

# Final Evaluation Report

## YES Prep ACE Program

❖ 2022 -23 Academic Year

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❖ July 2023

### Acknowledgements:

The numerous, important contributions to this report on the part of the following individuals are acknowledged with considerable gratitude: Maria Maradiaga, YES Prep Director of Afterschool Programming, Carnetta Griffin, YES Prep Manager of ACE Programming, and the YES Prep AY 2022-23 ACE site coordinators for the information, assistance, and suggestions they provided. These same individuals also deserve recognition for their considerable commitment to the children, youth, and families of YES Prep ACE. Finally, Jeffrey Durand of Toyo Gakuen University in Tokyo, Japan, and Deputy Chair of the Pacific Rim Objective Measurement Society, provided invaluable professional advice both to the evaluation and to this evaluation report as did Courtney Melo, a professional science educator in the greater Houston area.

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## Executive Summary

In this document a final evaluation report is presented about the Cycle 10, Year 5 (AY2022-23) YES Prep Public Schools' afterschool program (hereafter "ACE," shorthand for Afterschool Centers on Education). As authorized under the Federal government's "Every Student Succeeds Act" and administered by the State of Texas Education Agency (TEA), the purpose of this program is to implement community learning centers that provide opportunities in non-school hours, especially for students who attend low-performing schools with a high prevalence of poverty. It also offers the families of such students opportunities for involvement in their children's education as well as for their own literacy and educational development.

During Cycle 10, Year 5 (AY2022-23), the YES Prep ACE program operated at ten program center sites located on school campuses, sites that included Southside, Brays Oaks, Southwest, East End, Gulfton, North Forest, Northside, Fifth Ward, White Oak, and West. At its ten sites, the program served a total of 3,145 students and 744 adults with activities that provided participants with academic assistance, enrichment, college & workforce readiness, and family and support services.

The *principal findings* of this final evaluation, an evaluation conducted by the independent, external evaluation firm of Durand Research and Marketing Associates, LLC, include the following –

- YES Prep ACE planned and implemented *an excellent* program, one that met significant needs and resulted in important results both for participants and other community stakeholders;
- This program's success was largely attributable to the work and dedication of experienced, exceptionally talented, leaders in the important positions of Director of Afterschool Programming, Manager of ACE Programming, and Family Engagement Specialist.
- Much of this success also derived from program leaders implementing a well-thought-out process of Continuous Quality Improvement (CQI);
- The process of Continuous Quality Improvement (CQI) included thorough *Family Engagement planning*, an important Federal and TEA requirement;

- The YES Prep ACE program in Cycle 10, Year 5, involved students directly in the process of continuous quality improvement through the elicitation of feedback from participants. Among other ways, such elicitation included the administration of a standardized, “Student Voice and Choice” survey instrument that asked students about the meeting of their needs; preferences about the offering of club activities; their feelings about participation; and about students’ suggestions for changes in the program;
- All ten YES Prep ACE centers served student participants diverse in ethnicity, gender, and grade level;
- The Cycle 10, Year 5 (AY2022-23) centers were located on YES Prep school campuses with a majority of students “at risk of dropping out” and with high proportions of economically disadvantaged families;
- Alignment and important linkages were found between the ACE program centers and their respective day school. This alignment and these linkages appeared to have resulted in large measure from a campus-center-community needs assessment prior to the start of the program year that formed the bases of centers’ logic models;
- All ten ACE centers implemented programs that either *largely met or even exceeded* the quality performance standards recommended by the Texas Education Agency’s consultant (the American Institutes for Research) and by its two professional evaluators’ advisory groups (the Local Evaluation Advisory Group and the Local Evaluation Support Initiative);
- However, a number of centers did not meet the Texas Education Agency’s operations requirements, especially that of hours per week, for ACE programming;
- Student participation, including “regular participation of 45 days or more” in the ACE program in the current academic year, increased considerably over that of the previous year; but adult participation in the program declined;
- Student responses to a “school climate survey” revealed a strong desire to attend college and a belief in one’s future college success;

- Variations across identified needs at the 10 centers manifested themselves in differential activity programming during the year.
- The percentages of ACE students suspended from school were found to be *far less* than the percentages of other, non-ACE YES Prep students suspended on the same campuses. This finding is consistent with the goal of the Texas Education Agency and the YES Prep ACE program of “fewer disciplinary incidents in middle and high schools” ([Texas ACE | Texas Education Agency](#)).

Principal findings aside, the Durand Research and Marketing Associates, LLC, evaluation *recommended* several “*next steps*” –

1. Results of a self-administered, assessment instrument completed by the site coordinator at each of the ten ACE centers, an instrument known as the “NYSAN,” showed a substantial number of suggested “plans for improvement.” A review and implementation of these suggested plans for improvement is strongly recommended as a starting next step.
2. Even though the Texas Education Agency’s requirements for adult program participation were completely met in all but two centers (North Forest and West), a decline in total adult participation was observed in the current academic year (AY 2022-23) over the previous one (AY 2021-22) in the overall YES Prep ACE program. Surveys or focus groups of adults at the campus level could further illuminate the reasons and provide solutions in order to enlist more adult participants in future Texas ACE programs.
3. As was so in previous years, some site coordinators were critical of the lack of ACE program representation on their respective day school curriculum committees. This lack of representation should be corrected **immediately** since such a correction will almost certainly enhance the alignment between ACE sites and their respective day schools.
4. Student “voice and choice” and “school climate” surveys appear to pose some critical measurement problems. Expressed somewhat differently, there is a need for improvement in understanding students’ perceptions, activity preferences, expectations, and feelings about the school climate in which they find themselves at their

respective ACE program. More in-depth survey questions need to be posed, the validity and reliability of the survey questions need to be investigated and reported, and most especially, overall measurement improved *based on principles of Item Response Theory*.

5. Additional analyses of the relationships between students' program participation in ACE and students' academic grades is critical for a thorough understanding of the program's impact.
6. Adults who participated in campus-level ACE programs should be surveyed for their suggested improvements.
7. The design of Texas ACE programming appears to vary considerably across sites even within the same grantee setting, often in contradiction to an expressed desire to maintain cross-center consistency. Visitors, school leaders, evaluators, and other observers of ACE program sites may be especially unsure of ***how program environments differentially impact program processes and outcomes***. Accordingly, Texas Education Agency officials need to be advised to develop appropriate training and materials. Such training and materials should serve to improve professional, actionable knowledge as well as guidance for *dealing with cross-site program variability, and, especially, the influences of a program's environment shaping such variability*. For further information and evidence on this point, see Barnow, B.S. and D.H. Greenberg, "Conducting Evaluations Using Multiple Trials, *American Journal of Evaluation*, Vol. 41 (4), 2020.

## Introduction and Report Overview

In this report a final evaluation of the Cycle 10, Year 5, 2022-23 academic year (hereafter AY) YES Prep Public Charter School's afterschool program (hereafter referred to by its acronym, "ACE," shorthand for Afterschool Centers on Education) is presented. The program itself, which is authorized by the Federal Title IV, Part B, Elementary and Secondary Education Act as amended by the "Every Student Succeeds Act" (ESSA), received final passage in 2015. Funding is provided by the Federal government through 21<sup>st</sup> Century Community Learning Centers (CCLC). The final administration of the program in Texas is the responsibility of the Texas Education Agency (TEA).

The purpose of the ACE program is to implement community learning centers that provide no-cost opportunities in non-school hours, especially for students who attend low-performing schools with a high prevalence of poverty. Students participating in the program in Texas are provided activities, including academic assistance, enrichment, and college and workforce preparation activities, to reinforce and complement their regular academic program with the objective of meeting the State's academic standards. The program also provides families with opportunities for involvement in their children's education as well as for their own literacy and educational development. ([Texas ACE | Texas Education Agency](#)).

### **Further information about the YES Prep ACE Program**

In 2018 the Yes Prep Public Schools, an open-enrollment public charter school system providing education to students in grades six (6) through 12\* (retrieved July 5, 2022, from <https://www.yesprep.org/about>), received grant funding from the Texas Education Agency (TEA) for an afterschool program under the provisions of the Federal "Every Student Succeeds Act." More specifically, YES Prep received a funding Cycle 10, Year 5, grant to provide 21<sup>st</sup> Century Community Learning Centers' (21<sup>st</sup> CCLC), afterschool programming at 10 (ten) campuses or "program center sites." These ten program center sites included Southside, Brays Oaks, Southwest, East End, Gulfton, North Forest, Northside, Fifth Ward, White Oak, and West. (Appendix 7 to this report contains executive summaries, including descriptions, of each of these centers.)

All of these ten program afterschool center sites were and are located in Harris County, Texas, in the greater Houston metropolitan area. Further, all of these sites are on school campuses that had and continue to have a majority of students who are "at risk" of dropping out of school and even larger student proportions who are "economically disadvantaged."

### **Overview of the Organization of the Report**

The final program evaluation presented in this report follows a format recommended by TEA, by the American Institutes for Research, a consultant to TEA, by two local Texas evaluation advisory groups – the Local Evaluation Advisory Group

(LEAG) and the Local Evaluation Support Initiative (LESI) – and by a well-known data visualization professional, Stephanie D.H. Evergreen. The format itself is commonly referred to as the “1-3-25 plus appendices reporting model.” The name derives from a report organization consisting first of a one-page handout of “key messages” (see above in this document) which can also serve as a press release. Next, a *three-page* (approximately) executive summary follows (also presented above) followed by an *approximately 25* -page report plus appendices to amplify and provide detailed evidence for the overall evaluation. The purpose of this format, and the reason for its adoption here, is that it has been found to ease reading complicated materials, promote understanding, and avoid overwhelming the reader who has little interest in particular topics. (For further information about this format please See <https://stephanieevergreen.com/the-1-3-25-reporting-model/>.)



## Overall Program Assessment

The *principal findings* of this final evaluation, an evaluation conducted by the independent, external evaluation firm of Durand Research and Marketing Associates, LLC, include the following –

- YES Prep ACE planned and implemented *an excellent* program, one that met significant needs and resulted in important results both for participants and other community stakeholders. This program success was largely attributable to the work and dedication of experienced, exceptionally talented, leaders in the important positions of Director of Afterschool Programming, Manager of ACE Programming, and Family Engagement Specialist.
- Much of this success also derived from program leaders implementing a well-thought-out process of Continuous Quality Improvement (CQI).
- The process of Continuous Quality Improvement (CQI) included thorough *Family Engagement planning*, an important Federal and TEA requirement;
- The YES Prep ACE program in Cycle 10, Year 5, involved students directly in the process of continuous quality improvement through the elicitation of feedback from participants. Among other ways, such elicitation included the administration of a standardized, “Student Voice and Choice” survey instrument that asked students about the meeting of their needs; preferences about the offering of club activities; their feelings about participation; and about students’ suggestions for changes in the program.
- All ten YES Prep ACE centers served student participants diverse in ethnicity, gender, and grade level.
- The Cycle 10, Year 5 (AY2022-23) centers were located on YES Prep school campuses with a majority of students “at risk of dropping out” and with high proportions of economically disadvantaged families.
- Alignment and important linkages were found between the ACE program centers and their respective day school. This alignment and these linkages appeared to have resulted in large measure from a campus-center-community

needs assessment, conducted prior to the start of the program year that formed the bases of centers' logic models and activity offerings.

- All ten ACE centers implemented programs that either *largely met or even exceeded* the quality performance standards recommended by the Texas Education Agency's consultant (the American Institutes for Research) and by its two professional evaluators' advisory groups (the Local Evaluation Advisory Group and the Local Evaluation Support Initiative).
- However, a number of centers did not meet the Texas Education Agency's operations requirements (hours per week during the academic year).
- Student participation, including "regular participation of 45 days or more" in the ACE program in the current academic year **increased** considerably over that of the previous year; but adult program participation **declined**.
- Student responses to a "school climate survey" revealed a strong desire to attend college and a belief in one's future college success.
- Variations across identified needs at the 10 centers manifested themselves in differential activity programming during the year.
- The percentages of ACE students suspended from school was found to be *far less* than the percentages of suspensions of other YES Prep students enrolled on the same campuses. This finding is consistent with the goal of the Texas Education Agency and the YES Prep ACE program of "fewer disciplinary incidents in middle and high schools" ([Texas ACE | Texas Education Agency](#)).

## Recommended Next Steps

The evaluation conducted by the Durand Research and Marketing Associates, LLC, assessment team *recommended* several “*next steps*” –

1. The results of a self-administered, assessment instrument completed by the site coordinator at each of the ten ACE centers, an instrument known as the “NYSAN,” showed a substantial number of suggested “plans for improvement,” (see the section of this report on Continuous Quality Improvement, a section which includes a link to a Cloud-based file with detailed NYSAN results for each center). *A review and implementation of these suggested plans for improvement is strongly recommended as a starting next step.*
1. Even though the Texas Education Agency’s requirements for adult program participation were completely met in all but two centers (North Forest and West), a decline in total adult participation was observed in the current academic year (AY 2022-23) over the previous one (AY 2021-22) in the overall YES Prep ACE program. *Surveys or focus groups of adults at the campus level could further illuminate the reasons and provide solutions in order to enlist more adult participants in future Texas ACE programs.*
2. As was so in previous years, some site coordinators were critical of the lack of ACE program representation on their respective day school curriculum committees. This *lack of representation should be corrected immediately* since such a correction will almost certainly enhance the alignment between ACE sites and their respective day schools.
3. Student “voice and choice” and “school climate” surveys appear to pose some critical measurement problems. Expressed somewhat differently, the evaluation reported here identified a need for improvement in understanding students’ perceptions, activity preferences, expectations, and feelings about the school climate in which they find themselves at their respective ACE program. *More in-depth survey questions need to be posed, the validity and reliability of the survey questions need to be investigated and reported, and most especially, overall measurement improved based on principles of Item Response Theory.*
4. Additional analyses of the relationships between students’ program participation in ACE and students’ academic grades is critical for a thorough understanding of the program’s impact.

5. *Adults who participated in campus-level ACE programs should be surveyed for their suggested improvements.*
6. The design of Texas ACE programming appears to vary considerably across sites even within the same grantee setting, often in contradiction to an expressed desire to maintain cross-center consistency. Visitors, school leaders, evaluators, and other observers of ACE program sites may be especially unsure of ***how program environments differentially impact program processes and outcomes***. Accordingly, Texas Education Agency officials need to be advised to develop appropriate training and materials. Such training and materials should serve to improve professional, actionable knowledge as well as guidance for *dealing with cross-site program variability, and, especially, the influences of a program's environment shaping such variability*. For further information and evidence on this point, see Barnow, B.S. and D.H. Greenberg, "Conducting Evaluations Using Multiple Trials, *American Journal of Evaluation*, Vol. 41 (4), 2020.

## The Environment(s) of the YES Prep ACE Program

In recent evaluation research, the importance of the “environment” of programs, and especially of environmental variations over multiple sites, have been reemphasized (see, for example, Barnow and Greenberg, 2020). In this report section, the environments of the AY2022-23 YES Prep ACE Program and of its 10 sites are discussed as are selected environmental impacts.

Of course, there were a myriad of environmental considerations that appear likely to have influenced the implementation and outcomes of the AY 2022-23 ACE program at YES Prep. These include but are not limited to the continued but appreciably lessened incidence and prevalence of reported COVID-19 cases in the greater Houston area; the “culture” or “climate” of school environments; the academic rebound of STAAR test results in English (especially for students who meet grade level), but the continued lag in math (as evidenced by Algebra I STAAR results) throughout Texas; school shootings in the State that have focused increased attention on school safety and security; nationwide but lessening economic inflation causing still elevated, school and family financial costs; and increased, unmet demand and parent support of public funding for programs that provide after school opportunities to students (see especially <https://www.ncsl.org/education/supporting-student>.).

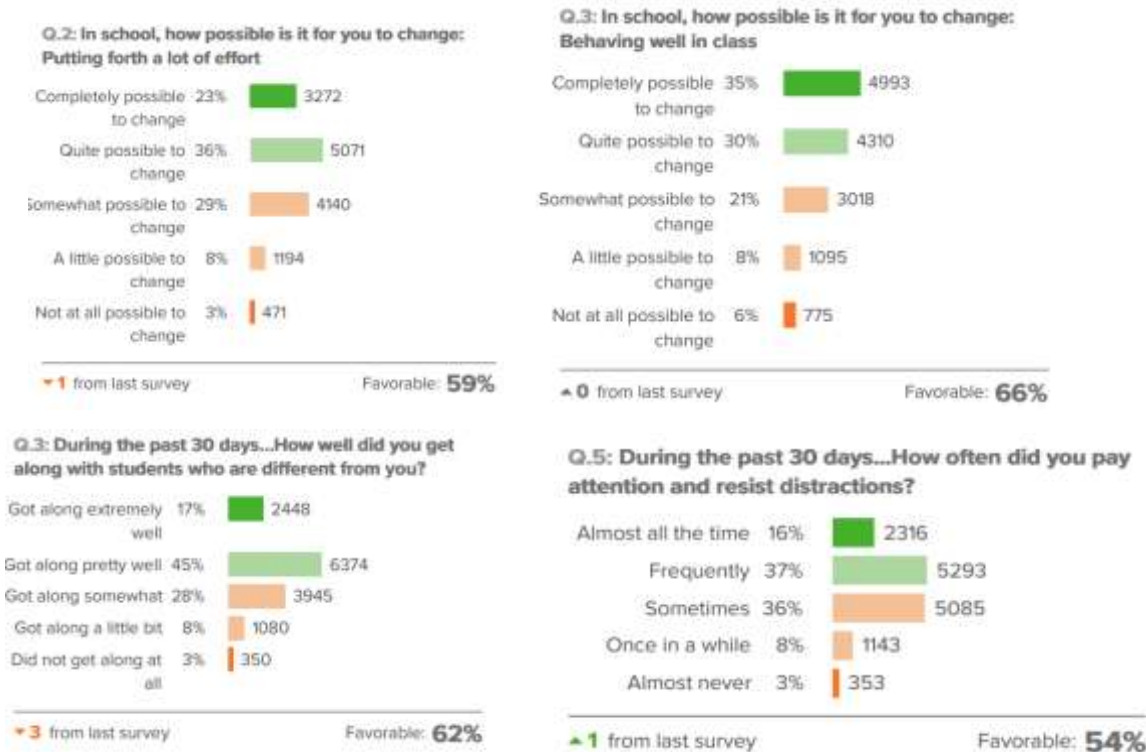
### **Noteworthy details about the environment of YES Prep ACE....**

*Mission, vision, and core values.* Perhaps the greatest environmental impacts on the Yes Prep ACE Program have been the mission, vision, and core values of the YES Prep Public School System itself. The mission of YES Prep is to empower students to succeed in college and to pursue lives of opportunity while the vision is to provide equitable access in delivering a college-ready education. The core values of YES Prep include growing authentic leadership, eliminating educational inequity to advance social justice, building transformative relationships; and creating pathways to opportunity, especially to underserved students in Houston.

*The “social-psychological student climate” of Yes Prep schools.* During the fall of 2022 and the spring of 2023, climate surveys of students were conducted at YES Prep Public Schools. The results of these surveys provide important insights into the environment of the Cycle 10, Year 5, ACE program.

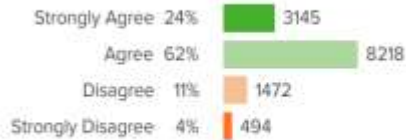
The survey administered to students near the beginning of the academic year in the fall of 2022 focused on social emotional learning, student competency, and well-being. The Durand Research and Evaluation team came to regard the

findings of this survey as part of “the stage setting” and social environment for the remainder of the Cycle 10, Year 5, ACE program. Among these findings were the following –



In the spring term of 2023, the climate survey administered to students changed from the earlier, fall survey to a focus on questions about academics, future college attendance and success, cultural inclusiveness, safety and security, sense of community at school, activity participation and YES Prep engagement. Results from this survey that the Durand evaluation team found to be of particular interest to the implementation and outcomes of the ACE program were as follows--

Q.1: I believe I can go and be successful in college.



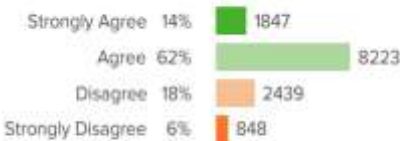
▼ 1 from last survey Favorable: **85%**

Q.5: My school has an explicit commitment to inclusion and diversity providing opportunities for students from all identities to engage in school groups, activities, and events.



▼ 1 from last survey Favorable: **89%**

Q.1: I feel safe from harm while at school.



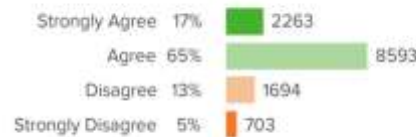
▼ 1 from last survey Favorable: **75%**

Q.2: There are clubs and organizations on campus that I am interested in and could join if I wanted to.



▼ 2 from last survey Favorable: **78%**

Q.1: I feel safe on YES Prep buses or when walking to or from school.



▼ 1 from last survey Favorable: **82%**

Complete fall and spring results of the student climate surveys will be found in Appendix 1 to this report.

*Changing levels of demand for ACE program activities.* Another environmental matter of important consequence was that of changing levels of demand for ACE program activities. Demand for **student** afterschool programming at YES Prep ACE centers **increased** each year from AY2019-20 through the current AY2022-23. Yet, over the same period **adult demand** for ACE programming **declined**.

*Concerns over school safety and security.* The school shootings in Uvalde, Texas, and in other parts of the United States, appear to have heightened concerns for improved school safety and security measures. In a program self-assessment completed in AY2022-23 by YES Prep's site coordinators, an assessment completed by means of an instrument known as the NYSAN (reported below in this report and in Appendix 5), safety and security matters received mixed reviews across the centers. At half of the centers or sites, *plans to improve safety plans and procedures* were cited while at three of the sites *plans to improve program security* were identified. Yet, at five of the YES Prep ACE centers, safety and security received "grades" of satisfactory or better.

Additionally, somewhat heightened safety concerns were perceived and experienced by the YES Prep ACE external evaluator (and author of this report) during scheduled site visits to program sites. Special precautions were found to have been taken regarding access to buildings and to YES Prep site coordinators.

Despite these precautions and concerns, the AY 2022-23 student climate survey results (discussed above in this section) revealed *relatively little fear of harm* while attending a YES Prep school (75% of the students interviewed reported feeling safe from harm while at school; 82% indicated feeling safe enroute to or from a school.)

*The increased availability and use of on-line, electronic communications, particularly "Schoology," a learning management system, and "Microsoft Teams" a visual messaging system* (see [www.schoology.com](http://www.schoology.com) and [Microsoft Teams](https://www.microsoft.com/en-us/microsoft-teams)). An informal interview conducted with YES Prep staff members by the Durand Research and Evaluation team revealed high praise for Schoology, especially for its connecting students, parents, teachers, and the community in a single online learning platform. (Schoology was implemented fully in AY2021-22 and is now being extended by YES Prep for its newly added elementary grades.) Another online electronic tool used by YES Prep and its ACE program this past year is that of Microsoft Teams. The use of Teams enhanced considerably interpersonal exchanges among program principals (ACE site coordinators, the Director of Afterschool Programing, the Manager of ACE Programming, the family engagement specialist, the independent local evaluator) and, thereby, the administrative implementation of YES Prep's ACE program. Multi-site organizations historically have been recognized as being difficult to effectively manage. Through regularly scheduled "Content Days" and discussions of ACE continuous quality improvement activities carried out by means of TEAMS, the timely sharing of innovations and behavioral expectations, the advancement of advisable program norms, and the development of strategies among and between leaders and site coordinators, were handled with ease.

**(More details of the ACE environment by individual program site are discussed in Appendix 1 to this report.)**



## Needs Assessment: Center, Campus, and Community

In the late spring of 2022 in advance of the YES Prep AY2022-23 program, a community, campus, and center needs assessment was conducted for each of the 10 YES Prep ACE sites. A major purpose of these needs assessments was to inform the development and implementation of program logic models for the spring and fall terms of the Cycle 10, Year 5 (AY2022-23) program. Needs assessments are particularly invaluable in program planning and in the selection of activities for ACE participants. An additional major purpose of these needs assessments was and is to further program, school, and community engagement (see Texas ACE Blueprint, p.2 at <https://tea.texas.gov/sites/default/files/texas-ace-blueprint.pdf>).

A comprehensive needs assessment for each ACE program site was submitted by the center's site coordinator to the ACE Program Director and forwarded to the independent external evaluator. After being reviewed by the Program Director and evaluator, feedback was sent to the site coordinator for any identified desirable changes and updates.

A copy of the instrument or template utilized for a needs assessment at each program site is shown below:

**YES Prep Campus: (ACE campus site name)**  
**Campus, Center, and Community Needs Assessment**  
**21<sup>st</sup> CCLC Grant – Cycle 10 Year 5 (2022-2023)**  
**DUE DATE: May 11, 2022**

Please contact Carnetta [Carnetta.Griffin@yesprep.org](mailto:Carnetta.Griffin@yesprep.org) and Maria at [Maria.Maradiaga@yesprep.org](mailto:Maria.Maradiaga@yesprep.org) if you have any questions.

**Instructions:** Please answer all questions. You may add or expand cells as needed.

<b>Chart 1: Campus Needs</b>
1. Identify and describe any existing <b>non-ACE</b> after-school activities or services you currently provide on campus.
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?

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

### ACE Cycle 10 Year 5 Continuation Application Questionnaire

**Directions** - Please read each section carefully, and **provide details requested.**

1. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).
2. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. **See examples below...**
  - **Academic**

**Mad Scientist** - Students will receive academic assistance in English Language Arts. The students will engage in fun and educational practices to prepare for the STAAR test. Students who have failed the recent 6 weeks of ELA or are at the brink of failing are required to attend.

**Homework Help**- Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects.
  - **Enrichment**

**Dance Team**- Dance team composed of 6th-12th graders. This group meets twice a week and is led by two yes prep staff members with a background in dance. The group is meant to foster teamwork, partnership, a safe space for girls, and promote exercise.

**Video Games Club**- Students will have the opportunity to play video games and board games. They will learn strategies and good sportsmanship. The students will learn to cooperate with one another. The students will be rewarded with certain games and activities for maintaining good behavior during the school day. For example, getting positive points on HERO (behavior application), not demerits or detentions.

**Art Club**

Students will learn about the different forms of art, from digital design, to sketching, earring making, sewing, photography, etc to provide an avenue for students to express their creative talents. Tuesday, Wednesday, Thursday, 2 hours daily

- **College & Workforce Readiness**

**Driver's Education-** This club allows juniors and seniors to participate in an online Driver's Ed. program that will prepare the student to obtain a driving permit. Student's must meet ACE participation required of 45 days and complete all program online modules prior to receiving completion certificate.

**Student Council** - Students will participate in community practices by organizing school events. Students will practice organizational and collaborative skills.

- **Family Engagement**

**Cyber Safety-** Crime Stoppers will hold a session to inform adults on cyber safety. Discussion on social media apps, hidden apps, live streaming, games, online challenges, dating apps, online dangers, how to spot, what to watch for, stages of grooming, safety settings & laws.

**Black History Month Potluck-** Parents, staff and students are invited to celebrate Black History Month. Everyone is invited to provide a dish and/or drinks to provide to the potluck. The art club will display an art wall with paintings to support BHM. Staff and students will perform to celebrate black heritage.

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**).
- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. **See examples below--**
  - ACE Banquet

- Fall Festival
- Zumba Night
- Nutrition Night
- Crim Stoppers
- Planned Parenthood Workshop
- Black History Month Potluck
- Art Showcase
- Loteria Night

**{End of Needs Assessment Instrument/Template}**

**Please note: The revised and updated results from all 10 centers are shown fully in Appendix 2 of this report.**

## Program Theory of Change and Logic Models

In this report section, the “Theory of Change,” the basis for the Cycle 10, Year 5 (AY 2022-23) YES Prep ACE program, is discussed. This section also includes a report about the fall and spring logic models for the ten YES Prep ACE centers.

The theory of change underlying this year’s ACE program was as follows –

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

This theory was adopted by the YES Prep ACE program after reviewing previous research and “best practices” from professional materials on out-of-school time education. These professional materials included evaluation findings and recommendations from both the [Texas ACE Evaluation Guide](#) and the [Texas ACE Local Evaluation Toolkit](#). The latter of these two documents was prepared in 2021-22 by local evaluation professionals (of which the author of the present report was one) from the Local Evaluation Advisory Group (LEAG) and the Local Evaluation Support Initiative (LESI) working collaboratively with the Texas Education Agency, and the American Institutes for Research.

Logic models for each of the 10 YES Prep centers were developed and implemented based on this theory of change, on the work of LEAG and LESI just noted, and on the results of campus and community needs assessments (discussed above in this report). Two logic models were created for each YES Prep ACE center. One logic model was created and implemented for the fall 2022 term while a second model was developed and put into operation for the spring 2023 academic term. Both sets of logic models were reviewed by the evaluator of the present program. The evaluator’s review comments were then sent as feedback to the YES Prep ACE program director.

Each of the models for a center was separate and distinct, especially in presenting a different set of programmatic inputs, outputs, and outcomes. While each logic model for a center was separate and distinct, they all followed the same template **shown immediately below on the next page –**

# Logic Model Template

Texas ACE Logic Model Template: YES Prep ACE 2022-2023

Logic Model			
Needs	Center Goals	Implementation (Process Evaluation)	
		Inputs (Resources/Staff)	Outputs (Activities/Products and Deliverables/Events)
<p>Identifying problem(s) to be addressed</p> <p>(Provide needs statement, address student and family needs. Do not address how needs will be met in this column)</p>	<p>Overall statement indicating desired direction of change</p> <p>(Provide ACE center goals related to achieving the needs)</p>	<p>Students, human resources, or space being utilized, provided and the program</p> <p><b>Inputs:</b></p> <ul style="list-style-type: none"> <li>• All of humans that participate in the ACE program and their capabilities</li> <li>• Community Center Site Coordinator (Mingyi)</li> <li>• Certified Teachers:               <ul style="list-style-type: none"> <li>• Jane Doe</li> <li>• John Smith</li> </ul> </li> <li>• District level support: All of humans that participate in the ACE program, their capabilities, and what they do for the ACE program</li> </ul>	<p>Activities conducted for each intended participant and the subject to which these activities are implemented or designed</p> <p>Inputs: participants to recommended design (e.g., program, curriculum, delivered with youth, and engage participants)</p> <p>(Provide description of all ACE club activities as implemented in 2022-23. The student to staff ratio, staff member leading the club)</p> <p><b>Academics:</b></p> <ul style="list-style-type: none"> <li>• <b>Enrichment:</b> (ACE) students in ACE club will learn about</li> </ul>
			<p>Conditions that will impact to change as a result of what we are doing (e.g., skills, knowledge, behaviors)</p> <p>Outcomes should be intended goals based on needs, center goals, inputs, and outputs. Outcomes should be written in the form of a SMART goal. These should be outcomes for the following:</p> <ul style="list-style-type: none"> <li>• Academic:               <ul style="list-style-type: none"> <li>• Behavior</li> <li>• Knowledge</li> <li>• School Day Achievement</li> </ul> </li> </ul>

- **Purple Text:** General Overview of the section
- **Red Text:** Guidance of information to input for each section
- Access the **2022-2023 Logic Model Template [HERE](#)**
  - Templates are also available in campus OneDrive > Spring Planning > Logic Model



The above template was included in a set of PowerPoints on logic models disseminated to all YES Prep ACE site coordinators during a meeting conducted via Microsoft Teams.

In examining the logic model template above, the reader should note how **needs** (the left-most column above) identified for the campus, ACE center, and the community “drive” or form the bases of a logic model (see the preceding section of this report for identified needs). **Needs** refer to the underlying problem(s) to be addressed through the program and center activities. The reader should also note that center goals, inputs, activity outputs lead to the “outcomes” identified and evaluated for the program (see the final column).

Each final logic model was quite lengthy – one might say voluminous -- and detailed such that the inclusion of all of them in printed form would have appreciably added pages and to the task of digesting this report. Consequently, the decision was made by the Durand Research and Marketing Associates evaluation team to make **each logic model available to the**

interested reader by means of a Cloud-based (Google Drive) folder. The documents in the folder are zipped files. The folder itself is accessible via the following shared link –

<https://drive.google.com/drive/folders/1vD-rpFZPQRm-0KK6-59PhVzcZgl60x1V?usp=sharing>

(Note: In this cloud folder the fall logic models precede in order those for spring. RECOMMENDED: It is likely to prove easier to view these files by unzipping and downloading them.)

If accessibility problems are found, please contact the author of this report for assistance.

*Evaluator comments and observations:*

The review and assessment of each center's logic model by the evaluator revealed –

- Each YES Prep center was found to have implemented the program that is called for in its respective logic model; this was found to be true both in the fall and the spring of Cycle 10, Year 5.
- All centers' logic models were based on the needs assessment discussed in the section of this report immediately preceding this one;
- Since needs are likely to change over time, they have been continually monitored over the Texas ACE grant cycle (Cycle10).
- As expected, variations in logic models' inputs, including activities, outputs and outcomes were found between ACE centers and from fall and spring within the same center.

## Findings of the Process Evaluation

In this report section the principal findings from the *process evaluation* – an assessment of actual versus intended implementation – of the Cycle 10, Year 5 (AY 2022-23) of the YES Prep ACE Program are examined.

Assessment findings regarding the following are discussed in this section–

- The meeting of TEA requirements regarding levels of student and adult participation;
- How well the States’ “type of activity” requirements were met; and
- The fulfillment of mandated program operations requirements.

Note: The following detailed evaluation data concerning YES Prep ACE’s program implementation in the current Cycle are presented in Appendix 3 to this report –

- ACE student participation as a percentage of student enrollments by school.
- Total student attendance data for the YES Prep ACE Program.
- The demography of student participants at the program level
- The meeting of required ACE Program activity components by center

### The meeting of TEA requirements regarding levels of participation

“Regular student participation” in ACE is specified by the Texas Education Agency as having 45 or more days of program attendance and participation at an ACE center throughout an academic year. Further, the required number of regular student participants at an ACE center is set by TEA at 85 for the academic year.

The number of adults required as participants at each ACE center, on the other hand, varies by center between 50 and 60 (see below).

The meeting of these TEA participation requirements at each YES Prep ACE center is shown in the table on the page following.

### Evaluator observations/comments:



- Participation levels in Yes Prep ACE that did not meet TEA requirements as of 6/15/2023 are highlighted in red in the table below.
- As can be seen in the table, two of the YES Prep ACE centers, North Forest, and West, did not meet requirements (as of the date of preparation of this report) both for regular student participation as well as for adult participation.
- Two other centers, Southwest and Gulfton, did not meet TEA participation requirements for regular student participation as of 06/15/2023, although Gulfton nearly did so.

*Interestingly, however, the total number of students who participated in YES Prep ACE this academic year (2862 in AY2022-23) considerably exceeded the number of participants in the two prior years (2055 total students in AY2021-22 and 2186 in AY2020-21). However, the number of regular student participants was lower this year than in the two preceding ones. Finally, the number of adults participating in ACE during the current academic year (AY 2022-23) sharply declined from the two prior years (by totals of 386 and 395, respectively).*

**Participation@ by Students and Adults in the ACE program by Center–**

**Cycle 10, Year 5, AY 2022-23 (as of 6/15/2023)**

ACE Site	Total Students Served	Regular* Student Participants	Regular* Participants Number Required	Non-Regular Participants	Adults	Adults Required**
Southside	327	87	85	240	109	50
Brays Oaks	277	91	85	186	80	50
Southwest	310	72	85	238	94	50
East End	292	88	85	204	50	50
Gulfton	352	87	85	268	102	60
North Forest	230	43	85	187	38	60
Northside	284	85	85	199	93	60
Fifth Ward	261	86	85	175	80	50
White Oak	247	87	85	160	74	60

West	282	43	85	239	24	60
<b>Totals</b>	<b>2862</b>	<b>766</b>	<b>850</b>	<b>2096</b>	<b>744</b>	<b>550</b>
<b>Mean (avg)</b>	<b>286.2</b>	<b>76.6</b>	<b>85</b>	<b>209.6</b>	<b>74.4</b>	<b>55</b>
<b>Standard Deviation</b>	<b>36.56</b>	<b>18.40</b>		<b>34.76</b>	<b>28.31</b>	

Table source: State of Texas Education Agency, TEAL Data System, Participant Attendance, **Retrieved 6/14-15/2023.**

*Notes:*

@ Tabular entries show number (count) of participants.

\* Regular student participation is defined by the Texas Education Agency as those with 45 days or more of participation throughout the academic year.

\*\*Number of adults required as participants at each center by the Texas Education Agency.

***{This report section continues on the page following.}***

#### How well the States' "type of activity" requirements were met

As discussed in depth on TEA's ACE Web pages [Texas ACE | Texas Education Agency](#) and in the Texas ACE Blueprint ([Texas ACE Blueprint](#)), the following types of activities are required to be offered by programs:

- Academic assistance
- Enrichment
- College and workforce readiness,
- Parental and family support.

A detailed examination of each center's Logic Model (see the section in this report above on "Program Theory of Change and Logic Models") and of the activity calendar data and daily activity attendance data available for each center in TEAL by the Durand Research and Evaluation Associates, LLC, evaluation team revealed that *all of the required types of activities were offered at each of the 10 YES Prep ACE centers in Cycle 10, Year 5, AY2022-23.*

### The fulfillment of mandated program operations requirements

In addition to the detailed examination of the meeting of activity requirements, the Durand Research evaluation team also conducted an in-depth analysis of each center's fulfillment of *TEA mandated program operations requirements*. The results of the analysis (as of 06/17/2023) are shown in the table below –

#### **Meeting of ACE Program Operations Requirements by Center for the Spring and Fall Terms, AY2022-23. (as of June 17, 2023)**

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

Source: TEAL Data system: Center Operations. Retrieved June 20, 2023.

Highlighted in *red typeface* in the above table are operations requirements that were not met at a particular YES Prep ACE Center at the time of the writing of this report. As can be seen in the above table, all “weeks in service” requirements were met or sometimes exceeded at each ACE center in the fall and spring terms of the academic year. However, the same was *not found with regard to fulfilling hours per week requirements*. Three of the YES Prep ACE centers (Southwest, East End, and Gulfton) were not found to have operated for the required 15 hours per week during the fall term while Southwest and North Forest were found not to have fulfilled this requirement during the spring academic term. Finally, as will be noted, a number of centers (Northside in the fall term and East End, Gulfton, Northside, Fifth Ward, White Oak, and West in the spring term) actually exceeded the hours per week operations requirement.

## Continuous Quality Program Improvement

Throughout Cycle 10, Year 5 (AY2022-23), the YES Prep ACE program was fully engaged in a process of *continuous quality improvement* (hereafter abbreviated as CQI) in which it identified, analyzed, and improved performance in an ongoing manner. Those most directly involved in this process at YES Prep included the Director of Afterschool Programming for YES Prep, the Manager of ACE Programming, the program's Family Engagement Specialist, the program's site coordinators, the independent, external evaluator, and other staff. Also involved was the Texas Education Agency (TEA) and its consultants, professional members of which provided considerable support, encouragement, and helpful guidance.

In Appendix 4 to this report, additional details about the YES Prep Cycle 10, Year 5 CQI, are provided, details in the form documents, data, observations, and analyses by the external evaluation team of Durand Research and Marketing.

*Important, principal elements* of the ACE program AY 2022-23 CQI process are presented in summary form immediately below –

### YES Prep ACE Content Days

Beginning in September 2022 a series of “Content Days,” led by the ACE Manager of ACE Programming, were conducted by means of “Microsoft Teams.” These Days, which included the individuals identified in the opening paragraph of this report section, were conducted regularly throughout the academic year. CQI topics at these meetings ranged widely from program enrollment updates and family engagement to discussions of coordinators’ feedback, staffing, logic models, operational reminders, collaboration, and the sharing of program resources. The nature, timelines, and achievement of TEA’s fall, winter, and spring “Quality Indicators” received particular attention. (*Examples* of Content Day materials in the form of PowerPoint slides are provided in Appendix 4.)

### Texas ACE Quality Assurance Process (QAP)

During the fall, winter, and spring of the 2022-23 Academic Year, the YES Prep ACE Program was an active participant in the TEA Quality Assurance Process (QAP). YES Prep ACE followed closely the QAP timeline set forth by TEA, TEA’s suggested indicators, and the specific topics or Quality Indicators called for in the submissions Guidebooks for each period of the Academic year (fall, winter, and spring). (The Fall Guidebook, YES Prep’s Grantee and Center-Level submissions, and process scores based on the Guidebook are shown as *examples* in Appendix 4).

### *The Texas ACE Blueprint*

YES Prep followed assiduously the Texas ACE Blueprint guide in implementing quality programming. Using data and feedback gathered through the TEA QAP process (see previous paragraph above), YES Prep developed action plans to implement high-quality programming to bring about improvement at the center level. It is important to note that the Blueprint calls for “continuous quality improvement” as one of its principal components (see especially p. 2 of the Texas ACE Blueprint a link to which will be found on the TEA Web site at <https://tea.texas.gov/texas-schools/texas-ace-blueprint.pdf>), which includes internal quality assurance, staff development, and “local quality assurance”, the latter provided to YES Prep ACE by the Durand Research and Marketing Associates, LLC.

### *Family Engagement Planning*

A particularly pertinent and important component of YES Prep’s planning of actions and their implementation based on the QAP is that of family engagement. In the winter AY2022-23 Texas ACE Quality Assurance Guidebook, guidance for seven quality indicators was provided by the Texas Education Agency (TEA). Among these indicators was Quality Indicator 21, Family Participation Strategies, which was directed particularly at ACE family engagement specialists (see page 12 of the Winter Guidebook). Under the leadership of YES Prep’s Afterschool Program Director, the Manager of ACE Programming, and the ACE Family Engagement Specialist, a YES Prep ACE Cycle 10 Year 5 Family Engagement plan was developed and subsequently implemented at Prep YES Centers. The implemented plans included activities and the reasons for the activity; action steps to be taken (outreach, marketing, execution, etc.); community resources including collaborators; timelines;; and objectives for students (academic, enrich, college & career readiness.) (The planning template and the implemented family engagement plans for centers are included in the section of this report that immediately follows this one.)

### *Student Voice and Choice*

The YES Prep ACE program in Cycle 10, Year 5, also involved students directly in the process of continuous quality improvement through the elicitation of feedback from participants. Among other ways, such elicitation included the administration of a standardized, “Student Voice and Choice” survey instrument. Questions included in the survey asked students about the meeting of their needs; preferences about the offering of club activities; their feelings about participation; and about students’ suggestions for changes in the program. (A copy of the survey instrument administered in the spring of 2023, an instrument that also asked about Yes Prep’s ASPIRE program, will be found in Appendix 4 to this report.)

### Site Visits

Visits to program sites were conducted during the academic year terms. While confirmatory of decisions reported by site coordinators, the primary purpose of the visits was to assist in resolving issues involving program quality. In the professional judgment of this independent external evaluator, these site visits especially assisted greatly the “on-boarding” of newly hired program site coordinators.

### The NYSAN

A self-appraisal, standardized evaluation instrument known as the NYSAN (an acronym for “New York State Afterschool Network”) was also used as part of the YES Prep ACE Quality Improvement Process in Year 5 of Cycle 10. This instrument followed strong recommendations for its adoption from TEA, TEA’s Local Evaluation Advisory Groups (LEAG and LESI) and TEA’s consultant, The American Institutes for Research. In the view of TEA, “improving afterschool program quality must begin with a commitment on the part of practitioners to examining their programs with a critical eye. A quality program is one that is that is reflective, willing to continue to improve, change and grow, and believes in successful outcomes for its participants.” These latter statements from TEA are the bases for the NYSAN, which is fundamentally a self-assessment tool to be completed by site coordinators with subsequent reviews by YES Prep’s ACE Program Manager and its independent external evaluation team, Durand Research and Marketing Associates, LLC.

The NYSAN instrument itself covers a range of program quality topics including the program’s environment/climate; administration; relationships between staff, participants, families, and the community; staffing and professional development; program activities; linkages between ACE and the day school; youth engagement; program sustainability and growth; program outcomes; and evaluation. In doing so it provided important insights into areas possibly needing improvement. Each program topic also contains a list of quality indicators that are intended to guide the achievement of quality program outcomes.

The full set of NYSAN instrument submissions from the ACE site coordinators comprises approximately 140 total pages of content each page of which involved 10 or more evaluation items. Eight coordinators completed the instrument in June while two coordinators (one each from North Forest and White) did not for the reason that both were too new to the ACE program to render assessments. As a result of the considerable number of evaluation pages and assessment items, the full submissions have been included in the following accessible cloud file:  
<https://drive.google.com/drive/folders/1geZ9dKHyzrKqi8INPO2j9O4coLGBwWd?usp=sharing>

After reviewing the self-assessments provided by the YES Prep ACE coordinators, the independent local evaluator summarized the results as follows –

- There was no universal agreement among all of the centers' coordinators with regard to program elements deserving of an "excellent" rating. Rather, there was considerable variation in assessments across the NYSAN self-assessments of the site coordinators. Indeed, the assessments of the different program quality elements were found so varied that the Durand Research evaluation team recommends instead an examination of the individual submissions of interest.
- However, some of the program elements were judged to receive positive assessments than more than others by the site coordinators. These elements included administrative organization, staffing and professional development, relationships, and with the exception noted below, linkages between the between the afterschool and day school.
- On the other hand, about half of the coordinators mentioned concerns about safety and security. Commonly mentioned either as "approaching a standard" or as "in need of improvement" were a need for representation on the school's curriculum committee and a need for sharing of promising practices.

Finally, *understanding and assessing program outcomes are, of course, an important part of continuous quality improvement*. For reasons of report organization and ease of presentation, discussion of such *outcomes* of YES Prep's Cycle 10, Year 5 programming is reserved for the section of this report that follows below.

## Family Engagement

Family engagement was a focus of considerable interest and concern to the Cycle 10, Year 5 (AY2022-23), YES Prep ACE program as demonstrated in its continuous quality improvement process (discussed in the previous report section). This was especially observed in YES Prep’s Content Day notes, its work with the TEA Quality Assurance Process, and its action planning which followed the guidelines in the Texas ACE Blueprint (see especially pp. 14-15).

A member of the Durand Research and Marketing Associates, LLC, evaluation team personally and directly observed in-depth discussions of family engagement at YES Prep ACE during six (6) Content Day meetings (December 16, 2022, January 11, 2023, February 1, 2023, March 10, 2023, April 5, 2023, and June 8, 2023). These in-depth discussions formed the principal bases of family engagement planning and action steps.

In its Fall 2022 Guidebook of Quality Indicators, TEA’s Texas ACE published a “quality assurance timeline” that called for local ACE programs to collect and report data on family engagement in the winter and spring. This timeline gave further impetus to family engagement planning and emphasis on the part of the YES Prep ACE program and its family engagement specialist.

In the winter Guidebook of indicators, TEA summarized Blueprint components and subcomponents and quality indicators that included family engagement, shown here as “Family Engagement” with an identified Quality Indicator (Qi21)–

Component: School Community Engagement				
Blueprint Subcomponent	Quality Indicators (QI)	Minimum Qi Submission*	Submission Timing	Staff Position Responsible
HIGH QUALITY INSTRUCTIONAL MATERIALS AND ENRICHMENT	10. Social and Emotional Learning	Evidence of resources and/or support provided to help staff integrate SEL into their daily instruction	Winter	Site Coordinator
FAMILY ENGAGEMENT	21. Family Participation Strategies	Evidence of targeted communication used to reach and recruit families	Winter	Family Engagement Specialist

By the time of the above summary, however, YES Prep ACE’s family engagement work was well underway. Indeed, YES Prep’s program had already started its own timeline and planning template. This is evidenced by the scores (especially that from the TEA monitor) received for Qi 21 by the end of the winter period in March --



## Grantee-level Quality Assurance Process Results

Qi	SA Score	Monitor Score	Feedback	Recommendation/Next Steps
Qi21	4	4		

Source: Grantee-level Report, Texas ACE Quality Assurance Process, Winter 2023, p. 3

TEA's Texas ACE Quality Assurance Guidebook for Spring added another quality indicator to the family engagement quality subcomponent, Qi 22, an indicator which included the following minimum data to be submitted:

Component: School Community Engagement				
Blueprint Subcomponent	Quality Indicators (Qi)	Minimum Qi Submission*	Submission Timing	Staff Position Responsible
<b>FAMILY ENGAGEMENT</b>	22. Family Engagement	Current family engagement attendance SMART goals; family engagement attendance outcome data	Spring	Family Engagement Specialist

Source: Texas ACE Quality Assurance Guidebook, Spring Quality Indicators. Page 3

**Note:** As of the writing of this report, YES Prep ACE submitted the required information by the deadline of June 2, 2023, but as yet has not received scores from the TEA monitor. Results are not to be shared by TEA until an as-yet unidentified date in July 2023.

In its evaluation of family engagement at YES Prep, the Durand Research assessment team judges the work to be **exceptionally well-done**. Under the excellent leadership of its Family Engagement specialist, Manager of ACE Programming, and Afterschool Program Director, a family engagement planning template was first developed, then subsequently updated and revised. The six components of the revised planning template were found to be consistent with the Texas Quality Assurance Blueprint's data gathering and its action planning based on the data.

**Note:** the complete, revised family engagement planning template will be found in Appendix 5 to this report.

### Center-level family engagement planning

Eight (8) of the YES Prep ACE centers developed and submitted a family engagement plan following the template (found in Appendix 5). The other two centers had new coordinators who were hired too late for planning participation.

Accordingly, family engagement activities were identified for each center, examples of which included a campus open house or a culture day. Also included were action steps (e.g., marketing, execution plan), community resources to be employed, a timeline, and objectives (academic, enrichment, college & workforce readiness.)

Each center's plan was found to have included the following six "desired outcomes" specified in YES Prep's family engagement template –

- Have adequate and welcoming space to engage families.
- Establish policies and procedures to promote family engagement.
- Communicate and build trusting relationships with our staff, students, and families.
- Be intentional about partnership building and workshops to promote effective school-family interaction.
- Support families and their basic needs.
- Connect families to each other, program staff school, and to other community resources.

An example of a family engagement plan from one of the centers, complete with actions steps, a timeline, and objectives will be found in Appendix 5 to this report.

## Findings of the Outcomes Assessment

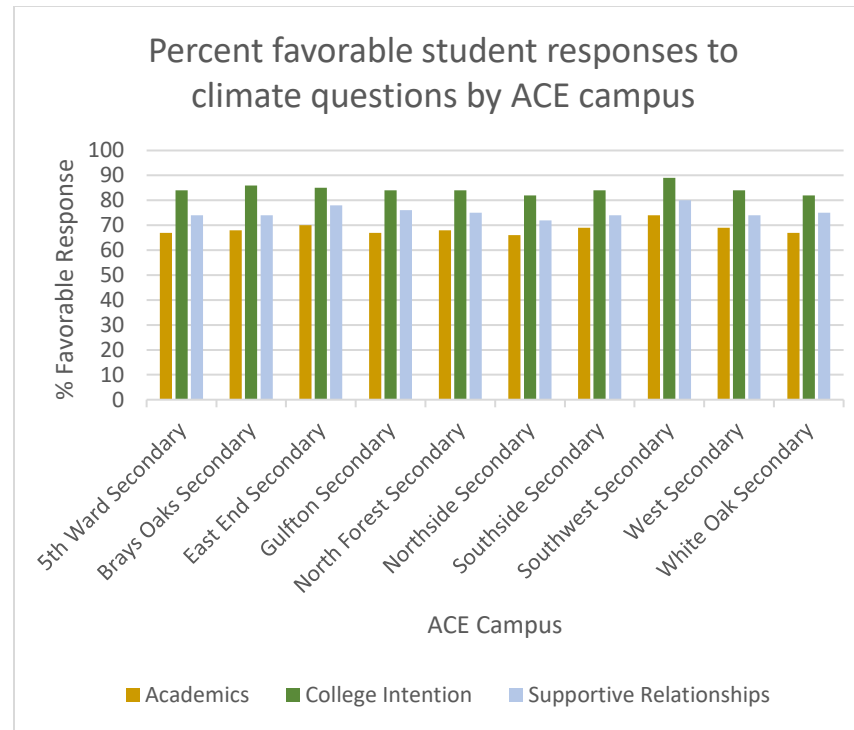
In this report section, findings from an outcomes assessment of the YES Prep ACE Cycle 10, Year 5 (AY2022-23) program are reported. First, student perceptions, feelings, and assessments from a “climate survey” conducted in the spring term of the current academic year are presented by ACE center. Next, academic grades among participants are discussed and analyzed. Included in the analysis of academic grades are “dose-response relationships.” “Dose-response relationships” refers to the association between individual students’ amount or degree of participation in YES Prep ACE, particularly the number of hours of ACE participation (the “dose”), on the one hand, and school grades (in English, math, science, and social studies) on the other. Finally, this report section also includes an examination of students’ adverse or “negative” behavior that resulted in suspension from school.

### Climate Survey Findings

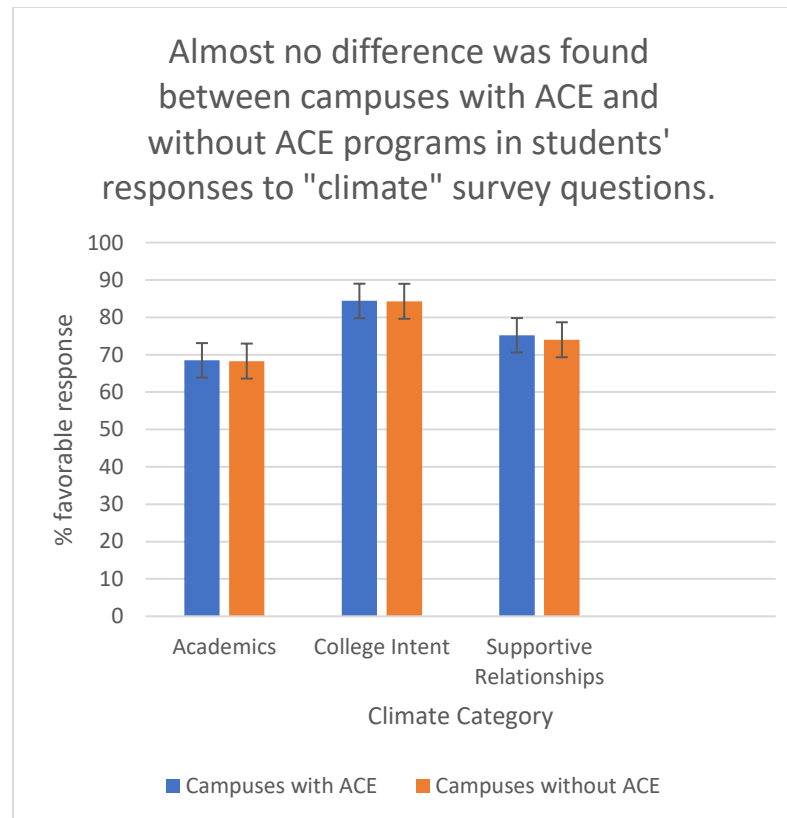
In the earlier section of this report on the Environment of the ACE Program, selected “climate survey” responses from students for the *entire* Cycle 10, Year 5 (AY2022-23) ACE Program as a whole were reported and discussed. In Appendix 1 to this report, *complete answers to the full climate survey* for YES Prep as a whole are shown.

***In this section, student climate survey responses are reported by individual YES Prep campuses with ACE programs. The particular focus of this section is on school climate elements of specific interest to ACE Programming – academics, intention to attend college, and supportive relationships. (Climate survey questions about these matters are shown in Appendix 6 to this report.)***

In the charts immediately below (next pages), the percentages of “favorable responses” to climate survey questions by ACE campus are summarized.



Source: YES Prep student climate survey conducted by Panorama Education, Spring 2023



Source: YES Prep student climate survey conducted by Panorama Education, Spring 2023

Note: The chart shows mean scores with “error bars” based on standard deviations.

#### Evaluator observations/comments

As is evident in the first (top) chart above, the most favorable student responses at all of the ACE campuses were an intention to attend college, followed in turn by supportive relationships, and lastly by academics.

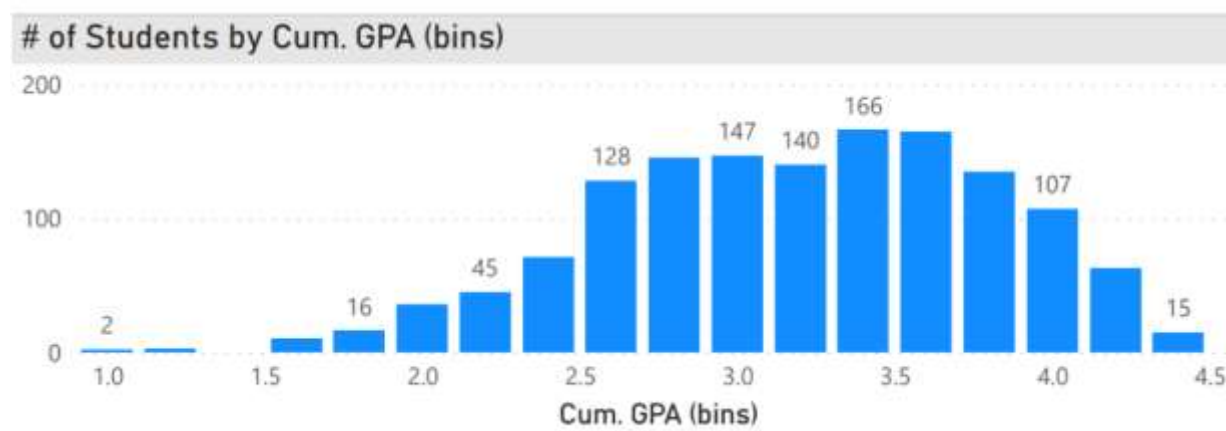
The first chart above also shows the considerable uniformity in students’ responses across the ACE campuses. That is, within each “climate category” little variation was found in inter-campus student responses within the categories of academics, college intention, and supportive relationships.

The second chart above compares total student responses from YES Prep campuses with ACE programming to comparable grade level school campuses without ACE programming (including Eisenhower, Hobby, North Central, Northline, Northwest, and Southeast). As can be seen, almost no difference was found between campuses with ACE programs and those without them in students' responses to "climate" survey questions.

### Academic grades and ACE

Evidence provided by YES Prep's data staff revealed what the Durand Research evaluation team regard as *quite strong school grades* among ACE students. *The overall cumulative grade point average (GPA) of ACE students for the 2022-23 academic year was found to be 3.29, and, further, nearly 2/3 of ACE students (67%) had cumulative GPAs of 3.0 or higher.* These grade point averages are much higher than found by the Durand evaluation team in recent evaluation studies of other school districts conducted by the team, districts that included the Houston Independent School District and the Spring Independent School District.

In addition to these data, the YES Prep data staff also provided evidence (shown immediately below) in the form of a chart that visually displays the number of ACE students by cumulative GPA.



Source: YES Prep Public Schools data staff. Received July 15, 2023.

Arguably, the most noteworthy observation about this chart is the shape of the data distribution, particularly the long “left-hand tail” with low student numbers and the high numbers of ACE student falling at 3.0 and above.

### Dose-Response Relationship

In addition to studying the grade profile of ACE students, the Durand Research evaluation team also examined and analyzed the relationships between *individual student participation* in Cycle 10, Year 5, and their academic grades in English, math, science, and social studies. The team's *hypothesis* was that the greater an individual student's participation in ACE, the higher her or his grades in each subject.

The methods and data used in testing this hypothesis are discussed in detail in Appendix 6 to this report.

*However, no evidence was found in support of the team's "dose-response relationships" hypotheses. Rather, academic grades in English, math, science, and social studies among ACE students were not found related (at statistically significant levels) to the hours in which they participated in the after school program.*

But several *important caveats* about this finding should be noted by the reader. Regrettably, the Durand Research evaluation team was unable to obtain from YES Prep the academic subject grades until July 14, rendering a complete, thorough statistical analyses difficult to complete and include in this final report by the Texas Education Agency's (TEA) report deadline of July 31. This was all the more the case as result of the way TEA organized data in its online TEAL system. In the TEAL system attendance, data are in an entirely different file from grades data thus requiring the linking of two distinct data files – a task that proved quite time-consuming (see Appendix 6 to this report).

Accordingly, the analysis of data and statistical results were quite limited by time constraints, ones which led to *the following caveats about "dose-response"* – the impact of ACE participation on academic grades:

- There was insufficient time for the important examination of *grade changes* among individual participants during the academic year in relation to their program attendance;
- The absence of a simple relationship between students' academic grades and hours of ACE participation may be "spurious," relationships that are merely coincidental and not causally linked. Such a possibility is in need of further investigation. Spurious results may arise when "antecedent variables" (for example, background conditions like prior educational experiences or gender or English language ability) that precede in time both program attendance and academic grades actually "suppress" or give the appearance of no or only a weak, causal relationship while a relatively strong one actually exists. (*Spuriousness is discussed further in Appendix 6 to this report.*);
- There was only time to consider linear relationships between attendance and grades in this report, with no attempt to attempt to uncover curvilinear ones. Yet, in a previous evaluation on the Cycle 10, Year 3 ACE program

curvilinear relationships were found between ACE participation, on the one hand, and reading grades and noncriminal behavioral referrals on the other.

- Perhaps the most serious problem with the findings about the absence of an impact of attendance on grades in English, math, science, and social studies derives from the *type of ACE activities in which program enrollees participated*. Recall from earlier in this report section that “academics” received relatively low favorable “climate survey” ratings by ACE participants and that nearly two-thirds of participants had high (3.29 or higher) cumulative grade point averages. In considering these latter findings, the Durand evaluation team hypothesized that ACE students and their parents may not have perceived a great need or had a considerable interest in enrolling in “academic assistance” activities, activities that would most likely influence academic grades. This hypothesis received some support from a cursory examination of enrollments in specific activities by ACE students, an examination which revealed considerable interest in “enrichment” activities (e.g., Dance Team, Drumline, Folklorico, recreational activities like basketball.) Of course, enrichment activities like basketball are quite valuable to youth development, but are unlikely to influence students’ academic grades in science or math considered in the dose-response relationships reported in this section.

Given these caveats and the limited analyses before the TEA pre-time-deadline, the evaluation of Durand Research and Marketing Associates, LLC, team *volunteers* to conduct analyses to overcome the problem cited above. The team strongly believes that an additional analyses to address the above points is so important to YES Prep, after school education, and to the community, that it will do so *gratis and without any added remuneration*. Indeed, the team hopes that this offer will be accepted by YES Prep officials.

### ACE and students’ school suspensions

As noted on the YES Prep Web site ([ACEatYESPREP.pdf \(finalsite.net\)](#)), an important component of the ACE program is that of “positive behavior,” a program component emphasized on the Texas Education Agency Web site as having the objective of “measurable improvement” in the form of “fewer disciplinary incidents in middle and high schools” ([Texas ACE](#) | [Texas Education Agency](#)).

To evaluate the impact of the ACE program on disciplinary incidents in middle and high schools, data were obtained by the evaluation team from YES Prep on student suspensions from school. In particular, data were obtained on the percentage of ACE participants suspended at each campus as well as data on the percentage of **all** YES Prep students who were suspended.



The results detailed in Appendix 6 of this report clearly showed an *appreciably smaller percentage* of ACE student suspensions at each of the ten campus program sites compared to the percentage of all suspended students at the same campuses.

## Appendix 1: The Environments of the YES Prep Ace Program

This appendix includes detailed data and related information about –

- Accountability ratings of YES Prep schools with ACE programs
- Characteristics of YES Prep Schools with ACE programs
- Demographic characteristics of students in schools with ACE programs
- Complete school “climate survey” results from the fall term, 2022
- Complete school “climate survey” results from the spring term, 2023

### Accountability Ratings of YES Prep Schools with ACE Programs (2021-22)

Site	TEA School Overall Accountability Rating (Scaled Score)	STAAR Performance Rating (Scaled Score)	School Progress Rating	Academic Growth Rating
Southside	64 (no letter grade)	56	C	C
Brays Oaks	86 (B)	76	A	A
Southwest	88 (B)	77	A	B
East End	86 (B)	67	A	C
Gulfton	83 (B)	72	B	B
North Forest	Not Rated	Not Rated	Not Rated	Not rated
Northside	81 (B)	60	B	B
Fifth Ward	87 (B)	71	A	B
White Oak	86 (B)	67	A	B
West	87 (B)	74	A	B

**Notes: These data are the most recent official data available.**

Notes about accountability ratings:

The overall accountability rating is based on the better outcome of scaled scores for student achievement and school progress. (see Chapter 5 of the State’s Accountability Manual at [Chapter 5—Calculating 2022 Ratings \(texas.gov\)](#)).

The STAAR component of the Student Achievement domain calculation uses a methodology in which scores are calculated based on students’ level of performance at “Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level Standards.” (See [Chapter 2—Student Achievement Domain \(texas.gov\)](#)).

School Progress measures campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of students relative to campuses with similar economically disadvantaged percentages. (See [Chapter 3—School Progress Domain \(texas.gov\)](#))

Academic Growth ratings provide an opportunity for districts and campuses to receive credit for STAAR results in ELA/reading and mathematics that either meet the student-level criteria on the STAAR progress measure or maintain performance. (See [Chapter 3—School Progress Domain \(texas.gov\)](#)).

Measures below scaled scores of 70 receive no letter grade.

***Evaluator observations/comments:*** The reader should especially note in the above table the variability in STAAR scaled scores across the ACE centers. The other scores and ratings in the above table (Overall Ratings, School Progress, and Academic Growth) were far more uniform and less variable across the centers.

**Characteristics of YES Prep Schools with ACE Programs by Center (2021-22)\***

**Notes: \*These data are the most recent official data available.**

Site	Grades Served by School	Students Per Teacher (School)	Total Student Enrollment	School Attendance Rate (% for 2021-22)	Annual Drop Out Rate (Gr 9-12)	% of Mobile Students
Southside	6-12	17.2	911	89.6	0%	11
Brays Oaks	6-12	16.7	1,014	94.9	1.3	2.2
Southwest	6-12	17.7	1,037	95.1	.3	2.0
East End	6-12	16.8	965	94.5	2.4	1.4
Gulfton	6-12	17.3	1,051	95.0	5.3	2.7
North Forest	6-12	17.4	993	94.9	2.0	2.8
Northside	6-12	16.4	950	93.5	2.1	3.2
Fifth Ward	6-12	17.6	947	95.3	8.4	4.0
White Oak	6-12	16.1	844	92.1	3.4	6.8
West	6-12	17.6	936	95.0	.4	5.6

Evaluator observations/comments:

Arguably the most noteworthy findings in the above table are the variations in dropout rates and mobility in schools hosting an ACE program.

**Demographic Characteristics of Students in Schools with an ACE Program (AY2022-23)**

Site	% African American	% Hispanic/Latino	% English Learners	% Female (campus)	% Economically Disadvantaged (campus) **	% At-Risk of dropping out of school*
South-side	38%	47%	24%	52%	91%	65%
Brays Oaks	8%	75%	47%	51.4%	96%	72%
South-west	4%	94%	45%	52%	92%	65.3%
East End	.2%	99%	41%	51%	90%	63%
Gulfton	3%	90%	57%	49.5%	97%	78%
North Forest	11%	73%	30%	50%	89%	66%
North-side	8%	81%	31%	51%	91%	67%
Fifth Ward	6%	93%	32%	48%	97%	63%
White Oak	8%	78%	49%	47%	92%	69%
West	7%	85%	47%	50%	91%	63%
Avg.	9%	82%	40%	50%	93%	67%
Std. Dev.	.11	0.14	0.11	0.02	0.03	0.05

Source: Data are from the Texas Academic Performance Reports for the end of AY2021-22. **These are the most recent official data available at the time of writing this report.**

Table notes:

\*Identified as at risk of dropping out of school/total number of students.

\*\* Percent of students eligible for free or reduced-price lunch or other public assistance

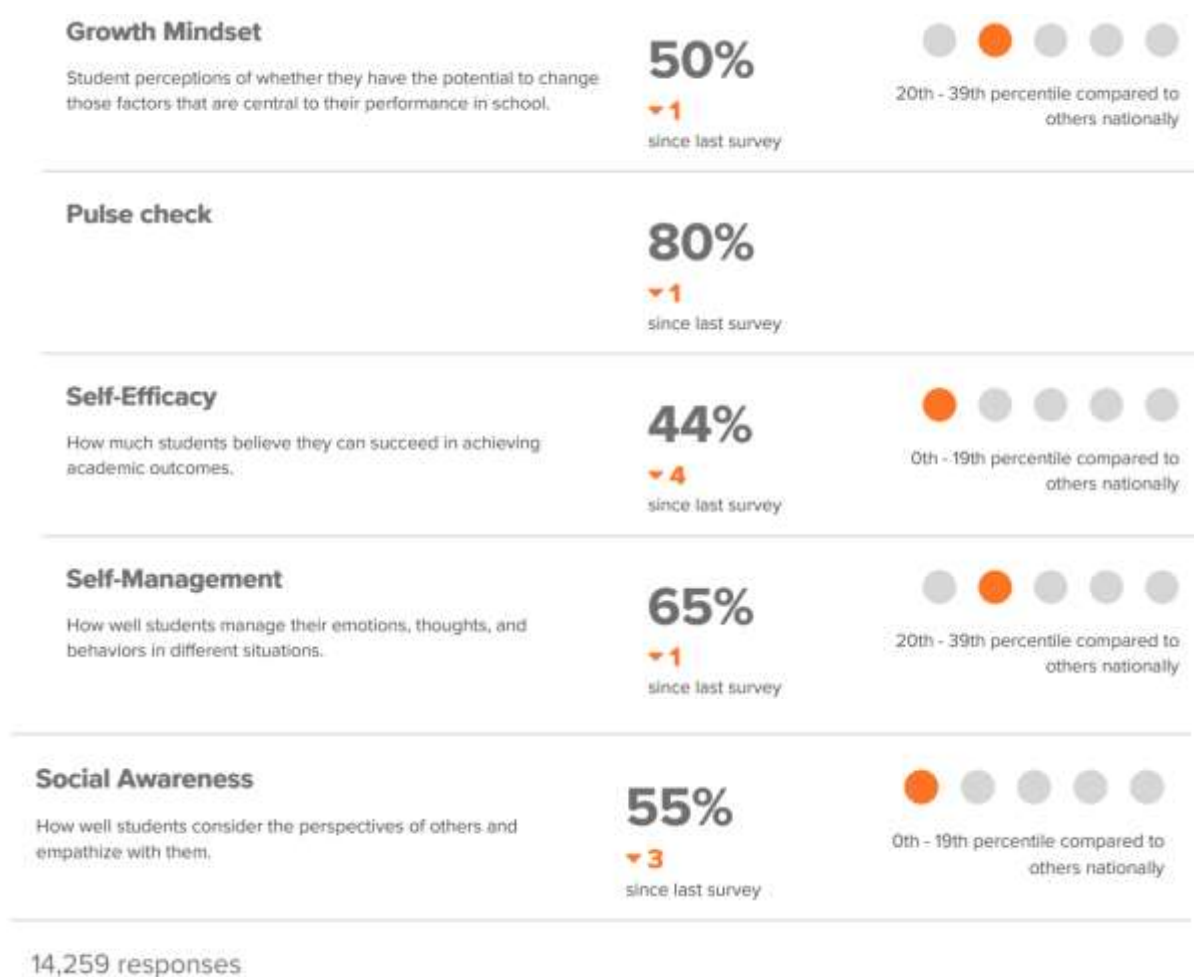
### Evaluator observations/comments

Relative to other schools in Texas, those hosting YES Prep ACE programs had higher percentages of economically disadvantaged and at-risk students. As can be seen in the table immediately above, the greatest variability across the schools was the ethnic composition (African American and Hispanic/Latino and the percentage of “English Learners,” students in bilingual and ESL instructional programs).

In the documents below, complete “climate survey” results are shown for *all students attending a YES Prep School* in AY2022-23. (Only partial results were discussed in the section in the main body of this report on the “Environment(s) of the ACE Program.”)

### Results from the fall 2022 student climate survey





Results from the spring 2023 student climate survey

(See pages following and especially the explanatory notes at the end of the chart)

## Summary

Topic Description	Results
Academics	<b>69%</b> ▲ 2 since last survey
Ci question	<b>85%</b> 0 since last survey
Hype	<b>82%</b> ▼ 2 since last survey
Other/DEI	<b>86%</b> ▼ 2 since last survey
Safety and behavior	<b>81%</b> ▼ 2 since last survey

(Continues on next page)



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### Safety and security

**68%**

**0**

since last survey

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### School belonging

**77%**

**▼ 2**

since last survey

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[www.panoramaed.com](http://www.panoramaed.com)



**YES PREP Public Schools**

Spring 2023 Student Climate Survey (SY 22-23), Grades 6-12



### Supportive Relationships

How much students feel that teachers care about and support their personal development and well-being beyond the classroom.

**75%**

**▼ 1**

since last survey

---

### Yesprep engagement

**83%**

**▼ 1**

since last survey

Note to the tabular charts found immediately above—

“Ci questions” are about belief in being successful in college and a desire to attend college.

“Hype” refers to questions about school spirit, interest in clubs, fun and joyful student rallies and assemblies.

“Other/DEI” refers to answers to questions about feelings of including all types of students and to honoring differing cultures at one’s school.

## Appendix 2: Needs assessments by program center.

In this appendix complete needs assessments for each Cycle 10, Year 5, AY 2022-2023 YES Prep ACE Center will be found. The assessments in this appendix have been reviewed by the ACE Program Manager and independent external evaluator. Based on the review, feedback was sent to each ACE site coordinator who subsequently made appropriate revisions and updates. These appendices then became the basis for each center's logic model and program.

The most salient observation by the evaluator is that the assessments below show the diversity of needs among centers, campuses, and communities.

## Brays Oaks

### YES Prep Campus: YES Prep Brays Oaks

Chart 1: Campus Needs	
1. Identify and describe any existing <b>non-ACE</b> after-school activities or services you currently provide on campus.	<ul style="list-style-type: none"><li>• Sports- Volleyball, Soccer, Basketball, Cheer, Dance, Track (High school and middle school)</li><li>• Tutoring</li></ul>
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.	<ul style="list-style-type: none"><li>• These activities do not provide support for students who may enjoy the arts.</li><li>• Many students do not want to be part of sports or tutoring and are looking for other activities to join.</li><li>• We need classes that will prepare student's life after high school, including driver's ed.</li><li>• Our current club offerings primarily are open to high school students. We have few opportunities for middle school sports or sustainable offerings outside of the classroom.</li><li>• In general, we do not have additional funds to support extra-curricular activities, nor the fund to support them with their purchases of supplies.</li><li>• We have limited budget to offer academic intervention outside of the classroom. Currently, we particularly struggle with 6th and 7th grade Math and English (students on track to earn an approaching score or higher on STAAR – 49% 6 ELA, 54% 7 ELA, 54% 6 Math, 55% 7 Math). We do not provide regular compensated after school tutorials in these subjects, and as a result, our teachers are not consistent in providing offerings.</li></ul>
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?	<ul style="list-style-type: none"><li>• Structured academic interventions in high priority subjects. We have limited budget to provide tutorials and interventions for our highest priority subjects (6 and 7 math and English, Algebra I) and as a result, we have not seen the growth in student achievement that we would like to see. By providing structured remediation from certified teachers starting the beginning of the year, I believe we would see more dramatic increased in achievement.</li><li>• Diverse enrichment activities/clubs, particularly for our high school students. Most of our clubs and organizations have a low high school attendance. I believe that more structured offerings and high school students only clubs could lead to greater investment in school.</li></ul>

<ul style="list-style-type: none"> <li>Lack of student pride. In school systems like charter schools, it is hard to obtain school pride without the “typical” high school experience. Afterschool activities provide students with the opportunity to feel like they are a part of an organization and increase their school pride.</li> </ul>
<p>4. What are your school’s top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?</p> <ul style="list-style-type: none"> <li>Increased academic achievement in middle school Math and English</li> <li>Increased academic achievement in Algebra I</li> <li>Increasing the number of students who strongly agree/agree with “I feel a sense of community at my school” and “I am proud to be a YES Prep student.”</li> <li>Students on track to earn an approaching score or higher on STAAR – 49% 6 ELA, 54% 7 ELA, 54% 6 Math, 55% 7 Math</li> <li>Students on track to earn an approaching score or higher on STAAR – 79%</li> <li>We are below the YES Prep system average in questions on our student survey related to “Sense of Belonging.” We know that these questions/perceptions have a tremendous impact on students’ ability to persist in school.</li> <li>Structured tutorials and remediation opportunities from the beginning of the year with a certified teacher</li> <li>Increased time to use computer-based software (ST Math, Khan Academy) that is adjustive to student’s immediate need</li> <li>Increased clubs that cater to a diverse subset of students</li> </ul>

**Community Needs Assessment**  
**21<sup>st</sup> CCLC Grant – Cycle 10 Year 5 (2022-2023)**  
**DUE DATE: May 11, 2022**

Please contact Carnetta [Carnetta.Griffin@yesprep.org](mailto:Carnetta.Griffin@yesprep.org) and Maria at [Maria.Maradiaga@yesprep.org](mailto:Maria.Maradiaga@yesprep.org) if you have any questions.

**Instructions:** Please answer all questions. You may add or expand cells as needed.

**Directions** - Please read each section carefully, and **provide details requested**.

3. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).

Crime Stoppers, Legacy Health, Preferred Meals, Bee Busy Wellness Center

4. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. See examples below...

- **Academic**

**Mad Scientist** - Students will receive academic assistance in English Language Arts. The students will engage in fun and educational practices to prepare for the STAAR test. Students who have failed the recent 6 weeks of ELA or are at the brink of failing are required to attend.

**Homework Help**- Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects.

- **Enrichment**

**Dance Team**- Dance team composed of 6th-12th graders. This group meets twice a week and is lead by two yes prep staff members with a background in dance. The group is meant to foster teamwork, partnership, a safe space for girls, and promote exercise.

**Video Games Club**- Students will have the opportunity to play video games and board games. They will learn strategies and good sportsmanship. The students will learn to cooperate with one another. The students will be rewarded with certain games and activities for maintaining good behavior during the school day. For example, getting positive points on HERO (behavior application), not demerits or detentions.

**Art Club**

Students will learn about the different forms of art, from digital design, to sketching, earring making, sewing, photography, etc to provide an avenue for students to express their creative talents. Tuesday, Wednesday, Thursday, 2 hours daily

- **College & Workforce Readiness**

**Driver's Education-** This club allows juniors and seniors to participate in an online Driver's Ed. program that will prepare the student to obtain a driving permit. Student's must meet ACE participation required of 45 days and complete all program online modules prior to receiving completion certificate.

**Student Council** - Students will participate in community practices by organizing school events. Students will practice organizational and collaborative skills.

- **Family Engagement**

**Cyber Safety-** Crime Stoppers will hold a session to inform adults on cyber safety. Discussion on social media apps, hidden apps, live streaming, games, online challenges, dating apps, online dangers, how to spot, what to watch for, stages of grooming, safety settings & laws.

**Black History Month Potluck-** Parents, staff and students are invited to celebrate Black History Month. Everyone is invited to provide a dish and/or drinks to provide to the potluck. The art club will display an art wall with paintings to support BHM. Staff and students will perform to celebrate black heritage.

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below
- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below
  - ACE Banquet
  - Fall Festival
  - Zumba Night
  - Nutrition Night

- Crim Stoppers
- Planned Parenthood Workshop
- Black History Month Potluck
- Art Showcase
- Loteria Night



## East End

**Community Needs Assessment**  
**21<sup>st</sup> CCLC Grant – Cycle 10 Year 5 (2022-2023)**  
**DUE DATE: May 11, 2022**

Please contact Carnetta [Carnetta.Griffin@yesprep.org](mailto:Carnetta.Griffin@yesprep.org) and Maria at [Maria.Maradiaga@yesprep.org](mailto:Maria.Maradiaga@yesprep.org) if you have any questions.

**YES Prep Campus: YES Prep Fifth Ward**

1. Identify and describe any existing <b>non-ACE</b> after-school activities or services you currently provide on campus.
<ul style="list-style-type: none"><li>• Athletics (Basketball, Soccer, Cross-Country, Track, Volleyball, Cheer (high-school only)</li><li>• Tutorials (Offered every day)</li><li>• School Clubs (student council, Spanish honor society, etc)</li></ul>
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.
The existing activities that are currently provided on our campus through Athletics or East End are not targeted towards all students. The activities are either pursued by students through interest or students are permitted to attend (detention). Activities that are sought out by students through interest or lack of existing activities do not sufficiently meet our school's current needs. for example: If a student wishes to pursue robotics and engineering YES Prep does not have the capacity to support programs not in the curriculum. Athletics will offer Cheer to High School without supporting middle school while ACE can introduce and incorporate it with our program.

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

Activities that are missing from the traditional school day that an expanded or enhanced after-school program would address are the need to infuse more extracurricular activities that we don't have the staff to offer during this school day. This would allow our students to learn new skills and be exposed to additional academic enrichment activities that the school does not currently have the funds to support. An example is having a cheer club for our middle school that can perform and allows males and females to showcase their ability. A need for our high school based on surveys and data show that a strong interest is showed for Drivers Ed and additional college and career readiness programs.

4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use? After-school programs can connect students and families to the school by the promoting of positive relationships. Offering an expanded/enhanced program catering to teaching and guiding students in better decision-making and character building will result in a reduction of behavior problems. YES Prep East End will streamline the afterschool program so that students who may need additional assistance and guidance can do so in a more intimate focused environment after school. Through project based learning and other strategies, the after-school program can help enhance the critical thinking, problem solving, and collaboration skills that are beneficial to the day to day academic Instruction.

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

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

**Instructions:** Please answer all questions. You may add or expand cells as needed.

### ACE Cycle 10 Year 5 Continuation Application Questionnaire

**Directions** - Please read each section carefully, and **provide details requested**.

5. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).

Crime Stoppers (external), Houston Food Bank (external), Campus PTO (internal/parent volunteers)

6. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. See examples below...

- **Academic**

**ELA STAAR Prep Club-** Students will receive academic assistance in English Language Arts. The students will engage in fun and educational practices to prepare for the STAAR test. Students who have failed the recent 6 weeks of ELA or are at the brink of failing are required to attend.

**Athletic Study Hall-** Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects.

- **Enrichment**

**Video Games Club-** Students will have the opportunity to play video games and board games. They will learn strategies and good sportsmanship. The students will learn to cooperate with one another. The students will be rewarded with certain games and activities for maintaining good behavior during the school day. For example, getting positive points on HERO (behavior application), not demerits or detentions.

- **College & Workforce Readiness**

**Driver's Education-** This club allows juniors and seniors to participate in an online Driver's Ed. program that will prepare the student to obtain a driving permit Student's must meet ACE participation required of 45 days and complete all program online modules prior to receiving completion certificate.

- **Family Engagement**

**Cyber Safety-** Crime Stoppers will hold a session to inform adults on cyber safety. Discussion on social media apps, hidden apps, live streaming, games, online challenges, dating apps, online dangers, how to spot, what to watch for, stages of grooming, safety settings & laws.

**\*\*\*Description is required for ALL activities\*\*\***

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below

**N/A**

- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

-Loteria Night

-Trunk or Treat

## Fifth Ward

**YES Prep Campus: YES Prep Fifth Ward**  
**Campus and Community Needs Assessment**  
**21<sup>st</sup> CCLC Grant – Cycle 10 Year 5 (2022-2023)**  
**DUE DATE: May 11, 2022**

Please contact Carnetta [Carnetta.Griffin@yesprep.org](mailto:Carnetta.Griffin@yesprep.org) and Maria at [Maria.Maradiaga@yesprep.org](mailto:Maria.Maradiaga@yesprep.org) if you have any questions.

Chart 1: Campus Needs
1. Identify and describe any existing <b>non-ACE</b> after-school activities or services you currently provide on campus.
<ul style="list-style-type: none"><li>• Tutorials</li><li>• Athletics</li><li>• Community Events /Festival</li></ul>
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.
<p>Campus Mission: YES Prep Fifth Ward exists to unleash the unique talents of each Titan, empower all students to thrive in college and redefine possible for themselves and our community.</p> <p>Our school needs the continuation of after-school activities. There are not enough hours in our school day for students to receive all the enrichment courses they desire. After-school programming would allow students to further enrich their education with academic clubs, enrichment clubs and career and college prep clubs.</p>
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?
<p>We don't have enough class choice built into a student's schedule based on school size and staffing constraints. As a school, we don't have the finances to offer a variety of elective options. An enhanced after-school program would allow students to explore career options, continue exploring areas of current interest and try new activities they would not have access to during a normal school day.</p>

4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?	
Campus priorities & goals for 21-22	
STAAR Domain I	55%
STAAR Domain III	100% of Targets Met
SAT College Readiness (12 <sup>th</sup> Grade Only)	39%
Student Persistence	93.5%
Average Daily Attendance (ADA)	96.5%

**Instructions:** Please answer all questions. You may add or expand cells as needed.

### ACE Cycle 10 Year 5 Continuation Application Questionnaire

**Directions** - Please read each section carefully, and **provide details requested**.

7. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).

Crime Stoppers (external), Campus TFA (internal/parent volunteers)

8. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. See examples below...

- **Academic**

**Homework Center**- Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects.

**Chess-** This club was designed for students to learn how to play chess. In addition, the chess team will go to different competitions around Houston

**High School Study Hall-** This club was designed for high school students. Students will work in study groups to finish homework. The teacher is also able to help students out with their homework if they have questions.

- **Enrichment**

**Dance Team-** Dance team composed of 6th-12th graders. This group meets twice a week and is lead by two yes prep staff members with a background in dance. The group is meant to foster teamwork, partnership, a safe space for girls, and promote exercise.

**Morning Basketball-** Students will have the opportunity to gather in the gym in the mornings and practice drills. Basketball is a popular sport on our campus. Students enjoy playing with students from different grade levels and it also allows for staff interaction with students in a less formal setting.

**Gaming Club-** Students will have the opportunity to play video games and board games. They will learn strategies and good sportsmanship. The students will learn to cooperate with one another. The students will be rewarded with certain games and activities for maintaining good behavior during the school day. For example, getting positive points on HERO (behavior application), not demerits or detentions.

**Open Gym-** Students will learn how to play basketball, soccer, football, etc. in the gym. Games will change throughout the semester.

**Cheer Team-** This club allows students to learn about this unique art form that will also serve as an athletic activity & culture builder. This with also tracks student's behavior and grades.

**Anime-** This club is an organization that meets to discuss, show, and promote anime in a local community setting and can also focus on broadening Japanese cultural understanding.

**Art-** The art club is designed to help improve a student's memory and concentration skills, develop decision-making and critical thinking skills, enhance communication and listening skills, but also encourage focus and discipline.

- **College & Workforce Readiness**

- **Driver's Education-** This club allows juniors and seniors to participate in an online Driver's Ed. program that will prepare the student to obtain a driving permit. Student's must meet ACE participation required of 45 days and complete all program online modules prior to receiving completion certificate.
- **Service Club-** High School students conduct several service activities around the school and in the greater Houston Area. Students that achieve 100 hours of community service will receive a special recognition at graduation.
- **Yearbook/Photography Club-** This program students learn the latest in photo editing, enhancement and presentation and discuss diverse photographic styles. They will also capture memorable events around the campus. Students will benefit from yearbook and photography just as much as the schools do in creating a positive school spirit.

- **Family Engagement**

**Parent Informational/Kickoff Meetings-** Meetings are intended to build program awareness and share overview of program requirements and expectations with parents and students. The parents will have the opportunity to enroll their children into the program and clubs that will be offered.

**Drug Prevention-** Crime Stoppers will hold a session to inform adults on cyber safety. Discussion on social media apps, hidden apps, live streaming, games, online challenges, dating apps, online dangers, how to spot, what to watch for, stages of grooming, safety settings & laws.

**Thanksgiving Potluck-** Parents are given the opportunity to enjoy, learn other cultural traditions, and share their own favorite family recipes. Parents are able to engage with the staff, students and ACE site coordinator during this event.



**Black History Month Potluck-** Parents, staff and students are invited to celebrate Black History Month. Everyone is invited to provide a dish and/or drinks to provide to the potluck. The art club will display an art wall with paintings to support BHM. Staff and students will perform to celebrate black heritage.

**\*\*\*Description is required for ALL activities\*\*\***

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below

**N/A**

- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

**Parent Informational/Kickoff Meetings-** Meetings are intended to build program awareness and share overview of program requirements and expectations with parents and students. The parents will have the opportunity to enroll their children into the program and clubs that will be offered.

**Drug Prevention-** Crime Stoppers will hold a session to inform adults on cyber safety. Discussion on social media apps, hidden apps, live streaming, games, online challenges, dating apps, online dangers, how to spot, what to watch for, stages of grooming, safety settings & laws.

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Gulfton

**[Gulfton]**

**Campus and Community Needs Assessment  
21<sup>st</sup> CCLC Grant – Cycle 10 Year 5 (2022-2023)  
DUE DATE: May 11, 2022**

Please contact Carnetta [Carnetta.Griffin@yesprep.org](mailto:Carnetta.Griffin@yesprep.org) and Maria at [Maria.Maradiaga@yesprep.org](mailto:Maria.Maradiaga@yesprep.org) if you have any questions.

**Instructions:** Please answer all questions. You may add or expand cells as needed.

1. Identify and describe any existing <b>non-ACE</b> after-school activities or services you currently provide on campus.
<ul style="list-style-type: none"> <li>• <b><u>Athletics:</u></b> MS consists of 6<sup>th</sup>– 8<sup>th</sup> graders. <ul style="list-style-type: none"> <li>○ 6<sup>th</sup> graders are able to play but must maintain an 80 or above average in all classes.</li> <li>○ MS: Girls Volleyball, Boys &amp; Girls Basketball, Boys &amp; Girls Soccer, Boys &amp; Girls Cross Country, Boys &amp; Girls Track</li> <li>○ HS: Bos &amp; Girls Volleyball, Boys &amp; Girls Basketball, Boys &amp; Girls Soccer, Boys &amp; Girls Cross Country, Boys &amp; Girls Track, Varsity Cheer</li> </ul> </li> <li>• <b><u>School Activities:</u></b> <ul style="list-style-type: none"> <li>○ Academic tutorials</li> <li>○ LatinX Club</li> <li>○ BSU</li> <li>○ Credit Recovery</li> <li>○ Accelerated learning</li> <li>○ iRide</li> </ul> </li> </ul>
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school’s current needs.
<ul style="list-style-type: none"> <li>• Most of the programs offered here at Gulfton are catered to HS students and MS students involved in athletics.</li> <li>• Our campus used to have the opportunity to provide outside experiences, field trips, and college trips. However, due to our limited budget these opportunities have been decreasing.</li> <li>• 98% of our students qualify for free/reduced lunch, which lets us know that our families are not able to afford private extracurricular or enrichment programs and rely on school offering these opportunities.</li> </ul>
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?
<ul style="list-style-type: none"> <li>• We do not offer sufficient career development and exploration for our students outside of seminar classes.</li> <li>• Budget limitations over the past few years have limited our ability to provide students with additional opportunities.</li> <li>• Our struggling HS attendance over the past few years suggest our campus demonstrated room for opportunity to provide HS students with additional activities and opportunities to engage them and encourage them to attend school.</li> <li>• Lack of art, technology, and additional enrichment programs to offer our students.</li> </ul>
4. What are your school’s top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?
<ul style="list-style-type: none"> <li>• Literacy <ul style="list-style-type: none"> <li>○ A lot of our students are first generation students and are behind 2+ grade levels in reading and writing.</li> </ul> </li> </ul>

- Socio-emotional support
  - With over 50% of our students being labeled At Risk, we are in need of additional venues where students can receive socio-economic support.
- Family Engagement
  - When looking at family participation numbers, they demonstrate that about 10% of our parents/families are currently involved or connected with school events/activities.
- College/Career Readiness
  - 12% of adults in the Gulfton community have a college degree and \$25,774 is the median income for families in the Gulfton community.

## ACE Cycle 10 Year 5 Continuation Application Questionnaire

**Directions** - Please read each section carefully, and **provide details requested**.

9. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).

Legacy Clinic

LatinX

10. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. See examples below...

- **Academic**

- **YA Book Club:** *We will be reading popular YA fiction books that the students vote on. We have journals and create crafts. I had originally envisioned a coffee shop style book club where kids could learn to make their own beverages that we would drink while we discuss our books.*
- **Student Council:** *The main purpose of the student council is to increase the accessibility to opportunities, student development, service, campus joy, and academic achievement. We will have an executive board composed of seniors and juniors.*

- **Enrichment**

- **Insanity Dance Crew:** *This will be a dance team comprised of middle and high schoolers who have a passion for dance. We'll perform at different school events and dance competitions throughout the school year.*
- **Album Review:** *Students will submit their favorite music albums. We will listen to 1 album per week in its entirety, and each student will rate the album in various categories including vocal styling, lyrical content, instrumentation use, etc. Our second meeting will focus on connecting the album to the culture of the time it was released.*

- **College & Workforce Readiness**

- **Creative Writing Club:** *Allows students to explore writing skills in a variety of genres, such as prose, poetry, and nonfiction. We will discuss the craft of writing as well as practice.*
- **Chess Club:** *This is a form of connection you can build with others, can learn on youtube, play online, and build strategic skills. I want students to see that Chess is a game of not chance, but strategy.*

- **Family Engagement**

- **Movie Night:** *Gulfton will host a movie night for students, parents, and families. We will bring out the blow-up screen and show whatever movie the students vote on. It will be an opportunity to watch a movie with loved ones and grab some popcorn while enjoying a movie here on campus.*

**\*\*\*Description is required for ALL activities\*\*\***

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below
- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

## North Forest

**YES Prep Campus: YES Prep [North Forest]  
Campus and Community Needs Assessment  
21<sup>st</sup> CCLC Grant – Cycle 10 Year 5 (2022-2023)  
DUE DATE: May 11, 2022**

Please contact Carnetta [Carnetta.Griffin@yesprep.org](mailto:Carnetta.Griffin@yesprep.org) and Maria at [Maria.Maradiaga@yesprep.org](mailto:Maria.Maradiaga@yesprep.org) if you have any questions.

**Instructions:** Please answer all questions. You may add or expand cells as needed.

<b>Chart 1: Campus Needs</b>	
1. Identify and describe any existing <b>non-ACE</b> after-school activities or services you currently provide on campus.	
	<ul style="list-style-type: none"><li>• Afterschool detention</li><li>• ESSER Tutorials</li><li>• Athletics: Volleyball, Soccer, Cross Country, Basketball</li><li>• Legacy Health Services</li><li>• NHS: National Honors Society</li><li>• BSU: Black Student Union</li><li>• Debate Team</li><li>• Senior Committee</li><li>• Latin X</li></ul>
<b>Arts</b>	<ul style="list-style-type: none"><li>• Music</li><li>• Visual Art</li><li>• Dance</li><li>• Theatre</li></ul>
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.	
Fall 2022 will have the following electives during the school day: cheer, dance, engineering, choir, AP Music Theory, PE, Yoga, Theatre, Photography, and Art. These target electives will be targeted to serve specific grade levels. The need is to support the extracurricular time that will be needed for students who are enrolled in these courses, and to	



additionally of an introduction version to offer students not eligible to enroll in these courses. For example, school day electives such as AP Computer Science, Spanish, Student Council, and Senior Committee will only be offered to 9-12 grades. High school students who have an interest in the arts will be able to explore those options before and after school. Likewise, during the school day Theater, ART, and P.E. will be offered to 6-8 grades. Options for before and after school clubs that will introduce and support our Computer Science, Spanish and Student Leadership Curriculum will give our Middle School students a jumpstart as they progress to High school.

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

The traditional school day is missing the expanded time needed for students to thrive in their choice electives. It is critical to provide a space where students can practice what they are learning during the school day in spaces that will allow them to Thrive. Engineering has a robust opportunity to engage students in activities such as Drones, Robotics and Video Game Coding & Design. Our AP Music course needs a space to develop our drumline, guitar, piano, and voice performers by having a choir or band or both. Lastly our Computer Science courses need to address everything our students need to be prepared to perform above average in the digital climate.

Our center is fortunate to be able to offer courses that represent a Fine Arts department; however, our mission is to highlight the talent within these courses offered during the school day at a Fall and Spring showcase. The support of a before and after school space would allow students and teachers to master skills that can be directed into annual performances to market the efforts and talent to be celebrated as a part of our school culture.

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

Through our annual campuswide survey, results directed our priority to ensure the mission to increase the number of college ready students is met by using ACE and any afterschool programming to promote college readiness, reinforce skills students will need to be ready for the next grade level. First, we will encourage community, positive self- concept and strong support systems for our 6<sup>th</sup> and 7<sup>th</sup> grades. Secondly, we will prioritize long-range goals, non-traditional knowledge, and strong support systems for our 8<sup>th</sup> and 9<sup>th</sup> graders. Lastly, we will nurture leadership and realistic self-appraisal for our 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students. These goals can be met through a variety of activities offered out of regular school day hours.

Our Average Daily Attendance will continue to be a top priority to address the needs to get students to school on time every day by offering AM activities before the school day begins.

### ACE Cycle 10 Year 5 Continuation Application Questionnaire

**Directions** - Please read each section carefully, and **provide details requested.**

11. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).

- Crime Stoppers
- Houston Food Bank
- Mental health services, substance abuse, healthy sexuality education (<https://beebusy.org/sexual-health-education/>)

12. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. See examples below...

- **Academic:** Activities that will provide 45-60 minutes of academic enhancement and homework help to support the progress of students throughout the school year.
- **Enrichment:** Activities that will provide 45-60 minutes of enrichment to support the progress of students throughout the school year.
- **College & Workforce Readiness:** Activities that will provide 45-60 minutes of enrichment to support the progress of students throughout the school year.
- **Family Engagement:** Activities that will provide 45-60 minutes of enrichment to support the progress of students throughout the school year.

**\*\*\*Description is required for ALL activities\*\*\***

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below

N/A for 2022-2023: Due to conflicting concerns we will no longer use the Barbra Jordan Park as a adjunct site.

Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

- **ESL For Parents: Parents will be offered ongoing classes to learn English as a second language.**
- **Enrichment & Cultural events: Special events around all holidays and cultural connections such as Hispanic Heritage Month, Black History Month, Womens Month, etc.**
- **Health & Safety Education: Workshops with Bee Busy organization to address the needs of Healthy Decision Making around Mental health services, substance abuse, and healthy sexuality education.** (<https://beebusy.org/sexual-health-education/>)

## Northside

**YES Prep Campus: YES Prep [Northside]  
Campus and Community Needs Assessment  
21<sup>st</sup> CCLC Grant – Cycle 10 Year 5 (2022-2023)  
DUE DATE: May 11, 2022**

Please contact Carnetta [Carnetta.Griffin@yesprep.org](mailto:Carnetta.Griffin@yesprep.org) and Maria at [Maria.Maradiaga@yesprep.org](mailto:Maria.Maradiaga@yesprep.org) if you have any questions.

**Instructions:** Please answer all questions. You may add or expand cells as needed.

<b>Chart 1: Campus Needs</b>
1. Identify and describe any existing <b>non-ACE</b> after-school activities or services you currently provide on campus.
<ul style="list-style-type: none"><li>• Athletic program (cross country, volleyball, basketball, and soccer for middle and high school students)</li><li>• Unified Tutorials (MS &amp; HS)</li><li>•</li><li>•</li></ul>
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.
<ul style="list-style-type: none"><li>• Attendance/persistence is low which then leads to campus connection being low as well and students not feeling "a sense of belonging."</li><li>• Transportation – neighborhood is widely disbursed from school; many students can't walk home, because of distance from school; parents unable to pick up or want to pick up students beyond the school hours</li><li>• Lack of student activities to support students' interest</li></ul>
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?

- Variety of elective courses offered— an after-school program would be able to offer opportunities for students to explore and address their lack of access in school and withing the community
- Targeted academic assistance – there are not enough operational hours in the school day to address the academic needs of many students; the after-school program would be able to host programming such as study halls for students to receive additional academic support, especially in subjects not addressed in unified tutorials

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

- 

Priority	How we know it’s a priority	How after school opportunities could address this priority
<ul style="list-style-type: none"> <li>• Academic Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Based on 2022 Spring STAAR results, 38% of students did not meet grade level, 28% approach GL, 22%, meet GL, and 12% master GL. While this in increase in scores compared to 2020-21, there is still room for growth in helping students approch or meet grade level</li> <li>• Based on 2021-22 PowerBI reports on grades the overall fail rate for Northside was</li> </ul>	<ul style="list-style-type: none"> <li>• After-school program can offer academic support with a math and ELA teacher to assist students to help close the academic gap and failure rate of the two grade levels in these two courses specifically.</li> <li>• Afterschool program can provide academic support for students who are on the verge of failing classes</li> </ul>

	18% with the highest number in 8 <sup>th</sup> grade	
<ul style="list-style-type: none"> <li>• Culture Connections</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the student climate survey and student SEL data, results are showing that the campus is below the district average in these specific categories that relate to culture connections: Other/DEI, School Belonging, and Sense of Belonging</li> <li>• Based on 2021-22 student survey results, Northside has declined in the following areas: emotional regulation, growth mindset, self-management, and social awareness.</li> <li>• Additionally, the campus attendance goal is not being met, and data shows that students who feel connected to campus are more likely to attend school.</li> </ul>	<ul style="list-style-type: none"> <li>• The after-school program can help address these priorities by creating affinity clubs for students to be part of that relate to their identity. These affinity groups can help students increase their culture and campus connection as well as be used to increase attendance and at the campus.</li> <li>• The afterschool program can also embed SEL activities into every club activity or at the beginning of the program to help students learn positive coping strategies and skills</li> </ul>
<ul style="list-style-type: none"> <li>• Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• School day attendance has declined</li> </ul>	<ul style="list-style-type: none"> <li>• The afterschool program can help to</li> </ul>

	<p>significantly over the past 4 years at Northside</p> <ul style="list-style-type: none"> <li>• Based on PowerBI data, 9<sup>th</sup> and 12<sup>th</sup> grade show the highest concerns of meeting ADA</li> <li>• 2021-22 cumulative ADA is 91.85% which is below the daily average goal of 92.5%</li> </ul>	<p>increase campus ADA by proving morning activities for students to attend to ensure they are on time to school</p>
<p>Data sets used:</p> <ul style="list-style-type: none"> <li>• Power BI reports for grades <ul style="list-style-type: none"> <li>○ Student failures in Math/ELA (quarter and semester)</li> </ul> </li> <li>• Student Climate Survey Results Panorama</li> <li>• Student SEL Survey results (fall/spring)</li> </ul>		

### ACE Cycle 10 Year 5 Continuation Application Questionnaire

**Directions** - Please read each section carefully, and **provide details requested.**

1. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).
  - a. Girls Empowerment Network (external; paid)
  - b. Legacy Clinic (internal; volunteer)
  - c. Parent Fellow (internal; volunteer)

2. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. See examples below...

- **Academic**

**Morning Lab & Study Hall-** Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects.

**Athletic Foundations-** student-athletes will work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects. Student-athletes will use this club to remain eligible for athletic sports throughout the school year.

- **Enrichment**

**Pom-Squad/Cheerleading-** students 6-12<sup>th</sup> grade participate in this club by learning cheers, chant, and dances to perform at athletic, campus, and community events. Students will learn teamwork, leadership, and presentation skills. This club will help to increase campus morale and build culture and community.

**Art-** students in this club will learn about the various styles of art and create individual portfolios to share with family and friends. Students will learn different art mediums used to create art as well.

- **College & Workforce Readiness**

**SAT Prep—** students who are close to being college-ready will participate in a workshop that will guide them through increasing their SAT scores, especially in Math and Reading/Writing. Students who successfully complete should increase their SAT scores.



**Driver's Education-** This club allows juniors and seniors to participate in an online Driver's Ed. program that will prepare the student to obtain a driving permit. Student's must meet ACE participation required of 45 days and complete all program online modules prior to receiving completion certificate.

**National Honors Society-** this club is for juniors and seniors who have at least a 3.5 GPA and meet the national organization's requirements. Students will complete community service inside and outside of school, develop leadership skills, and public speaking skills.

**National Junior Honors Society-** this club is for 7th-9<sup>th</sup> grade students who have made the honor roll and meet the national organization's requirements. Students will complete community service inside and outside of school, develop leadership skills, and public speaking skills.

- **Family Engagement**

**Parent Informational/Kickoff Meetings-** Meetings are intended to build program awareness and share overview of program requirements and expectations with parents and students. The parents will have the opportunity to enroll their children into the program and clubs that will be offered.

**Heritage Month Activities:** Parents will participate in various activities that relate to the various heritage months such as, but not limited to: Salsa Tasting, Family Cookout, etc.

**\*\*\*Description is required for ALL activities\*\*\***

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below

**N/A**

- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

**Northside** – Semesterly enrollment meetings, heritage month activities,

## Southside

YES Prep Campus: **YES Prep Southside**

Campus and Community Needs Assessment

21<sup>st</sup> CCLC Grant – Cycle 10 Year 5 (2022-2023)

**DUE DATE: May 11, 2022**

Please contact Carnetta [Carnetta.Griffin@yesprep.org](mailto:Carnetta.Griffin@yesprep.org) and Maria at [Maria.Maradiaga@yesprep.org](mailto:Maria.Maradiaga@yesprep.org) if you have any questions.

**Instructions:** Please answer all questions. You may add or expand cells as needed.

Chart 1: Campus Needs
1. Identify and describe any existing <b>non-ACE</b> after-school activities or services you currently provide on campus.
<ul style="list-style-type: none"><li>• MS/HS Boys Flag Football</li><li>• MS/HS Girls Volleyball</li><li>• HS Boys Volleyball</li><li>• MS/HS Girls and Boys Cross Country</li><li>• MS/HS Girls and Boys Track</li><li>• MS/HS Girls and Boys Basketball</li><li>• MS/HS Girls Cheerleading</li><li>• MS/HS Girls and Boys Soccer</li></ul>
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.
<ul style="list-style-type: none"><li>• Our most robust extra-curricular activities currently lie within athletics. However, our athletics offerings only target a limited interest level of the population. Due to a huge shift in staff, many of our activities currently offered after school lie within ACE and athletics. Students who have passions outside of athletics have extremely limited avenues for exploring their passions on our campus, and as a result, are at risk of disengage or transfer to other schools.</li></ul>

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

- Several students have expressed interest in creating a yearbook for the school year. Although there is a web design class that is offered at the high school level the students are still yearning for the opportunity to capture memories created during the school year. At the middle school level, students have little choice in extra-curricular activities. Even though our students have demonstrated strong interest in visual arts, dance, and music, very few students can explore the arts at the middle school level. As dance is only offered to 7th grade students and Art is only offered to 8th grade students. Those who are academically far behind spend their electives periods in structured academic interventions, and they relish the opportunity to explore their other passions. Struggling students need more access to academic interventions. Even though our math and reading interventions during the day provide some support, students continue to struggle in their content classes when they arrive at our campus more than 2-3 years behind in basic skills. An after-school program would allow us to provide targeted support to students in their core contents as interventions just focus on foundational skills.
- SEL interventions would also cater to majority of our students at SS. Because there can be a high percentage of students that lack basic needs at home, this can cause students to disengage mentally, become physically aggressive, and/or become frequently absent or leave early. Quarterly interest forms could help rectify some issues and can potentially lead students to greater achievement. IC such as girls or boys mentoring groups, extra counseling services (SEL, grievances, etc.), assemblies, outside stakeholders that teach weekly classes that are different and unique such as environmentalist. Once providing different classes to meet student where they are could potentially increase student behavior, academics, and attendance.
- Becoming a community school, tracking needs assessments with students and families, and connecting everyone with nonacademic needs with resources and classes to provide at risk students or underprivileged communities opportunities.

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

Priority	How we know it's a priority	How after school opportunities could address this priority
• Becoming an "A" School	• It's a campus goal	• Recruiting teachers to operate tutorials before and after school
•	•	•
•	•	•

**ACE Cycle 10 Year 5 Continuation Application Questionnaire**

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

- 77033 is a D grade and in the 21st percentile for safety, meaning 79% of zip codes are safer and 21% of zip codes are more dangerous. The rate of crime in 77033 is 46.46 per 1,000 residents during a standard year. People who live in 77033 generally consider the northwest part of the zip to be the safest. Your chance of being a victim of crime in 77033 may be as high as 1 in 15 in the northeast neighborhoods, or as low as 1 in 27 in the northwest part of the zip.
- At these rates, our students are more prone to conduct negative patterns and trends of violence or property damage. Students could potentially bring narcotics to campus, become in gang related activities, and/or students in fear of traveling home or being engaged in community activities.

**Directions** - Please read each section carefully, and **provide details requested.**

13. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).

Precint 1 and 2 (external), PVAMU nutrient program (external), Blazin Brooks (external), Houston Food Bank (external), Alar Institute (external), DK High Stepper (external).

**Crime Stoppers (external), Houston Food Bank (external), Campus PTO (internal/parent volunteers)**

14. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. See examples below...

- **Academic**

**Tutorial (MS) and Study Hall (HS)**- Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects.

- **Enrichment**

**Dance Team-** Dance team composed of 6th-12th graders. This group meets twice a week and is lead by two yes prep staff members with a background in dance. The group is meant to foster teamwork, partnership, a safe space for girls, and promote exercise.

**Morning Hype-** Students will have the opportunity to gather in the gym in the mornings and finish any extra school related/ academic activities, apply life skills, and have open gym for enhance physical performance.

**DIY –** Students will engage in creating their own personalized crafts and will assist in helping the school with some crafty work for certain programs and events we may have.

- **College & Workforce Readiness**

**Precinct 2 –** Precinct 2 will host SAT prep, college and career readiness, and military awareness to HS students and their families. They will host classes after school and on weekend if needed.

- **Driver's Education-** This club allows juniors and seniors to participate in an online Driver's Ed. program that will prepare the student to obtain a driving permit. Student's must meet ACE participation required of 45 days and complete all program online modules prior to receiving completion certificate.

- **Family Engagement**

**Parent Informational/Kickoff Meetings-** Meetings are intended to build program awareness and share overview of program requirements and expectations with parents and students. The parents will have the opportunity to enroll their children into the program and clubs that will be offered.

**Cyber Safety-** Crime Stoppers will hold a session to inform adults on cyber safety. Discussion on social media apps, hidden apps, live streaming, games, online challenges, dating apps, online dangers, how to spot, what to watch for, stages of grooming, safety settings & laws.

**Black History Month Potluck-** Parents, staff and students are invited to celebrate Black History Month. Everyone is invited to provide a dish and/or drinks to provide to the potluck. The art club will display an art wall with paintings to support BHM. Staff and students will perform to celebrate black heritage.

**Fall Festival** – Families will have a chance to gather for festival activities for the fall. Carnival games, inflatables, enjoy challenges and competitions, great food, raffles, etc.

**Principal Meeting with Families** – Parents will have a chance to connect with our principal during coffee with the principal. This is an important time to deliberate any questions, build a rapport, and plan for the school for parents that would like to volunteer.

**\*\*\*Description is required for ALL activities\*\*\***

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below

**North Forest** will utilize Barbara Jordan Park, (6400 Winfield Rd. weekly for 25-50 students during summer programming)

- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

**Southwest** – Cultural Enrichment Activities (Dia de los Muertos, Black History Month, Cinco de Mayo), Art Showcase

**Northside** – Crime Stoppers, parent University, Parent Summit

**Fifth Ward** – ESCAPE Parenting Classes, ACE Advisory Council

Southside – Parent University, Community Council, Zumba, ESL, GED, Computer Tech,

## Southwest

**YES Prep Campus: YES Prep [Southwest]  
Campus and Community Needs Assessment  
21<sup>st</sup> CCLC Grant – Cycle 10 Year 5 (2022-2023)  
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**Instructions:** Please answer all questions. You may add or expand cells as needed.

<b>Chart 1: Campus Needs</b>
<b>1. Identify and describe any existing <u>non-ACE</u> after-school activities or services you currently provide on campus.</b>
<ul style="list-style-type: none"><li>• Athletics- we have 4 core sports that will be offered next year.<ul style="list-style-type: none"><li>○ Basketball</li><li>○ Soccer</li><li>○ Volleyball</li><li>○ Cross Country</li></ul></li><li>• After-school detention<ul style="list-style-type: none"><li>○ This is currently offered every weekday.</li></ul></li><li>• Tutorials<ul style="list-style-type: none"><li>○ These are currently offered every weekday depending on the core subject.</li></ul></li></ul>
<b>2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.</b>
<ul style="list-style-type: none"><li>• School budget cannot accommodate extra-curricular activities, mostly school-day activities</li><li>• Limited elective choice for students in YES Prep system and at SW</li><li>• High demand for new activities that the campus cannot afford due to budget limitations.</li><li>• High supply of teachers who want to teach electives and advise extra-curricular activities, of whom we cannot afford to pay for their time</li><li>• Values:<ul style="list-style-type: none"><li>○ Improving student outcomes (continuous improvement)</li></ul></li></ul>



<ul style="list-style-type: none"> <li>○ POC are underrepresented in arts and in STEM (Social justice) of which ACE opportunities providing</li> <li>○ It provides a sense of community; ACE helps to fill in student culture gaps that we otherwise could not achieve as easily.</li> <li>○ Students have opportunities for additional support (via ACE) and would not have this without ACE clubs/activities.</li> </ul>
<p>3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?</p> <p><b>More Elective Classes</b></p> <p>Elective classes reveal the skill sets of some students that might not be obvious in their other classes, helping them see their strengths and affording them opportunities to be of value to their classmates. Reaching performance goals or learning a new language requires students to be organized, to set goals, and to evaluate if they are meeting those goals. These after-school electives can be utilized for explorations classes and is also a time when classes made up of mixed grades can meet. Taking an interest in after school electives may enhance a child's general interest in education. Being able to choose which after-school elective they would like to be a part of helps to prepare them for future decision-making with regards to education and employment. After school electives are meant to be fun and interesting with numerous benefits.</p> <p><b>Limited Funds/Opportunities</b></p> <p>Our school has limited state funding and thus we are unable to offer the robust electives courses during the day and limited after school extracurriculars. This grant would help enhance our options for students during the day and after school. Extended physical activity programs for health and fitness and various after school extracurricular electives are missing from the traditional day. ACE offers cooking classes, Fashion Design class, and other various life skill courses that are not offered during the traditional day. Leadership courses and leadership growth opportunities help mold students into entrepreneurs and productive citizens. Financial literacy is another course that should be taught to HS students learning about credit scores, interest rates, and teaching students about retirement. Students are missing important opportunities to learn supplemental life skills that will spark a new legacy of education for their families. The potential for after school programs to improve all graduation rates, keep students in school longer, and increase daily attendance should lead everyone to adamantly support them.</p>
<p>4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?</p> <p>Student Persistence year to year is a major priority. Students leave our school for multiple reasons, and most often they leave because they fail or are seeking more extracurriculars. When students do not feel they can achieve or being</p>

successful they often leave our school. As mentioned above, our kids arrive with major skill gaps, and we work to close those gaps. When our students repeatedly fail grade reports, they might fail a grade level, or a state test needed to be promoted to the next grade. After school remediation through homework help is the best way to help build confidence through small group support. This is identified year after year when we look at retention numbers. Years ago, we would retain 40 kids a year. Over the past 2-3 years, through a data driven support plan, our retentions have declined drastically. Last year at the end of the 19-20 school year we retained 2 students and the year prior we retained 3. Targeted after school tutorials helped this. Additionally, the number of kids we keep each year has increased from 94% 3 years ago to 96% for student persistence over the past 2 years. We use data from report cards and common assessments to set tutorial groups.

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

### ACE Cycle 10 Year 5 Continuation Application Questionnaire

**Directions** - Please read each section carefully, and **provide details requested.**

15. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).

Crime Stoppers (external), Houston Food Bank (external), Campus PTO (internal/parent volunteers)

16. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include an activity description for each activity you plan to develop/implement. See examples below...

- **Academic**

**Homework Posse Reload**- Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects.

**National Honors Society**- The National Honor Society (NHS) elevates a school's commitment to the values of scholarship, service, leadership, and character.

**Athletic Study Hall**- This program provides students with the opportunity to obtain assistance with homework and use the computer lab to print work for class assignments.

**Spanish Honors Club**- Students will study the history, politics, society, ecology, and culture of the Latin American region; advanced language training; and in-depth course work.

**Literacy Club**- Students will receive 1:1 help from teachers by using the program RAZ-kids, which tracks student fluency practice, that will give us data to show pre/post program progress.

**The Food Bloggers**- This program mixes the love of science and food together for students. Food science experiments will instruct students about science in the kitchen.

**#BlackExcellence**- The purpose of the African American Culture Club is to help students of all races celebrate, embrace, and expand their knowledge of African American history and culture.

- **Enrichment**

**Folklore-** This team is composed of 6th-12th graders. This group meets twice a week and is led by two yes prep staff members with a background in dance. The group is meant to foster teamwork, partnership, a safe space for girls, and promote exercise.

**Soccer-** A minimal impact class ideal for all levels of fitness and conditioning which introduces students to Soccer.

**Art (NAHS)-** This program is for those students who have shown outstanding ability in the field of art; serve as an inspiration for students to strive for higher goals in their work; foster excellence and a dedicated spirit in the pursuit of art.

**Spirit Club-** Students will generate school spirit in the Maverick community by supporting sporting events as well as hosting events that promote school pride.

**QSA-** The Queer Student Alliance aims to provide support and facilitate a safe environment for LGBTQIA+ students on campus.

**Game Stop-** Students will have the opportunity to play video games and board games. They will learn strategies and good sportsmanship. The students will learn to cooperate with one another. The students will be rewarded with certain games and activities for maintaining good behavior during the school day. For example, getting positive points on HERO (behavior application), not demerits or detentions.

**Magic the Gathering-** This program is a complex game of numbers that is being used to improve student's math and vocabulary skills while encouraging sportsmanship and a positive atmosphere after school.

- **College & Workforce Readiness**

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

**Sports Medicine-** This program will show students a broad and highly competitive field that incorporates aspects of many different areas in the sports industry, such as business, marketing, and accounting.

**Photography-** This program students learn the latest in photo editing, enhancement and presentation and discuss diverse photographic styles. They will also capture memorable events around the campus.

- **Family Engagement**

**Dia de los Muertos Celebration-** Parents, staff and students are invited to celebrate the day of the dead. Everyone is invited to provide a dish and/or drinks and the Honor Spanish classes will display their day of the dead projects. The folklore dancers will perform in observance of the celebration as well.

**Black History Month Potluck-** Parents, staff and students are invited to celebrate Black History Month. Everyone is invited to provide a dish and/or drinks to provide to the potluck. The art club will display an art wall with paintings to support BHM. Staff and students will perform to celebrate black heritage.

**\*\*\*Description is required for ALL activities\*\*\***

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below
- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

**Southwest – Cultural Enrichment Activities (Dia de los Muertos, Black History Month, Cinco de Mayo), Art Showcase, Juneteenth Celebration**

**Dia de los Muertos Celebration-** Parents, staff and students are invited to celebrate the day of the dead. Everyone is invited to provide a dish and/or drinks and the Honor Spanish classes will display their day of the dead projects. The folklore dancers will perform in observance of the celebration as well.

**Black History Month Potluck-** Parents, staff and students are invited to celebrate Black History Month. Everyone is invited to provide a dish and/or drinks to provide to the potluck. The art club will display an art wall with paintings to support BHM. Staff and students will perform to celebrate black heritage.

## West

**YES Prep Campus: YES Prep [Southwest]  
Campus and Community Needs Assessment  
21<sup>st</sup> CCLC Grant – Cycle 10 Year 5 (2022-2023)  
DUE DATE: May 11, 2022**

Please contact Carnetta [Carnetta.Griffin@yesprep.org](mailto:Carnetta.Griffin@yesprep.org) and Maria at [Maria.Maradiaga@yesprep.org](mailto:Maria.Maradiaga@yesprep.org) if you have any questions.

**Instructions:** Please answer all questions. You may add or expand cells as needed.

<b>Chart 1: Campus Needs</b>
1. Identify and describe any existing <b>non-ACE</b> after-school activities or services you currently provide on campus.
<ul style="list-style-type: none"><li>• Athletics- we have 4 core sports that will be offered next year.<ul style="list-style-type: none"><li>○ Basketball</li><li>○ Soccer</li><li>○ Volleyball</li><li>○ Cross Country</li></ul></li><li>• After-school detention<ul style="list-style-type: none"><li>○ This is currently offered every weekday.</li></ul></li><li>• Tutorials<ul style="list-style-type: none"><li>○ These are currently offered every weekday depending on the core subject.</li></ul></li></ul>
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.
<ul style="list-style-type: none"><li>• School budget cannot accommodate extra-curricular activities, mostly school-day activities</li><li>• Limited elective choice for students in YES Prep system and at SW</li><li>• High demand for new activities that the campus cannot afford due to budget limitations.</li><li>• High supply of teachers who want to teach electives and advise extra-curricular activities, of whom we cannot afford to pay for their time</li></ul>

- Values:
  - Improving student outcomes (continuous improvement)
  - POC are underrepresented in arts and in STEM (Social justice) of which ACE opportunities providing
  - It provides a sense of community; ACE helps to fill in student culture gaps that we otherwise could not achieve as easily.
  - Students have opportunities for additional support (via ACE) and would not have this without ACE clubs/activities.

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

#### **More Elective Classes**

Elective classes reveal the skill sets of some students that might not be obvious in their other classes, helping them see their strengths and affording them opportunities to be of value to their classmates. Reaching performance goals or learning a new language requires students to be organized, to set goals, and to evaluate if they are meeting those goals. These after-school electives can be utilized for explorations classes and is also a time when classes made up of mixed grades can meet. Taking an interest in after school electives may enhance a child's general interest in education. Being able to choose which after-school elective they would like to be a part of helps to prepare them for future decision-making with regards to education and employment. After school electives are meant to be fun and interesting with numerous benefits.

#### **Limited Funds/Opportunities**

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



keep students in school longer, and increase daily attendance should lead everyone to adamantly support them.

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

Student Persistence year to year is a major priority. Students leave our school for multiple reasons, and most often they leave because they fail or are seeking more extracurriculars. When students do not feel they can achieve or being successful they often leave our school. As mentioned above, our kids arrive with major skill gaps, and we work to close those gaps. When our students repeatedly fail grade reports, they might fail a grade level, or a state test needed to be promoted to the next grade. After school remediation through homework help is the best way to help build confidence through small group support. This is identified year after year when we look at retention numbers. Years ago, we would retain 40 kids a year. Over the past 2-3 years, through a data driven support plan, our retentions have declined drastically. Last year at the end of the 19-20 school year we retained 2 students and the year prior we retained 3. Targeted after school tutorials helped this. Additionally, the number of kids we keep each year has increased from 94% 3 years ago to 96% for student persistence over the past 2 years. We use data from report cards and common assessments to set tutorial groups.

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### ACE Cycle 10 Year 5 Continuation Application Questionnaire

**Directions** - Please read each section carefully, and **provide details requested.**

17. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).

Crime Stoppers (external), Houston Food Bank (external), Campus PTO (internal/parent volunteers)

18. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include an activity description for each activity you plan to develop/implement. See examples below...

- **Academic**

**Homework Posse Reload**- Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects.

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- **Enrichment**

**Folklore-** This team is composed of 6th-12th graders. This group meets twice a week and is led by two yes prep staff members with a background in dance. The group is meant to foster teamwork, partnership, a safe space for girls, and promote exercise.

**Soccer-** A minimal impact class ideal for all levels of fitness and conditioning which introduces students to Soccer.

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- **College & Workforce Readiness**

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**Photography-** This program students learn the latest in photo editing, enhancement and presentation and discuss diverse photographic styles. They will also capture memorable events around the campus.

- **Family Engagement**

**Día de los Muertos Celebration-** Parents, staff and students are invited to celebrate the day of the dead. Everyone is invited to provide a dish and/or drinks and the Honor Spanish classes will display their day of the dead projects. The folklore dancers will perform in observance of the celebration as well.

**Black History Month Potluck-** Parents, staff and students are invited to celebrate Black History Month. Everyone is invited to provide a dish and/or drinks to provide to the potluck. The art club will display an art wall with paintings to support BHM. Staff and students will perform to celebrate black heritage.

**\*\*\*Description is required for ALL activities\*\*\***

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below

- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

**Southwest – Cultural Enrichment Activities (Dia de los Muertos, Black History Month, Cinco de Mayo), Art Showcase, Juneteenth Celebration**

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## White Oak

**YES Prep Campus: YES Prep [White Oak]  
Campus and Community Needs Assessment  
21<sup>st</sup> CCLC Grant – Cycle 10 Year 5 (2022-2023)  
DUE DATE: May 11, 2022**

Please contact Carnetta [Carnetta.Griffin@yesprep.org](mailto:Carnetta.Griffin@yesprep.org) and Maria at [Maria.Maradiaga@yesprep.org](mailto:Maria.Maradiaga@yesprep.org) if you have any questions.

**Instructions:** Please answer all questions. You may add or expand cells as needed.

<b>Chart 1: Campus Needs</b>
1. Identify and describe any existing <b>non-ACE</b> after-school activities or services you currently provide on campus.
<ul style="list-style-type: none"><li>• Athletics (Volleyball, Cross Country, Basketball, Soccer, Track)</li><li>• Tutorials</li><li>• SAT prep courses</li></ul>
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.
<ul style="list-style-type: none"><li>• I believe that our campus needs groups or organizations where students can have a mentor similar to a model of "Boys and Girls" Club of America. I believe that our persistence rate will increase when students are paired with an adult or older student who helps them meet small goals around life skills and not purely academic related.</li><li>• Our campus also needs organization/clubs around their identities (ex: Boys to Men, Brown Girls Club, etc). We often celebrate the months, but for attendance and persistence rate to increase, students need a space to learn about their culture and express who they are as black/brown boys/girls.</li><li>• I would also like to have a frequent opportunity for parents to learn English on campus after school or a weekly parent series on various topics. I do not speak Spanish, but I am learning that many of our parents do not come to school to voice concern because they are self-conscious about the fact that they do not speak English.</li><li>• A parenting group where parents have mentors on how to be better parents is also a great opportunity. Our students who are retained or have severe academic issues also have parents who do not know how to do something different or who seek support for help on a consistent basis.</li></ul>
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?
<ul style="list-style-type: none"><li>• SAT prep course – 10th and 11th graders mostly</li></ul>

- Driver's ed – 10th and 11th grades
- Etiquette class for boys and girls
- Dance team –
- National honor society club
- Cheer
- Step
- Choir
- Technology – keyboarding for all grades, digital media class for all grades
- Homework help / STAAR tutorial / extra academic support – both MS and HS
- MS STAAR support – ELA for 6th 7th and 8th grades; math for MS; social studies and science 8th grade
- HS EOC – algebra I, bio I, English I and II
- Creative writing club
- Cooking club
- Sewing
- Spanish club
- Theater/improv club
- Humanitarian club – service club
- Robotics club
- Anime club
- Hispanic Girls Group
- Black Association Group
- Increase literacy opportunities for students
- Parent association – ESL classes, GED classes,
- Muffins with mom
  - staff investment because parent engagement betters our school and students
- Movie club

Events:

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

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

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

### ACE Cycle 10 Year 5 Continuation Application Questionnaire

**Directions** - Please read each section carefully, and **provide details requested.**

19. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).

Crime Stoppers (external), Houston Food Bank (external), Campus PTO (internal/parent volunteers)

20. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. See examples below...

- **Academic**



**STAAR Prep Club-** Students will receive academic assistance in English Language Arts. The students will engage in fun and educational practices to prepare for the STAAR test. Students who have failed the recent 6 weeks of ELA or are at the brink of failing are required to attend.

**Homework Help-** Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects.

**Robotics-** Robotics club is meant to enhance students' math and science skills. Students will build robots and they will have the opportunity to compete against other schools. Students of various grade levels learn about electronics, programming, and digital fabrication, and to implement their knowledge in various robotics builds.

- **Enrichment**

**Dance Team-** Dance team composed of 6th-12th graders. This group meets twice a week and is lead by two yes prep staff members with a background in dance. The group is meant to foster teamwork, partnership, a safe space for girls, and promote exercise.

**Video Games Club-** Students will have the opportunity to play video games and board games. They will learn strategies and good sportsmanship. The students will learn to cooperate with one another. The students will be rewarded with certain games and activities for maintaining good behavior during the school day. For example, getting positive points on HERO (behavior application), not demerits or detentions.

- **College & Workforce Readiness**

**Math Club-** High school students receive academic assistance in math. They learn about math-based careers, participate in UIL competitions, and peer tutoring. Students also have opportunities to visit college campuses in the Houston area and visit the math departments.

**Driver's Education-** This club allows juniors and seniors to participate in an online Driver's Ed. program that will prepare the student to obtain a driving permit. Student's must meet ACE participation required of 45 days and complete all program online modules prior to receiving completion certificate.

**Student Council-** Students are accepted by teacher recommendations. Students work as a team to plan school related activities and events, (relay for life walk, anti-bullying week, suicide prevention week, etc.). Students will be governed to bi-weekly grade report checks. If a student has a failing grade, he or she must attend tutorial.

**Culinary Arts-** A club designed for students interested in learning more about the Culinary Arts career field, enhancing their cooking skills, learning new techniques, learning safety procedures and nutritional value, and competing in chef cookoff competitions

- **Family Engagement**

**Cyber Safety-** Crime Stoppers will hold a session to inform adults on cyber safety. Discussion on social media apps, hidden apps, live streaming, games, online challenges, dating apps, online dangers, how to spot, what to watch for, stages of grooming, safety settings & laws.

**Black History Month Potluck-** Parents, staff and students are invited to celebrate Black History Month. Everyone is invited to provide a dish and/or drinks to provide to the potluck. The art club will display an art wall with paintings to support BHM. Staff and students will perform to celebrate black heritage.

**Parent Informational/Kickoff Meetings-** Meetings are intended to build program awareness and share overview of program requirements and expectations with parents and students. The parents will have the opportunity to enroll their children into the program and clubs that will be offered

**\*\*\*Description is required for ALL activities\*\*\***

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below

**North Forest** will utilize Barbara Jordan Park, (6400 Winfield Rd. weekly for 25-50 students during summer programming

- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

**Southwest** – Cultural Enrichment Activities (Dia de los Muertos, Black History Month, Cinco de Mayo), Art Showcase

**Northside** – Crime Stoppers, parent University, Parent Summit

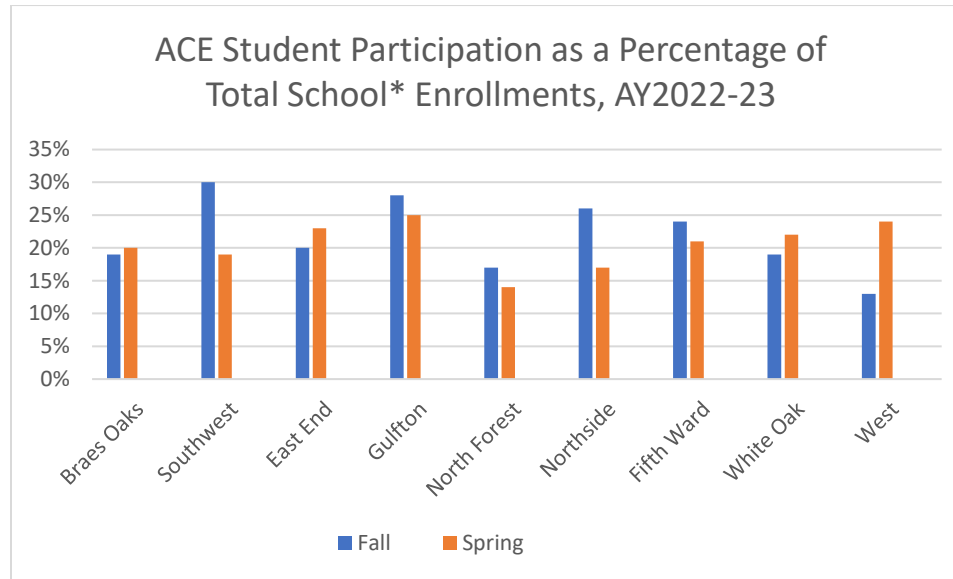
**Fifth Ward** – ESCAPE Parenting Classes, ACE

## Appendix 3: Detailed Process Evaluation Data on ACE Program Implementation

In this appendix the following detailed process evaluation data on the implementation of YES Prep's ACE, Cycle 10, Year 5 (AY 2022-23) will be found on the pages following –

- ACE student participation as a percentage of total student enrollments by school.
- Total student attendance data for the YES Prep ACE Program.
- The demography of student participants at the program level.
- The meeting of State mandated activity requirements by program center.

### ACE Student Participation as a Percentage of Total Student Enrollments by School



Source: Table GR 18 in the TEAL data system. Retrieved 06/16/2023.

#### Notes:

As a consequence of complications in counting ACE students and total enrollments from “feeder” schools, Southside is omitted from the above chart.

In developing the above chart, summer student counts were considered, but total campus enrollment was usually zero.

#### Evaluator comments/observations:

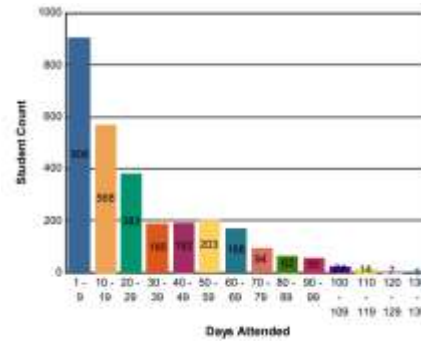
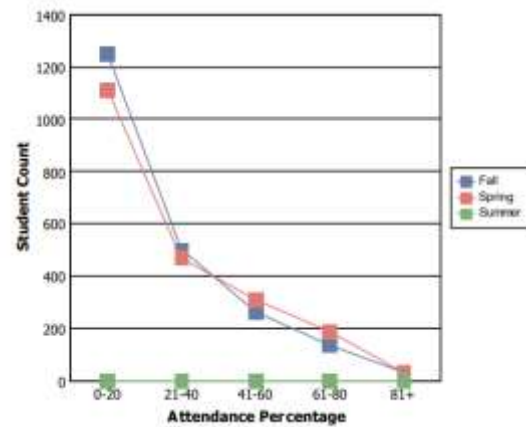
As shown in the above chart, about half of the schools had larger percentages of ACE-to-total-school- enrollments in the fall; the remainder had higher percentages during the spring term.

The highest percentages of ACE participation relative to school enrollments *during the fall term* were at Southwest and Gulfton.

The highest percentages during the spring academic term were at Gulfton and West.

**{Appendix continues on the next page}**

## Total Student Attendance for the YES Prep ACE Program Fall and Spring Terms



Attendance %	Fall	Spring	Summer
0-20	1,249	1,111	0
21-40	502	470	0
41-60	269	308	0
61-80	137	187	0
81+	31	35	0
<b>Total</b>	<b>2,178</b>	<b>2,111</b>	<b>0</b>

Charts and Tables source: SR1 Student Attendance – Grantee Level, TEAL data system. Retrieved 06/26/2023.

### *Evaluator comments/observations*

As will be observed in the above charts and tables, total attendance in the fall and spring terms for the YES Prep ACE Program as a whole was rather similar, differing by only 68 students out of over 2000 total students enrolled.

Further, the modal attendance category in both terms was that of 0 to 20 percent.

Finally, the modal category of student attendance count in days attended was just 1 to 9 days.

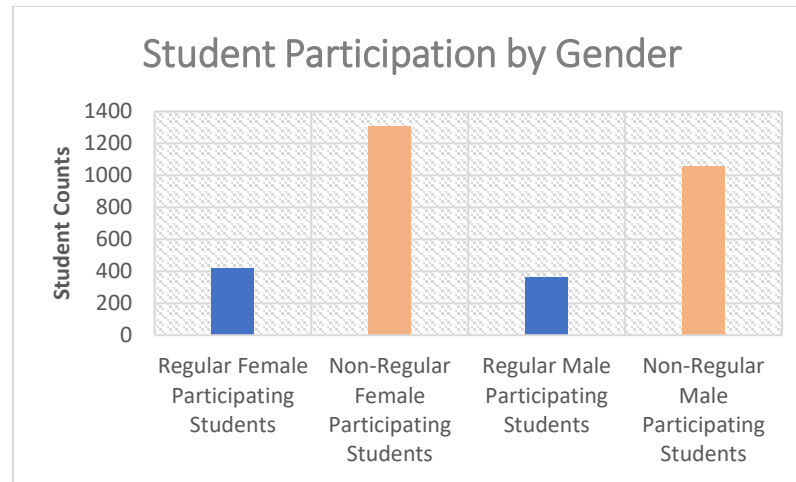
### **The Demography of Student Participation at the ACE Program Level**

**(Fall and Spring, Cycle 10, Year 5, Ay2022-23)**

#### **Total Student Counts**

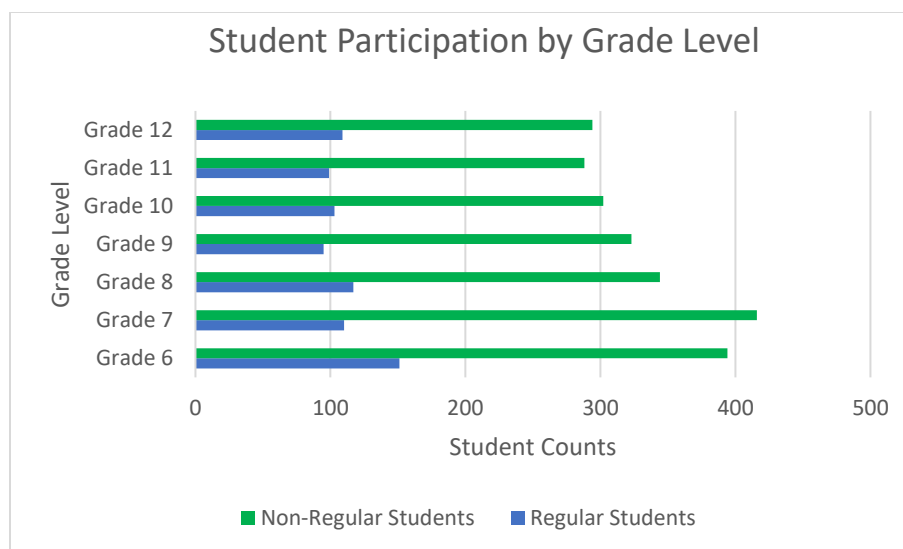
<b>Total Regular Participating Students</b>	<b>784</b>
<b>Total Non-Regular Students</b>	<b>2,361</b>
<b>Total Count of ACE Program Students</b>	<b>3,145</b>





**Student Counts by Ethnicity**

<i><b>Ethnicity</b></i>	<i><b>Regular Students</b></i>	<i><b>Non-Regular Students</b></i>	<i><b>Total Students</b></i>
<b>Hispanic/Latino</b>	<b>544</b>	<b>1,382</b>	<b>2,376</b>
<b>African American</b>	<b>208</b>	<b>356</b>	<b>564</b>
<b>White</b>	<b>28</b>	<b>129</b>	<b>157</b>
<b>All Others</b>	<b>4</b>	<b>44</b>	<b>48</b>



Tables/Charts source: TEAL data system, Year End Demographic Summary. Retrieved 06/26/2023.

**Evaluator observations/comments:**

Interestingly, female students outnumbered their male counterparts both in regular and non-regular program participation.

Hispanic/Latino students outnumbered all other student ethnic groups both in regular and non-regular program participation.

The highest number of regular participants by grade level in the YES Prep ACE program was found in grade six.

Note: the data sources for following table are--TEAL Data System, Activity Calendar Data and Daily Activity Calendar Data by Center, 2022-23; and Logic Models by Center. Retrieved, 06/17/2023.

**Meeting of Required ACE Program Activity Components by Center (AY2022-23)**

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

## Appendix 4: Documents, Details, and Observations about Continuous Quality Improvement

In this appendix the following documents, details, and observations about the ACE Program's Continuous Quality Improvement will be found –

- An example of “Content Days” notes and discussions about important quality improvement topics.
- Documents concerning the Texas ACE Quality Assurance Process (QAP).
- The Texas ACE Blueprint, a guide for implementing quality programming disseminated by the Texas Education Agency.
- Family Engagement Planning.
- The “Student and Choice” survey instrument.

### An example of “Content Days” notes

The PowerPoints below are for illustrative purposes only. For complete slides, please contact the author of this report.



#### Agenda

Time	Activity
10:00-10:15am	Welcome & Team Energizer
10:15-10:45am	Family Engagement
10:45-11:00am	Break
11:00-11:15am	Review GMP
11:15-11:30am	Read Igloo book for a week if needed
11:30-11:45am	Spring Logo Model
11:45-12:00pm	Food Management
12:00-12:15pm	Break
12:15-12:30pm	Program Compliance
12:30-12:45pm	Action Planning & Q&A





## Breakout Groups

### Groups

- Q10- SEL
  - SS, NS, GU, BO
  - Carnetta
- Q134- Staff Effectiveness
  - SW, NF, WE
  - Maria & Marcos
- Q135- Ongoing Staff Learning
  - WO, EE, FW
  - Monique

### Directions:

- Groups will have 30 minutes of work time and 15 minutes to present to the whole group
- Complete assigned workbook up 2-implementing as a team
  - Use one campus to ensure consistency
- Identify and provide evidence (even if in draft format)
- Provide clear explanations for evidence
- Formulate and remaining clarity questions
- Pick someone to present to the group
- Bonus: if you're able to move beyond a 2-implementing, you're encouraged to do so!

## TX21st at a Glance

ACJ Secondary Campus	Student Participation Requirement /Regular Students	Spring Term Enrollment	Total Student Enrollment (FA/Sp/Su) - TX21st	Student Enrollment - Skyward	Spring Term Student Activities Total	Adult Participation Requirement vs. Current Participation	Adult Activities Total	Jan. 9-27th (45 hours) vs. Actual	Q3 Hours (135) vs. Actual	Spring Term Hours Required
Southside	34/85	282	323	333	32	85/54	3	45/42	125/46	348
Brays Oaks	33/83	8	133	132	11	52/50	0	45/0	125/0	240
Southwest	3/85	427	427	381	38	85/81	3	45/45.25	125/11.25	348
East End	33/83	81	337	332	32	53/54	3	45/45.25	125/45.25	348
Gallop	3/85	254	252	286	38	85/86	3	45/48.30	125/82.25	348
North Forrest	4/85	312	333	374	32	83/84	2	45/48	125/55.75	348
Northside	3/85	87	256	288	33	85/83	2	45/34	125/34	348
Fifth Ward	42/83	257	258	286	38	53/43	3	45/44.30	125/47.30	348
White Oak	33/83	234	238	231	32	85/84	3	45/21	125/21	348
West	32/83	81	167	130	33	83/54	0	45/19	125/23	348
TOTAL	858		3,223		354	330				

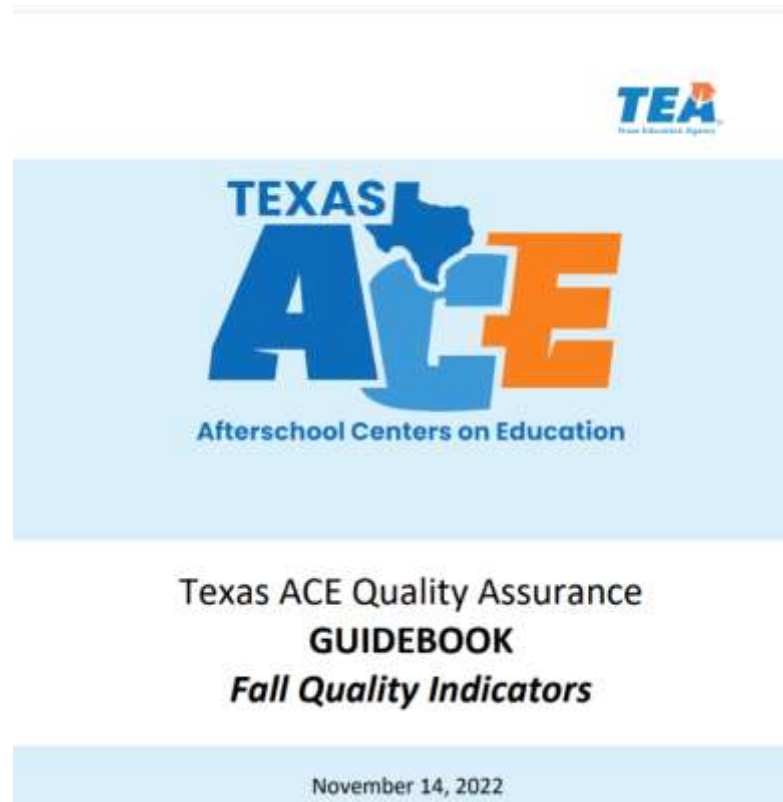


Due Date	Action Step	Who
Feb. 2	Spring Family engagement plan & activity schedule due	Site Coordinators
Feb. 6	Spring Family engagement and activity start	Site Coordinators
Feb. 10	Spring UGA Memo due	Site Coordinators
Feb. 19-26	Winter QAP weekbooks due for Direct Drive	Site Coordinators
Feb. 26	QAP Training, 9:30am-12:30pm	ACE Team
Feb. 26-27	Comments received QAP weekbooks & generate feedback	ACE Team
Feb. 28	Review ACE, TFS, RPT & Direct	Family Engagement Specialist, Site Coordinator (optional)
Feb. 28	Final Winter QAP submission to TEA	ACE Team
Feb. 27-Mar. 6	Spring Direct Drive & Budget Review	ACE Team
Mar. 3	Review ACE, TX21st Home Page	ACE Team
Mar. 6-9	Common Assessment Week (spring meeting held from Sat. 2nd for weekbook)	Site Coordinators
Mar. 7	Q3 - updated Skyward Report Due	Site Coordinator
Mar. 30	ACE content due @ All Site ACEs	ACE Team
REMINDERS	TX21st Data Management: weekly analysis of program data - Run Catcher Reports - <b>Attendance Report for selected data by ESO</b> - Spring Operational Requirements review operational schedule - 1 - 30 weeks - 24 hours each week - 360 hours for the spring term completed by May 31st - Foster Management - Participate monthly internal budget leader Reminder: Time and Effort logs for all on-site campus sites	Site Coordinators



### Texas ACE Quality Assurance Process (QAP)

An example of YES Prep's active participation in the TEA Quality Assurance Process (or QAP) will be found below. The example shows TEA's fall 2022 TEA Guidebook, YES Prep's submissions, and the scores received from TEA's professional QAP monitors.





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## Introduction

The purpose of this Guidebook is to provide detailed expectations for **Texas ACE Online Portfolio** submissions as part of the Texas ACE Quality Assurance Process (QAP). This document contains guidance for a total of four quality indicators (QIs) that will be measured in Fall 2022, as shown in the **Submissions by QI** chart on pg. 3. The guidance provided for each QI includes the exact questions you will respond to electronically in the **Texas ACE Online Portfolio**. Use this Guidebook to plan your responses and organize your artifacts/evidence prior to entry in the **Texas ACE Online Portfolio**.

## Texas ACE Blueprint

The **Texas ACE Blueprint (Blueprint)** serves to guide centers and grantees toward full implementation of program components that define high quality programming.

The **Blueprint** integrates and organizes evidence-based research, state-level priorities, stakeholder feedback, and federal program requirements into four broad components: 1) School Community Engagement; 2) Vision, Mission, Goals; 3) Continuous Quality Improvement; and 4) Operations.

## Quality Assurance Process (QAP)

The Quality Assurance Process (QAP), which is grounded in the **Blueprint** components and operationalized through Quality Indicators (QIs), is an annual process in which trained monitors review and score program submissions. Data is collected at three points during the year (See **Quality Assurance Process Timeline** on pg. 4), depending on the QI. Programs are provided with feedback after each submission is reviewed.

Several resources are available to guide program staff through the process of completing the **Texas ACE Online Portfolio**, including the **Texas ACE Quality Assurance Guidebook** and the **Texas ACE Quality Assurance Workbooks**. Descriptions of each resource are provided in the following graphic.



Texas ACE Quality Assurance Process  
 Grants-level Report  
 Fall 2022

**YES Prep Public Schools Inc.**

The **Quality Assurance Process (QAP)** is an annual process in which grant programs submit data for improved quality indicators (QIs). Trained monitors review the submissions for each QI so that program staff have the data needed to plan program quality improvements.

Programs submit data to TEA at three points during the program year (fall, winter, spring). QIs are categorized into two types:

- **Process QIs** provide information around programmatic decision making, activities, and internal continuous improvement efforts.
- **Outcome QIs** provide up-to-date information around program results toward achieving long program goals.

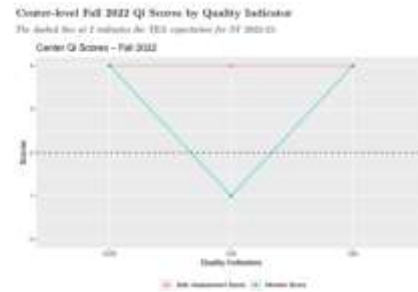
Process and outcome QIs measured by the QAP align with one of four program-wide goals (i.e., improved school day academic performance, increased school day attendance, improved school day behavior, and increased family engagement) shown in the figure below:



For the Fall 2022 submission, centers submitted documentation and narrative as evidence of implementation of Texas ACE Disruptor subcomponents and QIs shown in the following tables.

**Center-level Fall Quality Indicators**

Component: Vision, Mission, & Goals				
Blueprint Subcomponent	Quality Indicators (QI)	Minimum (1) Subindicator*	Submission Timing	Staff Position Responsible
STARTING	20. Staff and Student Relationships	Evidence of efforts to ensure the emotional safety of students	Fall	Site Coordinator
Component: School Community Engagement				
Blueprint Subcomponent	Quality Indicators (QI)	Minimum (2) Subindicator*	Submission Timing	Staff Position Responsible
HIGH QUALITY INSTRUCTIONAL MATERIALS AND ENRICHMENT	8. Academic Activities	Evidence of core academic activity that connects to school day learning	Fall	Site Coordinator
	9. Enrichment Activities	Evidence of enrichment activities that reflect students' interests (e.g., student voice)	Fall	Site Coordinator



### Student Voice and Choice

Below is a complete copy of the YES Prep ACE “student voice and choice” survey instrument from the spring of 2023. This survey involved student participants in continuous quality improvement.

## ACE & ASPIRE: Student Voice & Choice Survey Spring

We want to hear from you! Your feedback is critical in ensuring we are meeting your needs and offering club activities that you enjoy! Complete the survey and give your honest feedback! Students who complete the survey will receive a hero point. Campus with the most submitted surveys will receive a prize. Students only need to complete the survey ONCE. Please complete this survey by April 21st, 2023.

*\* Indicates required question*

1. Student Name

---

2. Student ID

---

3. Grade Level \*

*Mark only one oval.*

- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

<https://docs.google.com/forms/d/15g1gFUnakdWkYhcaCLne1RGYQTVdY4iCNOFpacuH0eg/edit>

1/5

## 4. Select your campus \*

Mark only one oval.

- ☐ Brays Oak
- ☐ East End Secondary
- ☐ Fifth Ward
- ☐ Gullfion
- ☐ Hobby
- ☐ North Central Secondary
- ☐ North Forest Secondary
- ☐ Northwest
- ☐ Northline
- ☐ Northside
- ☐ Southside Secondary
- ☐ Southwest
- ☐ Southeast Secondary
- ☐ West
- ☐ White Oak

## 5. I plan to attend ACE/ASPIRE in the Fall 2023. \*

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Maybe

## 6. Please answer the following statements on how you best feel. \*

Mark only one oval per row.

	Strongly Agree	Agree	N/A	Disagree	Strongly Disagree
I know who to talk to if I have a question about ACE/ASPRE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable talking to a staff about ACE/ASPRE (good or bad)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the expectations of me in ACE/ASPRE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACE/ASPRE is a safe space I can express myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACE/ASPRE helps me feel more connected to my campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have at least ONE friend in ACE/ASPRE I can talk to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I would

<https://docs.google.com/forms/d/1qj1Pn6d8WY7wzCLw1R1YQFV0Y4C8OPaoc4Kegw/edit>

4/2/2015, 12:36 PM

ACE & ASPIRE: Student Voice & Choice Survey Spring

I recommend  
 ACE/ASPIRE  
 to my friends  
☐ ☐ ☐ ☐ ☐

I am able to  
 participate in  
 ACE/ASPIRE  
☐ ☐ ☐ ☐ ☐

I enjoy  
 coming to  
 ACE/ASPIRE  
☐ ☐ ☐ ☐ ☐

What I learn  
 from ACE/ASPIRE  
 is helpful  
☐ ☐ ☐ ☐ ☐

7. What is something ACE/ASPIRE should KEEP doing?

Share what you like most about ACE/ASPIRE, what makes ACE/ASPIRE fun, etc.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<https://docs.google.com/forms/d/1sg7gU7n6bWvY1sc4Lw1R0Y0YV0T4C8QFauJ40egm8I>

4/3

Note: the problem with the above was in the original draft



4/1/23, 12:38 PM

ACE & ASPIRE: Student Voice & Choice Survey Spring

8. What is something ACE/ASPIRE should START doing?  
Share something you wish ACE/ASPIRE did or a club you wish your campus had.

---

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9. What are your favorite club(s) in ACE/ASPIRE?  
You can select more than one club.

---

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---

---

10. Any questions, comments, or concerns?

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This content is neither created nor endorsed by Google

Google Forms

## Appendix 5: Family Engagement Planning Template and Example

This report appendix contains the following supplementary information about family engagement –

- A copy of the Cycle 10, Year 5, (AY2022-23) YES Prep ACE family engagement planning template, and
- An example of a completed family engagement plan developed for center-level adoption and implementation.

The YES Prep ACE family engagement planning template

**YES Prep ACE Cycle 10 Year 5 Family Engagement Plan**

**Campus:** \_\_\_\_\_ **Year:** \_\_\_\_\_

Family Engagement is a process of building relationships to promote student success.

Family Engagement + Campus Involvement = Student Achievement

**Planned Component 1: Have adequate and welcoming space to engage families & share community resources.**

Activity Name & Reasoning	Action Steps	Collaborators	Implementation Timeline	Expected Outcome	Progress Monitoring/ Outcome Evaluation	Objective (Academic, Enrichment, College & Career Readiness for Student)
Activities should focus on the component and how to provide the right resources to families and engage them at your site.	What action steps need to be completed to ensure the activity is successful?	Name which community partners, campus departments, stakeholder, staff, etc. That will support in the implementation and execution of this event.	Think of your calendar and what is possible to accomplish in your timeline. What is the date, time, and	What do you believe will be the outcome using these strategies? What will families walk away with?	Use a tool to gain feedback and evaluate the data received. How could we use this data to improve and increase attendance? How do you know if this event was successful?	

			location of the event?			

## Planned Component 2: Establish policies and procedures to promote family engagement.

Activity Name & Reasoning	Action Steps	Collaborators	Implementation Timeline	Expected Outcome	Progress Monitoring/ Outcome Evaluation	Objective (Academic, Enrichment, College & Career Readiness for Student)
Activities should focus on the component and how to provide the right resources to families and engage them at your site.	What action steps need to be completed to ensure the activity is successful?	Name which community partners, campus departments, stakeholder, staff, etc. That will support in the implementation and execution of this event.	Think of your calendar and what is possible to accomplish in your timeline. What is the date, time, and location of the event?	What do you believe will be the outcome using these strategies? What will families walk away with?	Use a tool to gain feedback and evaluate the data received. How could we use this data to improve and increase attendance? How do you know if this event was successful?	

**Planned Component 3: Communicate and build continuous trusting relationships with our staff, students, and families.**

Activity Name & Reasoning	Action Steps	Collaborators	Implementation Timeline	Expected Outcome	Progress Monitoring/ Outcome Evaluation	Objective (Academic, Enrichment, College & Career Readiness for Student)
Activities should focus on the component and how to provide the right resources to families and engage them at your site.	What action steps need to be completed to ensure the activity is successful?	Name which community partners, campus departments, stakeholder, staff, etc. That will support in the implementation and execution of this event.	Think of your calendar and what is possible to accomplish in your timeline. What is the date, time, and location of the event?	What do you believe will be the outcome using these strategies? What will families walk away with?	Use a tool to gain feedback and evaluate the data received. How could we use this data to improve and increase attendance? How do you know if this event was successful?	

**Planned Component 4: Equip families with tools to enhance and extend learning for students and/or families.**

Activity Name & Reasoning	Action Steps	Collaborators	Implementation Timeline	Expected Outcome	Progress Monitoring/ Outcome Evaluation	Objective (Academic, Enrichment, College & Career Readiness for Student)
Activities should focus on the component and how to provide the right resources to families and engage them at your site.	What action steps need to be completed to ensure the activity is successful?	Name which community partners, campus departments, stakeholder, staff, etc. That will support in the implementation and execution of this event.	Think of your calendar and what is possible to accomplish in your timeline. What is the date, time, and location of the event?	What do you believe will be the outcome using these strategies? What will families walk away with?	Use a tool to gain feedback and evaluate the data received. How could we use this data to improve and increase attendance? How do you know if this event was successful?	

### Planned Component 5: Support families and their basic needs.

Activity Name & Reasoning	Action Steps	Collaborators	Implementation Timeline	Expected Outcome	Progress Monitoring/ Outcome Evaluation	Objective (Academic, Enrichment, College & Career Readiness for Student)

Activities should focus on the component and how to provide the right resources to families and engage them at your site.	What action steps need to be completed to ensure the activity is successful?	Name which community partners, campus departments, stakeholder, staff, etc. That will support in the implementation and execution of this event.	Think of your calendar and what is possible to accomplish in your timeline. What is the date, time, and location of the event?	What do you believe will be the outcome using these strategies? What will families walk away with?	Use a tool to gain feedback and evaluate the data received. How could we use this data to improve and increase attendance? How do you know if this event was successful?	

### **Planned Component 6: Facilitate family-to-family, family-to-staff support & engagement.**

<b>Activity Name &amp; Reasoning</b>	<b>Action Steps</b>	<b>Collaborators</b>	<b>Implementation Timeline</b>	<b>Expected Outcome</b>	<b>Progress Monitoring/ Outcome Evaluation</b>	<b>Objective (Academic, Enrichment, College &amp; Career Readiness for Student)</b>
Activities should focus on the component and how to provide the right resources to families and	What action steps need to be completed to ensure the activity is successful?	Name which community partners, campus departments, stakeholder, staff, etc. That will support in	Think of your calendar and what is possible to accomplish in your timeline. What is the	What do you believe will be the outcome using these strategies? What will families walk away with?	Use a tool to gain feedback and evaluate the data received. How could we use this data to improve and	

engage them at your site.		the implementation and execution of this event.	date, time, and location of the event?		increase attendance? How do you know if this event was successful?	

Example of a completed Cycle 10, Year 5 (AY2022-23) YES Prep ACE center-level family engagement plan

{Plan example beginning with the Gulfton ACE center starts below..}

YES Prep ACE Cycle 10 Year 5 Family Engagement Plan

Campus: Gulfton Year: 2022-2023

Family Engagement is a process of building relationships to promote student success.

Family Engagement + Campus Involvement = Student Achievement

**Desired Outcome 1: Have adequate and welcoming space to engage families.**

Name of Activity & Reasoning for the activity:	Action Step(s) (Outreach, Marketing, Partnership, Execution Plan, and Evaluation through Survey)	Community Resource(s) Who are you collaborating with?	Timeline Projected Date(s)	Objective (Academic, Enrichment, College & Career Readiness for Student)
Campus Open House	<ul style="list-style-type: none"> <li>Outreach and collab with teachers</li> </ul>	<ul style="list-style-type: none"> <li>DOS/GLCs</li> </ul>	09/07/22	<ul style="list-style-type: none"> <li>Academic</li> </ul>
Culture Day	<ul style="list-style-type: none"> <li>Survey parents to see who will be interested in making food.</li> </ul>	<ul style="list-style-type: none"> <li>OPS</li> <li>Parents</li> </ul>	~ March	<ul style="list-style-type: none"> <li>Enrichment</li> </ul>



**Desired Outcome 2: Establish policies and procedures to promote family engagement.**

<b>Name of Activity &amp; Reasoning for the activity:</b>	<b>Action Step(s)</b> (Outreach, Marketing, Partnership, Execution Plan, and Evaluation through Survey)	<b>Community Resource(s)</b> Who are you collaborating with?	<b>Timeline</b> Projected Date(s)	<b>Objective</b> (Academic, Enrichment, College & Career Readiness for Student)
	•	•		•
Athletic Students Parent Meeting	• Include Athletic Study as mandatory for athletes to attend	• AD/MSE	9/07/22	• Academic • Enrichment

**Desired Outcome 3: Communicate and build trusting relationships with our staff, students, and families.**

<b>Name of Activity &amp; Reasoning for the activity:</b>	<b>Action Step(s)</b> (Outreach, Marketing, Partnership, Execution Plan, and Evaluation through Survey)	<b>Community Resource(s)</b> Who are you collaborating with?	<b>Timeline</b> Projected Date(s)	<b>Objective</b> (Academic, Enrichment, College & Career Readiness for Student)
Trunk or Treat	<ul style="list-style-type: none"> <li>• Send info to teachers that want to participate</li> <li>• Make announcements/reminders</li> </ul>	• Teachers	10/28/22	• Enrichment
Winter Arts & Crafts	<ul style="list-style-type: none"> <li>• Make announcements/flyers</li> <li>• Get candy and bags</li> </ul>	• STUCO	12/16/22	• Enrichment
Fall Movie night	<ul style="list-style-type: none"> <li>• Secure space</li> <li>• Make announcements/flyers</li> </ul>	•	11/11/22	• Enrichment
Loteria Night	<ul style="list-style-type: none"> <li>• Secure space in cafeteria</li> <li>• Make announcement/social media posts</li> </ul>	<ul style="list-style-type: none"> <li>• STUCO/Latin X</li> <li>• Parents</li> </ul>	TBA	• Enrichment

(Continuing the example of a completed plan for the Fifth Ward ACE Center)

**Desired Outcome 4: Be intentional about partnership building and workshops to promote effective school-family interactions.**

Name of Activity & Reasoning for the activity:	Action Step(s) (Outreach, Marketing, Partnership, Execution Plan, and Evaluation through Survey)	Community Resource(s) Who are you collaborating with?	Timeline Projected Date(s)	Objective (Academic, Enrichment, College & Career Readiness for Student)
<p>GED Titan Parent Course</p> <p>GED Courses is a exam that will cover over four main areas, Mathematics, Science, Social Studies and Reasoning through Language Arts. This exam will earn our Titan Parents their state high school diploma and recognition that they have received a high school level education.</p>	<ul style="list-style-type: none"> <li>ACE Site Coordinator will collaborate with Titan Family Association, EA (Xenia Cazares) on targeting parents who are interested in completing the course. This will consist of reaching out to parents via phone calls, social media post, emails etc. Parents will sign up for the course and complete their GED.</li> </ul>	<ul style="list-style-type: none"> <li>Titan Family Association, EA (Xenia Cazares)</li> </ul>	TBD	<ul style="list-style-type: none"> <li>Academic</li> <li>College and Career Readiness for parents</li> </ul>
<p>ESL Titan Parent Course</p> <p>English as a Second Language (ESL) class is for parents being taught reading, listening, speaking and writing at 3 levels Beginning.</p>	<ul style="list-style-type: none"> <li>ACE Site Coordinator will market and reach out to parents who are interested in enrolling into ESL courses. This will market through emails, phone calls, social media posts Facebook/Instagram. Parents</li> </ul>	<ul style="list-style-type: none"> <li>Titan Family Association, EA (Xenia Cazares)</li> </ul>	TBD	<ul style="list-style-type: none"> <li>Academic</li> </ul>

### Desired Outcome 5: Support families and their basic needs.

Name of Activity & Reasoning for the activity:	Action Step(s) (Outreach, Marketing, Partnership, Execution Plan, and Evaluation through Survey)	Community Resource(s) Who are you collaborating with?	Timeline Projected Date(s)	Objective (Academic, Enrichment, College & Career Readiness for Student)
<p>Backpack Buddy Nutrition Meals</p> <p>The Houston Food Bank's Backpack Buddy program works to fill the gap by providing nutritious, child friendly food for school children to take home over the weekend.</p>	<ul style="list-style-type: none"> <li>The ACE Site Coordinator will collaborate and market the application along with SSC <u>Groeteke</u>. This program will help assist Fifth Ward families and students every Friday 10 minutes before the last dismissal bell of the day. Students will meet with the Site Coordinator and SSC to pick up nutritious meals every Friday for the weekend meals.</li> </ul>	<ul style="list-style-type: none"> <li>Houston Foodbank</li> <li>Student Support Counselor Erin <u>Groeteke</u> and Brooklynn Sanders</li> </ul>	October 14 <sup>th</sup>	<ul style="list-style-type: none"> <li></li> </ul>
<p>ACE Driver's ED Parent Meeting</p> <p>The ACE Site Coordinator will collaborate with <u>Region 6</u> Education Service Center to host a parent/student meeting to provide an opportunity to inform parents on student's enrollment in the Driver's Ed Program. This meeting will take the parents through a <u>step by step</u> action plan of the parent taught process and the expectations for students enrolled.</p>	<ul style="list-style-type: none"> <li>The ACE Site Coordinator will market this meeting and enrollment opportunity to out Fifth Ward High School students through the ACE Fall Enrollment Meeting, ACE Parent Support Line, family notes, and campus social media pages such Facebook and Instagram.</li> </ul>	<ul style="list-style-type: none"> <li>The ACE Site Coordinator will collaborate with <u>Region 6</u> Education Service Center</li> </ul>	September 21 – 4:00pm-5:00pm	<ul style="list-style-type: none"> <li>Academic</li> <li>College &amp; Career Readiness</li> </ul>

**Desired Outcome 6: Connect families to each other, program staff, school, and to other community resources.**

Name of Activity & Reasoning for the activity:	Action Step(s) (Outreach, Marketing, Partnership, Execution Plan, and Evaluation through Survey)	Community Resource(s) Who are you collaborating with?	Timeline Projected Date(s)	Objective (Academic, Enrichment, College & Career Readiness for Student)
<p>Hispanic Heritage Showcase Event</p> <p>The ACE Site Coordinator will collaborate with the campus culture team to host this event to offer our parents, students, and campus staff the opportunity to come together and celebrate the culture heritage and enjoy ACE student's performances</p>	<ul style="list-style-type: none"> <li>The ACE Site Coordinator will market this virtual event through the ACE Parent Support Line, ACE social media, family notes, staff notes, phone calls, emails, and campus social media pages such Teams, Facebook, and Instagram. In addition, the ACE Site Coordinator will work closely with the Fifth Ward Titan staff to market through grade level teams.</li> </ul>	<ul style="list-style-type: none"> <li>The ACE Site Coordinator will collaborate with Titan Family Association, Parent Ambassador, ACE Art Club, and high school Nation Honor Society (NHS).</li> </ul>	<p>September 28<sup>th</sup> 5:00pm- 6:00pm</p>	<ul style="list-style-type: none"> <li>Enrichment</li> </ul>

<p>GED Titan Parent Course</p> <p>GED Courses is a exam that will cover over four main areas, Mathematics, Science, Social Studies and Reasoning through Language Arts. This exam will earn our Titan Parents their state high school diploma and recognition that they have received a high school level education.</p>	<ul style="list-style-type: none"> <li>ACE Site Coordinator will collaborate with Titan Family Association, EA (Xenia Cazares) on targeting parents who are interested in completing the course. This will consist of reaching out to parents via phone calls, social media post, emails etc. Parents will sign up for the course and complete their GED.</li> </ul>	<ul style="list-style-type: none"> <li>Titan Family Association, EA (Xenia Cazares)</li> </ul>	TBD	<ul style="list-style-type: none"> <li>Academic</li> <li>College and Career Readiness for parents</li> </ul>
<p>ESL Titan Parent Course</p> <p>English as a Second Language (ESL) class is for parents being taught reading, listening, speaking and writing at 3 levels Beginning.</p>	<ul style="list-style-type: none"> <li>ACE Site Coordinator will market and reach out to parents who are interested in enrolling into ESL courses. This will market through emails, phone calls, social media posts Facebook/Instagram. Parents</li> </ul>	<ul style="list-style-type: none"> <li>Titan Family Association, EA (Xenia Cazares)</li> </ul>	TBD	<ul style="list-style-type: none"> <li>Academic</li> </ul>

### Desired Outcome 5: Support families and their basic needs.

Name of Activity & Reasoning for the activity:	Action Step(s) (Outreach, Marketing, Partnership, Execution Plan, and Evaluation through Survey)	Community Resource(s) Who are you collaborating with?	Timeline Projected Date(s)	Objective (Academic, Enrichment, College & Career Readiness for Student)
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<p>Backpack Buddy Nutrition Meals</p> <p>The Houston Food Bank's Backpack Buddy program works to fill the gap by providing nutritious, child friendly food for school children to take home over the weekend.</p>	<ul style="list-style-type: none"> <li>The ACE Site Coordinator will collaborate and market the application along with SSC <u>Groeteke</u>. This program will help assist Fifth Ward families and students every Friday 10 minutes before the last dismissal bell of the day. Students will meet with the Site Coordinator and SSC to pick up nutritious meals every Friday for the weekend meals.</li> </ul>	<ul style="list-style-type: none"> <li>Houston Foodbank</li> <li>Student Support Counselor Erin <u>Groeteke</u> and Brooklynn Sanders</li> </ul>	<p>October 14<sup>th</sup></p>	<ul style="list-style-type: none"> <li></li> </ul>
<p>ACE Driver's ED Parent Meeting</p> <p>The ACE Site Coordinator will collaborate with <u>Region 6</u> Education Service Center to host a parent/student meeting to provide an opportunity to inform parents on student's enrollment in the Driver's Ed Program. This meeting will take the parents through a <u>step by step</u> action plan of the parent taught process and the expectations for students enrolled.</p>	<ul style="list-style-type: none"> <li>The ACE Site Coordinator will market this meeting and enrollment opportunity to out Fifth Ward High School students through the ACE Fall Enrollment Meeting, ACE Parent Support Line, family notes, and campus social media pages such Facebook and Instagram.</li> </ul>	<ul style="list-style-type: none"> <li>The ACE Site Coordinator will collaborate with <u>Region 6</u> Education Service Center</li> </ul>	<p>September 21 – 4:00pm-5:00pm</p>	<ul style="list-style-type: none"> <li>Academic</li> <li>College &amp; Career Readiness</li> </ul>

(continued on the next page)

**Desired Outcome 6: Connect families to each other, program staff, school, and to other community resources.**

Name of Activity & Reasoning for the activity:	Action Step(s) (Outreach, Marketing, Partnership, Execution Plan, and Evaluation through Survey)	Community Resource(s) Who are you collaborating with?	Timeline Projected Date(s)	Objective (Academic, Enrichment, College & Career Readiness for Student)
<p>Hispanic Heritage Showcase Event</p> <p>The ACE Site Coordinator will collaborate with the campus culture team to host this event to offer our parents, students, and campus staff the opportunity to come together and celebrate the culture heritage and enjoy ACE student's performances</p>	<ul style="list-style-type: none"> <li>The ACE Site Coordinator will market this virtual event through the ACE Parent Support Line, ACE social media, family notes, staff notes, phone calls, emails, and campus social media pages such Teams, Facebook, and Instagram. In addition, the ACE Site Coordinator will work closely with the Fifth Ward Titan staff to market through grade level teams.</li> </ul>	<ul style="list-style-type: none"> <li>The ACE Site Coordinator will collaborate with Titan Family Association, Parent Ambassador, ACE Art Club, and high school Nation Honor Society (NHS).</li> </ul>	<p>September 28<sup>th</sup> 5:00pm- 6:00pm</p>	<ul style="list-style-type: none"> <li>Enrichment</li> </ul>

## Appendix 6: Details of the Outcomes Assessment

This appendix contains the following details about the findings of this evaluation's outcomes assessment –

- The wording, encoding, and reporting of responses to the student climate survey.
- Details, including methods of analysis, about “dose-response” relationships among participants in the Cycle 10, Year 5 (AY2022-23) YES Prep program
- Evidence about school-day suspensions among ACE students



*The wording, encoding, and reporting of responses to questions on the student climate survey.*

Academics

Q1. In the last seven days, someone has told me I have done good work at school.

Q2. My school is challenging me academically.

Q3. My Teachers encourage me to go to college.

Q4. As a result of the courses I have taken at YES Prep, I feel I am ready for college.

Q5. College seems as if it will be difficult for me.

Intent to go to college.

Q1. I believe I can go and be successful in college.

Q2. I want to go to college.

Supportive relationships

Q1. I feel like I can make a difference at my school.

Q2. If I work hard in class, my teachers recognize me.

Q3. In the last seven days, I have learned something interesting at school.

Q4. The adults at my school care about me.

Q5. When I'm feeling upset, stressed, or having problems, there is an adult at school who I can talk to about it.

Notes:

-- *All of the above questions were encoded on a four-point scale ranging from Strongly Agree to Strongly Disagree.*

-- A total of 13,432 student responses were obtained to the survey.

-- The percentages of responses reported by category (i.e., academics, intent to go to college, and supportive relationships) by school campus in the outcomes section of this report were the favorable responses.

### Dose-response: Methods, of investigation, data and results

In order to analyze the dose-response relationships discussed in the body of this report between levels of ACE program participation and academic outcomes (English, math, science, and social studies grades), it was first necessary to merge ACE data from separate, distinct files. Attendance data by hours of participation on the part of individual students extracted and merged from the State of Texas TEAL data system, on the one hand, with grades data provide by YES Prep data staff, on the other. In other words, the necessary data for the analysis were not available in a single file either in TEAL or at YES Prep. Data between the two data sets had to be linked by hand.

As discussed briefly earlier in this report, several data limitations severely restricted the evidence available, subsequent analyses, and the likelihood of accurate evaluation findings. Probably the most important of these data limitations encountered during the evaluation of YES Prep ACE was the relatively late date at which outcomes data were recorded and made available. Such data were not available for the evaluation of outcomes until the middle of July, a date that constrained severely the merging of data from separate files (see above), the creation of statistical models based on previous research and evaluation findings, and the analysis and interpretation of data prior to a Texas Education Agency (TEA) required report submission deadline of July 31.

After giving further thought and discussion to these data limitations, the needed analytical tasks, the large number of ACE participants, and the TEA report deadline, the Durand Research and Marketing Associates, LLC, evaluation team decided that a more accurate, reliable, and timely evaluation was best conducted by drawing a *representative, random sample of ACE student participants at the Grantee level*. Utilizing such a sample, the evaluation team concluded, would reduce the number of likely errors resulting from statistical calculations, errors deriving from merging separate data files and the likelihood of late evaluation reporting. Accordingly, a *randomly selected, representative sample of 136 student participants* from across the 10 YES Prep ACE Centers was drawn with help from random number tables. That sample size yielded about a 3.5% margin of error at the 95% confidence level or just under 3% at the 90% confidence level, statistics derived from calculations based on the standard error of the mean.

As just alluded to, for the analysis data had to be extracted from two separate, distinct files. Next, these data were merged into a single file with data on fourth quarter academic grades and attendance by hours for the full academic year. The use of a sample appreciably reduced the number of such calculations and, thereby, enhanced the likelihood of accurate, reliable findings (as well as a timely final report).

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

Utilizing the resulting merged sample data, the *simple, bivariate relationships* between individual students' activity days, on the one hand, and fourth quarter grades for English, math, science, and social studies, on the other, were calculated. (Fourth quarter grades were used in the analysis because they were most likely to be influenced by the hours students participated in ACE during the entire academic year. In other words, the "dose" per student was highest by the end of the fourth quarter and should have the greatest impact throughout the year on grades.)

The initial analysis focused particularly on differences between "regular" participants (45 or more days of ACE participation as defined by TEA) and "non-regular ACE participants. The results from this analysis are shown in the tables immediately below --

Table: Means and standard deviations of grades for ACE participants with 45 or more hours of participation (i.e., "regular participants" as defined by TEA)

	English grades	Math Grades	Science Grades	Social Studies Grades
Mean Scores	83.98	84.35	86.39	83.71
Standard Deviations	9.14	7.23	7.74	8.35
n of Cases	44	44	44	44

Table: Means and standard deviations of grades for ACE participants with fewer than 45 hours of participation (i.e., "non-regular participants" as defined by TEA)

	English grades	Math Grades	Science Grades	Social Studies Grades
Mean Scores	84.26	83.17	85.49	84.92

Standard Deviations	8.09	8.75	9.22	9.07
n of Cases	92	92	92	92

*Evaluator observation/comment:*

The reader will note the quite small differences in the respective columns of the two tables. The differences in the respective means and standard deviations are *within the sample margin of error. That is, no difference between regular and non-regular ACE participants in grades was found at statistically significant levels ( $p < .035$ ).*

In addition to examining differences between more and less frequent ACE participants in academic grades, the evaluation team examined the strength of linear relationships (i.e., Pearson product-moment correlations) between total ACE attendance hours during the year and students' grades for each subject. The results are shown immediately below --

Table: Correlations between students' hours of ACE participation and academic grades

	English grades	Math Grades	Science Grades	Social Studies Grades
Correlations	-.04	.002	-.015	-.11

*Evaluator observation/comment:*

The reader will note that all of the correlations in the table were quite small. None was found to be different from zero at statistically significant levels ( $p < .035$ ) and three were negative in direction. These results show no positive, linear "dose-response relationships" between hours of participation in ACE and participants' last quarter grades.

*A word about spuriousness*

The results presented in the section above and in the body of this report may after all be "spurious." "Spurious relationships" are merely *coincidental* ones in which two variables are associated but not causally linked even though they appear to be so. ("Correlation is not causation" is the well-known cliché about this.) Such relationships commonly arise when an "antecedent" variable or condition (in point of time) is the true, underlying cause of both variables and, thereby, creates the false impression of one of the variables causing the other.

However, spurious relationships can also arise in another way: antecedent variables or background conditions may operate to "suppress" or give the appearance of, no or only a weak, causal relationship even though a relatively strong one actually exists.

The lesson should be clear: to determine whether the present ACE program is a cause of positive academic grade outcomes, it is necessary to remove the effects of antecedent background characteristics on the participation-outcomes relationship. This removal is normally done by means of statistical controls. But the time limitations discussed above did not allow for such controls to be considered adequately in the present report.

### Evidence about school-day suspensions among ACE students

Aggregate evidence on school-day suspensions (i.e., not data on individual students) were obtained from the YES Prep data staff, evidence both on the percentages of all students and on just ACE students by campus. The data provided are shown in the two tables immediately below –

#### **What percent of students have been suspended at each of the following YES Prep campuses?**

Campus Levels	5th Ward	Braes Oaks	East End	Gulfton	North Forest	Northside	Southside	Southwest	West	White Oak
Level 2	14.30%	17.90%	4.20%	16.40%	7.80%	11.60%	12.80%	6.50%	17.30%	8.50%
Level 3	15.60%	13.90%	15.20%	15.50%	11.80%	17.80%	26.70%	10.30%	16.80%	14.40%
Level 4	2.80%	5.60%	5.80%	2.20%	4.10%	7.10%	4.50%	1.40%	5.10%	3.50%
TOTAL	25.50%	26.70%	20.80%	26.10%	19.70%	27.80%	32.70%	16.20%	27.60%	19.40%

Source: YES Prep data staff; downloaded July 16, 2023.

Note: Table entries are percentages of total incidents of school suspension.

#### **What percentage of ACE students have been suspended at each campus?**

Campus Levels	5th Ward	Braes Oaks	East End	Gulfton	North Forest	Northside	Southside	Southwest	West	White Oak
Level 2	3.50%	1.70%	1.20%	4.30%	1.70%	3.90%	5.00%	2.20%	6.40%	1.60%
Level 3	4.80%	1.70%	4.50%	5.00%	2.60%	5.50%	11.80%	2.80%	5.40%	2.60%
Level 4	1.10%	0.30%	0.90%	0.30%	0.60%	1.80%	1.20%	0.40%	1.30%	0.70%
TOTAL	7.20%	2.80%	5.90%	7.90%	3.90%	7.80%	13.30%	4.50%	8.80%	3.70%

Source: YES Prep data staff; downloaded July 16, 2023.

Note: Table entries are percentages of total incidents of school suspension.

*Evaluator observations/comments*

As can be seen in comparing the two tables above, ACE students were suspended far less in percentage terms than were all students enrolled at the same campuses. While it was not clear to the Durand Research evaluation team whether ACE students were included in the “all students table,” nonetheless subtracting ACE students out of the total in the first “all students” table above would still mean that the percentage of ACE students suspended at each campus was far less than all other students.

## Appendix 7: Executive Summaries of Individual YES Prep Centers

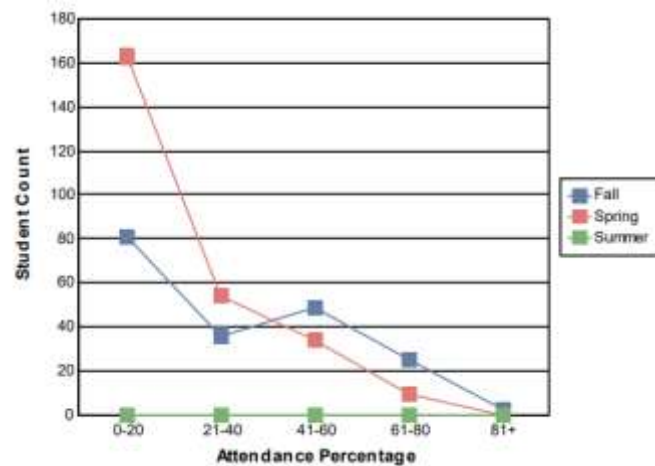
### **APPENDIX 7.A SOUTHSIDE CENTER EXECUTIVE SUMMARY**

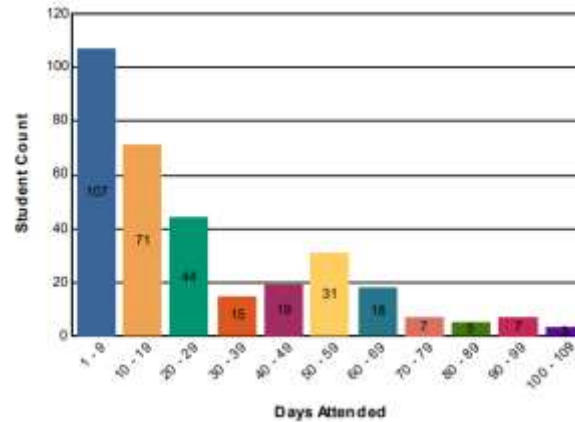
#### I. Brief center overview

YES Prep's Southside ACE Center is located on the South Loop East Freeway within the City of Houston. The Southside Center is located on a campus with rather high levels of economically disadvantaged students and high levels of students at risk of dropping out of school. The demographic characteristics of students at Southside included relatively high percentages of Hispanic/Latino and African American students enrolled in grades 6 through 12. (Appendix 1)

#### II. Program participation

The charts and table below display the levels of student attendance in ACE in the fall of 2022 and spring of 2023 –





Attendance %	Fall	Spring	Summer
0-20	81	163	0
21-40	36	54	0
41-60	49	34	0
61-80	25	9	0
81+	2	0	0
Total	193	260	0

Source: TEAL data system, Report SR1, Retrieved July 3, 2023

**Note:** (Note: Summer enrollment and attendance data were not available at the time of this writing)

In total Southside served 327 total students in its ACE program, including 87 regular participants thus meeting State requirements. It also served 109 adults, a participant number which also met the State's program requirements.

### III. Meeting of other operations requirements

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



The Southside ACE program met State mandated operations (hours per week and total weeks) requirements for centers in both the fall and spring terms.

#### IV. Logic model and needs assessment

This center was found to have developed logic models for the fall (2022) term and the spring 2023 term based on the results of individual, campus and community needs assessments.

#### V. Evaluation findings about outcomes

In regard to “climate survey questions,” the *most favorable student responses* at Southside were an intention to attend college, followed in turn by supportive relationships and lastly by academics.

#### VI. Recommended Next Steps

- Based on the results of the NYSAN self-assessment, the Southside program needs to work particularly on improving performance of the following quality components –
  - Involving program participants in recruiting others into the program
  - Assisting in establishing an improved method for completing and submitting timely reports.
- As is true of all other YES Prep program sites, there is need for improvement in understanding students’ perceptions, expectations, and feelings about the climate in which they find themselves at their respective ACE program. More in-depth survey questions need to be posed, the validity and reliability of the survey questions need to be investigated and reported, and overall measurement improved based on principles of Item Response Theory. Finally, adult participants should be surveyed for their recommended improvements to their ACE programming.

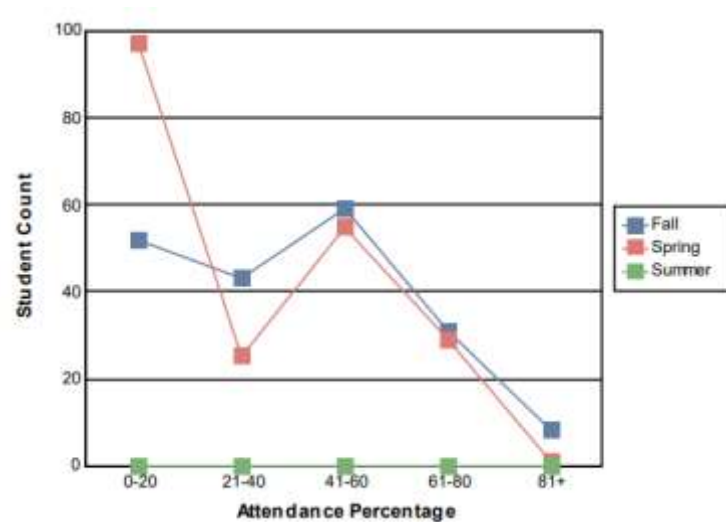
## **APPENDIX 7.B BRAYS OAKS CENTER EXECUTIVE SUMMARY**

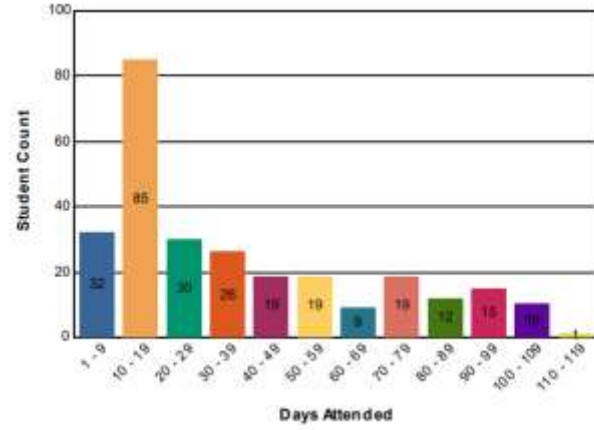
### **I. Brief center overview**

The Brays Oaks Center of YES Prep is located on the far west side of the City of Houston. As detailed in Appendix 1 of this report, the ACE program included school grade levels from six (6) through twelve (12). High percentages both of economically disadvantaged and “at risk” students attend the school. The largest ethnic group attending Brays Oaks is that of Hispanic/Latino students which aids explanation of the quite larger percentage of English learners (47%) at the school.

### **II. Program participation**

The charts and table below display the levels of student attendance at Brays Oaks ACE in the fall of 2022 and spring of 2023 –





Attendance %	Fall	Spring	Summer
0-20	52	97	0
21-40	43	25	0
41-60	59	55	0
61-80	31	29	0
81+	8	1	0
Total	193	207	0

Source: TEAL data system, Report SR1, Retrieved July 3, 2023

**Note:** (Note: Summer enrollment and attendance data were not available at the time of this writing)

In total Brays Oaks served 227 total students in its ACE program, including 91 regular participants thus meeting State requirements. It also served 80 adults, a number which also met the State's program requirements.

### III. Meeting of other operations requirements

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

The Brays Oaks ACE program met State mandated operations requirements (weeks and hours per week) for centers in both the fall and spring terms.

### IV. Logic model and needs assessment

This center was found to have developed logic models for the fall (2022) term and the spring 2023 term based on the results of individual, campus and community needs assessments, assessment conducted in the late spring *prior* to the program year.

### V. Evaluation findings about outcomes

Concerning student "climate survey questions," the *most favorable* responses at Brays Oaks were an intention to attend college, followed in turn by supportive relationships, and lastly by academics.

## VII. Recommended Next Steps

- Based especially on the results of the NYSAN self-assessment, the Brays Oaks program needs to work particularly on improving performance of the following quality components –
  - The optimal use of the school and community resources.
  - Involving families in decision-making and planning
  - Forging relationships with advocates for program quality, including community leaders and businesses.
  - Establishing meaningful community collaborations
- As is true of all ACE program sites, there is need for better understanding of students' perceptions, expectations, and feelings about the climate in which they find themselves at their respective program. More in-depth survey questions need to be posed, the validity and reliability of the survey questions need to be investigated and reported, and overall measurement improved based on principles of Item Response Theory. Finally, adult participants should be surveyed for their recommended improvements in their ACE programming.

## **APPENDIX 7.C SOUTHWEST CENTER EXECUTIVE SUMMARY**

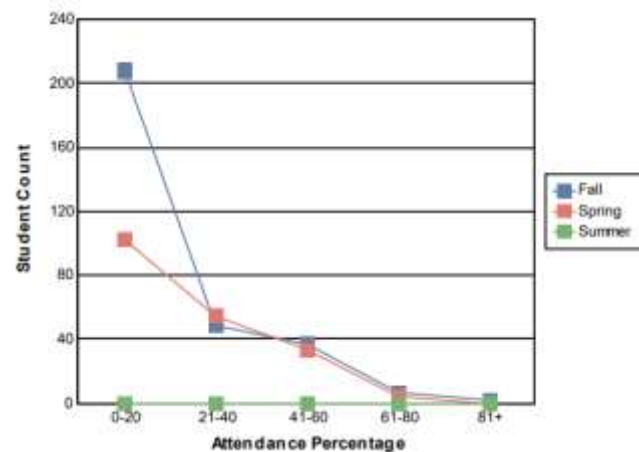
### **I. Brief Center Overview**

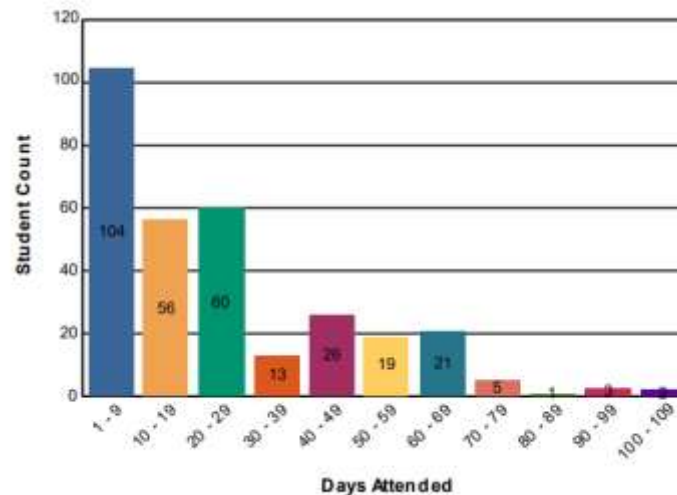
YES Prep's Southwest ACE center is located in the southwestern part of Houston adjacent to the cities of Sugar Land and Pearland. As shown in Appendix 1 of this report, the ACE program included school grade levels from six (6) through twelve (12).

Demographically, about 94% of students *enrolled in the school* were of Hispanic/Latino descent while 96% were from economically disadvantaged backgrounds at more than 65% were designated by TEA as “at risk” of dropping out of school.

### **II. Program participation**

The charts and table below display the levels of student attendance at the Southwest ACE program in the fall of 2022 and spring of 2023 –





Attendance %	Fall	Spring	Summer
0-20	208	102	0
21-40	49	54	0
41-60	37	33	0
61-80	7	4	0
81+	2	0	0
Total	303	193	0

Source: TEAL data system, Report SR1, Retrieved July 3, 2023

Note: (Note: Summer enrollment and attendance data were not available at the time of this writing)

At the time of this writing, the Southwest ACE program enrolled a total of 310 students of which 72 were “regular participants” who attended 45 of more days throughout the academic year (AY2022-23). *This number of regular participants did not meet the Texas Education Agency’s (TEA) requirement of 85 regular participants.*

The Southwest center also served a total of 94 adults, a number quite far exceeding the 50 required by TEA.

### III. Meeting of other operations requirements

The Southwest Center of the YES Prep ACE program offered activities for all of the TEA mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

This ACE program met or exceeded TEA mandated operations requirements for week in service for both the fall and spring terms. However, data available at the time of drafting this report showed that Southwest failed to meet the hours per week operations required in the fall and spring.

### IV. Logic model and needs assessment

The Southwest ACE center was found to have developed logic models for the fall (2022) term and the spring (2023) term based on the results of individual, campus and community needs assessments, assessment conducted in the late spring *prior* to the program year.

### V. Evaluation findings about outcomes

Concerning “climate survey questions,” the *most favorable* responses of student at Southwest were an intention to attend college, followed in turn by supportive relationships, and lastly by academics.

In regard to “climate survey questions,” the *most favorable student responses* at Southside were an intention to attend college, followed in turn by supportive relationships and lastly by academics.

### VI. Recommended Next Steps

In regard to “climate survey questions,” the *most favorable student responses* at Southside were an intention to attend college, followed in turn by supportive relationships and lastly by academics.

- Based on the results of the NYSAN self-assessment, the Southwest program needs to work especially on improving performance regarding the following –
  - Developing, nurturing and maintaining positive relationships and interactions among staff, participants, families and communities.
  - Selected issues of staffing and professional development.



- Linkages between the day school and after-school.
  - Youth engagement.
  - Parent/family/community partnerships
- As is true of all ACE program sites, there is need for better understanding of students' perceptions, expectations, and feelings about the climate in which they find themselves at their respective program. More in-depth survey questions need to be posed, the validity and reliability of the survey questions need to be investigated and reported, and overall measurement improved based on principles of Item Response Theory. Finally, adult participants should be surveyed for their recommended improvements in their ACE programming.

## **APPENDIX 7.D EAST END CENTER EXECUTIVE SUMMARY**

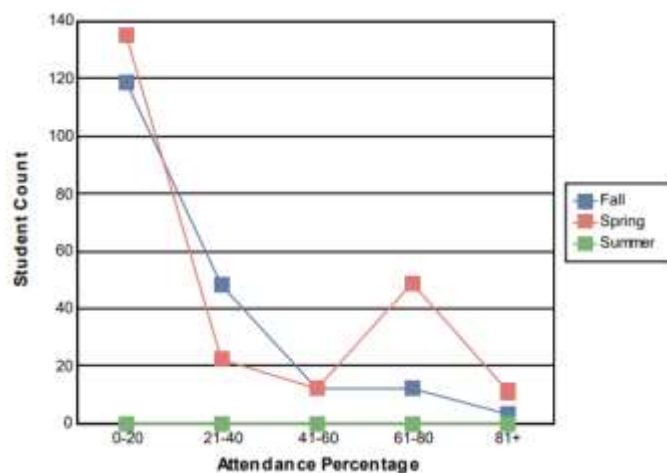
### I. Brief Center Overview

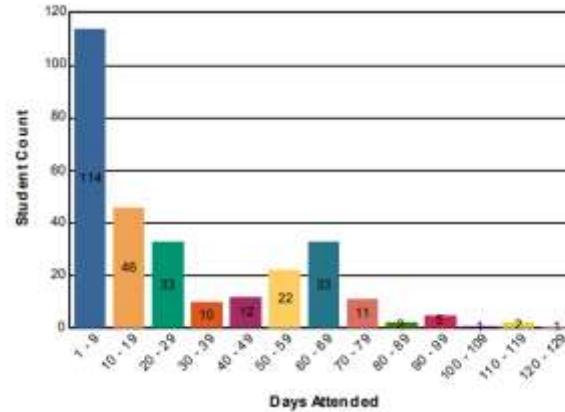
YES Prep's East End ACE center is located somewhat east and slightly south of downtown Houston. About 90% of the students enrolled on the host school campus for the center are considered economically disadvantaged students while approximately 63% were designated as “at risk” of dropping of school by the Texas Education Agency (TEA).

Demographically, 99% of students enrolled in the East End school were of Hispanic/Latino descent and 41% were classified as “English Learners.”

### II. Program participation

The charts and table below display the levels of student attendance at the East End ACE program in the fall of 2022 and spring of 2023 –





Attendance %	Fall	Spring	Summer
0-20	119	135	0
21-40	48	22	0
41-60	12	12	0
61-80	12	49	0
81+	3	11	0
Total	194	229	0

Source: TEAL data system, Report SR1, Retrieved July 3, 2023

Note: (Note: Summer enrollment and attendance data were not available at the time of this writing)

Throughout the 2022-23 academic year a total of 292 students and 50 adults participated in the East End ACE program. The student numbers included 88 “regular participants” who attended 45 or more program days during the year. Thus, East End ACE met or exceeded the State requirements for afterschool program participation.

### III. Meeting of other operations requirements

The East End Center of the YES Prep ACE program offered activities for all of the TEA mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

With one exception, this ACE program met or exceeded TEA mandated operations requirements for weeks in service for both the fall and spring terms and for the hours per week requirement. However, the one exception was that the hours per week requirement (15 hours) was not met in the fall of AY2022-23.

#### IV. Logic model and needs assessment

The East End ACE center was found to have developed logic models for the fall (2022) term and the spring (2023) term based on the results of individual, campus and community needs assessments, assessments conducted in the late spring immediately *prior* to the program year.

#### V. Evaluation findings about outcomes

Concerning “climate survey questions,” the *most favorable* responses of student at East End were an intention to attend college, followed in turn by supportive relationships, and lastly by academics.

#### VII. Recommended Next Steps

- Based on the results of the NYSAN self-assessment, the East End ACE program needs to work especially on improving performance regarding the following –
  - Involving families in program decision-making and planning
  - Involving families and the community in program events
  - Communicating with families on matters concerning the well-being of the child
  - Providing opportunities for literacy and education for the families of program participants.
- As is true of all ACE program sites, there is need for better understanding of students’ perceptions, expectations, and feelings about the climate in which they find themselves at their respective program. More in-depth survey questions need to be posed, the validity and reliability of the survey questions need to be investigated and reported, and overall measurement improved based on principles of Item Response Theory. Finally, adult participants should be surveyed for their recommended improvements in their ACE programming.

## **APPENDIX 7.E GULFTON CENTER EXECUTIVE SUMMARY**

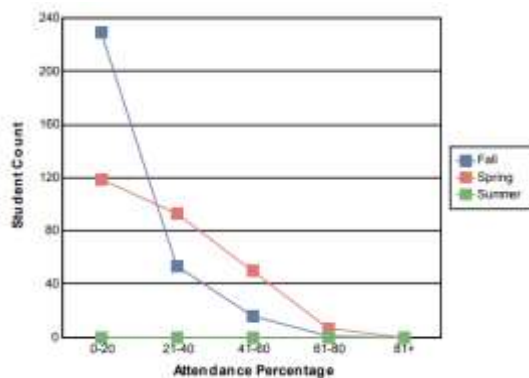
### **I. Brief Center Overview**

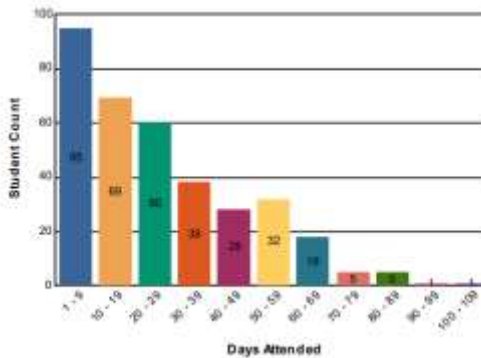
The Gulfton ACE Center is located on Houston's west side not far from the IH610 loop in a community of the same name. The ACE program and its host campus included school grade levels from six (6) through twelve (12). The school served a high proportion of economically disadvantaged students (97%), and the highest proportion of at-risk students (78%) among campuses hosting a YES Prep ACE program.

Demographically, approximately 90% of students enrolled in school at Gulfton were of Hispanic/Latino decent which helps to account for the highest proportion of "English Learners" (57%) at YES Prep schools with an ACE program.

### **II. Program participation**

The charts and table below show the levels of student attendance at the Gulfton ACE program in the fall of 2022 and spring of 2023 –





Attendance %	Fall	Spring	Summer
0-20	230	119	0
21-40	53	93	0
41-60	16	50	0
61-80	1	7	0
81+	0	0	0
Total	300	269	0

Source: TEAL data system, Report SR1, Retrieved July 3, 2023

Note: (Note: Summer enrollment and attendance data were not available at the time of this writing)

During the 2022-23 Academic Year, the Gulfton ACE program enrolled 352 total students of which 84 – one short of the TEA requirement – were “regular participants.” Gulfton ACE also hosted 102 adult program participants, a number which far exceeded the TEA requirement of 60.

### III. Meeting of other operations requirements

The Gulton center of the YES Prep ACE program offered activities for all of the TEA mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

With one exception, this ACE program met or exceeded TEA mandated operations requirements for weeks in service for both the fall and spring terms and for the hours per week requirement. However, the one exception was that the hours per week requirement (15 hours) was not met in the fall of AY2022-23.

#### IV. Logic model and needs assessment

The Gulton ACE center was found to have developed logic models for the fall (2022) term and the spring (2023) term based on the results of individual, campus and community needs assessments, assessments conducted in the late spring immediately *prior* to the program year.

#### V. Evaluation findings about outcomes

Concerning “climate survey questions,” the *most favorable* responses of student at Gulton were identical to those of other YES Prep ACE centers: an intention to attend college were the most favorable, followed in turn by supportive relationships, and lastly by academics.

#### VI. Recommended Next Steps

- Based on the results of the NYSAN self-assessment, the East End ACE program needs to work especially on improving performance regarding the following –
  - Program administration and organization.
  - Providing opportunities for literacy and education for the families of program participants.
  - Scheduled meetings with program stakeholders
  - Staffing and professional development
  - Representation on the school’s curriculum planning committee
  - The promotion of teamwork and respect for others
  - The involvement of families in decision making and planning
  - Coordination of staff development activities with those of the school and community partners.
- As is true of all ACE program sites, there is need for better understanding of students’ perceptions, expectations, and feelings about the climate in which they find themselves at their respective program. More in-depth survey

questions need to be posed, the validity and reliability of the survey questions need to be investigated and reported, and overall measurement improved based on principles of Item Response Theory. Finally, adult participants should be surveyed for their recommended improvements in their ACE programming.



## **APPENDIX 7.F NORTH FOREST CENTER EXECUTIVE SUMMARY**

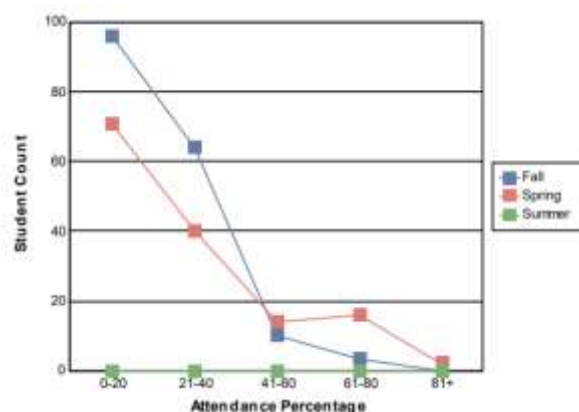
### **I. Brief Center Overview**

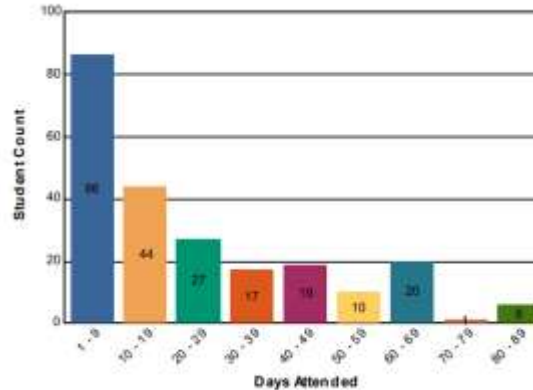
YES Prep's North Forest ACE Center is located on the northwest side of Houston. As detailed in Appendix 1 of this report, the ACE program included school grade levels from six (6) through twelve (12). The host school campus itself had high levels of economically disadvantaged students (89% of all students) as well as high proportions of at-risk students (66% of all students).

Demographically, almost 73% of all students enrolled at North Forest were of Hispanic/Latino decent while about 11% were from African American backgrounds. Further, about 30% of the North Forest student population were English Learners.

### **II. Program participation**

The charts and table below show the levels of student attendance at the North Forest ACE program in the fall of 2022 and spring of 2023 –





Attendance %	Fall	Spring	Summer
0-20	96	71	0
21-40	64	40	0
41-60	10	14	0
61-80	3	16	0
81+	0	2	0
Total	173	143	0

Source: TEAL data system, Report SR1, Retrieved July 3, 2023

Note: (Note: Summer enrollment and attendance data were not available at the time of this writing)

During the 2022-23 Academic Year, the North Forest ACE program enrolled 230 total students, the smallest number of students among all of the YES Prep centers. Of the total, just 43 were “regular participants.” North Forest ACE also hosted only 38 adult program participants, the smallest number of adult participants among all 10 YES Prep ACE sites. *Neither the number of regular student participants nor the number of adult participants met Texas Education Agency (TEA) program requirements.*

### III. Meeting of other operations requirements

The North Forest center of the YES Prep ACE program offered activities for all of the TEA mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

With one exception, this ACE program met TEA mandated operations requirements for weeks in service for both the fall and spring terms and for the hours per week requirement. The one exception was that the hours per week requirement (15 hours) was not met in the spring of AY2022-23 (at the time of the writing of this report).

#### IV. Logic model and needs assessment

The North Forest ACE center was found to have developed logic models for the fall (2022) term and the spring (2023) term based on the results of individual, campus and community needs assessments, assessments conducted in the late spring immediately *prior* to the program year.

#### V. Evaluation findings about outcomes

An examination of “climate survey questions” revealed that the *most favorable* responses of students at North Forest were identical to those of other YES Prep ACE centers: an intention to attend college were the most favorable, followed in turn by supportive relationships, and lastly by academics.

#### VI. Recommended Next Steps

- As found at all ACE program sites, there is need for better understanding of students’ perceptions, expectations, and feelings about the climate in which they find themselves at their respective program. More in-depth survey questions need to be posed, the validity and reliability of the survey questions need to be investigated and reported, and overall measurement improved based on principles of Item Response Theory. Finally, adult participants should be surveyed for their recommended improvements in their ACE programming.

- For reasons of a change in site coordinators, no completed self-assessment using the NYSAN instrument was submitted for the academic year. To improve afterschool education at North Forest in future years, such a self-assessment should be conducted as soon as possible.

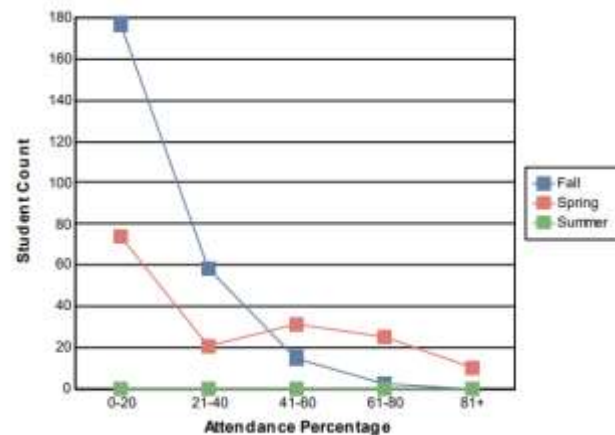
## **APPENDIX 7.G NORTHSIDE CENTER EXECUTIVE SUMMARY**

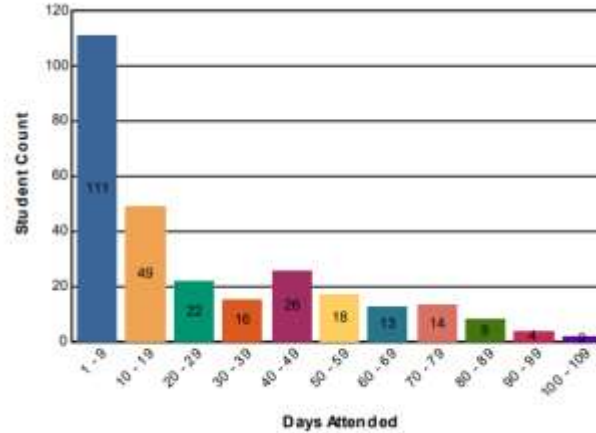
### I. Brief Center Overview

The Northside ACE program is located in Houston's near northside immediately north of downtown and adjacent to Interstate Highway 69. The ACE program included school grade levels from six (6) through twelve (12). The host school campus for the ACE program counted 67% of its students as "at-risk" and 91% as economically disadvantaged. Further, demographically slightly more than 81% of students enrolled at Northside were of Hispanic/Latino descent and more than 3 in 10 were "English Learners."

### II. Program participation

The charts and table below display the levels of student participation at Northside ACE in the fall of 2022 and spring of 2023 –





Attendance %	Fall	Spring	Summer
0-20	177	74	0
21-40	58	21	0
41-60	15	31	0
61-80	2	25	0
81+	0	10	0
Total	252	161	0

Source: TEAL data system, Report SR1, Retrieved July 3, 2023

Note: (Note: Summer enrollment and attendance data were not available at the time of this writing)

During the 2022-23 Academic Year, the Northside ACE program enrolled 284 total students of which 85 were “regular participants.” Additionally, the Northside ACE also hosted 93 adult program participants. In doing so, Northside enrollment and participation numbers met all Texas Education Agency (TEA) requirements for ACE programming.

### III. Meeting of other operations requirements

The Northside center of the YES Prep Cycle 10, Year 5 (AY2022-23) ACE program offered activities for all of the TEA mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

Northside ACE also met TEA mandated operations requirements for weeks in service for both the fall (13) and spring terms (16) and for the hours per week requirement (15 hours in each term)

#### IV. Logic model and needs assessment

The Northside ACE center was found by the Durand Research evaluation team to have developed logic models for the fall (2022) term and the spring (2023) term based on the results of individual, campus and community needs assessments, assessments conducted in the late spring immediately *prior* to the (2022-23) program year.

#### V. Evaluation findings about outcomes

An examination of “climate survey questions” revealed that the *most favorable* responses of students at Northside were identical to those of other YES Prep ACE centers: an intention to attend college were the most favorable responses, followed in turn by supportive relationships, and lastly by academics.

#### VI. Recommended next steps

- As is true of all ACE program sites, there is need for better understanding of students’ perceptions, expectations, and feelings about the climate in which they find themselves at their respective program. More in-depth survey questions need to be posed, the validity and reliability of the survey questions need to be investigated and reported, and overall measurement improved based on principles of Item Response Theory. Finally, adult participants should be surveyed for their recommended improvements in their ACE programming.
- Based on the results of the NYSAN self-assessment and evaluator observations, the Northside ACE program needs to work especially on improving performance regarding the following –
  - A safer, healthier environment for all participants
  - Nurturing the optimal use of school and community resources.
  - Teamwork and respect for others’

- Involving participants in developing disciplinary practices
- Establishing a strong partnership with families and communities
- Continuing growth in numbers
- Improving links to the school day



## **APPENDIX 7.H FIFTH WARD CENTER EXECUTIVE SUMMARY**

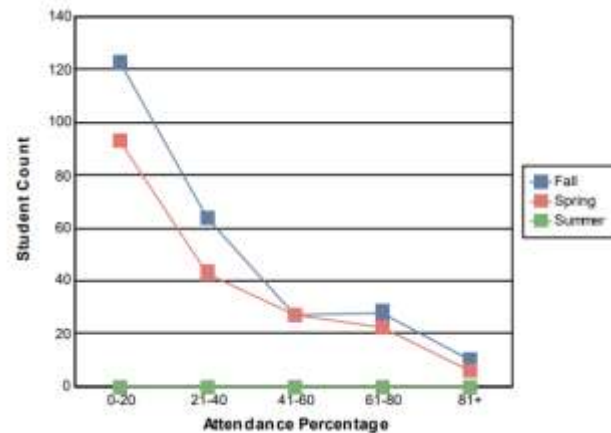
### **I. Brief Center Overview**

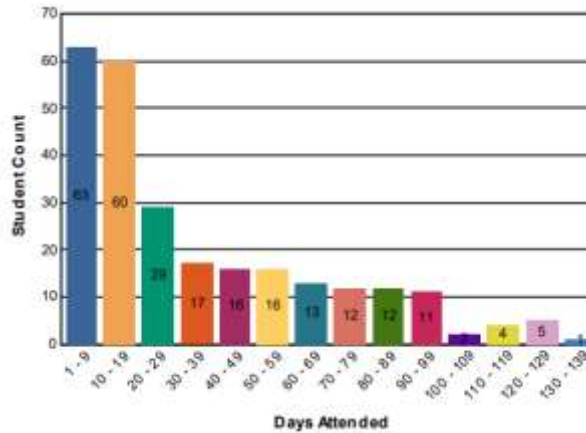
YES Prep's Fifth Ward ACE Center is located near Houston's downtown only a short distance from Interstate Highway 69 on Benson Street. As detailed in the grantee-level report, the ACE program included school grade levels from six (6) through twelve (12). The host campus of which Fifth Ward ACE is a part counted about 63% of its student population as "at risk of dropping out of school" and 97% as "economically disadvantaged."

Demographically, about 93% of students at Fifth Ward were of Hispanic/Latino descent while only about 6% were of African American background. Further, nearly 1 in 3 students were identified as "English Learners."

### **II. ACE program participation**

The charts and table below display the levels of student participation at Fifth Ward ACE in the fall of 2022 and spring of 2023 –





Attendance %	Fall	Spring	Summer
0-20	123	93	0
21-40	64	43	0
41-60	27	27	0
61-80	28	22	0
81+	10	6	0
Total	252	191	0

Source: TEAL data system, Report SR1, Retrieved July 3, 2023

Note: (Note: Summer enrollment and attendance data were not available at the time of this writing)

The Fifth Ward ACE program enrolled 261 total students of which 86 were “regular participants” during Cycle 10, Year 5 (AY2022-23). Additionally, Fifth Ward ACE also hosted adult program participants. In doing so, Fifth Ward enrollment and participation numbers met – actually exceeded -- all Texas Education Agency (TEA) requirements for ACE programming.

### III. Meeting of other operations requirements

The Fifth Ward center of the YES Prep Cycle 10, Year ACE program offered activities for all of the TEA mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

Fifth Ward ACE also met and mostly exceeded TEA mandated operations requirements for weeks in service for both the fall (13) and spring terms (16) and for the hours per week requirement (15 hours in each term)

#### IV. Logic model and needs assessment

The Fifth Ward center was found by the Durand Research evaluation team to have developed logic models for the fall (2022) term and the spring (2023) term based on the results of individual, campus and community needs assessments, assessments conducted in the late spring immediately *prior* to the start of the present program year.

#### V. Evaluation findings about outcomes

An examination of “climate survey questions” revealed that the *most favorable* responses of students at Fifth Ward were identical to those of other YES Prep ACE centers: an intention to attend college were the most favorable responses, followed in turn by supportive relationships, and lastly by academics.

#### VI. Recommended Next Steps

- As found at other ACE program sites, there is need for better understanding of students’ perceptions, expectations, and feelings about the climate in which they find themselves at their respective program. More in-depth survey questions need to be posed, the validity and reliability of the survey questions need to be investigated and reported, and overall measurement improved based on principles of Item Response Theory. Finally, adult participants should be surveyed for their recommended improvements in their ACE programming.
- Based on the results of the NYSAN self-assessment and evaluation team member observations, the Fifth Ward ACE program needs to work especially on improving performance regarding the following –
  - Providing the public with evaluation summaries
  - Providing activities that better reflect the program’s mission



## **APPENDIX 7.1 WHITE OAK CENTER EXECUTIVE SUMMARY**

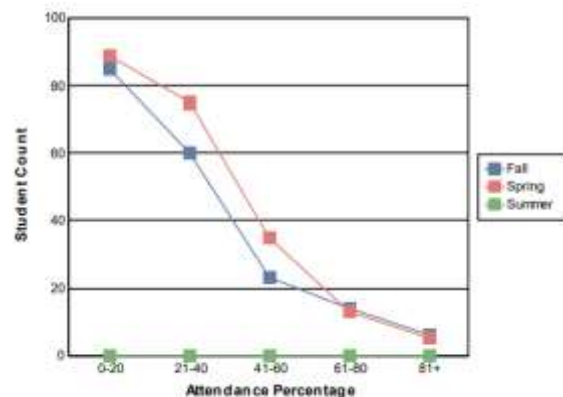
### **I. Brief Center Overview**

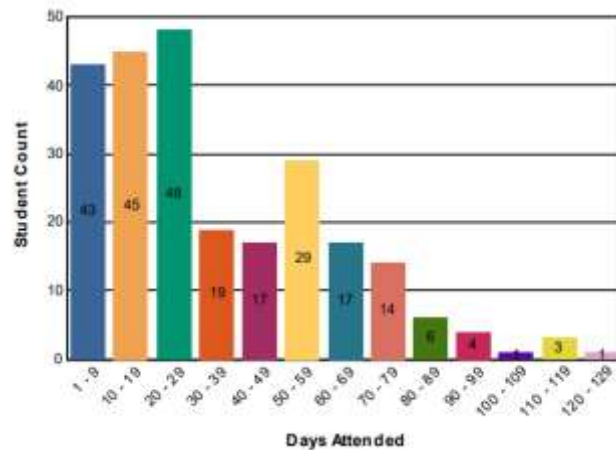
The White Oak center of YES Prep's ACE program is located in the northwest part of the City of Houston. The ACE program included school grade levels from six (6) through eleven (12). The school environment of the ACE program includes a student population that is more than 69% "at-risk" of dropping out of school and about 92% economically disadvantaged.

Demographically, more than 3 in four students at the White Oak school were of Hispanic/Latino descent while nearly half of the total school population were identified by the Texas Education Agency as "English Learners."

### **II. ACE program participation**

The charts and table below display the levels of student participation at the White Oak ACE program in the fall of 2022 and spring of 2023 –





Attendance %	Fall	Spring	Summer
0-20	85	89	0
21-40	60	75	0
41-60	23	35	0
61-80	14	13	0
81+	6	5	0
Total	188	217	0

Source: TEAL data system, Report SR1, Retrieved July 6, 2023

Note: (Note: Summer enrollment and attendance data were not available at the time of this writing)

During Cycle 10, Year 5 (AY2022-23), the White Oak ACE program enrolled a total of 247 students of which 87 were apparently “regular participants.” Additionally, White Oak ACE hosted 74 adult program participants. In doing so, White Oak enrollment and participation numbers met – actually exceeded -- all Texas Education Agency (TEA) requirements for ACE programming.

### III. Meeting of other operations requirements

The White Oak center of the YES Prep Cycle 10, Year 5 ACE program was found to have offered activities for all of the TEA mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

White Oak ACE also met TEA mandated operations requirements for weeks in service for both the fall (13) and spring terms (16) and for the hours per week requirement (15 hours in each term.) It also was found to have exceeded the hours per week requirement for the spring of 2023.

### IV. Logic model and needs assessment

The White Oak center was found by the Durand Research evaluation team to have developed logic models for the fall (2022) term and the spring (2023) term based on the results of individual, campus and community needs assessments, assessments conducted in the late spring of 2022 (immediately *prior* to the start of the present program year).

### V. Evaluation findings about outcomes

An examination of “climate survey” answers revealed that the *most favorable* responses of students at White Oak were identical to those of other YES Prep ACE centers. The most favorable responses were an intention to attend college, followed in turn by supportive relationships, and lastly by academics.

### VII. Recommended Next Steps

- As found at other ACE program sites and reported above, there is need for better understanding of students’ perceptions, expectations, and feelings about the climate in which they find themselves at their respective program. More in-depth survey questions need to be posed, the validity and reliability of the survey questions need to be investigated and reported, and overall measurement improved based on principles of Item Response Theory. Finally, adult participants should be surveyed for their recommended improvements in their ACE programming.
- Unfortunately, no completed NYSAN self-assessment was completed for White Oak. This was owing to a change in the site coordinator position which resulted in a new coordinator relatively unfamiliar with the

program and its quality components at the time the completed NYSAN was to be submitted. The administration of the instrument at the end of the summer term of AY2022-23 would be helpful in formulating improvement plans for next year.



## **APPENDIX 7.J WEST CENTER EXECUTIVE SUMMARY**

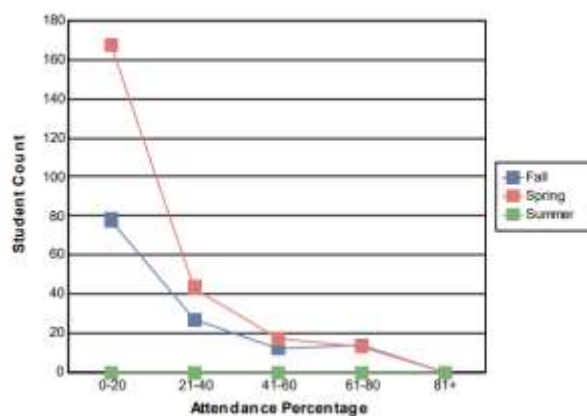
### **I. Brief Center Overview**

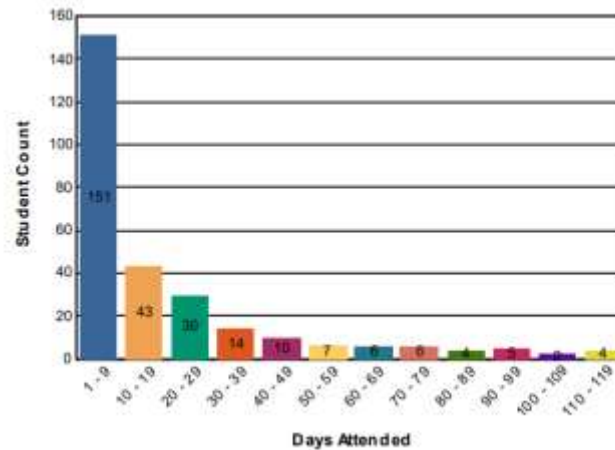
YES Prep's West ACE Center is located on the far west side of Houston adjacent to Beltway 8. As noted in **Appendix 1** of this report, the ACE program enrolled participants in grades six (6) through twelve (12). About 63% of host campus' students were reported to be "at-risk" of dropping out of school while 91% were identified by the Texas Education Agency (TEA) as "economically disadvantaged."

Demographically, the host campus for the West ACE center was largely Hispanic/Latino in ethnicity (85%); 47% of students on the campus were identified as participants as involved in bilingual/ESL language programs.

### **II. Participation in the ACE program**

The charts and table below display the levels of student participation in the West ACE program in the fall of 2022 and spring of 2023 –





Attendance %	Fall	Spring	Summer
0-20	78	168	0
21-40	27	43	0
41-60	12	17	0
61-80	14	13	0
81+	0	0	0
Total	131	241	0

Source: TEAL data system, Report SR1, Retrieved July 6, 2023

Note: (Note: Summer enrollment and attendance data were not available at the time of this writing)

The ACE program at West enrolled 282 total students of which only 43 were “regular participants” during Cycle 10, Year 5 (AY2022-23). Additionally, West ACE hosted only 24 adult program participants out of the 60 required. As result, *the program at West did not meet the TEA participation requirements.*

### III. Meeting of other operations requirements

The West center of the YES Prep Cycle 10, Year 5 ACE program was found to have offered activities for all of the TEA mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

West ACE met or exceeded TEA mandated operations requirements for weeks in service for both the fall (13) and spring terms (16) and for the hours per week requirement (15 hours in each term.)

### IV. Logic model and needs assessment

The West center was found by the Durand Research evaluation team to have developed logic models for the fall (2022) term and the spring (2023) term based on the results of individual, campus and community needs assessments, assessments conducted in the late spring of 2022 (immediately *prior* to the start of the present 2022-23 program year).

### V. Evaluation findings about outcomes

An examination of “climate survey” answers revealed that the *most favorable* responses of students at West were identical to those of other YES Prep ACE centers. The most favorable responses were an intention to attend college, followed in turn by supportive relationships, and lastly by academics.

### VI. Recommended next steps

- Based on the results of the NYSAN self-assessment and observations of the external evaluation team, the West ACE program needs to work especially on improving performance regarding the following –
  - Safety plans, procedures, and security.
  - Positive relationships among staff, participants, and families.
  - Staff development.
  - Activities that take into account the language and culture of participants.
  - Collaboration with day school personnel.
  - Communication with and educational experiences for families.
  - Publicizing of the program.

- As found at other ACE program sites and reported above, there is need for better understanding of students' perceptions, expectations, and feelings about the climate in which they find themselves at their respective program. More in-depth survey questions need to be posed, the validity and reliability of the survey questions need to be investigated and reported, and overall measurement improved based on principles of Item Response Theory. Finally, adult participants should be surveyed for their recommended improvements in their ACE programming.