pandemic, the White Oak Center of the YES Prep ACE program successfully 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 ACE program at White Oak embraced continuous quality improvement by means of utilizing a process evaluation (NYSAN) instrument, by assessing local needs, and by developing plans for future improvement.
- Following State-mandated school campus closings in the spring resulting from COVID-19, White Oak developed and implemented an on-line, virtual ACE program that provided a variety of activities.
- Logic models from fall, spring, and an on-line virtual program showed that the program addressed previously identified local needs through adoption of appropriate activities.
- Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at White Oak *met or exceeded <u>all</u> quality standards.* Particularly noteworthy were the consistently "excellent" performance ratings reported for *linkages between day and after-school;* and *youth participation and engagement.*
- The evaluation team found evidence at the ***grantee-level*** of an impact of program "dose" (ACE days attended) that resulted in higher science grades and in lower non-criminal, behavioral referrals during the fall term. (Center level data for the year were not available from TEA.)
- Surveys of students revealed relatively high levels of satisfaction with the center's ACE program both in the fall and in the spring.

II. Executive Summary

A. Overall Strengths and Next Steps

Key accomplishments of the White Oak center include the implementation of an ACE program that well- identified local needs. As shown in the center's logic models for fall, spring, and an on-line virtual program, the White Oak ACE effectively addressed identified local needs. During the period of State-mandated face-to-face closings resulting from COVID-19, the center developed and implemented a virtual, online program that offered a variety of activities. This center's 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 results of a process evaluation instrument revealed the meeting or exceeding of all quality standards. Relatively high levels of student participation were in evidence. This total number of participants for AY2019-20 was higher than those reported for the previous year (AY 2018-19).

Recommended next steps:

- The on-line, virtual program, a program that was implemented well, should be evaluated fully by adults, participants, and other stakeholders for possible improvements in case the COVID-19 pandemic necessitates its continuance.
- White Oak engaged in quite effective continuous program quality improvement. Such engagement should be continued during the next ACE academic year.
- Despite high levels of program participation, additional incentives should be adopted to increase further student participation levels Such incentives should particularly emphasize "internal" ones such as attendance awards, recognition, and honor ceremonies. This should be done in collaboration with student and adult participants in ACE, most especially those that "early exited" from the program or who were lower in attendance.

B. Brief Center Overview

The White Oak center of YES Prep's ACE program is located in the northwest part of the City of Houston. As detailed in Appendix 1 of this grantee-level report, the ACE program included school grade levels from six (6) through twelve (12). The school campus itself met the Texas Education Agency standards of accountability with a rating of B.

Demographically, about 85% of participating students in the ACE program were of Hispanic/Latino descent while just under 13% were of African American background. Further, about 58% of ACE participants at White Oak were females.

Despite COVID-19, 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. (see Appendix 4 to this report).

During the fall term the most frequently offered activities were Game Center; Game Center (PM); General Sports; Cheer; Drama; and Robotics. The activities with the highest average daily student attendance were Gaming 101; General Sports; and Game Center (PM). *(Data for the spring term were not available in the TEAL data system.)*

Following State-mandated school campus closings in the spring resulting from COVID-19, White Oak ACE developed and implemented an on-line, virtual ACE program that provided the following activity options: Humanitarian Society; ALAS; White Oak Nation Dance Team; WON Black Student Union; Photography/Yearbook; and Student Council.

C. Implementation

The total number of ACE students served from August 2019 through the summer of 2020, was 243, a total that included 68 "regular student participants" (with 45 or more days in attendance) and 175 non-regular ones. In addition White Oak also served 80 adults. (Note: these numbers from the TEAL data system do not include virtual on-line program participation in the period from April to May 2020. See above and below.) *These numbers indicate that the center did not meet the TEA requirements for regular student participation but did so for adults.*

This *total number of participants* for AY2019-20 was higher (243 vs. 208) than those reported for AY 2018-19. However, the numbers of regular student participants and adults were lower those in their respective categories for AY2018-19. (Recall, however, that the numbers of participants in the AY2019-20 virtual program are not included among the others reported in this and the preceding paragraph.)

The on-line virtual ACE program offered during State-mandated face-to-face closings in the late spring served an additional 68 students, the highest number for the virtual program among all the YES Prep ACE centers. (The number of parents served virtually was not available).

The chart below (next page) displays the percentage of total program days attended by participant count for the White Oak center as of June 24, 2020. As will be noted, the modal category of attendance (most frequent) by participant count was that of 21 to 40 percent during both the fall and spring terms. During the summer term the modal category was that of 61 to 80% (but, of course, involved far fewer days). Finally, as expected the total fall attendance was greater than in the spring (195 vs. 165) or summer (27).

C9 - YES Prep White Oak
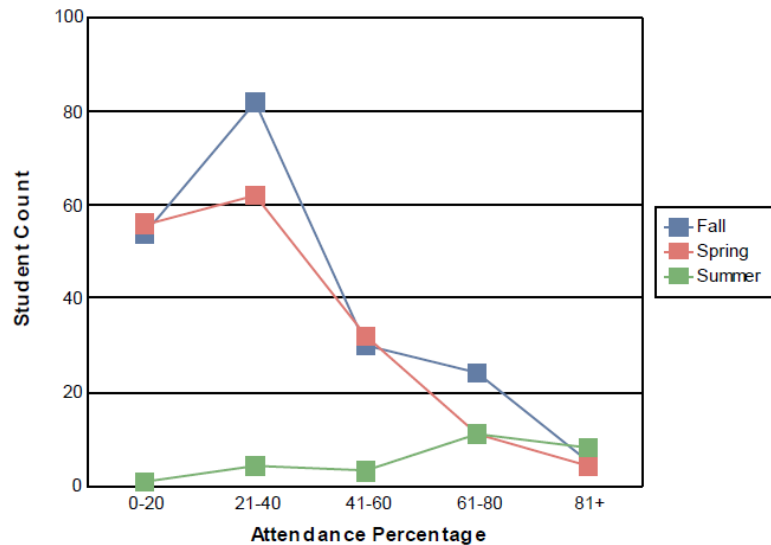
Source: TEAL data system (Grantee details)

The White Oak ACE center met the State's operations requirements both for hours/week (15) and weeks in service (13) *for the fall term.   But the COVID-19 pandemic and mandated face-to-face campus closings beginning in March resulted in an inability to meet either the weeks in service requirement (16) or the hours/week requirement for spring (15).*

The program was staffed with certified teachers during the fall, spring and summer terms.

Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at White Oak *met or exceeded all quality standards.* Particularly noteworthy were the consistently "excellent" performance ratings reported for *linkages between day and after-school;* and *youth participation and engagement.* Finally, despite the consistently high ratings for implementation, White Oak embraced continuous quality improvement by developing future enhancement plans.

Detailed findings of the NYSAN at White Oak will be found in Appendix 5 to this report as well as by means of the following Cloud-based link:

https://drive.google.com/drive/u/0/folders/18Ma0O8pzjvFln0byoaps75CkkTVYCfqA

D.   Local Needs and Outcomes

Local needs that were identified and addressed at White Oak are shown in detail in Appendix 2 of this report.

The following were identified by means of a needs assessment as priority ones at White Oak --–

- Enhancing access to literacy
    - increase book access, engagement with literacy, accelerated reader program
- LEP student support
    - ESL, STAAR tutorials, etc.
- Build character in students – push for service club
- More family engagement activities

The manner of *addressing needs* is shown in the *logic models* for fall, spring, and the on-line virtual program available at the following Cloud-link –

https://drive.google.com/drive/folders/1fT_UkkZdaNNYwnu584Xe3dZC6RbRFIWy?usp=sharing

In the table below, the addressing of needs is briefly summarized based on logic models --

Need identified --	Manner of addressing (logic models)
Enhancing access to literacy	Drama Club; Fanime
LEP support	ALAS; coordinator observations; use of certified teachers and independent contractors with bilingual skills
Build character	Humanitarian Society; Boys to Men; ALAS; Student Council
Family engagement	PTA; art show for parents; robotics showcase; dance showcase for parents

Problems were encountered by the external evaluation team in *summarizing progress in achieving* outcomes that address local needs. These problems generally resulted from the impact of COVID-19, the mandated school closings that followed, and from consequent limitations on data in TEA's TEAL data system. Further discussion of these problems and of the means chosen to deal with them are discussed immediately below ("Outcomes") and in Appendix 6.

E.   Outcomes (including by major Texas ACE measurement areas)

As a result of COVID-19, resulting face-to-face campus closures, and the adoption of on-line virtual learning, results regarding State outcomes were only available in the Texas Education Agency's TEAL data system *for the fall 2019 semester*. However, data on students' participation in ACE were not reported in the TEAL data system during the fall either as a total for each individual student or as students' totals according to type of activity. These and other data limitations prevented accurate, reliable, and timely evaluations of the outcomes *at individual ACE centers, including White Oak*. (See Appendix 6 to this report for a detailed explanation.)

However, given available evaluation evidence, accurate, reliable, and timely evaluations of outcomes could be and were conducted at the **grantee level** for the fall term**.** Such data permitted the measurement of ACE participation levels (or "dose") as well as the State's mandated outcomes of school days absent, non-criminal behavioral referrals, criminal behavioral referrals, graduation, grade promotion and final fall semester grades for reading, math, science, and social studies.

An analysis of dose-response relationships between participation levels in relation to these outcomes revealed the following **grantee-level findings** for the fall term (at statistically significant levels, $p <= .05$) --

- *The more frequent the participation in YES Prep ACE, the <u>lower</u> the number of non-criminal behavioral referrals*
- *The higher the level of ACE participation, the <u>higher</u> the science grade.*

Both of the above findings appear strongly to be the results of participating in the ACE program. (As noted in the appendix, spurious findings attributable to students' backgrounds were eliminated statistically.)

One other finding from the analysis showed that *higher levels of ACE participation were associated with fewer days absent from school*. But this finding appears to be a result of individuals' social characteristics (gender, ethnicity, school grade level) – the "social mix" of the YES Prep ACE program in other words -- rather than participation in the ACE program *per se.* (See Appendix 6 for full details.)

Student survey results: One other outcome measure available for evaluating outcomes, a measure available for individual centers, was students' satisfaction with ACE. At White Oak 72% of students reported being satisfied with ACE during the fall of 2019. By the early spring of 2020, this percentage was higher at 79%, an improvement within just a few months. .

APPENDIX 7.J WEST CENTER EXECUTIVE SUMMARY

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.

- Despite the COVID-19 pandemic, the West Center of the YES Prep ACE program successfully 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.
- Following State-mandated school campus closings in the spring resulting from the COVID-19 pandemic, West developed and implemented an on-line, virtual ACE program that provided a variety of activities.
- Logic models from fall, spring, and an on-line virtual program showed that the program addressed previously identified local needs through adoption of appropriate activities.
- The ACE program at West practice continuous quality improvement by means of utilizing a process evaluation (NYSAN) instrument, by assessing local needs, and by developing plans for future improvement.
- Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at West *met or exceeded* <u>*all but a few quality standards.*</u> The exceptions to meeting or exceeding quality standards were principally in the assessment areas of staffing/professional development, and program sustainability and growth. On the other hand, the process assessment areas of programming/activities and relationships and interactions with staff, participants, families and communities consistently received ratings of "excellent" while the areas of linkages between day and after-school and measuring outcomes nearly did so.
- The evaluation team found evidence at the ***grantee-level*** of an impact of program "dose" (ACE days attended) that resulted in higher science grades and in lower non-criminal, behavioral referrals during the fall term. (Center level data for the year were not available from TEA.)
- Surveys of students revealed a relatively high level of satisfaction with the center's ACE program during the fall term.

II. Executive Summary

    A.   Overall Strengths and Next Steps

Despite the COVID-19 pandemic, the West center's 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. Key accomplishments of the West center also included the implementation of an ACE program that well-identified local and addressed identified local needs. This was demonstrated well in the center's logic models for fall, spring, and an on-line virtual program. During the period of State-mandated face-to-face closings resulting from COVID-19, the center developed and implemented a virtual, online program that offered a variety of activities. The results of utilizing a process evaluation instrument revealed the meeting or exceeding of nearly all quality performance standards. A relatively high level of student satisfaction with the program was found. This total number of participants for AY2019-20 was higher than those reported for the previous year (AY 2018-19).

Recommended next steps:

- Additional incentives need to be adopted to increase further student participation levels Such incentives should particularly emphasize "internal" ones such as attendance awards, recognition, and honor ceremonies. This should be done in collaboration with student and adult participants in ACE, most especially those that "early exited" from the program or who were lower in attendance.
- The on-line, virtual program, a program that was implemented well, should be evaluated fully by adults, participants, and other stakeholders for possible improvements in case the COVID-19 pandemic necessitates its continuance.
- West engaged in a quite effective continuous program quality improvement. Such engagement should be continued during the next ACE academic year.

    B. Brief Center Overview

YES Prep's West ACE Center is located on the far west side of Houston adjacent to Beltway 8. As noted in Appendix 1 of this grantee-level report, the ACE program enrolled participants in grades six (6) though twelve (12). The school campus itself met the TEA standards of accountability with a rating of "A."

Demographically, about 84% of participating students in the ACE program were of Hispanic/Latino descent while about 8% were of African American background. Further, about 57% of ACE participants at West were females.

Despite COVID-19, 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. (see Appendix 4 to this report).

During the fall term the most frequently offered activities were Marvel Sports; Athletic Study Hall (HS); Athletic Study Hall (MS); and Pack Production. The activities with the highest average daily student attendance were General Sports – W; Marvel Dance Team; and Hispanic Heritage Potluck. *(Data for the spring term were not available in the TEAL data system.)*

Following State-mandated school campus closings in the spring resulting from COVID-19, White Oak ACE developed and implemented an on-line, virtual ACE program that provided the following activity options: Marvel Dance Team; Girls on the Run; and West Culinary Institute. As part of this virtual program, the site coordinator and staff made "wellness check" phone calls to ACE families and students to promote health and safety. They also made technology checks to ensure continued student and family engagement.

C. Implementation

The total number of ACE students served from August 2019 through the summer was 227, a total that included 54 "regular student participants" (with 45 or more days in attendance) and 180 non-regular ones. In addition West also served 96 adults. (Note: these numbers from the TEAL data system do <u>not</u> include virtual on-line program participation in the period from April to May 2020. See above and below.) *These numbers indicate that the center did <u>not</u> meet the TEA requirements for regular student participation but did so for adults.*

This *total numbers of participants* for AY2019-20 were higher (227 vs. 202) than those reported for AY 2018-19 as were the number of adult participants (96 vs. 67). However, the number of regular student participants was lower than for AY2018-19 (54 vs 87). (Recall, however, that the numbers of participants in the AY2019-20 virtual program are <u>not</u> included among the others reported in this paragraph.)

The on-line virtual ACE program offered during State-mandated face-to-face closings in the late spring served an additional 52 students (The number of parents served virtually was not available).

The chart below (next page) displays the percentage of total program days attended by participant count for the West center as of June 24, 2020. As will be noted, the modal category of attendance (most frequent) by participant count was that of 21 to 40 percent during the fall term and 0 to 20 percent in spring. During the summer term the modal category of attendance was that of 81+ percent (but, of course, involved far fewer days). Finally, as expected the total fall attendance was greater than in the spring (194 vs. 170) or summer (38).

C10 - YES Prep West
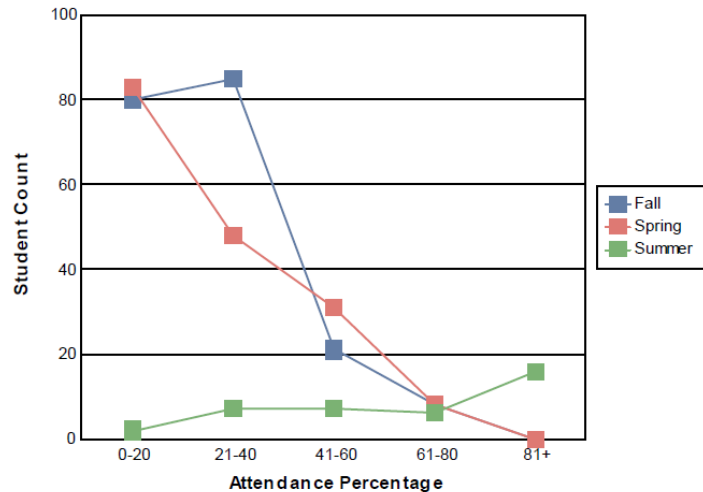
Source: TEAL data system (grantee details)

The West ACE center met the State's operations requirements both for hours/week (15) and weeks in service (13) *for the fall term.   But the COVID-19 pandemic and mandated face-to-face campus closings beginning in March resulted in an inability to meet either the weeks in service requirement (16) or the hours/week requirement for spring (15).*

The program was staffed with certified teachers during the fall, spring and summer terms.

Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at West *met or exceeded all but a few quality standards.* The exceptions to meeting or exceeding quality standards were principally in the assessment areas of staffing/professional development, and program sustainability and growth. On the other hand, the process assessment areas of programming/activities and relationships and interactions with staff, participants, families and communities consistently received ratings of "excellent" while the areas of linkages between day and after-school and measuring outcomes nearly did so. Finally, West embraced continuous quality improvement by developing future enhancement plans particularly for staffing and professional development.

Detailed findings of the NYSAN at West will be found in Appendix 5 to this report as well as by means of the following Cloud-based link:

https://drive.google.com/drive/u/0/folders/18Ma0O8pzjvFln0byoaps75CkkTVYCfqA

D.   Local Needs and Outcomes

Local needs that were identified and addressed at West are shown in detail in Appendix 2 of this report.

The following local needs were identified as priority ones --

- Student attendance and returning to West
- Providing activities in the visual arts, dance and music
- Activities in the STEM field

The manner of *addressing needs* is shown in the *logic models* for fall, spring, and the on-line virtual program available at the following Cloud-link –

https://drive.google.com/drive/folders/1fT_UkkZdaNNYwnu584Xe3dZC6RbRFIWy?usp=sharing

In the table below, the addressing of needs is briefly summarized based on logic models --

Need identified --	Manner of addressing (logic models' activities)
Student attendance and returning to West	Homework Help; Parent Pack Meeting; Hispanic Heritage Potluck; General Sports; Family Engagement Specialist; Family wellness and technology phone calls
Activities in the visual arts, dance, and music	Marvel Dance Team; Orchestra; Art
STEM activities	Robotics; Video Games Club; technology distribution

Problems were encountered by the external evaluation team in *summarizing progress in achieving outcomes* addressing local needs. These problems generally resulted from the impact of COVID-19, the mandated school closings that followed, and from consequent limitations on data in TEA's TEAL data system. Further discussion of these problems and of the means chosen to deal with them are discussed immediately below ("Outcomes") and in Appendix 6.

E.   Outcomes (including by major Texas ACE measurement areas)

As a result of COVID-19, resulting face-to-face campus closures, and the adoption of on-line virtual learning, results regarding State outcomes were only available in the Texas Education Agency's TEAL data system *for the fall 2019 semester*. However, data on students' participation in ACE were not reported in the TEAL data system during the fall either as a total for each individual student or as students' totals according to type of activity. These and other data limitations prevented accurate, reliable, and timely evaluations of the outcomes *at individual ACE centers, including West*. (See Appendix 6 to this report for a detailed explanation.)

However, given available evaluation evidence, accurate, reliable, and timely evaluations of outcomes could be and were conducted at the **grantee level** for the fall term**.** Such data permitted the measurement of ACE participation levels (or "dose") as well as the State's mandated outcomes of school days absent, non-criminal behavioral referrals, criminal behavioral referrals, graduation, grade promotion and final fall semester grades for reading, math, science, and social studies.

An analysis of dose-response relationships between participation levels in relation to these outcomes revealed the following **grantee-level findings** for the fall term (at statistically significant levels, $p <= .05$) --

- *The more frequent the participation in YES Prep ACE, the <u>lower</u> the number of non-criminal behavioral referrals*
- *The higher the level of ACE participation, the <u>higher</u> the science grade.*

Both of the above findings appear strongly to be the results of participating in the ACE program. (As noted in the appendix, spurious findings attributable to students' background characteristics, include ethnicity, gender, grade level and age, were eliminated statistically.)

One other finding from the analysis showed that *higher levels of ACE participation were associated with fewer days absent from school*. But this finding appears to be a result of individuals' social characteristics (gender, ethnicity, school grade level) – the "social mix" of the YES Prep ACE program in other words -- rather than participation in the ACE program *per se.* (See Appendix 6 for full details.)

Student survey results: One other outcome measure available for evaluating outcomes, a measure available for individual centers, was students' satisfaction with ACE. At West 74% of students reported being satisfied with ACE during the fall of 2019. Unfortunately, the survey could not be administered later in the 2019-20 academic year.