

The Central Texas ACE Collaboration (CTAC)

21st Century Community Learning Centers Cycle 9 – Year Five



Region XIII, Education Service Center

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21st Century Community Learning Centers

Cycle 9 – Year Five

Grantee Final Report 2021

Prepared by



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This report meets the reporting requirements associated with the Afterschool Centers on Education (ACE) funded by 21st Century Community Learning Centers grants.

**The Central Texas ACE Collaboration (CTAC)
21st CCLC Cycle 9, Year Five – 2021 Grantee Final Evaluation Report
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I. Executive Summary

The Afterschool Center on Education (ACE) is the program administered through the Texas Education Agency for the federally funded 21st Century Community Learning Center (CCLS) grants authorized under the Title IV, Part B of the Elementary and Secondary Act (ESEA), as amended by the No Child Left Behind Act of 2001. (NCLB; Public Law 107-110). The purpose of ACE programs is to support the creation of community learning centers to provide academic enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools.

The Central Texas ACE Collaboration (CTAC) Cycle 9 Program is comprised of ten (10) centers serving three school districts, two charter schools and one private school. This report examines the outcomes of the Cycle 9 grant awarded to the (CTAC) Program during its 2020-2021 school year.

During its fifth year of operation, the (CTAC) grant program served 1,457 students. Of those 1,457 ACE program enrollees, 708 were regular ACE program participants attending at least 45 days or more of programming activities. Over 619 parents participated in adult and family education programs. The individual centers identified in the (CTAC) program are as follows:

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

Listed below is a summary of the major findings obtained from student performance data received and stakeholder survey results.

1. With regard to the goal of improving academic performance:

a) In the regular classroom instructional area of English Language Arts (ELA):

- 1) In the case where regular program students performed better in their second semester grades, regular program students in 5 out of the 10 centers had average increases of +2.71, +0.04, +0.21, +2.25 and +1.04 points in their average second semester ELA grades as compared to their first semester grades.
- 2) In the case where regular program students performed better in their second semester grades, regular program students in 4 of the 10 centers had higher point increases in their second semester ELA grades as compared to all 21st CCLC students enrolled in those 4 centers.
- 3) In summary, combined regular program students had a -0.18 average point decrease in their second semester ELA grades as compared to all enrolled 21st CCLC students who had a -0.36 average point decrease in their ELA grades.

b) In the regular classroom instructional area of Mathematics:

- 1) In the case where regular program students performed better in their second semester grades, regular program students in 4 out of the 10 centers had average increases of +0.79, +2.26, +1.78 and +2.37 points in their average second semester mathematics grades as compared to their first semester grades.
- 2) In the case where regular program students performed better in their second semester grades, regular program students in 2 of the 10 centers had higher point increases in their second semester mathematics grades as compared to all 21st CCLC students enrolled in those 2 centers.
- 3) In summary, combined regular program students had a -0.24 average point decrease in their second semester mathematics grades as compared to all enrolled 21st CCLC students who had a -0.43 average decrease in their mathematics grades.

c) In the regular classroom instructional area of science:

- 1) In the case where regular program students performed better in their second semester grades, regular program students in 6 out of the 10 centers had average increases of +0.41, +0.22, +1.81, +2.66, +4.55 and +0.87 points in their average second semester science grades as compared to their first semester grades.
- 2) In the case where regular program students performed better in their second semester grades, regular program students in 6 of the 10 centers had higher point increases in their second semester science grades as compared to all 21st CCLC students enrolled in those 6 centers.
- 3) In summary, combined regular program students had a +0.78 average point increase in their second semester science grades as compared to all enrolled 21st CCLC students who had a +0.28 average point increase in their science grades.

d) In the regular classroom instructional area of Social Studies:

- 1) In the case where regular program students performed better in their second semester grades, regular program students in 5 out of the 10 centers had average increases of +1.35, +1.28, +0.12, +7.80 and +1.61 points in their average second semester social studies grades as compared to their first semester grades.
- 2) In the case where regular program students performed better in their second semester grades, regular program students in 4 of the 10 centers had higher point increases in their second semester social studies grades as compared to all 21st CCLC students enrolled in those 4 centers.
- 3) In summary, combined regular program students had a -0.02 average point decrease in their second semester social studies grades as compared to all enrolled 21st CCLC students who had a -0.26 average point decrease in their social studies grades.

- e) The results from the 2021 STAAR state assessments indicates shows that:
- 1) Fifty-six percent (56%) of regular program students passed the English Language Arts STAAR tests.
 - 2) Regular program students at 3 centers had a higher percentage passing the English Language Arts STAAR tests than all 21st CCLC students on those same 3 centers.
 - 3) Forty-nine percent (49.3%) of regular program students passed the Mathematics STAAR tests.
 - 4) Regular program students at 2 centers had a higher percentage passing the Mathematics STAAR tests than all 21st CCLC students on those same 2 centers.
 - 5) Forty-nine percent (49.5%) of regular program students passed the Science STAAR tests.
 - 6) Regular program students in 3 of 7 centers where the Science STAAR test was administered had a higher percentage passing the Science STAAR tests than all 21st CCLC students on those same 3 centers.
 - 7) Fifty-four percent (54.8%) of regular program students passed the Social Studies STAAR tests.
 - 8) Regular program students in 3 of 4 centers where the Social Studies STAAR test was administered had a higher percentage passing the Social Studies STAAR tests than all 21st CCLC students on those same 3 centers.
- f) Survey results indicated that 63% of students, 66% of parents and 80% of staff either agreed or strongly agreed that ACE program students had improved in their academic grades during the 2020-2021 school year.

2. With regard to the goal of improving student attendance in school:

- a) When comparing the average student attendance during the second semester, in 7 of the 10 centers, regular program students had a larger average daily attendance than did all 21st CCLC students enrolled in those 7 centers.
- b) Regular program students had a 95.20% average attendance in the second semester versus a 93.73% average attendance for all enrolled 21st CCLC students at the combined 10 centers.
- c) In both semesters, the combined regular program students from the 10 centers had a lower average daily absence than the average daily absence of all students combined.
- d) Survey results indicated that 58% of students, 59% of parents and 70% of staff either agreed or strongly agreed that ACE program students had improved in their attendance during the 2020-2021 school year.

3. With regard to the goal of improving student behavior:

- a) Regular program students had a lower average disciplinary incidence rate change from first semester to second semester of +0.13 as compared to the average disciplinary rate change for all 21st CCLC students combined which was +0.17.
- b) Survey results indicated that 65% of students, 60% of parents and 67% of staff either agreed or strongly agreed that ACE program students had improved in their behavior during the 2020-2021 school year.

4. With regard to the goal of improving promotion rates:

Several factors can contribute greatly to student promotion success. Those factors include academic performance, attendance, the help students receive in completing homework assignments and the attention and care given to students by their teachers.

- a) Survey results indicated that 63% of students, 66% of parents and 80% of staff agreed or strongly agreed that the grades of ACE program students had improved during the 2020-2021 school year.
- b) Survey results indicated that 58% of students, 59% of parents and 70% of staff agreed or strongly agreed that the attendance of ACE program students had improved during the 2020-2021 school year.
- c) Survey results indicated that 63% of students, 86% of parents and 92% of staff either were satisfied or very satisfied that the ACE program helped students complete their homework assignments.
- d) Survey results indicated that 81% of students, 89% of parents and 93% of staff either were satisfied or very satisfied that the ACE program gave care and attention to students.

5. With regard to the goal of improving graduation rates:

According to the most recent (2019-2020) Texas Academic Performance Report (TAPR) the 4- Year Federal Graduation Rate without Exclusions (GR 9-12) rate for Rockdale High School was 87.3%, for Katherine Anne Porter Charter School was 73.8% and data for San Juan Diego Catholic High School was not available at the time of reporting.

II. Introduction and Purpose of Program

A. Theory of Action

Research indicated that a variety of characteristics were commonly held by an exemplary after-school program. During the course of twenty-seven years in ACE program evaluation activities the external evaluator has worked with project directors and site coordinators to embrace and excel in each of the twenty-one characteristics of an effective after-school program as defined through research. An overall goal that drives the CTAC Cycle 9 program is to achieve a level of excellence as defined by the following twenty-one characteristics of an effective after-school program.

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

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

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

B. Background Information

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

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

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

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

C. Program Intermediate Outcomes and Related Strategies

For each of the five Intermediate Outcomes and their associated expectations, there are a series of strategies that were employed by the centers to achieve those outcomes and expectations. The strategies used are listed as follows and are coded with the appropriate center that employed that strategy during the current school year.

1. To improve academic performance

Strategy a: Provide assessment-based academic assistance and academic enrichment activities for under-performing students. C2, C4, C6, C7, C8, C9

Strategy b: Provide homework help to students using teachers who are strong in their subject content areas. C1, C3, C4, C6, C7, C8, C9

Strategy c: Provide quality instruction and assistance through tutorials that involve students in activities where they are utilizing core academic subjects in everyday lessons. C1, C2, C3, C4, C5, C7, C8, C9

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

Strategy e: Provide project-based learning activities for students in regular and/or enrichment classes offered during the after school program. C1, C4, C7, C8, C9, C10

Strategy f: Provide an after-school program that has a strong academic component and that uses a variety of assessments to focus on student academic needs. C1, C3, C4, C5, C6, C7, C8, C9

Strategy g: Provide enrichment classes and opportunities for students to experience areas of interest that would not ordinarily be available to them in the regular school day. C1, C2, C4, C5, C6, C7, C8, C9, C10

Strategy h: Provide opportunities for students to attend morning homework assistance in an appropriate school setting. C2, C3, C4, C6, C7, C8, C9, C10

Strategy i: Provide enrichment activities that have a strong connection to one or more of the main content areas of math, reading, science, social studies and writing. C1, C2, C4, C5, C6, C7, C8, C10

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

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

Strategy l: Communicate with teachers to identify and follow-up on challenges affecting certain students and using ACE to provide customized assistance. C1, C4, C6, C7, C8, C9

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

2. To improve attendance

Strategy a: Provide an encouragement to students to attend their regular school day classes and the after-school program by rewarding attendance and successes. C4, C6, C7, C8

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

Strategy c: Provide a very strict attendance policy during the regular school day and campus personnel monitor student class attendance. C4, C7, C8

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

Strategy e: Provide a non-intimidating ACE program where students feel comfortable and look forward to attending. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Strategy f: Provide a participation requirement in the ACE program that is based on students being present during the regular school day. C3, C4, C6, C7

Strategy g: Provide a welcoming and pleasant learning environment for the students participating in the ACE program. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Strategy h: Provide offerings during the ACE program that are of high interest to students and increases their excitement and their desire to participate. C1, C2, C3, C4, C5, C6, C7, C8, C9

Strategy i: Provide a meal instead of a snack. C1, C2, C5, C9

3. To improve behavior

Strategy a: Provide an ACE program that focuses on improving mastery of content, building stronger relationships, and making school fun through tutorials and enrichment activities and that will lead toward a decrease in behavior referrals and an increase in positive student behavior. C1, C4, C7, C8, C9

Strategy b: Provide an environment that encourages student positive behavior by rewarding excellence and successes and recognition of students when they demonstrate positive behavior in school and after-school activities. C4, C6, C7, C8

Strategy c: Provide a reward system for good student behavior and consequences for situations where students misbehave including removal from the ACE program. C4, C6, C7, C8

Strategy d: Provide opportunities to let students know that people care about how they act and that it is important to behave in school. C2, C3, C4, C5, C6, C7, C8, C9, C10

Strategy e: Provide a positive learning environment for the students and a variety of enrichment activities that are attractive and enjoyable for the students. C1, C2, C3, C4, C5, C6, C7, C8, C9

Strategy f: Provide a written code of behavior that lists behaviors that are deemed inappropriate and where misbehaviors are handled immediately by staff during the school day and after school. C2, C3, C4, C7, C8, C9

Strategy g: Provide opportunities and occasions for students to engage in positive and constructive activities that will contribute to their social/emotional development. C1, C2, C3, C4, C5, C6, C7, C8, C9

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

Strategy i: Provide an environment where students are taught to respect one another, all adults and the property of others. C1, C2, C3, C4, C5, C6, C7, C8, C9

4. To improve promotion rates

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

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

Strategy c: Provide timely information to students and parents regarding the academic expectation of each child and how each child is progressing. C2, C4, C7, C8

Strategy d: Provide homework assistance and tutoring that helps students fill gaps in their academic understanding and helps improve assessment performance. C1, C2, C3, C4, C5, C6, C7, C8, C9

Strategy e: Provide opportunities and resources to target students who are in most need of help and who are in danger of being retained and not promoted. C2, C3, C4, C5, C6, C7, C8, C9

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

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

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

Strategy h: Provide opportunities for students to experience success and to demonstrate acceptable behavior and excellence in academic performance. C2, C4, C5, C7, C8, C9, C10

5. To improve graduation rates

Strategy a: Provide assistance and activities that will keep students interested, involved and engaged in their regular school day classes. C1, C2, C3, C4, C7, C8

Strategy b: Provide resources that target the at-risk students who are in danger of not graduating and that also identifies their specific academic needs. C1, C2, C4, C6, C7, C8, C9

Strategy c: Provide opportunities to encourage students in their daily school activities and enable them to appreciate their school work. C4, C6, C7, C8, C9

Strategy d: Provide opportunities to be in constant communication with parents and students regarding student progress toward successful completion of graduation requirements. C1, C3, C4, C6, C7, C8

III. Evaluation Strategy Plan

For purposes of evaluation reporting the CTAC Cycle 9 Program used two research designs in obtaining and analyzing pertinent data related to student demographics and student performance achievement. The descriptive research design was used because it provided the external evaluator and the program administrators with a comprehensive set of information about the overall operation of the program as well as an examination of the strengths and weaknesses associated with the implementation of the program at each center. In order to obtain a more detailed set of data that accurately represented how well the ACE program operated during the 2020-2021 school year, it was necessary to obtain data not only from those students identified as regular but, also from all students who may have attended one or more days in the ACE program. The quasi-experimental research design enabled the external evaluator to make comparisons between two groups of students, those that were regular 21st CCLC attendees and those that were non-regular 21st CCLC attendees. ACE program participants with 45 days or more of attendance were defined as “regular” and those with 1-44 days of attendance as “non-regular”.

Information Summary of Combined Centers

A. ACE Student Enrollment:

Total combined ACE participation	1457
# Regular 21 st CCLC students enrolled	708
% Of total ACE participants enrolled	49%
Total # of parent participants	619 +

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

	Month	Day	Year
Fall start date	8	18	2020
Fall end date	12	11	2020
Spring start date	1	6	2021
Spring end date	5	25	2021
Summer start date	6	7	2021
Summer end date	7	23	2021

C. Program Schedule (Combined centers)

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

D. Staff Information (Combined Centers)

Teacher Categories	#	%
Campus certified teachers	139	63 %
Non-certified teachers	82	37 %
Total number teachers in ACE	221	

E. Student Demographics for Combined Centers

Enrollment By Ethnicity				
Ethnicity	All 21 st CCLC		Regular Only	
	#	%	#	%
American Ind.	1	0.1%	1	0.1%
Asian	7	0.5%	4	0.6%
African Amer.	419	28.8%	215	30.3%
Hispanic	423	32.6%	237	33.4%
White	132	29.0%	204	28.8%
Mixed	132	9.1%	48	6.8%
Totals	1457	100.0%	709	100.0%

Enrollment By Gender				
Gender	All 21 st CCLC		Regular Only	
	#	%	#	%
Males	724	49.7%	361	50.9%
Females	733	50.3%	348	49.1%
Totals	1457	100.0%	709	100.0%

Enrollment By Grade Level				
Grade	All Students		Regular Only	
	#	%		%
PreK	6	0.4%	3	0.4%
K	66	4.5%	40	5.6%
1	89	6.1%	65	9.2%
2	100	6.9%	84	11.8%
3	160	11.0%	82	11.6%
4	128	8.8%	67	9.4%
5	139	9.5%	54	7.6%
6	124	8.5%	44	6.2%
7	113	7.8%	28	3.9%
8	110	7.5%	31	4.4%
9	100	6.9%	50	7.1%
10	142	9.7%	68	9.6%
11	94	6.5%	51	7.2%
12	86	5.9%	42	5.9%
Totals	1457	100.0%	709	100.0%

F. Student Classification and Program Groupings

Economically Disadvantaged Percent of Participants		
Center Number	21 st CCLC Students	Regular Participants
1	79.5 %	87.5 %
2	75.0 %	82.3 %
3	10.1 %	10.1 %
4	38.7 %	36.4 %
5	77.6 %	77.3 %
6	71.1 %	75.9 %
7	100.0 %	100.0 %
8	100.0 %	100.0 %
9	0.0 %	0.0 %
10	69.2 %	68.5 %
All Centers	66.1 %	68.8 %

Title 1 Percent of Participants		
Center Number	21st CCLC Students	Regular Participants
1	100.0 %	100.0 %
2	90.2 %	96.2 %
3	19.2 %	19.2 %
4	100.0 %	100.0 %
5	100.0 %	100.0 %
6	100.0 %	100.0 %
7	100.0 %	100.0 %
8	100.0 %	100.0 %
9	100.0 %	100.0 %
10	100.0 %	100.0 %
All Centers	73.8 %	88.3 %

Limited English Proficient Percent of Participants		
Center Number	21st CCLC Students	Regular Participants
1	14.1 %	12.5 %
2	7.1 %	10.1 %
3	0.0 %	0.0 %
4	0.0 %	0.0 %
5	11.8 %	9.3 %
6	12.6 %	12.1 %
7	0.0 %	0.0 %
8	0.0 %	0.0 %
9	3.5 %	0.0 %
10	0.0 %	0.0 %
All Centers	6.1 %	4.7 %

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

Bilingual Percent of Participants		
Center Number	21st CCLC Students	Regular Participants
1	0.0 %	0.0 %
2	0.0 %	0.0 %
3	54.5 %	54.5 %
4	0.0 %	0.0 %
5	0.0 %	0.0 %
6	0.0 %	0.0 %
7	0.0 %	0.0 %
8	0.0 %	0.0 %
9	10.5 %	17.9 %
10	0.0 %	0.0 %
All Centers	4.9 %	8.3 %

English as a Second Language Percent of Participants		
Center Number	21st CCLC Students	Regular Participants
1	14.1 %	12.5 %
2	7.1 %	10.1 %
3	54.5 %	54.5 %
4	0.0 %	0.0 %
5	5.7 %	7.2 %
6	5.8 %	5.2 %
7	0.0 %	0.0 %
8	0.0 %	0.0 %
9	3.5 %	0.0 %
10	0.0 %	0.0 %
All Centers	7.9 %	11.4 %

Special Education Percent of Participants		
Center Number	21st CCLC Students	Regular Participants
1	9.6 %	12.5 %
2	8.9 %	10.1 %
3	0.0 %	0.0 %
4	34.7 %	34.1 %
5	12.7 %	14.4 %
6	7.4 %	10.3 %
7	8.7 %	10.9 %
8	9.8 %	13.0 %
9	8.8 %	35.7 %
10	15.4 %	14.8 %
All Centers	10.6 %	13.0 %

At Risk Percent of Participants		
Center Number	21st CCLC Students	Regular Participants
1	48.1 %	50.0 %
2	67.9 %	72.2 %
3	54.5 %	54.5 %
4	0.0 %	0.0 %
5	35.1 %	43.3 %
6	55.3 %	69.0 %
7	15.9 %	20.0 %
8	37.8 %	35.8 %
9	51.5 %	67.9 %
10	32.3 %	31.5 %
All Centers	42.6 %	45.1 %

Talented and Gifted Percent of Participants		
Center Number	21st CCLC Students	Regular Participants
1	1.3 %	2.8 %
2	0.9 %	1.3 %
3	0.0 %	0.0 %
4	0.0 %	0.0 %
5	5.7 %	4.1 %
6	3.7 %	0.0 %
7	0.0 %	0.0 %
8	0.0 %	0.0 %
9	5.8 %	0.0 %
10	4.6 %	5.6 %
All Centers	2.5 %	1.4 %

IV. Program Support Strategy

A. General Grantee Information

This section describes the prior year student demographic and performance information for each center followed by the approach taken and data used to prioritize services by each of the ten centers. Where possible explanations will be provided regarding student recruitment, services provided, activity development, local center support, personnel recruitment, availability of facility, supplies and equipment, observational protocols, marketing and community support.

Center 1: Bartlett Schools

Pre-2020-21 Center Setting: The following information describes the Bartlett Schools at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a “C” but, due to a declared state of disaster by the Texas Education Agency there was no accountability rated noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 376 students enrolled at the Bartlett Schools with an ethnicity distribution of 9.8% African American, 67.6% Hispanic, 20.5% White, 0.3% American Indian, 0.0% Asian, 0.0% Pacific Islander and 1.9% of two or more races. The report shows that 88.0% were economically disadvantaged and 42.3% were at-risk. The report noted a student retention rate of 4.4% at kindergarten, 9.1% at Grade 1 and 0.0% at all other Grades. The TAPR shows that in 2018-19 the campus had an attendance rate of 95.8% and the percent of students who received disciplinary placements was 0.3%. Due to the COVID-19-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 34%, mathematics at 28%, writing at 29%, social studies at 22% and social studies at 50%.

Program Description: The Bartlett ACE program serves students in grades Pre-Kindergarten through Grade 12. In addition to the general background information provided above, specific needs for an afterschool program at this site include the unique location of the site, the lack of childcare options for parents, the schedules of families, and the overall community needs. The program also provides opportunities for family outreach and for family and community engagement with the school.

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

Students and staff are provided nearly unfettered access to classrooms, computer labs, learning materials, library resources, performance spaces, outdoor recreational areas, and indoor gymnasiums. The program is staffed by Texas Certified teachers and paraprofessionals. While the site director conducted limited

formal training, a campus-wide overview was provided prior to the start of the school year, and all staff were given an updated policy/procedures manual for the school year. Additional informal training opportunities were provided throughout the school year, in topics ranging from behavior management to lesson planning to procedural updates.

Family Engagement Component: According to information provided by the site coordinator, to date there have been 36 parent participants for the 2020-2021 school year; more parent participants are anticipated for summer programming. At the beginning of the school year, the site coordinator sent interest surveys to all parents of children enrolled in the ACE program. These surveys were also made available online for use during the school year. Based on the parent responses received, the site coordinator with help from the Family Engagement Specialist (FES) formulated the adult family component of the ACE program. Activities offered included online fitness classes, *Texas Reads One Book*, family painting kits, and financial planning. Whenever the FES scheduled workshops for parents, such information was sent to coordinators who in turn forwarded the information to parents. The FES also provided resources such as brochures, posters and booklets on Family Engagement and works to find speakers for several workshop series for ACE parents and students. Due to ongoing pandemic health and safety requirements, many of the family engagement activities are still offered virtually rather than in-person. The district did hold an in-person Fall Health Expo for Lights on Afterschool in October 2020, and is currently planning a Family Field Day for May 28, 2021. Additional family activities that continued virtually over the spring and summer included:

- Parent Workshops (Texas Workforce Commission, and FES-led career-based virtual learning sessions)
- Social and Emotional Learning Resources
- Information and assistance for federal funding opportunities
- Fitness classes
- Information on facilitating at-home learning
- Technology resources and support

Covid-19 Impact on Program: Due to the practice of having to practicing social distancing and masking guidelines, the ACE program has been adjusted with the numbers of students that can be in one location at the same time. The program did have a group of learners participating in virtual (at-home) who did not often engage in the online ACE Space program. The ACE staff provided take-home learning materials, social and emotional learning activities, parent workshops, and multiple communications platforms. The coordinator and staff were always open for parent feedback and involvement.

Center 2. Rockdale Elementary School

Pre-2020-21 Center Setting: The following information describes the Rockdale Elementary at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a “B” but, due to a declared state of disaster by the Texas Education Agency there was no accountability rated noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 373 students enrolled at the Rockdale Elementary with an ethnicity distribution of 7.5% African American, 52.8% Hispanic, 35.4% White, 0.0% American Indian, 0.5% Asian, 0.0% Pacific Islander and 3.8% of two or more races. The report shows that 80.7% were economically disadvantaged and 45.6% were at-risk. The report noted a student retention rate of 2.3% at kindergarten, 2.0% at Grade 1 and 4.8% at Grade 2. The TAPR shows that in 2018-19 the campus had an attendance rate of 95.7% and the percent of students who received disciplinary placements was 0.0%. Due to the COVID-19-19 pandemic, there was

a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: No STAAR performance data was available for this campus.

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

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

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

Family Engagement Component: According to information provided by the site coordinator, there were a total of 149 parent participants during the school year. At the beginning of the 2019-20 school year, the site coordinator sent interest surveys to all parents of children enrolled in the ACE program. Based on the parent responses received, the site coordinator with possible help from the Family Engagement Specialist (FES) formulated the adult family component of the ACE program. Activities offered included Parent University, Adult ESL, Family Cooking Classes and Family Movie Night. Whenever the FES scheduled workshops for parents, such information was sent to coordinators who in turn forwarded the information to parents. The FES also provided resources such as brochures, posters and booklets on Family Engagement and at the time of the school closing was working with Austin Community College to find speakers for a workshop series for ACE parents and students. Due to Covid-19 activities planned for the spring of 2020 had to be cancelled. The family activities planned and cancelled at this site included a series of parenting workshops entitled Strengthening Families Program that was scheduled during the April May timeframe.

Covid-19 Impact on Program: The ACE program was unable to provide bus transportation for ACE students in 2020-2021. The elementary and intermediate went to school from 7:30 am- 3:00 pm and the Jr high and high school went to school from 8:45 am -4:15 pm. Because the school buses ran both routes, they did not have enough time to come and run the afterschool routes. Meeting the needs of students was easier than meeting the needs of the parents. This was due to the fact that the student program involved face-to-face classes with the students. In addition, the program was able to focus on the students who needed the most help. It was difficult trying to offer a remote program because teachers struggled during the day to have students do their work. After returning to campus after six weeks virtual-period, no one was interested in working remote again due to the stress and frustration that it caused. Parent needs were not effectively met. This was due to 1. the lack of effort on both ends, 2. most parents had no desire to participate in afterschool activities and 3. parents were not allowed on campus or gather in a meeting place.

Center 3: San Juan Diego Catholic High School

Pre-2020-21 Center Setting: The following information describes the San Juan Catholic High School (SJDCHS) at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. Since SJDCHS is a private Catholic High School, there was no TAPR information available. Based on information obtained from last year's data submission to the evaluator, there were 145 students enrolled at SJDCHS with an ethnicity distribution of 2.7% African American, 78.9% Hispanic, 15.6% White, 2.0% Asian and 0.7% of two more races. Last year's data showed that 65.3% of the students were economically disadvantaged and 0.0% were at-risk.

Program Description: The Texas ACE program here at San Juan Diego Catholic High School helps to aid in the school's mission of providing highly motivated students the opportunity to earn college preparatory education. The ACE program aims to help improve student academics and attendance, while providing a safe supplemental learning space for both students and their families, who otherwise would not have such opportunities. The San Juan Diego Catholic High School (SJDCHS) ACE program serves students in grades 9 through 12. SJD is unique in the sense that it is a private school that serves a large group of students and families who are in the lower end of socioeconomic status. Since it is a part of the school's requirement, all of the SJDCHS students are enrolled in the ACE after school program. The campus also has a corporate internship program where students are required to work at an assigned work place at least once a week. This corporate internship program is partially supported by ACE and therefore all students participate daily in the program via their internship.

SJDCHS offers a relatively seamless transition between the regular school day and the after-school program and tutoring is a huge part of the after-school program. The site coordinator monitors student grades and pulls students for tutoring who have a grade below 70 in their classes. Every three weeks grades are reviewed to determine whether or not students should continue with tutoring. Since teachers are designated to do the tutoring, their ACE lesson plans always mirror the school day lesson plans. ACE for the past year has changed due to the unfortunate pandemic. The gist of our program has been heavily focused on tutoring students, with Wednesdays set aside as a full day designated to just tutoring and allowing students to catch up on work. We do however offer a plethora of sports activities this year, (our only in-person activities), and we offer some virtual activities such as student government, gaming club, drama, and yearbook club.

Students at SJDCHS benefit in a number of ways through the program. Many of the students on this campus are considered at-risk and the program helps these latchkey kids stay out of trouble. The program helps to build the student's self-esteem through a sense of accomplishment. It also helps to create or build upon skills sets outside the classroom through the offering of a music program which is not offered during the regular school day.

Family Engagement Component: Due to the unfortunate pandemic, all FE activities have been restricted to virtual activities only. One of our biggest on-going adult activities, St Parent's association, canceled all activities, which included monthly meet ups and our end of the year spaghetti dinner talent show. While ACE still offered virtual classes for our parents, such as zoom resume workshops, zoom Zumba classes, etc., we unfortunately did not get a lot of parent participation this year. Our most successful event has been the coffee with parents' event, which is typically 30 minutes to an hour Q&A meeting, and our most recent parent event being a parent/student ACE summer camp info night. We currently have 51 parent participants for the 2020-21 school year.

Covid-19 Impact on Program: The campus administration did not allow running various activities in person this year and because most of the ACE activities were not offered in person, that did affect the program. If students happened to attend an in-person activity, that activity was the only activity that could run during that time. In the past 100% of students were enrolled in CIP, in 2020-21 only about 50 students actually had assigned internships. This was due to many companies having to cut ties with the school due to Covid-19. Considering the Covid-19 conditions, the ACE program did continue to serve the students and parents of SJDCH. Through the monthly coffee meetings with parents, their input continued to be received and workshops offered. Through the weekly ambassador club meetings, students were given the opportunity to give their ideas of what was needed via ACE activities.

Center 4: Katherine Anne Porter Charter School (KAPS)

Pre-2020-21 Center Setting: The following information describes the Katherine Anne Porter Charter School (KAPS) at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a "D" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rated noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 144 students enrolled at the Katherine Anne Porter Charter School (KAPS) with an ethnicity distribution of 1.4% African American, 25.7% Hispanic, 70.8% White, 0.0% American Indian, 0.7% Asian, 0.0% Pacific Islander and 1.4% of two or more races. The report shows that 46.5% were economically disadvantaged and 46.5% were at-risk. The report noted a student retention rate of 10.0% at Grade 9. The TAPR shows that in 2018-19 the campus had an attendance rate of 90.4% and the percent of students who received disciplinary placements was 0.0%. Due to the COVID-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 53%, Mathematics at 7%, Science at 50% and Social Studies at 80%.

Program Description: The Katherine Anne Porter Charter School (KAPS) ACE program serves students in grades 9 through 12. All KAPS students are enrolled in the after-school program. KAPS serves a diverse population from extremely high functioning to barely able to read or write. The ACE program is designed to provide services for all students. Each day's offerings include tutoring, sports, enrichment classes and

parent involvement activities. A tutoring coordinator contacts parents on a daily basis and ensures that they have given permission for their children to stay for tutoring. The tutoring coordinator also makes sure that parents are up-to-date on their student's progress, grades and attendance.

The ACE Program at KAPS is completely aligned with the school day and supported by the administration. The school provides use of all facilities, classrooms and transportation. Most of the ACE program teachers are daytime teachers which make the integration from day to after school virtually seamless. During Summer School a Dietician with a BA will teach a cooking class two hours a day, four days a week and students receive their food handler's certificate. Due to Covid-19 we were unable to do sports indoors so the following activities took place occasionally at the Blue Hole outdoor activity facility in Wimberley for volleyball and archery. The computer lab is open virtually for tutorials and the night school teacher welcomes any of the students who may need access to a computer for completion of work.

There is a working relationship with the city library and there is collaboration with them on their events as well as students completing some of their community service hours. Volunteers from the Hays County Master Naturalists virtual educational talks about different subjects, including but not limited to a Dark Skies Class and other environmental issues that are topics of interest for the students. (Rescheduled due to Covid-19) -Plans were also to bring a herpetologist who would be doing a hands-on learning experience with his animals. The site coordinator at the KAPS is an active member of the Lion's Club and serves on both the foreign exchange and scholarship committees. Collaborate also is done with the Wimberley Lion's Club for students who are interested in the foreign exchange program and the scholarship program.

Family Engagement Component: Due to Covid-19 most programs for families were virtual and were not regularly attended although the Site Coordinator made attempts by phone, email, mass bright arrow announcements and continued reminders. All programs were highlighted on Katherine Anne Porter's Web Site and Face Book page.

Covid-19 Impact on Program: Covid-19's impact on the KAPS campus resulted in splitting Mondays, Tuesdays, Thursday and Friday into in person morning sessions and the afternoons in virtual mood. Classes on Wednesdays were all conducted in virtual mood and each Wednesday served as a "deep cleaning" opportunity for staff. During the school week, every other day allowed teachers an opportunity to clean their classrooms between classes and at the end of the day. The program staff did an amazing job considering the difficulties that they endured during the school year and KAP students and staff wanted to participate in ACE as much as possible.

Center 5. Rockdale Intermediate School

Pre-2020-21 Center Setting: The following information describes the Rockdale Intermediate School at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a "B" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rated noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 310 students enrolled at the Rockdale Intermediate School with an ethnicity distribution of 6.5% African American, 51.9% Hispanic, 38.1% White, 0.3% American Indian, 1.3% Asian, 0.0% Pacific Islander and 1.9% of two or more races. The report shows that 77.7% were economically disadvantaged and 31.0% were at-risk. The report noted a student retention rate of 1.0% at Grade 3, 0.0% at Grade 4 and 0.8% at Grade 5. The TAPR shows that in 2018-19 the campus had an attendance rate of 97.1% and the percent of students who received disciplinary placements was 0.6%.

Due to the COVID-19-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 46%, Mathematics at 46%, Writing at 14%, and Science at 40%.

Program Description: The Rockdale Intermediate ACE program serves students in grades 3, 4 and 5. In addition to the general background information provided above, specific needs for an afterschool program at this site include the fact that 22% of the 3rd grade students enter third grade at least one year below grade level in reading and 17% enter third grade being two or more years below grade level in reading. Also 21% of third grade students enter at least one year below grade level in math. Many of the current fifth grade students were performing below grade level in ELA and math.

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

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

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

Family Engagement Component: According to information provided by the site coordinator, there were a total of 125 parent participants during the school year. At the beginning of the 2020-21 school year, the site coordinator sent interest surveys to all parents of children enrolled in the ACE program. Based on the parent responses received, the site coordinator with possible help from the Family Engagement Specialist (FES) formulated the adult family component of the ACE program. Activities offered included Parent University, Lights on Afterschool, Winter Wonderland Event and Parent Teacher Conferences. Whenever the FES scheduled workshops for parents, such information was sent to coordinators who in turn forwarded the information to parents. The FES also provided resources such as brochures, posters and booklets on Family Engagement and at the time of the school closing was working with Austin Community College to find speakers for a workshop series for ACE parents and students. Due to Covid-19 activities planned for the spring of 2020 had to be cancelled. The family activities planned and cancelled at this site included a series of parenting workshops entitled Strengthening Families Program that was scheduled during the April and May timeframe.

Covid-19 Impact on Program: In Spring 2020, the ACE program provided limited enrichment classes and activity packets were delivered to each of the student's homes. During the Summer 2020 the ACE program provided tutorials using the Google Classroom and even some enrichment activities along with enrichment packets that were picked up from the school. During Fall 2020 the ACE program was back in

the actual school building; however, there were no buses available to take students home. All ACE students were picked-up by their parents. There were some students that needed to attend afterschool tutorials but were unable to stay due to the lack of bus transportation for ACE student. Approximately 50% of the students were picked up by parents after the first hour of the program. Even though there were Covid-19 related challenges and student needs, the program was rated a “7” on a scale of 1 to 10.

Center 6: Rockdale Junior High School

Pre-2020-21 Center Setting: The following information describes the Rockdale Junior High School at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a “C” but, due to a declared state of disaster by the Texas Education Agency there was no accountability rated noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 360 students enrolled at the Rockdale Junior High School with an ethnicity distribution of 11.1% African American, 47.8% Hispanic, 36.7% White, 0.3% American Indian, 1.7% Asian, 0.0% Pacific Islander and 2.5% of two or more races. The report shows that 71.1% were economically disadvantaged and 56.4% were at-risk. The report noted a student retention rate of 0.0% at Grade 6, 1.0% at Grade 7 and 0.8% at Grade 8. The TAPR shows that in 2018-19 the campus had an attendance rate of 95.5% and the percent of students who received disciplinary placements was 2.0%. Due to the COVID-19-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 40%, Mathematics at 40%, Writing at 31%, Science at 46% and Social Studies at 23%.

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

The ACE program provides to students the after school academic support and enrichment opportunities not available to these kids outside of our program. While the ACE program is open to all students on campus, many students are encouraged to attend ACE based on their academic need, STAAR performance results, attendance, behavior, and the need for continuing social interactions. Following RTI meetings, selected students are expected to attend afterschool tutorials with their designated teacher. Teachers or campus administrators contact parents via telephone or by mailing letters which require their return with a parent signature that acknowledges that their child will attend the discussed tutorials. The site coordinator also uses Skyward to locate current grades for students and addresses those students about any failing classes. After discussing the grades with the student, if the student chooses not to stay for the ACE program, the tutorial teacher, site coordinator, or an administrator contacts parents/guardians, and makes arrangements for the student to attend ACE daily. Students benefit from a small teacher/student ratio in all the activities offered. It is the center’s goals to reduce absenteeism and discipline rates by 10% and improve academic performance, social skills, and social/emotional learning.

Rockdale Junior High School has an amazing staff that supports the ACE program, and more importantly, the students on the campus. Certified teachers offer structured and targeted tutorials for students in need of academic improvement. There is also a teacher/paraprofessional per day who offers homework

help to students. Enrichment activities taught by either certified teachers or paraprofessionals are offered based on the interests and needs of the students attending the ACE program. While academics are a huge part of the focus, we also recognize that students need to have opportunities to improve upon their growing social skills, practice leadership roles, and discover safe, healthy activities that make them happy.

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

Family Engagement Component: According to information provided by the site coordinator, there were a total of 45 parent participants during the school year. At the beginning of the 2020-2021 school year, the site coordinator sent interest surveys to all parents of children enrolled in the ACE program. Based on the parent responses received, the site coordinator with help from the Family Engagement Specialist formulated the adult family component of the ACE program. Activities offered included Adult ESL and Parent University. Whenever the FES scheduled workshops for parents, such information was sent to coordinators who in turn forwarded the information to parents. The FES also provided resources such as brochures, posters and booklets on Family Engagement and continues to find creative ways to involve parents. For example, we are using tools to offer remote opportunities at various times to allow parents to participate at a time that is convenient for them. Due to Covid-19, activities planned for the spring of 2020 had to be cancelled. While participation is slightly below normal, the effort to include parent/family engagement remains strong. Although the family activities had to be cancelled at the site level last spring, and continues to be the case, the new school year brought about opportunities to offer virtual classes for the parents.

The Family Engagement Specialists have worked hard to try to find ways to help our parents be/stay involved in their student's schools. Some of the classes they have helped us offer include: Cooking/Nutrition, Paint Yourself Happy, Yoga, Reading Under the Stars, Cardio Dance Party, and Dance-Strengthen-Stretch, just name a few. Though my parent participation has been somewhat low, I know many other campuses/districts are benefitting greatly from these efforts.

Covid-19 Impact on Program: Two of the most notable limitations experienced in the program as a result of Covid-19 were the limited supply of mi-fis (form of a contracted service allowing internet access) for at-home ACE learners and not being able to find bus drivers for the ACE program. In the past as many as 45-50% of participants were bus riders; however, in 2020-21 bus transportation was not provided to ACE participants. The school district tried continuously to obtain bus drivers for ACE but was unsuccessful. Because many ACE students required bus transportation, many of these students did not attend the ACE program and the ACE participation numbers were greatly reduced. Enrollment was also down because many parents had concerns regarding Covid-19. The coordinator and ACE staff worked hard to meet the needs of the students and their families. For example, even though a great number of students were unable to attend tutorials before or after school due to a lack of transportation, a morning tutorial bus for ACE students was obtained. Additionally, the LOAS event was a drive-through event that allowed parents to simply pull through the front loop of the junior high to receive information about ACE.

Center 7. Texas Empowerment Academy Elementary

Pre-2020-21 Center Setting: The following information describes the Texas Empowerment Academy Elementary School at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. This campus is a Charter School and there is no Accountability Rating noted in the TAPR report. Based on information obtained from the 2019-20 TAPR report there were 89 students enrolled at the Texas Empowerment Academy Elementary School with an ethnicity distribution of 91.0% African American, 6.7% Hispanic and 2.2% of two or more races. The report shows that 86.5% were economically disadvantaged and 39.3% were at-risk. The report noted a student retention rate of 6.7% at kindergarten, 9.7% at Grade 1 and 12.9% at Grade 2. An attendance rate in 2018-19 of 92.0% was noted in the report. No STAAR performance data was available for this campus.

Program Description: The Texas Empowerment Academy Elementary ACE program serves students in Kindergarten through Grade 2. In addition to the information provided above, an after-school program is needed on this campus that will provide students with a structured environment and resources that will help them achieve their academic goals in those formative early years of school. The ACE program helps the students to stay on track as they continue to progress throughout the school year. Opportunity and time is provided the students to be with their school day teachers each day after school. This helps the students to gain a better understanding of the material that they learned during the school day. Students are also stimulated to learn by the use of the Chromebooks after school. Knowing student knowledge level and progress is obtained by teachers who administer beginning of year and end of year tests. During regular staff meetings and end of the year evaluations, we ensure that all students are assessed based on their grades, BOY, MOY, and EOY benchmark tests for participation in the ACE after school program. We identify students who would benefit from regular participation of tutorials and enrichment classes in the program based on teacher or parent recommendations/reflections and student involvement/attendance.

We offer various activities that involve academics and enrichment. Those activities include ELA and Math Enrichment, Food and Nutrition, Recreation, STEAM, Homework Help, Tutorials, Dance, and Music. These activities are based on student need as well as student voice and choice. Many of the activities we put on are held in the classrooms, cafeteria area, and partially outside on the playground.

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

Having the majority of teachers on campus teaching in tutorials and enrichments also allows for ACE to be able to provide the help the students need during the regular school day. We are in constant communication with the teachers to verify that the material presented in the after-school program goes hand-in-hand with the regular school day lesson plans, objectives, participation/attendance, as well as student conduct redirection. Both the teachers and the students are familiar not only with each other, but the academic work and practices of the classroom. The program coordinator teaches classes and helps to monitor the flow and safety of the students during the ACE program.

Family Engagement Component: According to information provided by the site coordinator, there were a total of 77 parent participants during the school year. At the beginning of the 2020-2021 school year, the site coordinator sent interest surveys to all parents of children enrolled in the ACE program. Based on the parent responses received, the site coordinator with possible help from the Family Engagement Specialist (FES) formulated the adult family component of the ACE program. Activities offered included Zumba,

Family Cooking Classes, UT Inventors Program, Reading Under the Stars, Human Development Day, and the Lights on Event. Whenever the FES scheduled workshops for parents, such information was sent to coordinators who in turn forwarded the information to parents. The FES also provided resources such as brochures, posters and booklets on Family Engagement. Due to Covid-19, some of the family activities planned onsite were not able to be held in person, but were still carried out virtually.

Covid-19 Impact on Program: The main limitation that Covid-19 placed on the primary campus was that students could not experience the events that they enjoyed and looked forward to every year, such as Grandparent's Day, field day, human development day, etc. Also, for the incoming kinder students, it was difficult for the staff to truly understand their level of comprehension. Being kindergarteners and learning virtually, it became an issue for them to learn how to read well. The program would ordinarily have had a higher population of students attending, but Covid-19 did not allow the school to recruit new students this year for the kindergarten class. Also, the program staff saw less in-person visits with family and friends, and more phone calls being made. Because it was important to not only know but also fulfill the needs of the families, Covid-19 prevented or limited the interaction with the ACE parents. On a positive note, Covid-19 provided an opportunity to use and/or reevaluate the ways one communicates and even though a certain number of students attended school in person, the program was also able to serve the students who participated in distance learning from home.

Center 8: Texas Empowerment Academy Middle School

Pre-2020-21 Center Setting: The following information describes the Texas Empowerment Academy Middle School at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a "C" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rated noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 277 students enrolled at the Texas Empowerment Academy Middle School with an ethnicity distribution of 88.1% African American, 10.1% Hispanic and 1.8% of two or more races. The report shows that 83.4% were economically disadvantaged and 41.9% were at-risk. The report noted a student retention rate of 6.5% at Grade 7, 3.7% at Grade 8 and 0.0% at all other Grades. The TAPR shows that in 2018-19 the campus had an attendance rate of 94.0% and the percent of students who received disciplinary placements was 0.0%. Due to the COVID-19-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 38%, Mathematics at 41%, Writing at 19%, Science at 54% and Social Studies at 58%.

Program Description: The Texas Empowerment Academy Middle School ACE program serves students in grades 3 through 12. In addition to the general background information provided above, specific needs for an afterschool program at this site include the need students have for tutorials in each of the core subject areas of ELA, Math, Science, and Social Studies. All enrolled students on campus are also enrolled in the ACE program. ACE program registration is part of the registration process and parents are provided registration forms with the student school registration forms.

The ACE program helps to address the students' need for tutoring, for small group work, for differentiated instruction, and additional time as needed for completion of student work. Students are selected and encouraged to participate in the program after an evaluation of each students' grades, attendance, and

behavior reports. The ACE program also enriches core subject matter with technology, dance, sports, and other extracurricular activities. We also offer various activities that involve academics and enrichment. Those activities include ELA and Math enrichment, Food and Nutrition, Recreation, STEAM, Homework Help, and College and Career Readiness. These activities are based on student needs as well as student voice and choice. The ACE program uses student report cards, progress reports and state test results to identify students and specific program need. ACE instruction is provided by both certified teachers non-certified personnel who work as part of the regular school-day teaching staff. College students are utilized as tutors in English or Math as per student data or parental/student request. With the ACE program staff being the same as the regular school day staff, there is an awareness of what is important and what is needed to meet the students' needs. All rooms in the school buildings belong long to the ace program between the hours of 4-6pm. This allows us to be prepared and well equipped to meet the needs of the students and/or families.

Family Engagement Component: According to information provided by the site coordinator, there were a total of 76 parent participants during the school year. At the beginning of the 2020-21 school year, the site coordinator sent interest surveys to all parents of children enrolled in the ACE program. Based on the parent responses received, the site coordinator with possible help from the Family Engagement Specialist (FES) formulated the adult family component of the ACE program. Activities offered include family cooking classes, bullying workshops, senior signing day, lights on after school, reading with the stars, UT Inventors program. Whenever the FES scheduled workshops for parents, such information was sent to coordinators who in turn forwarded the information to parents. The FES also provided resources such as flyers, posters and booklets on Family Engagement events and activities. Due to Covid-19 activities planned for the fall and spring of 2021 had to be modified and or/limited with virtual and in person events.

Covid-19 Impact on Program: The limitations placed on the ACE program this year included the following: 1. a lack of student interest (i.e. kids were on the computers all day and classes were not always consistent in numbers), 2. even though students attended the ACE program, the campus facility was accustomed to serving a larger number of participants. 3. parent engagement was restricted to phone calls, emails, home flyers, parent meetings via zoom, and even parents who were too tired or busy to attend events, 4. sometimes students went "ghost" during the school-day and after school for weeks at a time before a call or email was returned to ACE coordinator, 5. Even though the number of student participants in ACE was OK, the program had higher expectations in student participation, and 6. Because student do not live in the surrounding neighborhood, there was limited delivery of take home packets and packets had to be either emailed or mailed out. Overall, the ACE program was effective in keeping the students engaged and participating in the tutoring and enrichment activities that were offered. Activities that were not stopped included a) the student and family monthly surveys used to identify needs and b) the phone calls and conversations during pick up time that provided feedback. The program did all it could to accommodate all families and students with their needs, such as tutoring, tips on how to help child at home, after school snacks, enrichment activities, work force solutions, etc.

Center 9: Rockdale High School

Pre-2020-21 Center Setting: The following information describes the Rockdale High School at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a “B” but, due to a declared state of disaster by the Texas Education Agency there was no accountability rated noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 439 students enrolled at the Rockdale High School with an ethnicity distribution of 8.9% African American, 49.0% Hispanic, 39.4% White, 0.2% American Indian, 0.2% Asian, 0.2% Pacific Islander and 2.1% of two or more races. The report shows that 61.7% were economically disadvantaged and 57.6% were at-risk. The report noted a student retention rate of 11.2% at Grade 9. The TAPR shows that in 2018-19 the campus had an attendance rate of 94.9% and the percent of students who received disciplinary placements was 6.8%. Due to the Covid-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 46%, Mathematics at 33%, Science at 47% and Social Studies at 71%.

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

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

The ACE staff is primarily composed of teachers who teach in the regular school day. This allows a continuous flow between the regular school day and the ACE program and their learning experiences. There is an open-door policy between the Site Coordinator and the campus administration, and communication is always made available either in person, email, or phone calls. The Site Coordinator provides one on one training for new ACE teachers to make sure all questions are answered and all needs are being met. This year Kid Grit webinars were attended and books were purchased for all ACE staff to read and use to enhance student connections during the year. In addition, there are monthly meetings with Site Coordinators and the Assistant Superintendent, regular meetings with the Campus Principal and Vice Principals, and a quarterly meeting with all stakeholders including business owners, parents, students, and teachers invited. This program gives students something to look forward to at school allowing them to be a part of something even if they are not part of sports, band, clubs, etc. Community involvement and ability for field-trips are something that may not happen without this program.

Family Engagement Component: According to information provided by the Site Coordinator, there were a total of 35 parent participants so far this year with most participating more than once, and new families are registering to participate in summer events. This Spring, interest flyers were passed out to current ACE students and also in a few small class settings and information gathered was used to plan new activities with help from the Family Engagement Specialist (FES). The adult family component of the ACE program offered financial webinars by A+ Federal Credit Union, Career Training webinars from Texas Workforce Solutions, Recognizing and Reporting Child Abuse Webinar by The Williamson County Children’s Advocacy Center, Online Classes from ACC and Temple College, CPR training from the Volunteer Fire Dept. Food Handlers Certification from Texas A&M Agralife, and Zumba and Yoga classes from ACC.

Covid-19 Impact on Program: Because most of the students returned to in person instruction, the ACE program at this center was not limited in regard to delivery of program or supplies needed. The desire and/or time needed to spend on school activities or after school activities was however limited. A greater number of students were taking jobs to support family income and a greater number of students were forced to stay home and care for siblings when mom or dad was at work. Many students just wanted down time to decompress and the ACE program did its best to implement a program into their "window of opportunity". A concerted effort was made to make certain that students had enough to eat, had a safe place to be with friends and be in a place where relationships with a positive caring staff could be established. ACE was also a way to reach their academic goals and celebrate their accomplishments.

Center 10: Smithville School

Pre-2020-21 Center Setting: The following information describes the Smithville Elementary at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a “D” but, due to a declared state of disaster by the Texas Education Agency there was no accountability rated noted for 2020. Based on information obtained from the 2019-20 TAPR report there were 379 students enrolled at the Smithville Elementary with an ethnicity distribution of 8.2% African American, 37.5% Hispanic, 49.3% White, 0.0% American Indian, 1.3% Asian, 0.0% Pacific Islander and 3.7% of two or more races. The report shows that 54.9% were economically disadvantaged and 40.4% were at-risk. The report noted a student retention rate of 1.6% at Grade 5 and 0.0% at the other Grades. The TAPR shows that in 2018-19 the campus had an attendance rate of 95.7% and the percent of students who received disciplinary placements was 0.0%. Due to the COVID-19-19 pandemic, there was a cancellation of the spring 2020 STAAR (State of Texas Assessments of Academic Readiness). The most recent completed performance section of the TAPR Report was for the 2018-2019 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 39%, Mathematics at 46%, Writing at 26% and Science at 44%.

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

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

The Smithville ISD ACE staff is primarily composed of teachers who teach in the regular school day. The district provides the classrooms and the busing necessary to open the door for students to stay beyond the normal bus route schedule. Smithville ISD ACE has an on-going relationship with the local library and the Parks and Recreation Department at the City of Smithville. Because of Covid-19 restrictions we have kept the program on campus this year with no field trips during the school year. There are several trips planned for the summer as we are anticipating that through vaccination programs and proper protocol we can safely give these opportunities to the students again.

The program has been a bit nomadic the last couple of years through the District's construction phase. We moved again this year to the former junior high gymnasium and field house. The site coordinator's office is the former boys' coaches' office with the locker rooms on either side utilized for class space. We also have one class in the gym, one in the fourth/fifth grade library, and then in three teacher classrooms. The spaces work well enough with the most inconvenient aspect being the long distance that students in the classrooms must travel at pick up since those rooms are on the other side of the campus. The echo and lingering stench of the locker rooms have their own challenges.

Family Engagement Component: We have had 25 parents participate in some aspect this year. Again, because of Covid-19 protocols and safeguards, we have limited parent activities to remote activities which have not been particularly well-attended. The primary focus of the activities has been the weekly telephone check-ins that have been conducted. Our FES has offered a number of activities for the parents of the grant. Smithville has not had much participation in them.

Covid-19 Impact on Program: Having smaller classes meant that fewer students were served. Both an in person and a virtual program was in place. For those who were attending in-person instruction, the program met their needs well; however, for those participating virtually, not so much.

V. Program Participation

A. The Right Students Served

The characteristics of program participants and their level of participation in program activities is shown in the various tables provided in this report. Data from those centers shows that the students at each center that were in most need of services have enjoyed a high level of participation in all activities offered. Site coordinators utilized not only the data available in the TEASE system, but also the student demographic and performance data that was more readily available locally.

- a) The evaluator recognizes that significant progress has been made toward addressing and achieving the stated program goals. An examination of the pairing of activities to students indicates that every effort has been made to provide the most appropriate services to the targeted population of students.
- b) Even the stakeholders acknowledged this observation with their responses on the spring 2020 stakeholder survey. Survey results indicated that 72% of students, 86% of parents and 87% of staff either were satisfied or very satisfied with the variety of enrichment activities offered in the ACE program. Also, survey results indicated that 63% of students, 84% of parents and 89% of staff either were satisfied or very satisfied with the variety of academic activities offered in the ACE program.

B. The Right Activities

The selection of activities offered during the 2020-21 school year was a response to identified special needs and interests of students. The activities were grouped into the nine categories listed below:

1. Academic Support Activities
2. Enrichment Activities with Academic Focus
3. Enrichment Activities with Cultural Arts Focus
4. Enrichment Activities with Health / Wellness Focus
5. Enrichment Activities with Technology Focus
6. Enrichment Activities with Recreation Focus
7. Enrichment Activities with Character / Social Skills Focus
8. Family, Parent and Student and Parental Support Activities
9. College and Workforce Readiness Activities

The following pages list the various activities offered and the matching of each activity to its appropriate category or categories.

CTAC Cycle 9 Student and Parent Activities

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|---|---|
| 1. Academic Support Activities | 6. Enrichment Activities with Recreation Focus |
| 2. Enrichment Activities with Academic Focus | 7. Enrichment Activities with Character/Social Skills Focus |
| 3. Enrichment Activities with Cultural Arts Focus | 8. Family, Parent and Student and Parental Support |
| 4. Enrichment Activities with Health/Wellness Focus | 9. College and Workforce Readiness |
| 5. Enrichment Activities with Technology Focus | |

#	Activity	1	2	3	4	5	6	7	8	9
1	ACE Family Cooking/Nutrition								X	
2	ACE Family Paint Yourself Happy								X	
3	Add a Bingo Activity								X	
4	Add A Kite Flying Activity								X	
5	Adult ESL Classes								X	
6	Archery						X			
7	Art									X
8	Arts and Crafts									
9	At Home Learning Financial Literacy Night								X	
10	At Home Learning Science Experiment Activity								X	
11	At Home Learning STEM - UT Inventors								X	
12	At Home Social-Emotional Learning Activity								X	
13	Athletic Activities									
14	Baking									X
15	Band	X	X	X			X			
16	Basics of Personal Finance - Balance								X	
17	Basketball						X			
18	Board Games						X	X		
19	Birds, Bees & Beyond Workshop								X	
20	Building A Better Budget - Balance								X	
21	Card for Nursing Home			X						
22	Cardio Dance Party								X	
23	Cards / Art for Nursing Home							X		
24	Career Day									
25	Career Exploration									X
26	Chess		X							
27	Coding					X				
28	College & My Financial Aid Virtual Night								X	
29	College and Career Readiness									X
30	College Blow Out								X	
31	College Readiness								X	
32	Computer Lab					X				X

CTAC Cycle 9 Student and Parent Activities

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|---|---|
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#	Activity	1	2	3	4	5	6	7	8	9
33	Construction and Puzzles	X						X		
34	Cooking				X		X	X		
35	Cooking Kits				X				X	
36	Cooking/Nutrition								X	
37	Culinary Arts			X	X			X		X
38	Dance						X		X	
39	Dance			X	X		X			
40	Dance - Stengthen - Stretch								X	
41	Drama		X							
42	Drone Certification					X				
43	Drum Fit						X			
44	Ed2go Continuing Education Courses								X	
45	Education Galaxy		X							
46	Educational Bingo	X	X							
47	ELA – Lexia Core 5					X				
48	ELA Enrichment	X	X							
49	Empowering The Youth - Body Safety								X	
50	Empowering The Youth - Internet Safety								X	
51	ESL								X	
52	ESL With Literacy Council Wilco								X	
53	Family Cooking Classes								X	
54	Family Strengthening								X	
55	Financial Learning								X	
56	Fitness Fun				X					
57	Flag Football						X			
58	Food and Nutrition				X					
59	Fun Fitness						X			
60	Game Room (strategic games)						X	X		
61	Gaming Club						X	X		
62	Gardening		X		X			X		X
63	GED								X	
64	GED With Literacy Council Wilco								X	

CTAC Cycle 9 Student and Parent Activities

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|---|---|
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| 3. Enrichment Activities with Cultural Arts Focus | 8. Family, Parent and Student and Parental Support |
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| 5. Enrichment Activities with Technology Focus | |

#	Activity	1	2	3	4	5	6	7	8	9
65	Go Noodle						X			
66	Graphic Design					X				
67	Gym				X					
68	Homework Help	X								
69	Humanities Club							X		
70	I station	X								
71	Intervention – Reading	X								
72	Job Seekers - Trade Up Texas								X	
73	Karate			X	X			X		
74	Kickball				X		X			
75	Knight Club							X		
76	Lego Lab						X			
77	Legos							X		
78	Leo’s Club							X		
79	Logo Challenge						X			
80	Magnets and Puzzles		X				X	X		
81	Math Enrichment	X	X							
82	Math Learning	X								
83	Morning ACE	X	X							
84	Music Enrichment			X						
85	National Art Honor Society							X		
86	Open House								X	
87	Open Library	X	X							
88	Open Pep Rally								X	
89	Painting With A Twist								X	
90	Parent Academy Workshop - Special Education								X	
91	Parent Teacher Conferences								X	
92	Parent University								X	
93	Physical Activity						X			
94	Principles of Technology					X				
95	Project Based Learning							X		
96	Reading	X	X							

CTAC Cycle 9 Student and Parent Activities

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|---|---|
| 1. Academic Support Activities | 6. Enrichment Activities with Recreation Focus |
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| 3. Enrichment Activities with Cultural Arts Focus | 8. Family, Parent and Student and Parental Support |
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| 5. Enrichment Activities with Technology Focus | |

#	Activity	1	2	3	4	5	6	7	8	9
97	Reading (AR)		X							
98	Reading Under The Stars								X	
99	Rec Time							X		
100	Recreation				X		X			
101	Recreation (relay races, tag, etc.)						X			
102	Robotics		X			X				
103	Rognizing & Reporting Child Abuse								X	
104	Role Playing Games							X		
105	Saint Parents Association								X	
106	Saturday School									X
107	Science	X	X							
108	Science Fair		X							
109	Seasonal Art Projects			X						
110	Skillpoint Alliance - Virtual Certification Prog								X	
111	Soccer				X		X			
112	Sports				X		X	X		
113	STEAM		X			X				X
114	STEM Activities	X	X							
115	Strengthening Families - Virtual Interactive Course								X	
116	Student Government							X		
117	Study Island	X								
118	Technology		X			X				
119	Texas Reads One Book		X							
120	Theatre		X	X						X
121	Tutorials - 1st Grade									
122	Tutorials - 2nd Grade									
123	Tutorials – ELA	X								
124	Tutorials - English									
125	Tutorials - Kindergarden									
126	Tutorials – Math	X								
127	Tutorials – Reading	X								
128	Tutorials – Science	X								

CTAC Cycle 9 Student and Parent Activities

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#	Activity	1	2	3	4	5	6	7	8	9
129	Tutorials – Social Studies	X								
130	Tutorials - Spanish	X								
131	Tutoring								X	
132	UIL Activities									X
133	UIL Preparation		X							
134	Understanding & Preparing for Prep Assessments								X	
135	Understanding Why Children Do Things								X	
136	UT Inventors Program - COVID-19 Diagnostics								X	
137	UT Inventors Program - MS Water Systems								X	
138	Valentine Crafts						X			
139	Virtual Parent Camp								X	
140	Visual and Creative Arts			X						
141	Volleyball						X			
142	Winter Wonderland								X	
143	Women & Retirement - A+FCU and Balance								X	
144	Workforce Readiness Counseling									X
145	Workforce Solutions Webinars								X	
146	Workshop: After High School Preparation								X	
147	Workshop: How To Market Yourself Online								X	
148	Workshop: Your Missed Advanced Academics								X	
149	World Travel			X						
150	Yoga						X			
151	Zumba				X				X	
152	Zumba Fitness Plus 10								X	

VI. Research Design and Statement of Outcomes/Expectations

The external evaluator feels that it is important to use two research designs in obtaining and analyzing pertinent data related to student demographics and student performance achievement. That desire necessitated the requirement for access to on-line student data that was housed in the Information Services Department serving the individual centers. Their assistance in obtaining the correct and timely information was greatly appreciated.

The descriptive research design was used because it better enables one to provide comprehensive information about the overall operation of the program as well as an examination of the strengths and weaknesses associated with the implementation of the program on the local center site. In order to provide a more comprehensive center report that more accurately represented how well the ACE program operated during this school year, it was necessary to obtain data from all 21st CCLC participants, regardless of whether they were regular participants or not.

The quasi-experimental research design provided a comparison between two groups of students on each center, those that were regular 21st CCLC attendees and those that were non-regular 21st CCLC attendees. Tables are provided in Section 7 of this report that give a visual representation of how well students in the ACE program did in achieving each of the desired intermediate outcomes. That portion of the report will provide student performance comparison data for grades, school attendance, school discipline referrals, course completion and state assessment performance. Tables provide a comparison analysis from two groups of students on the CTAC Cycle 9 21st CCLC combined campuses.

Intermediate Outcomes and Related Expectations

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

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

1. To improve academic performance

Expectation a: That underperforming students will improve in all academic areas. C1, C2, C3, C4, C6, C7, C8

Expectation b: That the ACE program will provide targeted tutorials to improve student academic performance. C1, C3, C4, C5, C6, C7, C8

Expectation c: That all students attending tutorials will show significant improvement in their academic grades. C2, C3, C4, C5, C6, C7, C8, C9

Expectation d: That all students will show improvement in reading. C1, C2, C3, C4, C5, C6, C7, C8, C10

Expectation e: That all students will show improvement in writing. C1, C3, C7

Expectation f: That all students will show improvement in math. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

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

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

Expectation i: That the ACE program will provide TEKS Targeted Clinics to improve academic performance. C3, C4, C6, C7, C8

Expectation j: That the ACE program will provide a program that includes TEKS expectations to improve student academic performance. C1, C2, C3, C4, C6, C7, C8, C9

Expectation k: That all students will show improved performance on benchmark tests. C1, C2, C3, C4, C5, C6, C7, C8

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

Expectation m: That ninety-eight (98%) of students attending tutorials will show improvement in their academic grades. C2, C4, C3, C7, C8

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

Expectation o: That most students will pass their STAAR exams. C6, C8, C9

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

Expectation q: That ninety-eight (98%) of students will be promoted to their next grade level. C2, C6, C7, C8, C9

Expectation r: That all students will master their current grade level work, move on to their next grade and pass their STAAR exams. C8

Expectation s: That all students will be interested in one or more enrichment activities. C1, C2, C4, C5, C6, C7, C8, C10

Expectation t: That all students will appreciate learning. C2, C3, C4, C7, C8, C10

Expectation u: That most students will appreciate learning. C1, C2, C5, C6, C7, C8, C9

Expectation v: That the ACE program will provide students with a fun and welcoming learning environment that gives students the tools and assistance needed to perform to their highest ability during their regular school day and encourages students to continue their education. C1, C3, C4, C5, C6, C7, C8, C10

Expectation w: That all students will broaden their understanding of the world they live in, learn to be kind to one another, and discover the joy and excitement of new learning. C2, C3, C4, C7, C8, C10

Expectation x: That 95% of students attending tutorials will show improvement in reading, math, science and social studies. C1, C2, C4, C6, C7, C8

2. To improve attendance

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

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

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

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

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

Expectation f: That program offerings will make students want to attend the program. C1, C3, C4, C5, C6, C7, C8, C9, C10

Expectation g: That students will be excited about the after-school program and will want to be in school in order to attend the after-school offerings. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

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

3. To improve behavior

Expectation a: That proper student behavior will be demonstrated by all students. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation b: That students will demonstrate respectful behavior. C2, C3, C4, C5, C6, C7, C8, C9, C10

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

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

Expectation e: That one-on-one contact with children will show them the correct behavioral direction. C1, C2, C4, C5, C6, C7, C8, C9, C10

Expectation f: That students will have acceptable behavior during the school day so that they can participate in the after-school program. C1, C2, C3, C4, C5, C6, C7, C8, C9

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

Expectation h: That discipline referrals will decrease by 50%. C7, C8

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

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

Expectation k: That behavior referrals from teachers and staff will be reduced. C1, C4, C5, C6, C7, C8

Expectation l: That students will demonstrate good behavior. C1, C2, C3, C4, C5, C6, C7, C8, C9

Expectation m: That student ISS referrals will decrease and the number of 'good news discipline reports' presented on campuses will increase. C4, C6, C7, C8

Expectation n: That student behavior expectations will be continually reinforced. C1, C2, C5, C4, C6, C7, C8, C9

Expectation o: That student disciplinary matters will be addressed accordingly and in a timely manner. C2, C4, C5, C6, C7, C8

Expectation p: That disciplinary referrals will decrease. C4, C5, C6, C7, C8

Expectation q: That treating students with respect and dignity will improve student behavior. C1, C2, C4, C5, C6, C7, C8, C9, C10

4. To improve promotion rates

Expectation a: That all students will be expected to achieve skills necessary to be promoted to the next grade level. C1, C2, C3, C4, C5, C6, C7, C8, C9

Expectation b: That the after-school program will establish positive relationships between students and staff so as to facilitate student promotion. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation c: That the program provides tutorials to assist students with academic needs. C1, C2, C3, C4, C5, C6, C7, C8, C9

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

Expectation e: That the program will be an encouragement to students via regular monitoring of their grades and their tutoring needs. C1, C2, C3, C4, C5, C6, C7, C8, C9

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

Expectation g: That 4H and parent/teacher conferences will help with student promotion. C3, C4, C7, C8

Expectation h: That all students advance to the next grade level. C3, C4, C5, C7, C8

5. To improve graduation rates

Expectation a: That all students will graduate. C1, C3, C4, C6, C7, C8, C9, C10

Expectation b: That the ACE program will establish good relationships between students and staff members and thus help with students graduating. C1, C3, C4, C6, C7, C8, C9, C10

Expectation c: That students attend tutorials, attend school and behave appropriately so that they can graduate. C1, C3, C4, C6, C7, C8, C9, C10

Expectation d: That the regular classroom staff monitor where students are in their various courses and when necessary encourage them to attend the ACE program tutorials. C1, C3, C4, C6, C7, C8, C9

Expectation e: That the after-school program will provide students with a fun and welcoming learning environment that gives students the tools and assistance needed to perform to their highest ability

during their regular school day and encourages students to continue their education. C1, C2, C3, C4, C6, C7, C8, C9, C10

Expectation f: That the ACE program provides a meaningful environment to students that they would not have otherwise. C1, C2, C4, C6, C7, C8, C9, C10

VII. Program Impact: An Analysis of Achievement

The tables shown in the following pages provide a visual representation of how well students in the ACE program did in achieving each of the desired intermediate outcomes. Each table contains a comparison analysis from two groups of students from the combined ten centers. The comparison groups of students are a) all students on CTAC Cycle 9 ACE center campuses who enrolled in the ACE program and b) all those students from the CTAC Cycle 9 ACE center campuses who were not only enrolled in the after-school program, but who met the criteria for being identified as regular participants.

1. Achievement in Regular Classroom Academic Performance

English Language Arts Average Semester Grades				
Center Number	All 21 st CCLC		Regular Only	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2
1	84.35	82.54	85.93	83.61
2	81.48	79.88	81.57	79.99
3	87.63	89.80	87.63	89.80
4	82.65	83.00	84.11	84.15
5	85.40	85.40	83.84	84.04
6	80.36	80.76	77.50	77.29
7	80.28	82.39	79.73	81.98
8	73.47	72.04	73.93	73.72
9	81.12	81.38	79.00	80.04
10	79.95	76.78	80.63	76.42
Combined	81.08	80.72	81.29	81.11

ELA 2 nd Semester Average Grade Change		
Center Number	All 21 st CCLC	Regular Participants
1	- 1.81	- 2.33
2	- 1.60	- 1.58
3	+ 2.17	+ 2.71
4	+ 0.35	+ 0.04
5	0.00	+ 0.21
6	+ 0.40	- 0.21
7	+ 2.12	+ 2.25
8	- 1.43	- 0.20
9	+ 0.25	+ 1.04
10	- 3.17	- 4.21
All Centers	- 0.36	- 0.18

Math Average Semester Grades				
Center Number	All 21 st CCLC		Regular Only	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2
1	81.77	83.30	83.00	83.79
2	85.96	84.95	86.20	84.89
3	89.06	91.32	56.06	91.32
4	72.84	68.76	74.05	72.05
5	84.69	84.56	83.21	82.77
6	80.51	82.26	79.09	80.86
7	85.23	84.06	84.44	82.91
8	73.95	70.02	73.66	70.87
9	80.52	80.46	78.84	78.43
10	76.64	79.54	78.21	80.57
Combined	80.95	80.52	81.60	81.36

Math 2 nd Semester Grade Change		
Center Number	All 21 st CCLC	Regular Participants
1	+ 1.53	+ 0.79
2	- 1.01	-1.30
3	+ 2.26	+ 2.26
4	- 4.08	- 2.00
5	- 0.13	- 0.43
6	+ 1.75	+ 1.78
7	- 1.17	- 1.53
8	- 3.93	- 2.79
9	- 0.06	- 0.41
10	+ 2.91	+ 2.37
All Centers	- 0.43	- 0.24

Science Average Semester Grades				
Center Number	All 21 st CCLC		Regular Only	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2
1	85.69	86.33	88.70	88.23
2	88.79	89.01	88.72	89.13
3	90.89	91.12	90.89	91.12
4	80.92	80.63	85.03	86.84
5	89.28	88.80	88.38	87.92
6	80.80	82.06	78.98	81.64
7	82.72	86.88	81.69	86.24
8	83.12	82.59	83.16	84.02
9	85.75	86.01	86.32	86.21
10	87.92	87.73	87.80	87.26
Combined	85.47	85.75	86.20	86.98

Science 2 nd Semester Grade Change		
Center Number	All 21 st CCLC	Regular Participants
1	+ 0.64	- 0.48
2	+ 0.22	+ 0.41
3	+ 0.22	+ 0.22
4	- 0.30	+ 1.81
5	- 0.48	- 0.46
6	+ 1.26	+ 2.66
7	+ 4.16	+ 4.55
8	- 0.53	+ 0.87
9	+ 0.26	- 0.11
10	- 0.20	- 0.54
All Centers	+ 0.28	+ 0.78

Social Studies Average Semester Grades				
Center Number	All 21st CCLC		Regular Only	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2
1	86.99	87.90	88.22	89.57
2	89.44	87.53	89.41	87.38
3	88.14	89.41	88.14	89.41
4	80.25	77.32	81.73	76.93
5	88.70	88.46	88.31	87.58
6	83.26	83.60	81.07	81.19
7	84.23	90.99	82.98	90.78
8	76.55	73.54	77.37	75.67
9	83.85	84.99	83.28	84.89
10	91.67	91.75	91.81	91.38
Combined	84.22	83.94	84.81	84.79

Social Studies 2nd Semester Average Grade Change		
Center Number	All 21st CCLC	Regular Participants
1	+ 0.90	+ 1.35
2	- 1.91	- 2.03
3	+ 1.28	+ 1.28
4	- 2.93	- 4.79
5	- 0.24	- 0.73
6	+ 0.34	+ 0.12
7	+ 6.75	+ 7.80
8	- 3.01	- 1.69
9	+ 1.14	+ 1.61
10	+ 0.08	- 0.44
All Centers	- 0.26	- 0.02

e. Stakeholder survey response to whether students improved in their academic grades in school.

Students Improved in Their Academic Grades in School			
Level of Agreement Among Stakeholders			
	Student (Q3:15)	Parent (Q3:16)	Staff (Q3:17)
Strongly Agree	41%	38%	39%
Agree	22%	28%	41%
Neutral	22%	28%	17%
Disagree	7%	4%	3%
Strongly Disagree	8%	2%	0%

The combined results of all CTAC Cycle 9 centers indicates that stakeholders perceived an improvement in student academic grades. Survey results indicated that 63% of students, 66% of parents and 80% of staff either agreed or strongly agreed that ACE program students had improved in their academic grades during the 2020-2021 school year.

2. Achievement in State Assessment Performance (STAAR Test)

English Language Arts STAAR Passing Rate		
Center Number	All 21 st CCLC	Regular Participants
1	52.1 %	53.1 %
2	Not Tested	Not Tested
3	Not Tested	Not Tested
4	66.7 %	75.0 %
5	70.5 %	59.8 %
6	59.8 %	56.1 %
7	Not Tested	Not Tested
8	54.3 %	48.9 %
9	53.3 %	26.7 %
10	67.6 %	72.4 %
All Centers	60.6 %	56.0 %

Mathematics STAAR Passing Rate		
Center Number	All 21 st CCLC	Regular Participants
1	38.8 %	15.0 %
2	Not Tested	Not Tested
3	Not Tested	Not Tested
4	62.5 %	66.7 %
5	74.3 %	68.0 %
6	59.8 %	42.1 %
7	Not Tested	Not Tested
8	26.8 %	27.8 %
9	36.8 %	25.0 %
10	79.4 %	75.9 %
All Centers	56.0 %	49.3 %

Science STAAR Passing Rate		
Center Number	All 21 st CCLC	Regular Participants
1	61.1 %	76.9 %
2	Not Tested	Not Tested
3	Not Tested	Not Tested
4	0.0 %	0.0 %
5	55.6 %	48.0 %
6	59.0 %	53.8 %
7	Not Tested	Not Tested
8	36.0 %	40.0 %
9	37.5 %	25.0 %
10	55.6 %	62.5 %
All Centers	50.2 %	49.5 %

Social Studies STAAR Passing Rate		
Center Number	All 21 st CCLC	Regular Participants
1	73.7 %	100.0 %
2	Not Tested	Not Tested
3	Not Tested	Note Tested
4	92.3 %	100.0 %
5	Not Tested	Not Tested
6	50.8 %	38.5 %
7	Not Tested	Not Tested
8	18.8 %	21.4 %
9	Not Tested	Not Tested
10	Not Tested	Not Tested
All Centers	50.4 %	54.8 %

3. Achievement in Attendance Improvement

Center	Average Semester Attendance Comparisons					
	All 21 st CCLC			Regular Participants		
	Sem 1	Sem 2	Change	Sem 1	Sem 2	Change
1	95.91%	94.62%	- 1.29 %	95.04%	94.25%	- 0.79%
2	92.45%	95.18%	+ 2.73%	93.34%	95.57%	+ 2.23%
3	98.98%	97.98%	- 1.00%	98.98%	97.98%	- 1.00%
4	92.81%	88.69%	- 4.12%	91.59%	90.00%	- 1.58%
5	93.21%	93.87%	+ 0.66%	93.83%	96.16%	+ 2.33%
6	90.52%	92.64%	+ 2.12%	90.10%	92.45%	+ 2.35%
7	91.59%	93.70%	+ 2.11%	91.15%	93.77%	+ 2.62%
8	98.55%	96.92%	- 1.63%	98.30%	96.58%	- 1.72%
9	85.32%	87.32%	+ 2.00%	87.41%	93.66%	+ 6.25%
10	95.38%	94.73%	- 0.65%	96.87%	95.47%	- 1.40%
Combined	93.57%	93.73%	+ 0.16%	94.72%	95.20%	+ 0.48%

Stakeholder survey response to whether students improved in their attendance in school.

Students Improved in Their Attendance in School Level of Agreement Among Stakeholders			
	Student (Q3:16)	Parent (Q3:17)	Staff (Q3:18)
Strongly Agree	41%	36%	33%
Agree	17%	23%	37%
Neutral	26%	38%	26%
Disagree	8%	2%	4%
Strongly Disagree	8%	1%	0%

The combined results of all CTAC Cycle 9 centers indicates that stakeholders perceived an improvement in school attendance. Survey results indicated that 58% of students, 59% of parents and 70% of staff either agreed or strongly agreed that ACE program students had improved in their attendance during the 2020-2021 school year.

4. Achievement in Absence Improvement

Center	Average Semester Absence Comparisons					
	All 21 st CCLC			Regular Participants		
	Sem 1	Sem 2	Change	Sem 1	Sem 2	Change
1	2.80	5.30	+ 2.50	3.38	5.64	+ 2.26
2	4.56	3.85	- 0.71	4.59	3.71	- 0.88
3	0.87	1.92	+ 1.05	0.87	1.92	+ 1.05
4	5.16	10.52	+ 5.36	5.47	9.30	+ 3.83
5	3.86	4.05	+ 0.19	3.76	3.23	- 0.54
6	7.77	6.18	- 1.59	8.12	6.34	- 1.78
7	6.48	5.61	- 0.87	6.82	5.55	- 1.27
8	1.12	2.74	+ 1.63	1.31	3.04	+ 1.73
9	9.76	10.25	+ 0.48	4.07	5.25	+ 1.18
10	3.55	4.95	+ 1.40	2.41	4.26	+1.85
Combined	4.46	5.25	+ 0.78	3.59	4.28	+ 0.70

5. Achievement in Behavior Improvement

Center	Average Semester Change in Disciplinary Incidences					
	All 21 st CCLC			Regular Participants		
	Sem 1	Sem 2	Change	Sem 1	Sem 2	Change
1	0.10	0.29	+ 0.20	0.01	0.18	+ 0.17
2	0.06	0.04	- 0.02	0.08	0.05	- 0.03
3	0.00	0.00	0.00	0.00	0.00	0.00
4	0.00	0.35	+ 0.35	0.00	0.20	+ 0.20
5	0.11	0.32	+ 0.21	0.10	0.35	+ 0.25
6	0.68	1.01	+ 0.33	1.26	2.09	+ 0.83
7	0.00	0.00	0.00	0.00	0.00	0.00
8	0.00	0.00	0.00	0.00	0.00	0.00
9	0.31	0.80	+ 0.49	0.00	0.36	+ 0.36
10	0.18	0.06	- 0.12	0.20	0.07	- 0.13
Combined	0.17	0.33	+ 0.17	0.14	0.28	+ 0.13

Stakeholder survey response to whether student's behavior in school had improved.

Improvement In Student Behavior Level of Agreement Among Stakeholders			
	Student (Q3:14)	Parent (Q3:15)	Staff (Q3:16)
Strongly Agree	45%	35%	29%
Agree	20%	25%	38%
Neutral	20%	36%	26%
Disagree	7%	3%	6%
Strongly Disagree	8%	1%	1%

The combined results of all CTAC Cycle 9 centers indicates that stakeholders perceived an improvement in student behavior. Survey results indicated that 65% of students, 60% of parents and 67% of staff either agreed or strongly agreed that ACE program students had improved in their behavior during the 2020-2021 school year.

5. Achievement in Promotion Improvement

Improvement in academic performance and in regular school day attendance are two factors that contribute greatly to student promotion success. Using the combined center results from the survey administered in Spring 2021 63% of students, 66% of parents and 80% of staff either agreed or strongly agreed that ACE program students had improved in their academic grades during the 2020-2021 school year. On that same survey 58% of students, 59% of parents and 70% of staff either agreed or strongly agreed that ACE program students had improved in their attendance during the 2020-2021 school year.

The ACE program contributes in other ways in which students are being successful. Those other ways are demonstrated in the following survey questions and responses from the stakeholders:

Stakeholder survey response to whether student receives help in completing homework assignments.

Help in Completing Homework Assignment Level of Satisfaction Among Stakeholders			
	Student (Q3:1)	Parent (Q3:1)	Staff (Q3:1)
Very Satisfied	41%	55%	46%
Satisfied	22%	31%	46%
Neutral	29%	11%	8%
Dissatisfied	4%	2%	0%
Very Dissatisfied	4%	1%	0%

The combined results of all CTAC Cycle 9 centers indicates that stakeholders believed that the ACE program helped students to complete their homework assignments. Survey results indicated that 63% of students, 86% of parents and 92% of staff either were satisfied or very satisfied that the ACE program helped students complete their homework assignments.

Stakeholder survey response to whether teachers give the student attention and care.

ACE Teachers Give Attention and Care to Students Level of Satisfaction Among Stakeholders			
	Student (Q3:6)	Parent (Q3:6)	Staff (Q3:6)
Very Satisfied	55%	59%	55%
Satisfied	26%	30%	38%
Neutral	14%	9%	5%
Dissatisfied	2%	1%	2%
Very Dissatisfied	3%	1%	0%

The combined results of all CTAC Cycle 9 centers indicates that stakeholders believed that ACE teachers give attention and care to students. Survey results indicated that 81% of students, 89% of parents and 93% of staff either were satisfied or very satisfied that the ACE program gave care and attention to students.

6. Achievement in Graduation Improvement (Applicable only to High School)

According to the most recent (2019-2020) Texas Academic Performance Report (TAPR) the 4-Year Federal Graduation Rate without Exclusions (GR 9-12) rate for Rockdale High School was 87.0%, for Katherine Anne Porter Charter School was 73.8% and data for San Juan Diego Catholic High School was not available at the time of reporting.

VIII. Stakeholder Perception Surveys

In Spring 2021 ESC 13 Cycle 9 ACE centers administered online surveys to students, parents and staff members. Survey completion participants included 428 students, 189 parents and 141 staff members. The primary reason for surveying the stakeholders was to obtain their opinion regarding the effectiveness of the Texas ACE program, particularly as an outcome related to the perceived behaviors and attitudes of student participants. The intent is for this survey to be administered annually for the remainder of the grant period. Future administrations will provide important information regarding possible trends in stakeholder opinions. As the program evolves and experiences demographic and/or programmatic changes, the data obtained will prove helpful in developing decisions that will be more responsive to the needs of the individual centers and the program as a whole. Additionally, the surveys will provide program administrators with a systematic and uniform method of receiving input and serve an integral role in the comprehensive plan for meeting the individual needs of the center community.

Description of the Survey

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

Table 1

<u>Response Category</u>	<u>Point Value</u>
Very Satisfied	5
Satisfied	4
Neutral	3
Dissatisfied	2
Very Dissatisfied	1

Table 2

<u>Response Category</u>	<u>Point Value</u>
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Domains

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

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

Analysis of Survey Results

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

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

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

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

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

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

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

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

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

IX. Programmatic Themes and Issues across Centers

During the fall and spring semesters the external evaluator conducted a series of interviews with each site coordinator. During those interviews the site coordinators were able to express their perceptions of how well the after-school program was working on their individual site. Prior to each site interview the evaluator requested and received input from the project director regarding her perception of how well the ACE program was operating at each site. In the end-of-year summary interview report, the evaluator utilized the 21 characteristics of an effective after school program, interview responses plus the completed NYSAN detailed analysis by the project director and site coordinator to make a summary assessment of each center's strengths and areas in need of improvement. The evaluator's assessment summary for each center is shown below.

Center 1 – Bartlett Schools

Areas of Strength:

- Develops, reviews, and updates plan for family involvement.
- Provides regular opportunities to be outdoors.
- Maintains communication with school principal and administration.
- Establishes strong links to the school day.
- Incorporates programming that integrates and compliments school day activities.
- Collaborates regularly with school-day personnel regarding use of facilities and resources.
- Supports state and local performance standards and benchmarks.
- Communicates with school day staff to monitor academic and behavioral progress of students.
- Allocates sufficient program time for homework and homework help.
- Is represented on the school's planning efforts.
- Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.

Areas Having Opportunity for improvement:

- Needs to complete all required reports and submit them in a timely manner.
- Needs to encourage former participants to contribute as volunteers or staff.
- Needs to provide a range of opportunities in which participant's work can be showcased.
- Needs to integrate opportunities for the development of personal responsibility, self-direction and leadership throughout the program.
- Needs to enable participants to explore resources and issues in their community through projects and activities.
- Needs to build relationships with arts, cultural, and other community institutions to expand and enhance program offerings.
- Needs to make intentional connections with early care and educational programs and stakeholders in the community.
- Needs to develop a long-term plan for sustaining the afterschool program.
- Needs to forge relationships with advocates for program quality and availability.

- Needs to identify and share promising practices.
- Needs to create an internal method for assessing program activities.

Center 2 – Rockdale Elementary

Areas of Strength:

- Provides regular opportunities to be outdoors.
- Establishes strong links to the school day.
- Collaborates regularly with school-day personnel regarding use of facilities and resources.
- Communicates with school day staff to monitor academic and behavioral progress of students.
- Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.

Areas Having Opportunity for improvement:

- Needs to apply rewards and consequences for participant behavior appropriately and consistently.
- Needs to establish meaningful community collaborations.
- Needs to foster understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.
- Needs to employ a variety of grouping strategies, for both structured and unstructured activities, including individual, small group and large group.
- Needs to enable participants to explore resources and issues in their community through projects and activities.
- Needs to build relationships with arts, cultural and other community institutions to expand and enhance program offerings.
- Needs to develop a long-term plan for sustaining the after-school program.
- Needs to forge relationships with advocates for program quality and availability.

Center 3 – San Juan Diego Catholic High School

Areas of Strength:

- Provides regular opportunities to be outdoors.
- Maintains communication with school principal and administration.
- Has participants who take ownership of program selection and development.
- Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.

Areas Having Opportunity for improvement:

- Needs to apply rewards and consequences for participant behavior appropriately and consistently.
- Needs to have scheduled meetings with its major stakeholders.
- Needs to foster understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.

- Needs to provide a range of opportunities in which participants' work can be showcased.
- Needs to build relationships with arts, cultural and other community institutions to expand and enhance program offerings.
- Needs have an effective marketing strategy that publicizes the program and its achievements within the school and broader community.
- Needs to create an internal method for assessing staff performance.

Center 4 – Katherine Anne Porter Charter School

Areas of Strength:

- Promotes psychological and emotional safety through a culture of support, inclusion and mutual respect.
- Has a system for the collection and monitoring of participant attendance data.
- Has complete and current enrollment / registration documents for all participants.
- Has a well-defined methods of communication with program stakeholders.
- Completes all required reports and submits them in a timely manner.
- Documents where participants are during program hours.
- Treats participants with respect and listens to what they say.
- Teaches participants to interact with one another in positive ways.
- Teaches participants to make responsible choices and encourages positive outcomes.
- Establishes meaningful community collaborations.
- Encourages former participants to contribute as volunteers or staff.
- Ensures staff members have competence in core academic areas, where appropriate.
- Integrates opportunities for the development of personal responsibility, self-direction and leadership throughout the program.
- Provides regular opportunities to be outdoors.
- Communicates with school day staff to monitor academic and behavioral progress of students.
- Allows sufficient program time for homework and homework help.
- Is represented on the school's planning efforts.
- Has participants who take ownership of program selection and development.
- Provides opportunities for literacy and related educational experiences for the families of participants in the program.
- Provides families with information about community resources to meet their needs.
- Has an effective marketing strategy that publicizes the program and its achievements within the school and the broader community.
- Uses objective data and/or plans for program evaluation that includes gathering both qualitative and quantitative data.
- Uses objective data to measure progress toward outcomes as defined by programs and individual participants.
- Creates an internal method for assessing program activities.
- Creates an internal method for assessing staff performance.
- Creates an internal method for assessing student engagement levels.
- Uses evaluation findings for continuous program improvement.

Areas Having Opportunity for improvement:

- Needs to assess professional development needs of staff and provide appropriate support such as training, coaching, mentoring and peer learning.
- Needs to develop a long-term plan for sustaining the afterschool program.

Center 5 – Rockdale Intermediate School**Areas of Strength:**

- Has program space that is appropriately equipped and suitable for activities being conducted.
- Has staff who respect and communicate with one another and are role models of positive adult relationships.
- Treats participants with respect and listens to what they say.
- Maintains communication with school principal and administration.
- Establishes strong links to the school day.
- Collaborates regularly with school-day personnel regarding use of facilities and resources.
- Collaborates with school day staff to monitor academic and behavioral progress of students.
- Is represented on the school's planning efforts.
- Promotes consistent and active participation.
- Promotes teamwork and respect for others.
- Uses objective data to measure progress toward outcomes as defined by programs and individual participants.

Areas Having Opportunity for improvement:

- Needs to establish meaningful community collaborations.
- Needs to have scheduled meetings with its major stakeholders.
- Needs to have regular staff meetings.
- Needs to involve participants in the development of disciplinary practices.
- Needs to build relationships with arts, cultural and other community institutions to expand and enhance program offerings.
- Needs to develop a long-term plan for sustaining the afterschool program.
- Needs to forge relationships with advocates for program quality and availability.
- Needs to create an internal method for assessing program activities.
- Needs to create an internal method for assessing staff performance.
- Needs to create an internal method for assessing student engagement levels.

Center 6 – Rockdale Junior High School

Areas of Strength:

- Documents where students are during program hours.
- Has staff who respect and communicate with one another and are role models of positive adult relationships.
- Interacts with families in a comfortable, respectful and welcoming way.
- Is sensitive to the culture and language of participants.
- Maintains communication with school principal and administration.
- Communicates with school day staff to monitor academic and behavioral progress of students.
- Is represented on the school's planning efforts.
- Communicates with families on matters concerning the well-being of the child.

Areas Having Opportunity for improvement:

- Needs to have regular meetings with its major stakeholders.
- Needs to have regular staff meetings.
- Needs to provide a range of opportunities in which participants work can be showcased.
- Needs to employ a variety of grouping strategies, for both structured and unstructured activities, including individual, small group and large group.
- Needs to enable participants to explore resources and issues in their community through projects and activities.
- Needs to allow participants to be meaningfully involved in program planning, implementation, data collection, and evaluation.
- Needs to build relationships with arts, cultural and other community institutions to expand and enhance program offerings.
- Needs to develop a long-term plan for sustaining the afterschool program.
- Needs to access resources within the community by seeking support from and building relationships with local businesses and institutions.
- Needs to forge relationships with advocates for program quality and availability.
- Needs have an effective marketing strategy that publicizes the program and its achievements within the school and broader community.

Center 7 – Texas Empowerment Academy Elementary School

Areas of Strength:

- Has a system for the collection and monitoring of participant attendance data.
- Completes all required reports and submits them in a timely manner.
- Teaches participants to interact with one another in positive ways.
- Teaches participants to make responsible choices and encourages positive outcomes.
- Is sensitive to the culture and language of participants.
- Maintains communication with school principal and administration.
- Allocates sufficient program time for homework and homework help.

- Provides opportunities for literacy and related educational experiences for the families of the participants in the program.
- Provides families with information about community resources to meet their needs.

Areas Having Opportunity for improvement:

- Needs to provide a range of opportunities in which participants' work can be showcased.
- Needs to build relationships with arts, cultural and other community institutions to expand and enhance program offerings.
- Needs to involve participants, staff and board members in long-term decision-making and planning efforts.
- Needs to develop a long-term plan for sustaining the afterschool program.
- Needs to access resources within the community by seeking support from and building relationships with local businesses and institutions.
- Needs to forge relationships with advocates for program quality and availability.
- Needs to identify and share promising practices.

Center 8 – Texas Empowerment Academy Middle School

Areas of Strength:

- Has a system for the collection and monitoring of participant attendance data.
- Completes all required reports and submits them in a timely manner.
- Provides support as children and youth transition across age groups and school grades, and school day to after-school.
- Secures commitment of resources from school principal, when possible.
- Maintains communication with school principal and administration.
- Communicates with school day staff to monitor academic and behavioral progress of students.
- Allocates sufficient program time for homework and homework help.
- Promotes consistent and active participation.
- Promotes teamwork and respect for others.
- Provides families with information about community resources to meet their needs.
- Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.
- Uses objective data to measure progress toward outcomes as defined by programs and individual participants.
- Makes summaries of evaluations and/or other collected data available to the general public.
- Includes feedback from stakeholders in the program evaluation.

Areas Having Opportunity for improvement:

- Needs to conduct all required fire / safety drills.
- Needs to schedule meetings with its major stakeholders.
- Needs to assess professional development needs of staff and provide appropriate support such as training, coaching, mentoring and peer learning.

- Needs to enable participants to explore resources and issues in their community through projects and activities.
- Needs to build relationships with arts, cultural and other community institutions to expand and enhance program offerings.
- Needs to involve participants, staff and board members in long-term decision-making and planning efforts.
- Needs to develop a long-term plan for sustaining the afterschool program.
- Needs to access resources within the community by seeking support from and building relationships with local businesses and institutions.
- Needs to forge relationships with advocates for program quality and availability.
- Needs to identify and share promising practices.

Center 9 – Rockdale High School

Areas of Strength:

- Completes all required reports and submits them in a timely manner.
- Ensures that supplies are organized, maintained and accessible.
- Establishes strong links to the school day.
- Incorporates programming that integrates and complements school day activities.
- Collaborates regularly with school-day personnel regarding use of facilities and resources.
- Allocates sufficient program time for homework and homework help.
- Affords participants opportunities to express their ideas, concerns and opinions.
- Promotes teamwork and respect for others.
- Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.

Areas Having Opportunity for improvement:

- Needs to apply rewards and consequences for participant behavior appropriately and consistently.
- Needs to establish and maintain a centralized database of participant and program information that is regularly updated and usable by staff.
- Needs to establish meaningful community collaborations.
- Needs to schedule meetings with its major stakeholders.
- Needs to have regular staff meetings.
- Needs to provide regular opportunities to be outdoors.
- Needs to build relationships with arts, cultural and other community institutions to expand and enhance program offerings.
- Needs to involve participants, families, staff and board members in long-term decision-making and planning efforts.
- Needs to forge relationships with advocates for program quality and availability.

Center 10 – Smithville Elementary School

Areas of Strength:

- Has a system for the collection and monitoring of participant attendance data.
- Establishes and maintains a centralized database of participant and program information that is regularly updated and usable by staff.
- Provides positive working conditions for staff and appropriate supervision, support and feedback.
- Provides regular opportunities to be outdoors.
- Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.

Areas Having Opportunity for improvement:

- Needs to provide program space that is appropriately equipped and suitable for activities being conducted.
- Needs to conduct all required fire / safety drills.
- Needs to negotiate optimal use of school and community resources to best meet the needs of participants and their families.
- Needs to provide positive working conditions for staff and appropriate supervision, support and feedback.
- Needs to have scheduled meetings with its major stakeholders.
- Needs to encourage former participants to contribute as volunteers or staff.
- Needs to provide ongoing staff development in order to engage and retain staff.
- Needs to assess professional development needs of staff and provide appropriate support such as training, coaching, mentoring and peer learning.
- Needs to foster understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.
- Needs to maintain communication with school principal and administration
- Needs to establish strong links to the school day.
- Needs to incorporate programming that integrates and complements school day activities.
- Needs to communicate with school day staff to monitor academic and behavioral progress of students.
- Needs to be represented on the school's planning efforts.
- Needs to enable participants to explore resources and issues in their community through projects and activities
- Needs to promote teamwork and active participation.
- Needs to involve participants in the development of disciplinary practices.
- Needs to encourage participants to recruit others into the program.
- Needs to allow participants to be meaningfully involved in program planning, implementation, data collection, and evaluation.
- Needs to involve families in decision making and planning.
- Needs to involve families and the community in program events.
- Needs to build relationships with arts, cultural and other community institutions to expand and enhance program offerings.

- Needs to make intentional connections with early care and education programs and stakeholders in the community.
- Needs to involve participants, families, staff and board members in long-term decision-making and planning efforts.
- Needs to develop a long-term plan for sustaining the after-school program.
- Needs to access resources within the community by seeking support from and building relationships with local businesses and institutions.
- Needs to forge relationships with advocates for program quality and availability.
- Needs to have an effective marketing strategy that publicizes the program and its achievements within the school and broader community.
- Needs to identify and share promising practices.
- Needs to create an internal method for assessing program activities.
- Needs to create an internal method for assessing staff performance.
- Needs to create an internal method for assessing student engagement levels.
- Needs to use evaluation findings for continuous program improvement.

X. Evaluator Center Recommendations

The following recommendations are based upon the observations noted by the evaluator during prior years fall and spring site visits and in Spring 2021 discussions with the site coordinators and the program project director. The observation instrument used by the evaluator was a version of the New York Afterschool Network (NYSAN) Quality Self-Assessment (QSA) Tool. Page 5 of the NYSAN QSA user's guide provides a brief overview and states as follows:

“The QSA Tool is a resource that builds upon the experience, knowledge, and research of afterschool practitioners and policymakers from across the country. Organizations that have linked the self-assessment process to decision-making often meet their goals and achieve success. The QSA Tool should be used to promote quality and engage staff, youth, and other stakeholders in authentic discussions about how to continuously improve your afterschool program.”

Center 1 – Bartlett Schools

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

Center 2 – Rockdale Elementary

1. The ACE program has had a significant impact on the Rockdale ISD community and this fact needs to be shared with the community. The sustainability of this program is critical to the community and only through the education of the public can such be considered. It is recommended that the site coordinators

generate a PowerPoint presentation with a script that highlights the ACE program for the community. The district's assistant superintendent has been a part of the ACE program here since its inception and can help with the development of the presentation.

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

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

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

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

Center 3 – San Juan Diego Catholic High School

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

2. When it comes to enrichment activities teachers are not willing to teach these activities and college student have been hired to teach the enrichments offered. SJDCHS has approximately 15 certified teachers on staff and it has been difficult for the site coordinator to employ these individuals outside of tutoring which is required of the teachers when one or more of their students have grades less than 70.

College students are filling many of the teaching vacancies in ACE. It is recommended that the site coordinator solicit the help of the campus principal in recruiting campus certified teachers to fill the primary ACE academic teaching assignments or academic club sponsorships.

3. This program has a long history of participating in an after-school program and there are individuals who have graduated from this site who should be encouraged to participate as volunteers. While there is a former student and current parent who are volunteering in the program currently, it is recommended that the site coordinator conduct a more comprehensive effort at recruiting former students to participate in the future.

4. While the site coordinator primarily used email as a form of communication with all participants, it is recommended that the site coordinator document and explore other means of communication with stakeholders that might include brief meetings where communication is shared and opportunities for questions and answers are available to participants. It is also recommended that the project director consider exploring and offering appropriate staff development training to staff members on this site.

5. It is recommended that students be surveyed regarding their interests for enrichment activities and if possible, those requests should be offered. It is also recommended that a space be available in the building to showcase participant activities and their successes.

Center 4 – Katherine Anne Porter Charter School

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

Center 5 – Rockdale Intermediate

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

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

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

Center 6 – Rockdale Junior High School

1. While the campus administration places a strong emphasis on academics during the after-school program, there is still a need for students to experience a variety of enrichment activities that they might not experience during the normal school day. It is recommended that a greater number of enrichment activities be offered to students and that those enrichment activities include a close correlation to academics when possible.
2. Site coordinators have many administrative responsibilities that consume a great deal of their time. It is recommended that the administration support the site coordinators and allow administrative assistants to input necessary student data into the ACE program files.
3. Parents in this school district appear to be reluctant in participating in their children’s education and the ACE program. This can be a real challenge in getting parents active in ACE. It is recommended that the Family Engagement Specialist study this issue as it relates to Hispanic parents in particular and make appropriate suggestions to increase parental involvement in ACE events and activities.
4. Student safety is important as it relates to fire and emergency drills being conducted during the ACE program hours. The site coordinator needs to be able to account for all students present during a fire or emergency event and should be able to identify their assigned location in case of such an event. It is recommended that the site coordinator work the school administration to identify the emergency procedures to use during ACE and to conduct at least one emergency drill each semester.
5. The site coordinator noted the potential conflict of high school students volunteering on the junior high campus due to the close proximity of age between the junior high and high school students. Teacher at this site have a long history with the ACE program and at the current time, many are working in the ACE program primarily as tutors; however, it is recommended that the site coordinator recruit current and prior year staff members to stay and work during the enrichment period.
6. While this site has open communication between the principal, staff members and the site coordinator and since tutoring is such an important component of this program, it is recommended that the campus principal consider placing the site coordinator as a member of the campus curriculum team so as to help in meeting the campus curriculum goals through the after-school program.
7. It is understood that students often forget expected behaviors; however, the staff and site coordinator act in a very respectful manner and correct or remind students of the campus expectations regarding behavior. The Rockdale community is undergoing many changes in the recent years and students would benefit in learning of those changes; therefore, it is recommended that the ACE program provide opportunities for students to become familiar with the community issues and work on projects/activities related to those issues.
8. Some of the most successful community resources and ties to the community were lost when the local hospital and medical offices recently closed in Rockdale. It is recommended that an ACE program written mission statement be written and posted. The campus principal and central office personnel have a good understanding of the community resources and leaders and it is recommended that the site coordinator solicit their help in identifying potential partners to work with the coordinator in identifying area of potential help.

Center 7 - Texas Empowerment Academy Primary

1. In coordination with the project director, the site coordinator needs to develop observation instruments for the purpose of 1. assessing staff performance, 2. levels of student engagement and 3. assessing the appropriateness and effectiveness of activities.

Center 8 – Texas Empowerment Academy Secondary

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

2. In each of the past years, students gathered in the gym area for their snacks. The process was slow and resulted in a large grouping of students in a small area. During the fall visit the site coordinator distributed the snacks at each of the classrooms. A change in the manner of snack distribution was done in January and should be reviewed to ensure that snack distribution does not consume too much time or disruption in instruction.

3. It is recommended that the project director work with the site coordinator to develop a quick checklist of expected behaviors (students, staff and instruction) that would be observed in any classroom observation and use that instrument to work with teachers if needed.

Center 9 – Rockdale High School

1. While the campus administration requires teachers to provide tutorial and homework help services for students and posts those teacher availability schedules in prominent locations on campus, those schedules may not always coincide with the needs of specific students nor do they appear to provide adequate time (one hour) for students. And while students may seek the help of an available teacher, this may not always occur. Therefore, it is recommended that content area teachers be employed to provide homework and tutorial help to students on a daily basis during the full ACE program academic hour.

2. A new principal will be in place for the campus next school year. The campus principal can be the most influential supporter of an after-school program and this will occur when the campus principal is fully knowledgeable of how the program is operating. It is recommended that the site coordinator invite the campus principal to jointly conduct walk-throughs during the academic hour and observe how students and teachers are working during their scheduled tutorial and homework help schedules and if necessary, to make necessary changes in those schedules and personnel.

3. The campus is large and it is difficult for the site coordinator to know exactly where all students are at any given time. It is therefore recommended that all students gather at one location at the start of the academic hour, sign-in, picked up by their respective teachers and then disperse to their respective classes. This process should also be utilized for the enrichment hour as well.

4. The site coordinator has conversations with individual students regarding behavior but she feels that a reward system for good behavior would be appropriate. It is recommended that a system or systems of rewarding students be developed that will encourage & recognize good behavior & attendance in the ACE program.
5. Since ACE classrooms are spread out, it is recommended that a system of accounting for all students and staff members be developed in preparation for whenever a fire/safety issue is experienced during ACE.
6. The site coordinator encourages her ACE staff to become more knowledgeable about the after school program and provides opportunities for their participation in activities that increase their knowledge of the program. It is recommended that the site coordinator provide the project director with suggestions for staff development that would increase the knowledge and skills necessary for staff members to serve student in ACE.

Center 10 – Smithville Elementary

1. This center has the potential to engage parents in a variety of parental activities provided that an individual is designated to be available daily to parents. If funding is available, it is recommended that an administrative assistant be designated to work with parents at this center and that the individual be responsible for scheduling regular parent/student events and activities. This individual would require the training and support of the Family Engagement Specialist.
2. In an effort to increase regular school day personnel support for the ACE program, it is recommended that a proposal be submitted to regular school day teachers that would encourage the teachers to allow ACE students to perform certain tasks or projects that the classroom teacher would accept as extra credit for students attending ACE from their classroom.
3. Participants with special health needs need to be carefully monitored and therefore it is recommended that these individuals be identified to every staff member and to the site coordinator. Because students from different campuses are served in the ACE program it is recommended that exit procedures are clearly communicated to ACE participants as it applies to fire and safety drills. It is also recommended that the procedures for fire/safety be posted in all locations where program activities are conducted.
4. Communication through a variety of methods is necessary to keep all stakeholders informed and it is recommended that the site coordinator consider meetings with stakeholders are one method of communication with stakeholders. This center has a long history with the ACE program with both students and staff members having participated in such, therefore, it is recommended that the site coordinator identify these individuals and encourage them to participate in the program again possibly as volunteers.
5. There are individuals working in the program who are not certified teachers and would benefit from staff development training. Therefore, it is recommended that staff members share their training needs with the site coordinator and the site coordinator forwards those needs to the project director who should provide the requested training to the staff members.

6. There is a population of Hispanic and black children attending the program and it is recommended that activities be provided that link to the language and culture of the participants especially in Black History month or Mexican Independence Day.
7. Once the after-school program is recognized as a natural extension of the regular school day, administration and staff will willingly support the program through active participation directly or indirectly, therefore, with the assistance of the project director, the site coordinator could encourage the campus administration to attend informational and sharing sessions initiated by the project director.
8. A manner in which participants can feel as vested in the ACE program is when they fall into mischief and require some disciplinary action taken, therefore, it is recommended that when students are in need of discipline that the site coordinator encourage participation of the student in making disciplinary decisions that are weighed on the relationship of the program to the student and the loss of services to the student.
9. The evaluator has noted the following in previous years. Historically parents arrive in person to pick up their children at this campus. Often parents have been observed waiting for the program hour to end before picking up their children. Often parents have been observed interacting with each other before picking up their children. Once social distancing has been lessened, then it is my recommendation that activities be offered in ACE that would encourage parents to participate in those activities with their children.
10. An effective ACE program has the support of both the central office and campus administration. While the coordinator noted that resources are normally requested outside of the campus principal, it is my recommendation that the campus principal be at least informed of the campus ACE activities and invited to observe the program in operation.
11. Stakeholders become familiar with the goals and mission of the ACE program if such has been posted for them to see. It is my recommendation that the ACE program mission statement be posted in a prominent location for stakeholders to see and read.

XI. Evaluator General Recommendations

1. Within Cycle 9 centers there are exemplary programs already in operation and site coordinators who can serve as mentors to new site coordinators. It is recommended that a mentor be assigned to a new site coordinator so as to provide helpful ideas on program administration, organization and design. Helpful ideas on providing appropriate activities for students and parents can also help a new site coordinator.
2. Regular school day staff members will have a vested interest in how well an ACE program is meeting the needs of the students and parents whenever they are asked for their input in setting the ACE program goals. It is recommended that regular school day staff be kept informed of the activities and successes of the ACE program on a regular basis. This in turn will solidify the campuses desire to continue an after-school program for the future and taking the necessary steps to ensure that such a program can continue to be funded.
3. It is reasonable to expect that an after-school program should have procedures in place to evacuate in case of fire or move individuals to a safe location in case of severe weather, therefore, it is recommended that procedures pertaining to fire/safety be shared with all stakeholders at least once a semester. The procedures should be posted and may correspond to those used during the regular school day program.
4. It is important to establish a regular basis for communication with ACE program staff. It is recommended that if regular staff meetings are not possible that the site coordinator document all communications sent to staff regardless of the method used. Those documentations should include date, audience, and topics addressed.
5. Participants with special health needs need to be carefully monitored and therefore it is recommended that these individuals be identified to every staff member and to the site coordinator.
6. Whenever there is a large population of Hispanic and black children attending the program, every effort should be made to recognize their cultural heritage. It is recommended that activities be provided that link the language and culture of the participants especially in Black History month or Mexican Independence Day.
7. Once the after-school program is recognized as a natural extension of the regular school day, administration and staff will willingly support the program through active participation directly or indirectly, therefore, with the assistance of the project director, the site coordinator could encourage the campus administration to attend informational and sharing sessions initiated by the project director.
8. A manner in which participants can feel as vested in the ACE program is when they fall into mischief and require some disciplinary action taken, therefore, it is recommended that when students are in need of discipline that the site coordinator encourage participation of the student in making disciplinary decisions that are weighed on the relationship of the program to the student and the loss of services to the student.
9. It is important that the site coordinator be informed of curriculum issues and needs that may arise during the regular school day. If informed of such issues and needs, the site coordinator can provide

resources and services to compliment the regular school day curriculum. It is recommended that the site coordinator be informed of curriculum issues and needs where ACE can be of assistance.

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

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

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

13. For many students the only access they will have to computers is at school, therefore, each site coordinator should ensure that high levels of technology use is incorporated into as many scheduled activities as is possible.

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

15. Students enjoy activities that are well planned and that are interesting and attractive to them, therefore each site coordinator should encourage and ensure that staff members develop their lesson plans with creativity and focus on student response.

16. Enrichment activities can provide experiences for students that are not normally available during the regular school day program, therefore each site coordinator should ensure that an appropriate number of enrichment activities are scheduled that are challenging, exciting and fun for students.

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

18. Non-certified teachers are employed in the after-school program and have roles that require knowledge of effective instructional strategies and disciplinary skills, therefore, the project director with input received from site coordinators should provide staff development opportunities for these non-certified individuals to gain the needed skills.

19. Students normally do not hesitate to share their ideas for activities that they find of high interest to them, therefore each site coordinator should conduct an annual survey of students and their ideas for activities to be offered.
20. It is important that communication between the ACE program staff and the regular school day staff exists, therefore each site coordinator should ensure that an alignment exists between the two and that communication flows freely between the after-school program and the regular school day.
21. The ACE program provides an excellent opportunity for students to be exposed to a variety of activities, therefore, each site coordinator needs to ensure that a healthy balance of academic, enrichment, college and workforce readiness and family/parental support activities are scheduled.
22. After a day in the classroom by students, students desire to be physically active after school, therefore each site coordinator needs to ensure that some physical activity opportunities are provided for students after school and when possible, fitness classes where both students and parents can attend.
23. The support of the campus and central office administrators is critical for the success of the ACE program; therefore, the project director and each site coordinator should strive to establish and maintain a strong professional relationship with those administrators and communicate frequently with them regarding the ACE program and its successes.
24. The fine arts have been ignored in many after school programs and do not receive the same level of support as the core content areas, therefore, each site coordinator should strive to ensure that fine arts enrichment activities are represented in the list of scheduled ACE program activities.

XII. Evaluator Information

Part A: Qualifications of Independent Evaluator

Company Bio: EduServ, Inc. started in 1994 and incorporated in 2004 as a corporation. EduServ, Inc. has a state-wide cadre of expert consultants providing high quality consulting services (grant development and program evaluation) to public schools, universities and non-profit organizations across the state.

EduServ has over 27-year track record of providing high quality evaluation services. In coordination with Raymond Canizales of Canizales Consulting Services, EduServ has provided 21st CCLC services to school districts state wide.

Our clients include:

- Marble Falls ISD, Technical Assistance and Program Evaluation Service
- Lewisville ISD- Technology Program Evaluation
- Mason ISD, Technical Assistance on Grant Development
- Leander ISD – Safe Schools/Healthy Students
- Texas A&M University Kingsville- ESL and Adult Education Instructional Strategies Modules
- Round Rock ISD -21st Century Program Evaluation
- Round Rock ISD – Smaller Learning Communities Program Evaluation
- Round Rock ISD – Comprehensive School Reform Program Evaluation
- Temple ISD -21st Century Program Evaluation
- City of Cleburne -Community Center Grant Development
- Steck-Vaugh Publishing Company _ Correlating ACES assessment battery to appropriate textbooks
- McGraw Hill Publishing Company _ Grant Development
- Plato Learning Systems _ Grant Development and Training
- Manor ISD- 21st Community Learning Center grants
- Lubbock-Cooper ISD-21st Community Learning Center grants
- Lubbock Cooper ISD – Comprehensive School Reform Program Evaluation
- Pflugerville ISD-Smaller Learning Communities Grant
- Region 13 ESC- 21st CCLC Community Learning Centers Grant
- Rockdale ISD- Grant Development Technical Assistance

Dr. David Gerabagi and Mr. Raymond Canizales have over 65 years of combined experience in educational administration, program development and program evaluation.

Dr. Gerabagi has extensive experience on grant writing, developing educational materials and conducting training to promote literacy, student achievement and the integration of instructional technology in schools. Dr. Gerabagi has served on numerous educational advisory committees and has made numerous presentations to teachers and administrators on educational topics at the state and national levels. He is a graduate of the University of Texas at Austin and holds a master's and doctorate degrees in education with specialization in English as a Second Language (ESL) and Instructional Technology. Dr. David Gerabagi's experience includes program management, proposal writing, conducting preliminary research, training, and evaluation activities. He has managed grants offices in educational and non-profit settings and serves as a consultant to the nonprofit community. He has conducted numerous training workshops on a variety of educational topics as well as grantsmanship and proposal writing and presented at local, state, and federal level professional conferences.

Raymond Canizales has extensive experience in Human Resources and salary compensation, secondary education and curriculum, school law, student assessment, data analysis and educational research. Mr. Canizales is a graduate of Loyola University and holds a master's degree in school administration. In addition to evaluation services for 21st CCLC grants, Mr. Canizales has also provided program evaluation services for federal and state grants including Safe Schools Healthy Students, Small Learning Communities, Texas High School Completion, Comprehensive School Reform, Science Education grants for the Lower Colorado River Authority, Math and Science grants at the secondary and college level, Computer Technology (TARGET) grants, Professional Development Partnership Programs, Mentoring, Student and Family Services Program Evaluations, Effective Assessment Office Organization and St. David's Education Foundation. As a public-school hearing officer for parent complaints, employee grievances and student disciplinary appeals, Mr. Canizales has helped strengthen relations between employees, parents, students and school administrators.

Part B: Scope of Work and Compensation

EduServ, Inc. have been actively involved in all phases of the center's evaluation process. Guidance and assistance has been provided by the external evaluator since the beginning of the school year. Dr. Gerabagi has participated in the development and modifications done to the Logic Model, site visit, online survey design and preparation, and the completion of the current final center evaluation report. Through his monitoring and participation in each phase of the evaluation process and his on-site visits to the center, he has developed a thorough knowledge of the ACE program as it exists on this site.

EduServ, Inc. was contracted in October 2016 in coordination Canizales Consulting service to oversee the evaluation of the ESC Cycle 9 grant. The scope of work involved a variety of activities including:

1. the development of an evaluation management plan;
2. the development, administration, and collection of stakeholder surveys of teachers, students, and parents;
3. the conducting of on-site campus visits for purpose of observing program activities and reporting findings to administrative program personnel;
4. the providing of data analysis and reports from stakeholder surveys collected;
5. the providing of data analysis of student demographic, performance and achievement data;
6. the assistance provided in designing the template for completion of each center's final evaluation report and,
7. the writing of the grantee final evaluation report.

EduServ was compensated \$3,000 per center.

Appendices:
Program Surveys

Spring 2021 Survey Administration

Student Survey Results

Spring 2021 CTAC Cycle 9 ACE Student Survey Combined Center Results

A. What campus does the student attend?

	#	%
Bartlett Schools	19	4%
Rockdale Elementary	85	20%
San Juan Diego Catholic HS	29	7%
Katherine Anne Porter	13	3%
Rockdale Intermediate	98	23%

	#	%
Rockdale Junior High	46	11%
Tx Empowerment Elementary	46	11%
Tx Empowerment Middle School	57	13%
Rockdale High School	19	4%
Smithville Elementary	16	4%
Total Student Responses:	428	

B. Indicate the level of satisfaction with each statement.

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. The help I receive in completing my homework.	#	15	19	122	92	174
	%	4%	5%	29%	22%	41%
2. The variety of enrichment activities offered in the ACE program.	#	16	14	89	105	199
	%	4%	3%	21%	25%	47%
3. The variety of academic activities offered in the ACE program.	#	24	22	107	105	161
	%	6%	5%	26%	25%	38%
4. The class sizes in the ACE program.	#	19	19	120	104	159
	%	5%	5%	29%	25%	38%
5. The special help given to me in the ACE program.	#	17	9	76	130	182
	%	4%	2%	18%	31%	44%
6. The attention and care given by teachers.	#	12	9	60	111	229
	%	3%	2%	14%	26%	54%
7. My chance to meet adults from the community.	#	110	22	95	70	122
	%	26%	5%	23%	17%	29%
8. My chance to make new friends.	#	15	29	67	85	225
	%	4%	7%	16%	20%	53%
9. The chance to be in a safe place after school.	#	15	14	63	86	241
	%	4%	3%	15%	21%	58%

Spring 2021 CTAC Cycle 9 ACE Student Survey Combined Center Results

C. Indicate the level of agreement with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10. I feel that I am successful in the ACE program.	#	19	33	82	105	183
	%	5%	8%	19%	25%	43%
11. I look forward every day to attending ACE.	#	28	46	89	87	172
	%	7%	11%	21%	21%	41%
12. I feel a part of the ACE program.	#	30	38	79	74	198
	%	7%	9%	19%	18%	47%
13. The ACE program has helped me to enjoy learning.	#	28	28	73	106	187
	%	7%	7%	17%	25%	44%
14. My behavior in regular school has been better since I started attending the ACE program.	#	33	28	86	85	190
	%	8%	7%	20%	20%	45%
15. My grades in regular school have been better since I started attending the ACE program.	#	34	31	93	92	172
	%	8%	7%	22%	22%	41%
16. My attendance in regular school has been better since I started attending the ACE program.	#	34	34	109	73	173
	%	8%	8%	26%	17%	41%
17. Most of my experiences in the ACE program have been good.	#	12	26	60	111	216
	%	3%	6%	14%	26%	51%
18. I always learn new things in the ACE program.	#	21	32	65	95	203
	%	5%	8%	16%	23%	49%
19. Because of the ACE program, I enjoy going to school.	#	45	34	72	81	189
	%	11%	8%	17%	19%	45%
20. I look forward to participating in the ACE program in the future.	#	48	28	63	80	204
	%	11%	7%	15%	19%	48%

Spring 2021 Survey Administration

Parent Survey Results

Spring 2021 CTAC Cycle 9 ACE Parent Survey Combined Center Results

A. What campus does your student attend?

	#	%
Bartlett Schools	4	2%
Rockdale Elementary	22	12%
San Juan Diego Catholic HS	15	8%
Katherine Anne Porter	11	6%
Rockdale Intermediate	73	39%

	#	%
Rockdale Junior High	2	1%
Tx Empowerment Elementary	21	11%
Tx Empowerment Middle School	10	5%
Rockdale High School	6	3%
Smithville Elementary	25	13%
Total Parent Responses:	189	

B. Indicate the level of satisfaction with each statement.

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. The help my child receives in completing their homework.	#	1	3	21	59	104
	%	1%	2%	11%	31%	55%
2. The variety of enrichment activities offered in the ACE program.	#	1	3	23	62	99
	%	1%	2%	12%	33%	53%
3. The variety of academic activities offered in the ACE program.	#	1	1	28	62	96
	%	1%	1%	15%	33%	51%
4. The class sizes in the ACE program.	#	1	3	20	67	96
	%	1%	2%	11%	36%	51%
5. The special help given to my child in the ACE program.	#	3	2	22	59	101
	%	2%	1%	12%	32%	54%
6. The attention and care given by teacher to my child.	#	2	3	16	56	111
	%	1%	2%	9%	30%	59%
7. My child's chance to meet adults from the community.	#	0	3	58	58	69
	%	0%	2%	31%	31%	37%
8. My child's chance to make new friends.	#	1	2	20	63	102
	%	1%	1%	11%	34%	54%

Spring 2021 CTAC Cycle 9 ACE Parent Survey Combined Center Results

B. Indicate the level of satisfaction with each statement. (Cont.)

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
9. The safety of my child in the after school program.	#	1	1	20	59	106
	%	1%	1%	11%	32%	57%

10. The variety of family and adult activities offered by the ACE program.	#	1	1	37	54	94
	%	1%	1%	20%	29%	50%

C. Indicate the level of agreement with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11. My child feels that he/she is successful in the ACE program.	#	3	2	17	71	92
	%	2%	1%	9%	38%	50%

12. My child looks forward every day to attending ACE.	#	4	2	30	59	90
	%	2%	1%	16%	32%	49%

13. My child feels a part of the ACE program.	#	2	1	29	65	89
	%	1%	1%	16%	35%	48%

14. The ACE program has helped my child to enjoy learning.	#	2	6	26	69	84
	%	1%	3%	14%	37%	45%

15. The behavior of my child in school has been better since he/she started attending ACE.	#	3	6	67	46	65
	%	2%	3%	36%	25%	35%

16. My child's grades in school have been better since he/she started attending the ACE program.	#	4	7	52	53	71
	%	2%	4%	28%	28%	38%

17. My child's attendance in school has been better since he/she started attending the ACE program.	#	2	4	71	43	67
	%	1%	2%	38%	23%	36%

18. Most of my child's experiences in the ACE program have been good.	#	1	4	18	76	88
	%	1%	2%	10%	41%	47%

Spring 2021 CTAC Cycle 9 ACE Parent Survey Combined Center Results

C. Indicate the level of agreement with each statement. (Cont.)

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19. My child always learns new things in the ACE program.	#	2	2	29	66	88
	%	1%	1%	16%	35%	47%
20. Because of the ACE program, my child enjoys going to school.	#	1	4	48	59	75
	%	1%	2%	26%	32%	40%
21. My child looks forward to participating in the ACE program in the future.	#	3	1	34	57	92
	%	2%	1%	18%	30%	49%
22. There are opportunities for me to be involved in the after school program.	#	3	4	53	51	76
	%	2%	2%	28%	27%	41%
23. When I walk into the after school program to pick up my child, I am greeted by a staff member.	#	1	4	41	57	81
	%	1%	2%	22%	31%	44%
24. The family and adult activities offered by the ACE program are helpful.	#	2	0	45	57	81
	%	1%	0%	24%	31%	44%

Spring 2021 Survey Administration

Staff Survey Results

Spring 2021 CTAC Cycle 9 ACE Staff Survey Combined Center Results

A. What is your assigned campus?

	#	%
Bartlett Schools	5	4%
Rockdale Elementary	25	18%
San Juan Diego Catholic HS	10	7%
Katherine Anne Porter	14	10%
Rockdale Intermediate	16	11%

	#	%
Rockdale Junior High	20	14%
Tx Empowerment Elementary	10	7%
Tx Empowerment Middle School	12	9%
Rockdale High School	21	15%
Smithville Elementary	8	6%
Total Staff Responses:	141	

B. Indicate the level of satisfaction with each statement.

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. The help children have in completing their homework.	#	0	0	11	63	64
	%	0%	0%	8%	46%	46%
2. The variety of enrichment activities offered in the after school program.	#	1	4	14	59	63
	%	1%	3%	10%	42%	45%
3. The variety of academic activities offered in the after school program.	#	0	4	11	61	62
	%	0%	3%	8%	44%	45%
4. The class sizes in the after school program.	#	0	1	18	56	65
	%	0%	1%	13%	40%	46%
5. The special help given to children in the after school program.	#	0	2	8	54	77
	%	0%	1%	6%	38%	55%
6. The attention and care given by teachers to children in the after school program.	#	0	2	7	54	78
	%	0%	1%	5%	38%	55%
7. The chance children have to meet adults from the community.	#	4	8	53	44	30
	%	3%	6%	38%	32%	22%
8. The chance children have to make new friends.	#	1	3	22	58	56
	%	1%	2%	16%	41%	40%
9. The chance children have to be in a safe place after school.	#	0	0	9	40	91
	%	0%	0%	6%	29%	65%
10. The manner in which the program is organized.	#	2	3	9	49	78
	%	1%	2%	6%	35%	55%

Spring 2021 CTAC Cycle 9 ACE Staff Survey Combined Center Results

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
11. The operation of the program by the site coordinator.	#	1	3	8	39	89
	%	1%	2%	6%	28%	64%

C. Indicate the level of agreement with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12. Children have a feeling that they are successful in the after school program.	#	1	2	16	63	59
	%	1%	1%	11%	45%	42%

13. Children look forward every day to attending the after school program.	#	1	5	18	62	55
	%	1%	4%	13%	44%	39%

14. Children feel a part of the after school program.	#	0	2	11	61	67
	%	0%	1%	8%	43%	48%

15. The after school program has helped children to enjoy learning.	#	0	3	13	63	60
	%	0%	2%	9%	45%	43%

16. The behavior of children in school has been better since they started attending ACE.	#	1	9	37	53	41
	%	1%	6%	26%	38%	29%

17. Children's grades in school have been better since they started attending ACE.	#	0	4	24	57	55
	%	0%	3%	17%	41%	39%

18. Children's attendance in school has been better since they started attending ACE.	#	0	5	37	53	46
	%	0%	4%	26%	38%	33%

19. Most children have experiences in the after school program that have been good.	#	0	1	14	54	72
	%	0%	1%	10%	38%	51%

20. Children always learn new things in the after school program.	#	0	5	11	66	58
	%	0%	4%	8%	47%	41%

21. Because of the after school program children enjoy going to school.	#	1	7	24	63	46
	%	1%	5%	17%	45%	33%

22. Children look forward to participating in the after school program in the future.	#	1	4	14	61	59
	%	1%	3%	10%	44%	42%

Contact Information

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and
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