

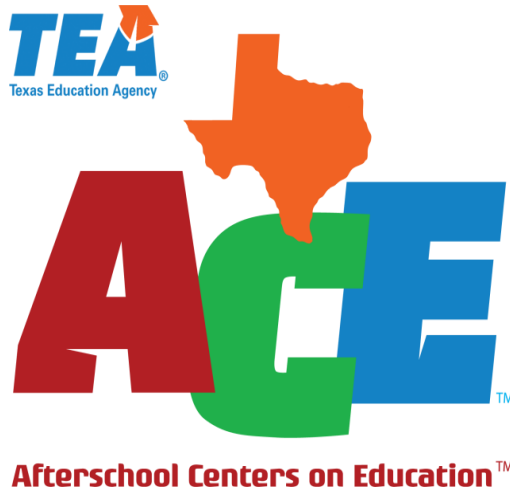
Afterschool Centers on Education

Greenville Independent School District

Final Report 2019-2020

Cycle 9 Year 4

Superintendent, Dr. Demetrus Liggins
ACE Director, Johanna Friedel



This report summarizes the Texas Education Agency's (TEA) reporting requirements of the Afterschool Centers on Education (ACE), as specified in the mandated report with elements provided by The Texas Education Agency (TEA), the American Institutes for Research (AIR), the Diehl Consulting Group, and the Texas ACE Local Evaluation Group.

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I. Executive Summary

Greg Abbott, Governor of Texas, issued a disaster proclamation on March 13, 2020, certifying that COVID-19 poses an imminent threat of disaster for all counties in the state of Texas and continues to spread and to pose an increasing, imminent threat of disaster throughout Texas. The Centers for Disease Control and Prevention (CDC) has advised that person-to-person contact heightens the risk of COVID-19 transmission. The President's Coronavirus Guidelines for America, as promulgated by President Donald J. Trump and the CDC on March 16th, 2020 call upon Americans to slow the spread of COVID-19 by avoiding social gathering in groups of more than 10 people. The Texas Department of State Health Services has now determined that as of March 19, 2020, COVID-19 represents a public health disaster within the meaning of Chapter 81 of the Texas Health and Safety Code. Under the Texas Disaster Act of 1975, the governor is responsible for meeting the dangers to the state and people presented by disaster (Section 418.001 of the Texas Government Code), and the legislature has given the governor broad authority to fulfill that responsibility. Greg Abbott, Governor of Texas, "by virtue of the power and authority vested in me by the Constitution and laws of the State of Texas, do hereby order the following on a statewide basis effective 11:59 p.m. on March 20th, 2020 and continuing until 11:59 p.m. on April 3, 2020, subject to extension thereafter based on the status of COVID-19 in Texas and the recommendations of CDC."

This is an unprecedented time in our history. The COVID-19 pandemic is having an impact on the health of our loved ones, the businesses we rely upon, the health of the global economy, and the way we live our daily lives. During these difficult days of COVID-19 there have been some incredible things happening in our district. Throughout, this closure we will continue to remain in constant contact with the Texas Education Agency (TEA), as well as monitor information from CDC, DSHS, State of Texas and U.S. Government so the district can make the most informed decisions possible.

Statement below is from Texas Education Commissioner, Mike Morath, on the Continuation of At-Home Instruction for the Remainder of the 2019-2020 School Year.

"Based on Governor Abbott's press conference held on April 17th, 2020, schools in Texas will remain closed for the remainder of the school year. In-person summer school will not be held as well.

Following on Governor Abbott's Executive Order issued on April 17th, 2020, it is important to note that while the Governor's decision continues the closure of school buildings for in-person classroom attendance for the duration of the 2019-2020 school year, it in no way ends at-home instructional support for Texas's millions of students. School districts across Texas have worked diligently to make the transition to virtual learning. Students must continue to receive daily academic support from their teachers and school for the remainder of the 2019-2020 school year.

Thank you to our superintendents, principals and teachers for their leadership in ensuring that academic progress continues during this unprecedented public health crisis. We fully support your efforts."

Last day of ACE instruction was March 13th, 2020.

The Afterschool Centers on Education (ACE) program is administered through the Texas Education Agency for the federally funded 21st Century Community Learning Center grant. The purpose of the ACE program is to support the creation of community learning centers that provided programs and activities that included after school tutorials to help students in grades K-12 to meet academic achievement standards; enrichment activities such as drug and violence prevention programs, product oriented education activities in art, music, STEM activities, technology programs, physical activities; family involvement activities such as family nights, GED education for parents, ESL classes; and college and workforce readiness activities such as credit recovery, career planning, job skills planning.

This report examines data that documents findings for program operations at the seven participating campuses: **Bowie Elementary, Carver Elementary, Crockett Elementary, Lamar Elementary, Travis Elementary/Sixth Grade Center, Greenville Middle School, and Greenville High School.**

To determine the overall success of the program, we now look at the level of achievement of the ACE goals:

Strong level of Student and Adult Participation: As of March 13, 2020 enrollment at the seven campus sites ranged from 90 to 184 for a total of 1,076 students. Regular students served ranged from 73 to 151 for a total of 745. The number of adults served across all sites was 727.

Based upon the above findings and other observations, the Principal Solutions, Inc., external evaluator proposed two *findings* and *recommendations for the 2020-2021 school year.*

Finding: The 2019-2020 quality assessment score on Intentional Activity Development was 4 out of 5.

Recommendation: To ensure that activities are of high quality as defined by the Texas ACE Blueprint, by July 31, 2021 at least 75% of lesson plans delivered should be observed or self-reflected, reviewed and or discussed by students, peers, and/or Site Coordinators as measured by walkthroughs, student feedback and/or self-reflection.

Finding: The 2019-2020 quality assessment score on Staffing Processes was 3 out of 5.

Recommendation: To ensure job descriptions include expectations for building high quality relationships with students, the staff job description will emphasize this expectation in the staff handbook, beginning of the year and mid-year trainings as evidenced by the staff handbook and meeting agendas at 100%.

Summer Highlights:

Greenville ISD ACE At Home Afterschool Program

Vision: We grow people.

Current Mission: To support and align with Greenville ISD, Greenville Texas Community and Agencies, and Greenville Families to provide academic, social emotional, career and college and enrichment activities to students in Greenville, Texas as we navigate through the stages of a worldwide pandemic.

Goal: The GISD ACE program created an At Home Summer program from June 1-July 10, 2020, offering programming for 125 elementary students and 50 Middle and High School students with curriculum and activities for 195 hours total per student as measured by the ACE kit sign out sheet log and verified through telephone call, photos, videos, and Facebook and You Tube channel posts.

After three weeks of summer programming:

- Total students engaged in Afterschool Summer=209
 - Total kits distributed=513+
 - Total hours=28,439
 - Average hours per student=14
-
- Project Director, Johanna Friedel, has presented for the United States Department of Education's You For Youth afterschool development webinars twice this spring on how to build a virtual At Home After School Program. The first webinar had over 1,000 participants, a new record for Y4Y portal.
 - Johanna Friedel presented for the Texas Education Agency's Town Hall on how to build a hybrid, At Home Summer program using program created kits, purchased kits, and the Greenville ISD ACE strategy of Team of Six.

- Site Coordinator, Steve Urban, created the FLASH character that brought students and adults a weekly fitness regimen that increased in difficulty each week. It has been viewed nationally.
- Site Coordinator, Jordan Pitts, and family Engagement Specialist, Amber Pompa, have created a social emotional video series, "The Pitt Stop" which gave families weekly tips on how to handle stress and maintain a healthy mental state of mind. This was used by the Afterschool Alliance for virtual Facebook Viewing gatherings.
- Site Coordinator, Chris Burden, has been interviewing students, Nurse Noel Bares, and Gillian Amaro LPC on their feelings and insights dealing with COVID 19.
- STEM Specialist, Tim Vangeloff, has worked tirelessly filming, editing, and posting many of the videos on the ACE At Home YouTube channel.

COVID-19 Strategy Phase One through Phase Five

Phase One: Partner with FISH Ministries of Greenville and Greenville ISD to provide meals to families of Greenville, Texas.

- Volunteer to pass out food to families.
- Partner and attend district meetings as directed.

Phase Two: Engage staff in creating and cultivating a healthy, productive At Home Afterschool Model.

- Establish Executive Team virtual meetings.
- Establish Campus Meetings with frontline staff.
- Create goals and objectives to support the Greenville ACE At Home Afterschool Program.
- Continue in professional development.
- Future plan for the summer program.

Phase Three: To support and align with Greenville ISD in providing academic, social emotional, career and college and enrichment activities to students in Greenville, Texas.

- Help create a district wide technology resource page
- Create a STEAMer online page accessible to all Greenville parents and others by accessing our Facebook page at <https://www.facebook.com/Greenville-ISD-ACE-604268779715986/>. The resource had the following qualities:
 - Must contain materials and links that are safe for students and families and that offer science, technology, engineering, math, reading, social emotional, and healthy related activities.
 - Must align and support all district initiatives for distance learning.
 - Must align and support all state and federal directives, mandates and requirements consistent with a 21st CCLC federal grant.
 - Must be created in a simple, straightforward way that enables parents and students to directly access learning activities easily and stress-free.

- Must take into consideration that all families may not have electronic devices, or strong internet capabilities. Therefore, there needs to be an offering off as well as online activities for students and families.
- Roll out date week of April 5, 2020 on Facebook.
- Create weekly project director to frontline meetings.
- Create All-Hands monthly meetings
- Design TRIBES and/or Let's Talk About It virtual community circles with ACE students.
 - Two adults will run every meeting.
 - Norms will be established with group.
 - Meetings will be closed; students will send group leader e-mail to join.
 - Elementary will run Monday, Tuesday, Wednesday, and Thursday.
 - High School, Middle School and Sixth Grade Center will run Tuesday, Wednesday and Thursday.
 - Students will be able to share insights and feelings and be introduced to STEAMeR page in initial meeting.
 - Initially, students from any campus, depending on grade level, can join the meetings. As numbers grow, smaller groups will be established.
- Explore the need for additional, locally designed based virtual classes and meetings.

Phase Four: Plan for summer programming.

- Determine timelines, locations, logistics, curriculum
- Determine staffing
- Register students
- Coordinate the purchase and preparation of materials.
- Create virtual programming by linking to the STEAMeR page in the following way
 - Using the Facebook page as the hub
 - Branching off the Facebook page with
 - Our You Tube Channel
 - At Home Kits and Sign Out Activities
 - Creating staff videos that engage the students
 - Student podcasts and videos to check in with students of all ages
 - Parenting support videos with speakers qualified in mental health, general health and addressing issues such as rent, food and other immediate needs
 - Social emotional videos
 - Physical Activity videos
- Student Driven Teams of Six
 - Student finds an activity on the STEAMeR page that s/he would like to do.
 - S/he recruits one to five friends to do a virtual club.
 - The club leader registers on the Facebook page or with an aide, identifying all members of the club and the topic of the club.
 - The club leader accesses the instructional videos on Facebook and the ACE You Tube channel and shares the information with their club.
 - The club leader arranges for delivery of any materials and equipment for the club.
 - The club leader ends the activity by submitting a video, photo or debriefing with an aide about their activity, and returning any non-consumables.
- Aide Driven Teams of Six
 - Aides coordinate six students

- Create needs assessment based on student voice and choice
- Makes video
- Delivers 6 weeks of activity with the Math and Reading curriculum assembled by SCs
- Site Coordinator Teams of Six
 - Organize their Mindwork or Apex Curriculum
 - Made 6 videos
 - Arrange delivery of curriculum with activities
- PD, SS, and FES Teams of Six
 - PD and SS organize and create sets of kits
 - Johanna and Tim do corresponding videos
 - FES calls families and arrange delivery of kits with academic component

Phase Five: Plan and Implement Afterschool 2020-2021 during a COVID-19 world.

- PD, SS, SC, and Aide Teams created needs assessments to determine activities for the 2020-2021 school year.
- Teams began the creation of 96 kits to start the school year. These kits focused on career, college, and STEM.
- Academics and Physical activities were created in house at campuses if ACE programs take place at our physical locations. If programs go virtual, we will utilize a hybrid model of the STEAMeR system in place during the spring of 2020 and the learning kits created for the summer of 2020 focusing mainly on Career and College and STEAM kits. College and Career and STEAM kits will also be utilized during the school year in response to the state request that all Texas ACE programs create a plan for improved, aligned intentional activities for the 2020-2021 Continuation Grant.
- Creation of the School year kits followed this structure.
- Summer Week three: Site Coordinators began creation of nine kits serving 15 students plus teacher per kit. These were completed weekly at a rate of three per week over three weeks.
- Summer Week four and five: Summer Activity Engagement Aides created one to two kits each serving 15 students plus one teacher per kit.
- Goal for number of learning kits prepared for the 2020-2021 school year during the summer of 2020 was 100. These included all materials, lesson plans, teacher modeling kits, and a video that was accessed via the ACE Facebook link to the ACE You Tube channel.

Links for Facebook and You Tube channel which held all the videos that correspond to the ACE lesson plans. The videos are shortcuts for the parents. The lesson plans have the content of the lesson for the aides when they communicate to the students. The ACE team did not want to overwhelm the parents.

ACE was tracking attendance two ways through Facebook and whole program attendance metrics as discussed with the state.

Finally, the last phase addresses summer school. We are utilizing the schedule for summer and implementing the summer program in four, Teams of Six. As shown below:

1. Academic Teams of Six
 - a. Created by the Site Coordinators by disassembling Mindworks programs aligned with the TEKS.
 - b. These are kits we will deliver to parents by meeting them at their respective campuses weekly OR delivering them weekly.
2. Aides Teams of Six
 - a. These are generated by the aides by disassembling Mindworks programs OR utilizing kits from STEMfinity OR by creating their own clubs for students.
 - b. Examples
 1. Disassembling Mindworks-Justina-Inside Out class on the human body
 2. STEMfinity-Justin-Coding class
 3. Creation-Eva-Cheer class
3. PD, SS, and FES Team of Six
 - a. Creation of science kits by Tim and Johanna, for distribution to family units by Amber
 - b. Combination of creation and disassembling Mindworks program
4. Student Teams of Six
 - a. These will occur after second week of summer.
 - b. Students will come up with their own club concept, recruit friends, and report via video.

This is the Facebook link to which the You Tube Channel was linked.

<https://www.facebook.com/Greenville-ISD-ACE-604268779715986/>

Additional Highlights from August 2019 to March 2020.

- Johanna Friedel was featured as one of four leading national Project Directors in Y4Y's training webinar for new Project Directors. The two-hour webinar featured questions from the field and strategies to support new Project Directors from states across the country such as Alaska, Oklahoma and New Jersey.
- All Hands meeting were the ACE team covered Read Naturally, STEM, Portrait of a Graduate, First Aid by Noel Bares, Tower Gardens and a committee meeting of the Lights, Flight and Fright Team.
- **ACE** worked with Randy Pennington on data collection for portrait of a graduate at the All Hands Meeting.
- Book study this year was Randy Pennington's book, "Make Change Work".
- **Message from Project Director:** What could be more appropriate for an Educational October Family Event than the blending of Lights On! NASA and a little Halloween fun? The hardworking ACE team is conjuring up a bit of creativity in their celebration of the 20th Celebration of Lights On! with Lights, Flight and Fright. This event included explorations of Electrical Engineering, Robotics, Gardening, Mathematics, and also the debunking of some long held October myths.

Set your calendars now for the weeks of October 21-November 1 and keep your eyes and ears tuned to this station!

- Greenville ISD ACE's Lights, Flight and Fright extravaganza was featured nationally via TXPOSTS for the 20th anniversary of Lights On! WOW! Greenville is really rocking it across the country. Three national acknowledgements in August in the areas of Evaluation, Project Management AND Enrichment!!!
- The 3rd grade students at Carver enjoyed reading and math bingo with ACE and core day teachers. Reading just 20 minutes a day can improve listening skills, build literacy skills and improve academic performance.
- Students in the Bowie ACE garden club spent time harvesting basil and salad peppers, as well as getting their plantings containers ready in preparation for late season okra, tomatoes and cumpers. Students also planted cool season vegetables, such as mustard greens, kale, cabbage and broccoli.
- At the Carver Elementary ACE Program, students were developing their teamwork and superior communication skills during TRIBES activities. TRIBES is a goal-oriented process that focuses on academic, social, and emotional development. This activity began with students gathering into small groups and discussing the Importance of working together while being presented with the challenge to transport all of the yellow balls down the line only using the tubes. Way to go Carver. You are ACEmazing!!!!
- Greenville ACE students have been working on voiceovers for the online Y4Y portals. ACE gave students this opportunity through a career and college activity and engaging students at Crockett.
- The Project Director petitioned to the state for the establishment of Carver as an ACE site (that was not in the original grant).
- The award of extra funding from the state of Texas based on good performance, Greenville ISD ACE has saved/brought in a quarter of a million dollars to the district!!!
- Greenville ACE received an official letter from TEA inviting them to apply for an additional **\$150,000** to the ACE grant budget for the 2019-2020 year.
- Students in the Lamar ACE Program were busy deciding on a NASA team name and design logo as they prepared for this year's NASA STEM Challenge. The National Aeronautics and Space Administration (NASA), in collaboration with the U.S. Department of Education, have developed

four unique science, technology, engineering and mathematics (STEM) challenges. Each STEM challenge is based upon real mission data and experiences that occur during human and robotic exploration of the solar system. Once a team name and design logo was selected, students focused on working through the engineering design process to develop solutions to these real world problems.

- **Message from Project Director:** Is this an excerpt of How To Train Your Dragon? Or have the tables been turned? Nope. Just your hardworking ACE staff received training on Robotics that was introduced to the Bowie and Lamar campuses. Featured bots are programmable DASH and Ozo, Cubelets and the ever fun Ollie Bot. Check it out on your child's campus or make sure you come to one of our three Lights On! Events where this gang of bots will be featured.
- Third and fourth grade students at Bowie ACE were exploring the world of Cubelets in ACE Robotics. Each individual cubelet has a separate function, yet the cubes work together to create a vehicle or gadget. Students learned about various components and how they function in a system with this entry-level robotics class.
- Students at Lamar had a web meeting with a NASA Aerospace Engineer. The NASA engineer talked to students about the current NASA projects, career opportunities and answered all students' questions. ACE would like to thank NASA and Y4Y for this amazing opportunity and curriculum.
- Greenville ISD Afterschool Center for Education or ACE had their annual Lights On! event last night despite a heavy rainstorm. Festivities had to be moved from the traditional Hunt County Courthouse Steps to the downtown Farmer's Market Site, but that did not deter Mayor David Dreiling from issuing a proclamation in support of GISD ACE and afterschool programs. The program included the Travis Sixth Grade Center Dance Crew, The Crockett Dance Team, and three students speaking about their Empatico, NASA, Facebook and Advocacy experiences that took them to California, Washington, DC, and virtually to New Mexico and Space. Other speakers included parents, a former councilman, and GISD central administrators and teachers. The rain did not dampen the spirit and pride of our students and the night was lit up with glowsticks and smiles.
- Every year, Hunt County Shared Ministries gives hundreds of Christmas Food Baskets away to needy families in the Hunt County community. Since it was created in 1981 as a smaller food pantry, it has since developed numerous programs in addition to providing nutritious food resources to improve the lives of Hunt County families. During times of strife, Hunt County

Shared Ministries help families move beyond a crises and get back on their feet. Along with its partners, such as ACE, Hunt County Shared Ministries helps over 8,200 families and more than 28,000 individuals. Parents and students helped fill food baskets for holiday dinners.

- ACE completed training on Emotional First Aid Bags. Bags were distributed to all staff and these bags contain tools to enable ACE students with special needs to cope with difficult days.
- Reading Fluency is offered to all ACE students for the 2019-2020 year in grades 2, 3, and 4.
- At Weikart training the team aligned the district's "portrait of a Graduate" characteristics and skills with the part of the Weikart protocol the team is currently using to measure the Logic Model goals. The feedback for the frontline staff was amazing. They were incredibly insightful regarding the skills and made "on point" remarks about skills that are being fostered and building with our students, and elements that we are not addressing. The Project Director was very proud of what a reflective and thoughtful staff that ACE has on the campuses. (Representative comments from the training)
 1. I really liked the training today because I liked the opportunity to learn about the different tools available for the kids.
 2. I enjoyed the stations of knowledge. It was fun!
 3. I loved it so much! Loved the fact that we got to do hands on activities.
- Y4Y has requested that the Project Director write a column for their newsletter on how to appreciate and retain staff and it was published March 2020.
- Family Engagement Specialist, Project Director and Olivia Griggs from the Walworth Library met to finalize plans for Leap into Science, a joint literacy and science family endeavor launched February 2020.
- Book study on Make Change Happen started February 2020.
- **Facebook post describing an upcoming activity- the Wonders of Wind, Water, and Earth.**

Would you be interested in knocking down structures or racing sailboats using only the power of wind? How about hitting a target using an air rocket you made for yourself? Or perhaps you are more into relaxing the mind and body with earth yoga? Is creating a watercolor or rock painting more to your liking? There is something for everyone at ACE's Leap into Science: Wind, Water, and Earth come-and-go Saturday series! The event was held on Saturday 22nd and again on Saturday, February 29th. Both events began at 10:00 am and will conclude at 1:00pm. This was

a come-and-go event featuring multiple stations with hands-on experiments related to wind, water, and earth. Stations offered included testing the Wind's Force using air cannons and structures built of cups or blocks; Designing an Air Rocket; Racing the wind utilizing toy sailboats and a hand-held fan; Creating wind detectors; Rock Painting; Making your own Terrariums; and Watercolors. Come spend a Saturday with us as we explore the wonders of wind, waters, and earth!

- Students were given their "saddle bags" of information to give to their parents and were joined on the bus by Site Coordinators, Frontline Staff, and Family Engagement Specialist. The "saddlebags" were filled with information for parents that don't get a lot of face-time with the ACE staff such as hours of operation, upcoming events, and fall registration dates.
- ACE Coordinators and ACE aides went to training on how to use 3D pens. The Greenville Middle School ACE staff was so excited about the project they could not wait to bring the 3D pens to GMS. The students are working hard to create exciting designs and projects.
- Project Director is volunteering with Dr. Dewana Thompson, who is with Braselton Touchpoints that works with Boston Children's hospital on family related issues.
- In the spring the Project Director presented for the United States Department of Ed.'s Technical Working group.
- Our online GISD At Home Afterschool page will be launched next week on our Facebook page. It will include links to all the districts academic websites and resources. We will also feature our afterschool STEAMer page which includes afterschool science, technology, engineering, math, social emotional and health activities.
- Phase Two will include social emotional virtual places for ACE students and their afterschool leaders to have their TRIBES times.
- Working with state on restructuring support for afterschool programs. First meeting April 1st.
- Virtually, through the state, Tech Talks on Tuesdays at Ten. Town Halls on Thursdays at Ten.

Family Engagement Specialist

Every year in October, in conjunction with the National Afterschool Alliance, ACE holds our annual Lights On Afterschool Rally and Open House. Each ACE campus holds an Open House for parents, GISD staff, and community members to come see all the amazing activities that ACE offers the students. The Open House features displays set up with student artifacts from various ACE offerings, with students

interacting with the participants by answering questions or explaining the various artifacts/displays. The Lights On Afterschool Rally is held at the steps of the Hunt County Courthouse in downtown Greenville and features student performances; special speeches from students, and GISD administrators; testimonials from parents and teachers; representatives from the Greenville Police Department; and the Greenville Mayor who every year issues a proclamation in support of Afterschool programs. This year, a new addition to this annual celebration was our Lights, Flight and Fright! Event. This featured 50-minute guided tour of our afterschool STEM facility from 10 a.m. to 1 p.m. on two Saturdays. The tour included augmented reality, electrical engineering, a botany exhibit, math games on our life- sized iPods, a robotic black light obstacle course done Ghostbuster-style, a cinematography studio featuring an Interview with a Vampire Bat, mad science center complete with mad scientist and exploding materials, and a 20 x 40 homemade planetarium highlighting the autumn sky. There was also pumpkin painting and cookie decorating to add a slice of holiday fun. Another parent activity offered every year is our annual FISH (Hunt County Shared Ministries) Food Bank Support. Parents and students gather together to help assemble the Thanksgiving and Christmas Food Baskets that will be given out to families in Hunt County who qualify for this assistance through FISH. The event takes place the week before Thanksgiving and again the week before Christmas. It is usually a three-day event running from 5:30 to 7 p.m. each night. One very vital parent education course we offer is our Adult Literacy ESL Class. We are able to provide this to our parents through a partnership with the United Way of Hunt County, the GISD Parent Liaison, and the former GISD Bilingual Education Coordinator. While this class does not offer “official” certifications, it does offer both a beginner and an intermediate course for participants utilizing the Step Forward ESL Curriculum (the books and CDs are theirs to keep) and is offered for six weeks in the Fall and Spring semesters.

A. Brief Grantee and Center Overview

Data from TEA’s 2018-2019 Texas Academic Performance Report (TAPR) indicated that all of the campuses served by the 21st Century Community Learning Cycle 9 grant are performing below State averages at (78%); Greenville High School (75%); Greenville Middle School (64%); Carver Elementary (56%); Bowie (66%); Crockett (58%); Lamar (71%); and Travis Elementary/Sixth Grade Center (57%) on the State of Texas Assessments of Academic Readiness (STAAR) test Approaches Grade Level or Above in All Subjects. Also, Greenville High School received **Distinction Designations** on the State of Texas Assessments of Academic Readiness (STAAR) test: ELA/Reading.

The percentage of students who are low Economically Disadvantaged (i.e., qualify to receive free or reduced lunch) are above state averages (60%) at Travis/Sixth Grade Center at (83.5%), Bowie at (67.8); Carver at (94.5%); Lamar at (60.1); Greenville High School at (64.5%); Crockett Elementary at (88%), and Greenville Middle School at (70.9%). The percentage of students considered at risk of dropping out of school is above state averages (62.1%) at all ACE campuses with the exception of Greenville High School at (52.6%); Bowie Elementary at (60.4%); and Lamar Elementary at (57.5%). The percentages of students who are classified as English Learners (ELL) are above state averages (16.7%) at Crockett Elementary at (23.4%); Travis/Sixth Grade Center at (22.9%); Carver Elementary at (52.8%); Bowie Elementary at (21.5%); and Greenville Middle School at (25.8%). (Table 1)

Table 1: Description of Need	Grade Level	STAAR Test Approaches Grade Level or Above	Eco Dis	At Risk	ELL
Greenville High School	9-12	75%	64.5%	52.6%	15.0%
Greenville Middle School	7-8	64%	70.9%	73.4%	25.8%
Carver Elementary	K-5	56%	94.5%	83.4%	52.8%
Bowie Elementary	K-5	66%	67.8%	60.4%	21.5%
Crockett Elementary	K-5	58%	88%	73.2%	23.4%
Lamar Elementary	K-5	71%	60.1%	57.5%	7.1%
Travis/Sixth Grade Center	K-6	57%	83.5%	70.9%	22.9%

Source: 2018-2019 Texas Academic Performance Report (TAPR)

B. Implementation

ACTION PLAN

Task1 Strategy: The GISD ACE program will increase sustainable partnerships with current community partners and school campuses and plan for sustainability.

1. Family Engagement Specialist will collaborate with ACE partners in the planning and implementation of a sustainable family ESL event for the 2019-2020 school year.
2. A District Educational Networking Center (DENc) will continue to be developed that will serve as an office for the ACE Project Director, STEM Specialist, and the Family Engagement Specialist. The function will be to provide a Family and Community Center for education, health and family

services. The secondary function will be to provide a larger area to accommodate ACE STEM activities such as NASA activities, Robotics and Electrical Engineering and to store supplies and equipment when not in use at the ACE campuses.

3. Project Director will work with Sustainability Committee to engage Board and Community members as well as Central Administrators in the creation of a viable sustainability plan.
4. Create an ACE TRAction plan in collaboration with a new GISD initiative.
5. Collaborate with the district on Academic Activity interventions that can be utilized effectively by Activity Engagement Aides, similar to read Naturally or equivalent. Campuses will include Bowie, Crockett, Lamar, Travis/Sixth Grade, and Carver.
6. Bowie Elementary ACE will work with campus staff and create a formal process for seeking input into the Bowie ACE.
7. Lamar Elementary ACE will engage teaching staff in utilizing ACE and will create a data system to record progress.
8. GISD Middle School will initiate a reading fluency program such as Read Naturally within the first six weeks of school.

Task 2 Strategy: GISD ACE will increase community outreach, involvement and sustainability opportunities.

1. Project Director (PD), Family Engagement Specialist (FES) and Site Coordinators (SC) will participate in speaking engagements and promotions for Greenville ISD ACE as recorded on the Sustainability Outreach Form, using ACE branding , if available.
2. Family Engagement Specialist will organize the Lights On! Celebration in October.
3. Bowie Elementary will engage district departments, specifically the special education department, bilingual program, and elementary robotics program in order to seek greater opportunities and allow for horizontal collaboration between GISD departments.

Task 3 Strategy: GISD ACE will create strategies and activities to meet student and parent needs per grant requirements.

1. Train frontline staff in district Compliance Confidentiality Training, ACE Staff Handbook training,
2. Continue Weikart Protocol for continuous improvement for the 2019-2020 year. Emphasis on observational protocols will reflect findings in 2019 Evaluator Report.
3. Identified campuses will participate in the following national initiatives: Empatico, Facebook Engineer for the Week, Fluor Challenge, NASA STEM Challenge.

4. Crockett will create and train staff on two classes per term that address career and college readiness.
5. Travis/Sixth Grade Center and the STEM Specialist will increase the Science component of STEM and pilot the “ACE Science Show” during the 2019-2020 school year.
6. Carver Elementary and the STEM Specialist will engage in a weekly meeting to actively plan and incorporate career and college readiness activities and STEM activities. This will occur on Wednesdays at 10:00 AM or at an agreed upon weekly time.
7. The GISD Middle School ACE program will work with groups, such as the Wood Turners organization, on demonstrations and hands on work along with research projects for finding colleges, career education facilities, and technology and trade schools.
8. The GISD Middle School ACE program will work with GMS administration to create a plan to decrease mandatory and voluntary alternative school placements for the 2019-2020 school year.
9. GISD High School will increase career and college readiness activities for the 2019-2020 school year.

Task 4 Strategy: GISD will revise and create new strategies in order to recruit students and families into the out of school time and summer program in order to support sustainability.

1. Create a new ACE campus and recruit students for the Carver Elementary ACE program to account for former students in the ACE program losing services due to district restructuring. Carver.
2. Crockett ACE will work with the STEM specialist on Wednesdays at 1:00 PM monthly, or a determined time to create new STEM initiatives and collect data to show the impact of the new programming on skills and enrollment.
3. Travis Sixth Grade Center and Carver Elementary will work with Paris Junior College to recruit qualified frontline staff for the ACE program.
4. Enroll students in the newly created Carver ACE program per needs assessments obtained from Carver administration.
5. Middle School staff will utilize materials to increase student enrollment as recommended by Evaluator Dr. Margaret Cain.

Task 5 Strategy: Professional development for ACE staff will be redesigned to align and be more intentional with Project Plan goals.

1. Continue book studies to align with district and program goals.

2. Create year at a glance system to plan large events throughout the year and to equally space time consuming projects at intervals that allow for more planning and reflection time between projects.
3. Create leadership opportunities for Site Coordinators and Frontline staff throughout the year that will lead to creating leadership capacity within the program and beyond.
4. Structure All Hands meetings to better support large initiatives so that training received prior to initiatives with more time for staff support.
5. Lamar will increase staff attendance at weekly campus meeting and training and at monthly staff training.

Task 6 Strategy: Utilize tracking systems to ensure quality data collection and reporting is completed with fidelity and consistency.

1. Use data from programs, such as reading, to guide initiatives to ensure all programs are resulting in desired outcomes. All campuses.
2. Track students that have graduated and attended a minimum of 4 years in the GISD ACE program.
3. Collaborate monthly with Independent Evaluator.
4. Update inventory monthly and track snack daily.
5. Enter attendance daily on all campuses.
6. Create new mileage tracking system for transportation.
7. Create tracking system to target more collaboration between campuses.
8. Communicate outcomes of the program more effectively to campus and program administration.
9. High School will improve tracking of activities to ensure a program that exudes variety and choices for all students, including an increase in STEM activities. High School R1

Task 7 Strategy: 100% of Budget Meetings will be scheduled and recorded on yearly calendar and documented via agendas and meeting minutes.

1. Sustainability meetings will be held with sustainability committee members monthly, which will include some or all depending on availability: Chief Financial Officer (CFO), Business Manager, Asst. Superintendent, and Communication Director.
2. Develop new tracking system for Transportation routes to ensure appropriate dispersal of ACE transportation funds.

Task 8 Strategy: GISD ACE will continue collaboration on a national and state level.

1. Continue work with the United States Department of Education on the Technical Working Group, the NAA Ambassador Program, and advise the Synergy Group contracting with the government on the Y4Y Portal.
2. Present at national, state, regional, and local conferences, such as the Nevada webinar in August on the evaluation process.
3. Work with state and national groups through conferences, workshops, blogs, webinars and committees to support out of school time sustainability utilizing the Popsicle Project, Lights On! and Afterschool rallies.
4. Contact local, regional, state and national representatives to educate and inform on the content and output of out of school time programs through the NAA.

Texas ACE Continuous Improvement Action Plan

Improvement Strategy-Promote program more effectively by putting an Activity Engagement Aide in charge of collecting and submitting photos/videos and descriptions for posting on the GISD ACE Facebook page.

Improvement Strategy-Within three weeks of hiring new staff, the Site Coordinator will conduct an in depth Weikart Observation, providing feedback and coaching. This protocol extends to staff hired throughout the school year.

ACE is using Intentional Activities aligned with specific needs or interest of the students as shown in **Table 2**. Data used to determine Intentional Activities was gathered from sources such as CIPs, TARP reports, Universal Screeners, Referrals, Rtl Meetings, Students, Parents, Staff and Community Surveys, TX21st data, Evaluation Plan, and Action Plans. ACE provides an environment where extra help and the opportunity for learning are enhanced both through academic and enrichment learning.

Table 2: Activity Numbers		Bowie	Crockett	Lamar	Travis/6th Grade Center	Carver	GISD MS	GISD HS
Total Fall		33	29	25	28	28	27	16
Enrichment	Fall	13	12	11	10	11	10	9
C&C	Fall	4	3	4	2	3	2	2
Academic	Fall	3	2	1	5	2	3	2
Family	Fall	13	12	10	11	12	12	3

Source: ACE Grantee Activity Exports, Records Fall 2019

Table 2 shows that Enrichment activities are the greatest category offered. The student population is largely considered to be low SES. This translates into school/ACE being their primary place for enrichment and exposure to cultural activities. The ACE schedule reflects the emphasis on students receiving the most out of the hours they are in programming. This schedule ensures that students have sufficient time to grasp content and complete any related activities. This creates the need for more detailed lesson and activity plans. This works for the ACE student population because they have time to fully grasp content without being rushed.

Table 3: Attendance Percentile Range	Fall
0-20	213
21-40	125
41-60	139
61-80	212
81+	347
Total	1036

The **Table 3 above** shows fifty-four percent (54%) of the students in the fall fell into the 61–81+ percentile ranges of attendance. Campus Improvement Plans at each campus indicates that academic support to ensure students pass their classes and meet standard on their state assessment is their primary need. The Theory of Change and Logic Models were developed to accomplish these goals. The students most in need are attending the most this is due in large part to communication with parents of

the need for student attendance when it comes to academic need. Student attendance is sufficient and even excels expectation as shown in **Table 4** below.

Student Attendance Percentage by Campus						
TABLE: 4 Attendance %/days	Bowie	Crockett	Lamar	Travis/6th	Middle School	High School
Fall 0-20	5	24	16	35	54	76
Fall 21-40	4	9	9	16	62	23
Fall 41-60	5	17	30	45	24	17
Fall 61-80	25	27	42	68	25	19
Fall 81+	119	67	64	3	15	15

Source: Grantee Activity Exports, Records Fall 2019

Table 5 includes samples of the program activities that are linked and designed around the five 21st CCLC objectives: Improve academics, Improve attendance, Improve behavior, Increase promotion, and Increase graduation rates. The categories of activities offered during 21st CCLC programming undertaken during the 2019–20 school year are listed. These categories of activities reflect the mandate of the 21st CCLC program to promote academic achievement while at the same time providing access to enrichment and other youth development and support activities. All are designed around TEA’s 4-Component Activity Guide and includes Academic Assistance, Enrichment, Family and Parental Engagement, and College/Workforce Readiness. Campus Plan, Evaluation Plan, Action Plan and community partnerships are utilized to determine the classes offered in the program. While classes vary between campuses based on need, activities offered can be placed in the following categories:

- Tutoring/Homework
- Academic Enrichment
- Health and Nutrition
- Recreation/Youth Development (sports, character development)
- Fine Arts

ACE provides an environment where extra help and the opportunity for learning are enhanced both through academic and enrichment learning. Key elements of the 21st CCLC program offered at the seven Cycle 9 centers included examples in **Table 5** such as:

TABLE 5: Samples of Activities by Center

<p>BOWIE</p>	<p>ACE Robotics-In this class the students learned the difference between a machine and a robot. The students learned how to assemble, program, and trouble shoot problems using the step by step instruction. With the OZOBOTS the class learned how these tiny robots translate light and color into simple commands. Using the Cubelets, the students were given challenges and were able to configure their robot to meet the requirements. With Dot & Dash, the students learned how to use block command code on a tablet to program dot and dash to perform a series of actions. The students also looked into future technology like self-driving cars, replacing broken bones, and warehouse stocking robots. At the end of the lesson, the teacher discussed the different jobs that this can apply to and what degrees the students might be interested in (Such as Robotics, Mechanical Engineering, Electrical Engineering, Computer Science, or Computer Engineering).College and Workforce Readiness: Career/Job Training</p> <p>Bowie Garden Club-This class was an opportunity for students in grades 3-5 to learn the basics of vegetable gardening. Students learned about seedlings, transplants, planning methods, techniques to increase yields and vocational offerings in horticulture. Garden club also utilized a Tower Garden by Juice Plus and an Aerogaren by Miracle Gro to teach students about hydroponics and aeroponics. College and Workforce Readiness: Career/Job Training</p> <p>Bowie Flight Class-This class provided an opportunity for ACE students to learn the basics of unmanned aerial vehicles, including physics principles, safety guidelines and careers in the field. Students demonstrated an understanding by completing classwork and built UAV pilot proficiency by utilizing remote control helicopters and small drones. College and Workforce Readiness: Career/Job Training</p>
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<p>CROCKETT</p>	<p>ESL Class-Thanks to a partnership with the Greenville ISD Parent Liaison, the GISD ESL and Bilingual Coordinator, the W. Walworth Harrison Public Library, and United Way of Hunt County, ACE provided a six-week ESL Class for parents and family of GISD students. The ESL Class featured curriculum from Step Forward: Language for Everyday Life by Jenni Currie Santamaria. Family and Parental Support Services: Promotion of parental involvement</p> <p>Partner Talk-Once a month, ACE invited a community partner, many through our partnership with DrugFree Greenville and the Interagency Network, to come onto the campus and speak directly to parents about their particular agency and the variety of services they offer the community. Some were health-related agencies; others were counseling services, sports programs, drug and alcohol awareness programs, GED and computer skills offerings. Family and Parental Support Services: Promotion of parental involvement</p> <p>STEMakers Building-This activity allowed students to construct different projects using a variety of building materials. Materials included Lego’s, Straws and Connectors, Lincoln Logs, K’NEX, Marble Runs, and Magformers. There were different objective each day: Build Your Own House, Build Your Dream School, and Construct a Skyscraper. Students were in small groups and spend time planning and creating a blueprint. After planning, they gathered their materials and used their blueprint to build their project. This is in alignment with the ACE Project Plan and the CPP. College and Workforce Recreation: Career/Job Training</p> <p>ACE Radio-This class taught students about the careers associated with Radio and Podcasting. In this class they learned the different types of equipment to use for different scenarios as well as how to record and edit their audio to create their own Radio show or Podcast. Students were also responsible for conducting interviews and promoting their podcast. College and Workforce Recreation: Career/Job Training</p>
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LAMAR	<p>The National Aeronautics and Space Administration (NASA), in collaboration with the U.S. Department of Education, they have developed four unique science, technology, engineering and mathematics (STEM) classes. Each STEM challenge is based upon real mission data and experiences that occur during human and robotic exploration of the solar system and the GLOBE investigation focuses on science protocols. The students focused on working through the engineering design process to develop solutions to these real world problems. College and Workforce Readiness: Career/Job Training</p> <p>Empatico-This class connects our classroom to the world. Empatico is a tool for teachers to connect their classroom with other classrooms around the world through live video and activities designed to foster meaningful connections among students. Empatico empowers teachers and students to explore the world through experiences that spark curiosity, kindness, and empathy. Empatico activities help students practice social skills such as respectful communication, perspective taking, cooperation, and critical thinking, as they experience positive connections with peers around the world. Academic Assistance: Academic Enrichment Learning Program</p> <p>Lights, Flight, and Fright was a spooky guided tour of the ACE DEN Center where the students enriched their knowledge at each interactive station. Stations included Graveyard of Great Ideas, Interview with a Vampire Bat, an inflatable Planetarium, Augmented Reality Gallery, A Mad Laboratory and Pumpkin Yoga. Interview with a Vampire Bat-Students were able to ask a vampire bat questions about its eating habits, daily routine and if the myths are true. Planetarium-Students were able to crawl inside an inflatable planetarium and learn about astronomy and how it impacts the earth. Augmented Reality Gallery- Students used tablets to reveal hidden information in each photo in the gallery. The Mad Laboratory- Here the students explored electrical engineering and did some chemical reaction experiments. Family and Parental Support Services: Promotion of parental involvement</p> <p>TRIBES-This class was a democratic group process fostering pro-social engagement among peers through activities focused on human growth and developing positive relationships. The students learned the following four community agreements: attentive listening, appreciations/no-put-downs, the right to pass and mutual respect. Enrichment: Counseling or Character Education</p>
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<p>TRAVIS/6th Grade</p>	<p>Electric and Mechanics Club 2 "inspire" Engineers-This class inspired students to pursue careers in the fields of Electrical Engineering and Mechanical Engineering. They were given introductory field work to give the student’s age appropriate experiences. Exposing the students to vast career opportunities that are available for engineers was also a goal of this course. College and Workforce Readiness: Career/Job Training</p> <p>Lights on After School Rally-In conjunction with the Afterschool Alliance, ACE held its annual rally to help celebrate the national Lights On Afterschool event while helping to garner awareness for the need for afterschool programs. The Lights On Afterschool Rally was held at the Greenville Farmer's Market due to the threat of rain. The event featured special guest speakers such as former City Councilman and GISD Principal James Evans, ACE Project Director Johanna Friedel, GISD Executive Director of School Leadership, and Mayor David Drieling who read a special proclamation in support of Lights On. In addition to these guest speakers, student and parent representatives from several campuses were present, with some speaking about their experiences with ACE and others performing dance routines to the sounds of thunder all around us. Family and Parental Support Services: Promotion of parental involvement</p> <p>Parent University is targeted at parents of students in the ACE program. The focus was on adult education, parental support, providing information about community resources, and connecting parents to the school day. In addition, these programs enabled parents to help support their students academically, and focus on strategies that improved student attendance, behavior, promotion, and graduation rates. Family and Parental Support Services: Promotion of parental involvement</p>
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<p>CARVER</p>	<p>Coding with Kano-The class provides an opportunity for students to learn about algorithms, permutations, coding, and computer hardware. This class has been enthusiastically received by all of the students in the class. College and Workforce Recreation: Career/Job Training</p> <p>Teacher Talk-was an opportunity for parents and caregivers to talk to GISD core day teachers about the curriculum used in their student’s’ classroom, or get help from a teacher in regard to accessing their student’s grade via skyward. Part of the “talk” was used by teachers to inform parents of what is occurring during the school day. This is an opportunity for the teachers to create a bridge between school and home and show the positive outcomes of the school day and how that can be carried over into home. Family and Parental Support Services: Promotion of parental involvement</p> <p>STEMakers-Futuristic is an activity that incorporates STEM (Science, Technology, Engineering and Math), Making, and Futuristic Ideas (ideas that stimulate students thinking about what life would be like in the future). Activities included Electrical Engineering, Mechanical Engineering, Robotics, Power, Space, Chemistry Activities (i.e. creating various compounds, states of matter), and Physics Activities (speed, velocity, arc) Computers and Technology. This activity was designed to spark student’s imagination and to encourage questions and discussions regarding future opportunities and careers in these fields.</p>
<p>MIDDLE SCHOOL</p>	<p>Lights On Open House-In collaboration with the Afterschool Alliance, and to celebrate the national Lights On Afterschool event ACE held a special Open House where parents were able to view some of the great activities our afterschool program has to offer, with a heavy emphasis on STEM (Science, Technology, Engineering, and Math). The Open House was held in conjunction with the Lights On Afterschool Rally in downtown Greenville. Family and Parental Support Services: Promotion of parental involvement</p> <p>Artstravaganza-This class was an amazing art activity filled with hands-on, mind-opening creativity. Each day students took on a new challenge creating projects that were meaningful to them. Students explored different mediums including watercolor, acrylic, ceramics, and printmaking. Enrichment: Activity to Promote Youth Leadership</p> <p>Let’s Talk About It-This class consisted of addressing SEL, TRIBES, GPA’s, Soft Skills, Lubricants of Life (Yes, No, Thank You, Please, May I, and Excuse Me), critical thinking skills, developing practice (study) habits, testing skills, etiquette, understanding entry process to college, dress for success, job application, and interviewing skills. After each session of “Let’s Talk About It” students will participate in an activity and be expected to apply the skills learned or subject matter covered. Enrichment: Recreational Activity</p>

HIGH SCHOOL	<p>Parent University-This activity is targeted at parents of students in the ACE program. The focus was on adult education, parental support, providing information about community resources, and connecting parents to the school day. In addition, these programs enable parents to help support their students academically, and focus on strategies that improved student attendance, behavior, promotion, and graduation rates. Family and Parental Support Services: Promotion of parental involvement.</p> <p>Race For Life-This activity is designed for students to gain knowledge that cultivate and resolves ones desire to further their education and/or start a career. Recognizing and achieving the benefits of this program that provides a college student services needed for their success in starting college and/or a career. College and Workforce Readiness: Career/Job Training</p> <p>Knights of the Round Tabletop-The primary purpose of this activity is to promote critical thinking, logical reasoning skills, problem solving techniques and teamwork among students by utilizing various board, card and video games that deal directly with strategy. One advantage of using games as a teaching tactic is that there is an embedded social emotional component in the activity, which helped students better interact and collaborate with their peers. Academic Assistance: Academic Enrichment Learning Program</p>
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C. Local Needs and Outcomes

The external evaluator and the ACE project director realized gathering targeted information about the afterschool activities was an integral component to ensuring high-quality afterschool experiences. To this end, it was important that the process of data collection was strategic and coordinated to identify information about key outcomes. The following data collection methods were used to gather information on students’ use of out-of-school time.

Surveys were an effective way to gather specific information from students, staff members, and families. Data collected included satisfaction levels and options about the program.

Observation was an unobtrusive method for gathering information. Observations were highly structured, with protocols for recording specific behaviors. Evaluations included observation of peer interactions, staff participant interactions and evidence of youth autonomy and decision-making. The external evaluator and the project director used the Youth Program Quality (YPQ) which is a comprehensive system for improving program quality. It involved a three-part approach to program

quality: the assess-plan-improve sequence. This sequence began with assessment in order to identify both youth workers' existing strengths and areas for improvement. These areas then became goals in an improvement plan, with clear steps and benchmarks for success. As a whole, the assess-plan-improve sequence establishes a supportive system for continuous improvement.

Areas of Success based on the Weikart Scale

- Giving youth content choice
- Giving youth process choice
- Staff being 90% on task (materials ready, prepared, etc.)
- Breaking tasks down into manageable bites
- Monitoring, Stating Observations, and Adjusting flow of activity

Areas to improve based on the Weikart Scale

- Whole Group Presentations or evidence
- KWL-What I know, What I want to know, and What I learned
- Learning objective posted and lesson plan in obvious place
- Student rubrics for self-evaluation
- More HOT (Higher Order Thinking) questions

Representative comments from teacher/tutor survey:

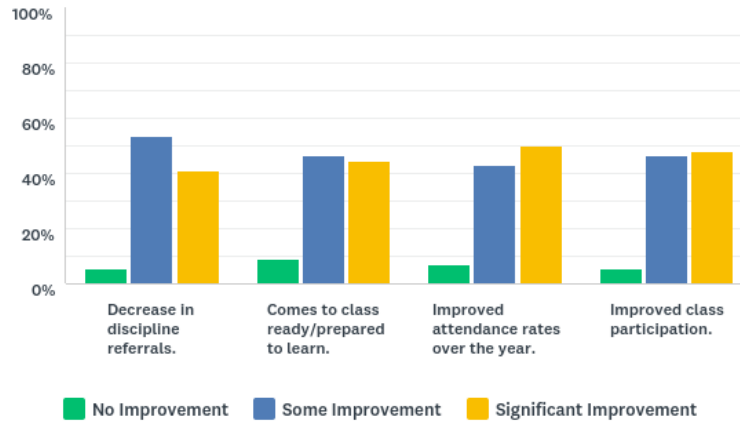
What is the best thing about the ACE program?

- *Management, Site Coordinator, expectation in behavior. Time for students to get extra help in reading, math, and writing to become better students.*
- *Helping parents with work schedules.*
- *ACE gives the students consistency with daily routines, and it allows them time and room to grow beyond typical hours.*
- *Students having the opportunity to receive extra assistance with their academic weaknesses and have the opportunity to provide peer-to-peer help within their academic strengths. Having the opportunity to increase their social goals.*
- *It gives the students a safe and reliable place to be after school.*

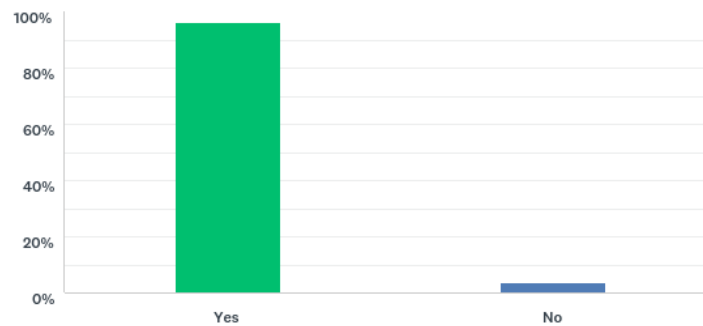
- *ACE gives me the opportunity to become an important part of my student's school day routines. I have built genuine relationships with my students and I feel that I have made as much of an impact on their lives as they have on mine.*
- *It's a safe place where everyone is welcome. It's a positive atmosphere that promotes student growth and exposes them to opportunities that aren't available during the school day.*
- *The challenges that ACE gives the students both mentally and physically.*
- *Building stronger relationships with students. This helps when the student is struggling and they know they have someone who can help. It also helps with classroom behavior because they don't want to disappoint you.*
- *Making an impact.*
- *The motto that "ACE grows student" is really seen in my students and I think that is the best part because I love being able to watch my students grow from the beginning of the year to the end of the year, whether that be from their reading skills or their math skills. Most of my students make improvements in the academics and that makes me happy and proud.*
- *The amount of kids in attendance.*
- *Students have the flexibility to come before or after school to work academically and keep up with their studies.*
- *The students' are the best thing about the ACE program. Their personalities are so uplifting and I look forward to working with them each day.*
- *Students have an avenue to get their homework done and they have access to tutoring and life lessons as needed.*
- *The staff that truly enjoy the children.*
- *My kids, hands down. My job is to educate and give them 3 hours out of their day where they get to have fun. I enjoy being involved in my kids' lives and getting to know them!*

Charts from Teacher/Tutor survey.

Q15 Rate the typical ACE student's behavior improvement in the following areas.



Q12 Do you know the academic strengths and weaknesses of youth you work with in the program?



Students' views on their academic improvement were primarily gathered via student surveys. Many students indicated that their grades were improving because of this program helping them to get their homework done and giving them extra help in math or reading problems they were having.

Representative comments from student survey:

What is the best thing about ACE?

- *They try to make us feel welcome and help is if we need help.*

- *It is a fun way to make time by when kids wait for their guardian.*
- *You get to relax after a long day.*
- *To me, the best thing is going to the gym to play basketball or football.*
- *In ACE we get to work on stuff that we didn't get to finish.*
- *ACE gives you time to do homework if you need, work on your skills, improve your skills, and much more if you need.*
- *Getting to talk to my friends and relax my brain from all of the hard work.*
- *I get to hang out with friends at school a bit longer and the activities are fun.*
- *They provide small snacks to help somewhat hungry students out and they do a pretty good job protecting and keeping a watchful eye on us. It gets annoying but it's just their job and they do it flawlessly. With that, they don't even help JUST ACE students, they also help others. For example, they had let in a Freshman Girls who would be out alone as the buses were about to depart and I thought that was quite thoughtful of the program. Also, they do a good job keeping all the ACE students in line and in the building so they don't miss their bus or they're not somewhere they are not supposed to be.*
- *Getting to decide how I want to spend my time after school.*
- *ACE is a place where I can calm down and I do not have to do a lot of school work and I can just hang out and play sports.*
- *I get to hang out with my friends.*
- *The teachers are nice and you get to have fun.*
- *It's fun and I can have a great time.*
- *The friendships that I make.*
- *I like hanging out with the teachers and my friends.*
- *The teachers are helping us whenever we need help and they take care of us.*
- *The teachers are nice not mean. ACE is the best part of my life and I love it. I like to hug the teachers and it is awesome.*
- *You get to go to different activities such as sports, building, and computers. We get to do competitions and projects and when my mom is at work I am at ACE.*

- *ACE helps my mom and dad because they are at work when I am at ACE.*
- *I like that there is a lot of choices for the children and not just one because they realize that every kid is different. Also, we get tutoring and our teachers help us with what we need help with. I really love my teachers.*
- *I get to see my friends that I may not get to see during the daytime and I enjoy the teachers support and kindness!*
- *The teachers are nice and I have fun all of the time. I do not like school but I want to come to ACE because I get to spend some time with my friends and teachers.*
- *We have so much fun!*

Chart below from Students in Grades 3-6.

Q21 Does the teacher extend or deepen knowledge using higher order thinking skills such as (create, evaluate, analyze, apply, etc.) two or more times in ACE?

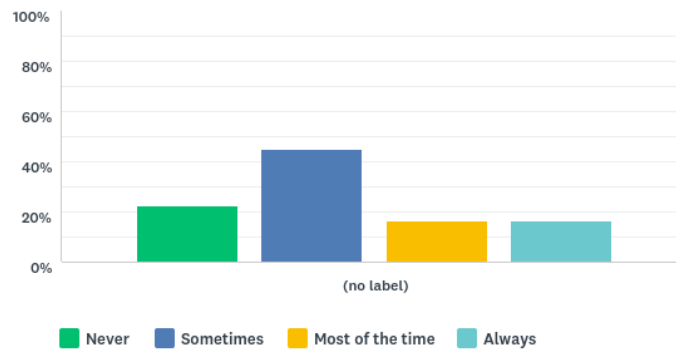
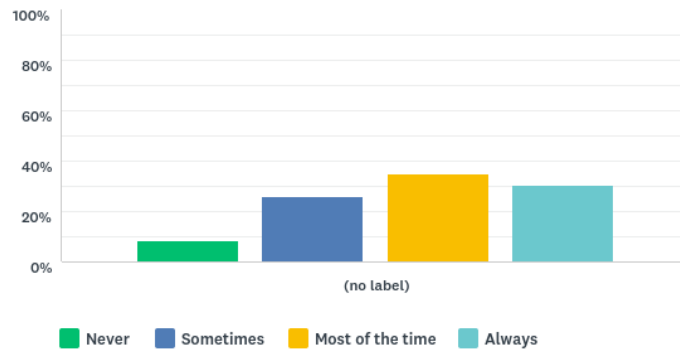


Chart below if from Students in Grades 7-12.

Q21 Does the teacher extend or deepen knowledge using higher order thinking skills such as (create, evaluate, analyze, apply, etc.) two or more times in ACE?



Representative quotes from parents who completed the ACE Climate Survey:

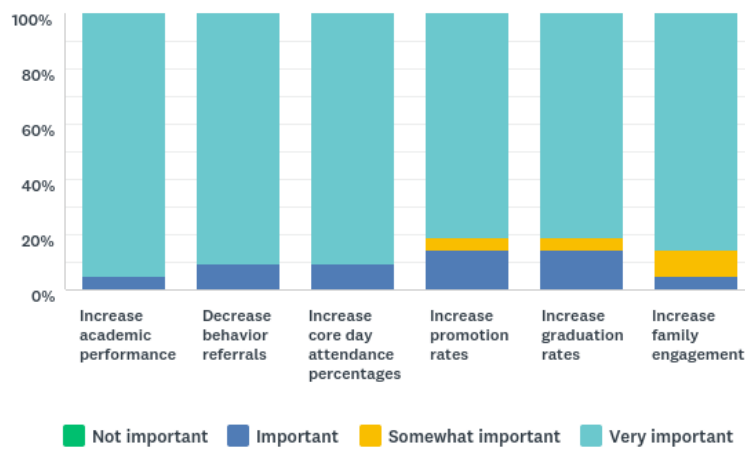
- *Love all of learning activities! So thankful for ACE!*
- *An absolutely amazing and necessary resource.*
- *My child is able to get quality care and get her homework done in a nurturing environment*
- *I use to not see the point in ACE because I stay at home but my girls absolutely love ACE and they learn and have so much fun that I keep them in ACE. They are always sad if I pick them up early.*
- *My son loves the staff. They make him feel wanted and cared for.*
- *Our family loves ACE! The kids are always excited to share what fun things they did, and are able to work on homework and receive tutoring when needed. ACE helps our family SO MUCH.*
- *Everything they do is very accommodating to me and my child's needs.*

- *Everyone is always so friendly and I enjoy everyone's smiling faces. I feel that my child is safe and well taken care of and I really enjoy this program. Thank you so much.*
- *I love that my children have a fun, safe, and free place to go afterschool. They often want to stay longer because they love the activities so much fun.*
- *What I like about the ACE program is that my kids can stay at school, do their homework, and/or participate in academic programs until we get off work to come pick them up. Thanks!*
- *Positive, activities are educational and my son loves the staff. They make him feel wanted and cared for.*
- *Our family loves ACE! The kids are always excited to share what fun things they did, and are able to work on homework and receive tutoring when needed. ACE helps our family SO MUCH*
- *Everyone is always so friendly and I enjoy everyone's smiling faces. I feel that my child is safe and well taken care of and I really enjoy this program. Thank you so much.*
- *I love that my children have a fun, safe, and free place to go afterschool. They often want to stay longer because they love the activities so much*

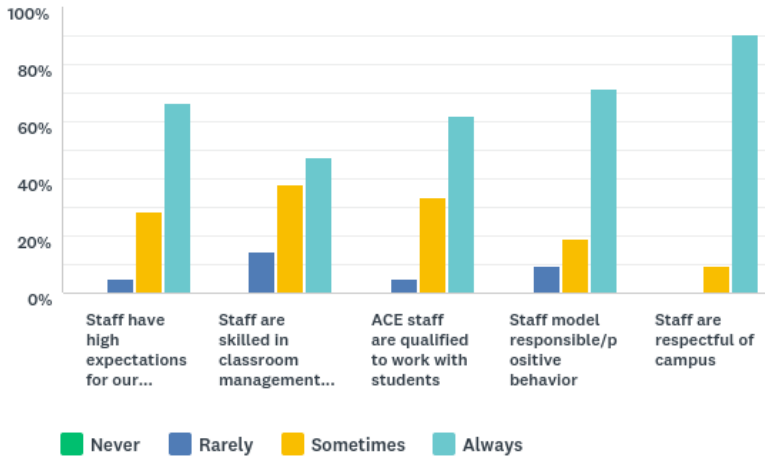
Representative comments and charts from principals:

- *Love having ACE on campus.*
- *Inform admin of the events that are going on so we can support programs more.*

Q11 Rate the importance of the ACE goals and objectives to your campus needs.



Q14 Please rate ACE staff in the following areas.



Greenville’s ACE program is a quality program which is a critical component in helping to increase the social and academic performance of the students it serves. The program targets working families, many of whom are single-parent, low-income, commuter families who would have no choice but to leave their child home alone if ACE were not available. In addition, Principals, Teachers, Parents and Students have all indicated that the program is helping to increase academic performance and conduct.