

2019

COMMUNITIES IN SCHOOLS TEXAS JOINT VENTURE  
21st CENTURY COMMUNITY LEARNING CENTERS  
AFTERSCHOOL CENTERS ON EDUCATION GRANTEE  
EVALUATION REPORT  
CYCLE 9, YEAR 3



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# COMMUNITIES IN SCHOOLS TEXAS JOINT VENTURE SOUTHEAST HARRIS COUNTY

CYCLE 9, YEAR 3  
GRANTEE EVALUATION REPORT  
2018-2019

*This evaluation report is generated in accordance with Texas ACE and 21<sup>st</sup> Century Community Learning Centers evaluating and reporting requirements. The aims of this report are to examine ACE program outcomes for the 2018-2019 academic year, promote continuous improvement, and highlight program achievements.*

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## I. Executive Summary

Interests in afterschool programs as mechanisms to bolster academic performance, school day attendance, social-emotional development, and access to enrichment opportunities for low-income and at-risk students is a prevailing topic at federal, state, and local levels.<sup>1</sup> Federal funds allocated to afterschool programs offer evidence for the confidence placed in afterschool programs to support public school efforts to increase student engagement in the learning process among the most in need, school-aged children. It is from this place of support that Communities In Schools (CIS) Texas Joint Venture partners with school districts in Brazoria and Southeast Harris Counties to provide “...exemplary services that empower students to successfully learn, stay in school and achieve in life.”<sup>2</sup>

In addition to the mission of CIS Texas Joint Venture, the agency’s Theory of Action, which undergirds CIS-ACE program development is: *Students in need, spending additional time (minimum 45 days) in well-structured and school aligned afterschool activities, taught by qualified personnel, will yield improvement in the academic performance, attendance, behavior, and on-time grade level advancement of students.*<sup>3</sup> A meta-analysis of afterschool programs conducted by Durlak et al. (2010)<sup>4</sup> supports CIS’s theoretical premise, as the researchers conclude that extended learning opportunities offered in out-of-school-time settings can increase academic achievement, reduce behavior issues, and improve self-concept. CIS-ACE programs are driven by research/evidence-based practices to positively affect the lives of the students and families that programs serve.

CIS Texas Joint Venture functions as the grantee for the Afterschool Centers on Education (ACE) program, which is administered through the Texas Education Agency (TEA). ACE before, afterschool, and summer learning programs are federally funded 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grants initially authorized under *Elementary and Secondary Education Act* (ESEA) then reauthorized in 2015 under the *Every Student Succeeds Act* (ESSA).<sup>5</sup> The intent of ACE is to “...create community learning centers that provide academic enrichment opportunities...”<sup>6</sup> for at-risk students enrolled in academically under-performing Title I schools, or *Focus Campuses* as designated by TEA. Specific aims of ACE programs are as follows: academic assistance, enrichment, family and parental support, and college and workforce readiness. The CIS-ACE Southeast Harris County program consists of ten (10) centers serving in grades two through eight at ten schools in the Alvin, Brazosport, Columbia-Brazoria, Galena Park and Pearland Independent School Districts. The centers and corresponding numbers include:

Center 1: Normandy Crossing Elementary  
Center 2: Cimarron Elementary  
Center 3: Sam Houston Elementary  
Center 4: Magnolia Elementary  
Center 5: Pearland Jr. High School South

Center 6: Don Jeter Elementary  
Center 7: Rodeo Palms Jr. High School  
Center 8: E.C. Mason Elementary  
Center 9: West Columbia Elementary  
Center 10: Freeport Intermediate School

<sup>1</sup> Hirsch, B. J. (2005). *A place to call home: After-school programs for urban youth*. Washington, DC, US: American Psychological Association; New York, NY, US: Teachers College Press. <http://dx.doi.org/10.1037/11087-000>

<sup>2</sup> Communities In School Texas Joint Venture. Retrieved <https://cistxjv.org/about-us/>

<sup>3</sup> Communities In School Texas Joint Venture Cycle 10 21<sup>st</sup> CCLC/ACE Grant application.

<sup>4</sup> Durlak, J.A., Weissberg, R.P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45(3-4), 294-309. <https://doi.org/10.1007/s10464-010-9300-6>

<sup>5</sup> Afterschool Alliance. *21<sup>st</sup> Century Community Learning Centers: Funding History, 21<sup>st</sup> CCLC*. Retrieved <http://www.afterschoolalliance.org/policy21stcclc.cfm>

<sup>6</sup> U.S Department of Education. *Programs: 21st Century Community Learning Centers*. Retrieved <https://www2.ed.gov/programs/21stcclc/index.html>

This evaluation document is generated in accordance with requirements stated in the Texas ACE Evaluation Guide to examine program outcomes for the 2018-2019 school year, to promote continuous improvement and sustainability, and to highlight ACE program achievements. The report identifies and addresses research questions generated from logic models created for each program; in addition to, intermediate outcomes related to participant performance. These research questions include:

- ✓ Resources and Implementation Procedures: Are the resources and allocation practices congruent with student/campus/program needs?
- ✓ Outputs Activities: Are program and activity offerings congruent with student/campus/program needs and interests?
- ✓ Outputs Participation: Are target students enrolled in ACE and engaged with program staff/activities?
- ✓ Intermediate Outcomes: Are there improvements in intermediate outcomes?
  - Academic performance
  - Attendance
  - Behaviors
  - Promotion rates
  - Graduation rates (*\*No data entered. Cycle 9, year 3 only serves grades 2<sup>nd</sup>-8<sup>th</sup>*)
- ✓ Are parents and families engaged in programs and activities?

These research questions frame data collection practices in the 2018-2019 school year to ensure that each question could be answered with fidelity to evaluate CIS-ACE programs. In accordance with reporting requirements, a list of findings for the ten (10) combined centers are presented below and are expounded upon within subsequent sections of this report.

#### Summary of findings:

- 🔍 CIS-ACE Cycle 9, year 3 programs enrolled 1,332 students in the 2018-2019 school year. Enrollment exceeded contracted number (n=1,000) by 33%. Of the 1,332, 1,285 were regular participants who attended program 45+ days.
- 🔍 Of the 1,285 regular participants, the demographics were: 5% American Indian/Alaskan Native (9), 2% Asian (31), 20% Black/African American (256), 57% Hispanic (730), 1% Native Hawaiian/Pacific Islander (2), 1% Two or more races (16), and 18% White (241). Of the regular participants 48% were male (619) and 52% female (666). Of those served 52.67% were at-risk, 63.99% economically disadvantaged, and 38.12% bilingual/ESL.
- 🔍 Intermediate outcomes – STAAR test performance in Math grade-All Sites: 91% pass rate.
- 🔍 Intermediate outcomes – STAAR test performance in Reading grade-All Sites: 90% pass rate.
- 🔍 Intermediate outcomes – STAAR test performance in Science grade-All Sites: 95% pass rate.
- 🔍 Intermediate outcomes – STAAR test performance in Social Studies grade-All Sites: 96% pass rate.
- 🔍 School Day Passing Rates – Student pass rates increased by 1% from fall to spring for CIS-ACE participants attending 45+ days.
- 🔍 Attendance outcomes – Student school day attendance decreased from fall to spring by 21% for CIS-ACE participants attending 45+ days.
- 🔍 Behavior outcomes – Student behavior/discipline referrals decreased by 17% from fall (n=419) to spring (n=349) for CIS-ACE participants attending 45+ days.
- 🔍 Promotion rates – 94% of students promoted (n=1124) to the next grade level for CIS-ACE participants attending for 45+ days.

- 🔍 Survey results showed 100% of principals had “Overall” positive perceptions of Site Coordinators and ACE Programs on their campuses as “Excellent,” “Good,” or “Satisfactory.”
- 🔍 Survey results showed 97% of students and 83% of parents reported that students “enjoyed” participating in CIS-ACE programs.
- 🔍 Survey results showed 84% of students, 80% of parents, and 54% of teachers positively associated participants’ academic performance with involvement in CIS-ACE.
- 🔍 Survey results showed 79% of parents and 62% of teachers positively associated participants’ behaviors with involvement in CIS-ACE.
- 🔍 Survey results showed 71% of teachers positively associated participants’ school day attendance with involvement in CIS-ACE.
- 🔍 Survey results showed 87% of students, 82% of parents, and 62% of teachers positively associated improvements in participants’ social skills with involvement in CIS-ACE.

The executive summary highlights critical performance outcomes associated with Cycle 9, Year 3 CIS-ACE programs. Subsequent sections of this provide a detailed overview of CIS-ACE, program design and support, program participants, intermediate outcomes, stakeholder perceptions, and evaluator recommendations and next steps.