

21st CENTURY COMMUNITY LEARNING CENTERS COMMUNITIES IN SCHOOLS SOUTHEAST HARRIS and BRAZORIA COUNTY ANNUAL EVALUATION REPORT ACE BRAZORIA COUNTY – CYCLE 10, YEAR 5



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Preface and Acknowledgements

This evaluation report is generated per Texas ACE and 21st Century Community Learning Centers evaluating and reporting requirements. This report examines ACE program outcomes for ten centers located in Brazoria County for the 2022-2023 school year. The evaluation process aligns with and incorporates program component requirements and process evaluation guidelines provided by the Texas ACE Guidebook, the Texas ACE Blueprint, the Texas ACE Quality Assurance Program, and evidence-based practices/research associated with out-of-school time educational and enrichment activities. The scope of work outlined in the evaluation contractual agreement with Communities in Schools (CIS) Southeast Harris and Brazoria County provided additional context for this annual report.

Findings and all recommendations stated in this report may not reflect the policies and perceptions of CIS Southeast Harris and Brazoria County, the districts in Brazoria County, or TEA. Any observations or recommendations stated reflect the Evaluator's position based on the data collected through on-site observations and provided by ACE staff. Qualtrics survey delivery platform and the TX21st/TEAL data system were used to capture additional data for this annual report.

Thank you to the Chief Executive Officer, Project Director (PD), the Site Coordinators (SC/SCs), Family Engagement Specialist (FES), students and their families, school day administrators, teachers, and staff who provide a significant portion of the data required to develop this report.

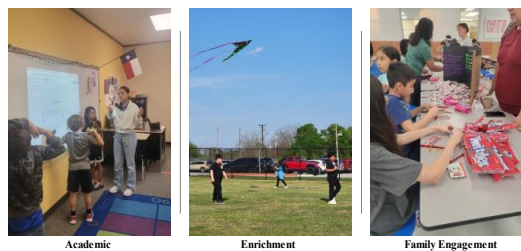


This evaluation report is generated under the Texas ACE and 21st Century Community Learning Centers evaluating and reporting requirements. This report aims to examine ACE program outcomes for the current academic year, promote continuous improvement, and highlight program achievements.

I. Executive Summary

This report provides grantee- and center-level evaluative content on Communities In Schools Southeast Harris and Brazoria County Afterschool Centers on Education (ACE) programs administered through the Texas Education Agency (TEA). The Texas Education Agency serves as a pass-through for federally funded 21st Century Community Learning Centers (21st CCLC) grants authorized under the [*Every Student Succeeds Act \(Title IV, Part B, 2015\)*](#)¹ The 21st CCLC/ACE "...creates community learning centers that provide academic enrichment opportunities..."² for at-risk students enrolled in academically underperforming Title I schools or Focus Campuses as designated by TEA.

Four components of ACE programs emphasize academic assistance, enrichment, family and parental support, and college and workforce readiness. ACE service delivery and evaluation strategies combined requirements and process evaluation guidelines provided by the Texas ACE Guidebook, the Texas ACE Blueprint, and the Texas ACE Quality Assurance Program. Evidence-based practices/research associated with out-of-school time educational, and enrichment activities provide additional context for this annual program report.



The research questions in this report relate to attendance, behavior, and learning engagement outcomes to measure student achievement and family engagement. These research questions include:

- Adherence and Exposure: Is program implementation congruent with the design and recommended components required to address student/family/campus needs and interests to promote positive outcomes?
- Quality and Engagement: Is program delivery engaging to students and congruent with high-impact practices that meet student/family/campus needs and interests to promote student learning engagement?

This section's Program Summary and Outcomes data provide program highlights and outcomes. The Executive Summary concludes with overall program strengths, recommendations, and next steps. All content serves to address the research questions in alignment with Process Evaluation and outcome guidelines.

¹ Afterschool Alliance. 21st Century Community Learning Centers: Funding History, 21st CCLC. Retrieved <http://www.afterschoolalliance.org/policy/21stcclc.cfm>

² U.S Department of Education. Programs: 21st Century Community Learning Centers. Retrieved <https://www2.ed.gov/programs/21stcclc/index.html>

Cycle 10, Year 5, 2022-2023, Program Summary and Outcomes

Enrollment/Participation

Total ACE Student Enrollment	Contracted Regular Students (Req'd#)	Regular (attending 45+ days)	% Total Contracted Enrollment	Contracted Parent (Req'd #)	Total # Parents	% Contracted # of Parents	Total enrollment varies based on system.
1,028	830	902	109%	680	1,477	217%	

Race/Ethnicity based on regular student attendance (45+ days)

Race/Ethnicity	American Indian/Alaskan (N=4)	Asian (N=8)	African American (N=84)	Hispanic (N=662)	Hawaiian /Pacific (N=0)	Two or More Races (N=0)	White (N=144)
	0.4%	1%	9%	73%	0%	0%	16%

Population Specifics based on total campus student profiles and Sex based on regular student attendance (45+ days)

Population Specifics	At-Risk	LEP	Economically Disadvantaged		Sex	Males (N=445)	Females (N=457)
	54%	32%	77%			49%	51%

Note. Student population data not provided in the Year End Demographic Summary in TX21st as in previous years.

Outcomes based on combined center totals

Academic	93% based on students with grade point average of ≥ 70 for the school year
Attendance	97% based on students with ≤ 15 days of school absences
Behavior referrals	99% based on students with ≤ 10 school day referrals

Note. Quality Assurance Indicators End of Year Data by Combined Center Totals provided by Project Director. Outcomes data not provided in "Student" report in TX21st as in previous years.

Stakeholder Survey Results

Teacher	62% of teachers indicated student attendance in ACE positively affected school performance.”
Principal	80% of principals responded that ACE integrated into the overall school environment, including visibility and interactions with school staff and students. 100% of principals responded that ACE is effectively meeting the needs of the students who attend ACE. 60% of principals had “Overall” positive perceptions of ACE staff and programs on their campuses
Program Enjoyment	100% of parents and 98% of students responded that their students “enjoyed coming to ACE.”
Benefit from Attending ACE	99% of parents responded that students “benefit” from attending ACE.”
Grades Improved	94% of parents and 92% of students responded that students’ “grades improved as a result of attending ACE.”
Complete Homework	62% of teachers, 97% of parents, and 94% of students responded that “ACE helps students’ complete homework assignments.”
Behaviors	58% teachers and 93% of parents responded that students’ “behavior at school has improved since attending ACE.”
Attendance	54% teachers responded that students’ school day attendance with their involvement in ACE.
New Friends	94% of parents responded that participants “made new friends as a result of attending ACE.”
Positive relationships	94% of parents and 92% of students responded that “ACE provides access and opportunities for participants to form positive relationships.”
ACE staff and parent communication	96% of parents responded, “ACE Site Coordinator communicates with me about my child.”
Parent involvement	95% of parents responded that “ACE helped me become more involved in my child’s education
Family Engagement	97% of parents responded that “The ACE Parent Events provides fun activities and beneficial resources for my family
Participate in ACE next school year	95% of parents and 94% of students responded “Yes,” or “Maybe” to students participating in ACE if the program is offered at their school next semester.

II. Program Strengths, Findings, and Recommendations

A. Strengths

1. ACE staff efforts resulted in a total enrollment of 1,028. Of the 1,028 enrolled, 902 were regular students (45+ days) exceeding the contracted number (n=830) by 109%.
2. In PY23, 1,477 parents attended at least one family engagement event, exceeding the contracted number (n=630) by 217%.
3. Ten out of ten centers *Met* or exceeded all Academic, Attendance, Behavior, and Family Engagement goals set in the logic models and reported in the End of Year Outcomes (see Appendix B Center Level Executive Summaries Center Outcome tables, Table 12 End of Year Outcomes, Table 3 Parent Numbers by Center, and Appendix C Tables and Figures for Teacher Survey Responses).
4. The ACE centers that participated in Texas ACE Quality Assurance Process Monitoring earned top scores of 4 (see Appendix E TEA Monitoring Reports).
5. Survey responses showed highly favorable teacher, principal, parent, and student perceptions of the ten centers (see Appendix C Tables and Figures; Figures 1-6).
6. 62% of teachers reported that student attendance in ACE positively affected school performance.”
7. Principal survey responses indicated that 60% of respondents had “Overall” positive perceptions of ACE staff and programs on their campuses.
8. Principal survey responses indicated that 100% of respondents believed that ACE is effectively meeting the needs of the students who attend ACE.
9. The ten ACE centers served the most in-need students in grade level 1st-8th, who account for 16% of total campus enrollment. The students served are ethnically diverse (Black/African American - 9% and Hispanic - 73%; see Appendix C Table 5 Race/Ethnicity), and an average of 54% are At-Risk, 32% are LEP or Limited English Proficiency, and 77% are Economically Disadvantaged (see Appendix C Table 7 Demographics).
10. The ten ACE centers implemented activities/programs that fulfilled each of the four TEA activity components in academic assistance, enrichment, college and workforce readiness, and family and parental support (see Appendix C Table 9 Activities).
11. The ten ACE centers’ Campus Delivery Plans identified, and logic models guided efforts and strategies toward goals to meet local campus and community needs (see Appendix B Center-Level Executive Summaries).
12. ACE staff continues with an intentional SEL focus in programs. ACE takes a holistic approach to student learning and engagement.
13. High campus buy-in on sites visited.



Academic



Enrichment



Family Engagement

14. ACE Family Engagement trending higher in fall PY23 vs fall PY22. Uptick in parent engagement can be attributed to ACE staff interaction with parents and FES team working relationship and efforts to build community partnerships.
15. ACE programs benefit from a strong, motivated veteran staff that wants to provide peer support.
16. New staff seems more coachable and engaged than in years past – which speaks to more intentional recruitment, training, onboarding, and agency promotion practices.
17. ACE programs make concerted efforts to meet participants’ interests, such as the uptick in sport and eSport activities.
18. Students interacted well with each other and ACE staff at multiple campuses.
19. SCs referred to PDs as supportive in matters unrelated to program implementation or operations. The references indirectly suggest PDs invested in the holistic development and wellness of ACE staff.
20. Evaluator observed engaged staff. Speaks to sound recruitment, training, onboarding, and on-campus coaching by SCs and Leads.
21. Multiple SCs mentioned strong Leads – potential for promotions to SCs and other leadership roles.
22. Strong peer-to-peer coaching and training. Veteran SCs mentoring new SCs and staff.
23. Shared lesson planning and curriculum development amongst ACE staff customized to suit various campus needs and student interests. Corporate lesson plan development increases productivity and efficiency.
24. The creation of virtual training libraries at some centers enabled new and emerging staff to learn from veteran, successful staff, and to revisit training as a refresher. Additionally, the commitment of full-time staff to improving their leadership skills has resulted in numerous internal promotions from SC roles into administrative or other leadership positions.
25. Communities In Schools Southeast Harris and Brazoria County continue to promote from within the agency.

B. Findings

The findings outlined below have the potential to negatively impact programming and student outcomes. The findings warrant the attention of the ACE Project Director.

Subsequent sections offer recommendations to address each finding. Findings include:

1. **Social, Emotional, Learning.** ACE staff mentioned high SEL needs among students.
2. **Staff Development/Retention.**
 - Observed coaching to empowerment where SC created a climate where part-time staff had the freedom to process through lesson plan and classroom management implementation and delivery errors to determine the best course(s) of action.
 - Programs benefit from new staff and several new leaders.
 - Find creative ways to celebrate ACE staff, namely part-time staff.
3. **Space.** Some programs lack space and as enrollment increases, additional space will be needed to accommodate added students.
4. **Program.**
 - Upticks in physical activity and sports in ACE increase the potential for injury and assumed risk to program.

- Classroom management. Classroom management challenges, especially with friend and family groups observed on some campuses.
 - Transition challenges between blocks/activities observed on some campuses.
 - Early ACE student pick-up compromises program benefits to students and time-in-program requirements.
5. **Technology.** maintenance issues across campuses that pertain to system updates, password management/access, and replacements.

C. Recommendations

The following recommendations address findings observed during the on-site visits:

1. **SEL.** ACE staff committed to incorporating SEL elements into programming. Recommendations for SEL sessions include:
 - Extend SEL beyond exploring emotions/feelings into conversations with students about addressing issues using resources taught or provided by ACE staff.
 - Provide a list of resources/strategies from SharePoint to accompany journals or SEL pages to identify ways to approach or address – for instance – reactive behaviors with breathing or counting exercises to create separation or to de-escalate a situation.
2. **Staff Recruitment/Development/Retention.**
 - Recruitment. In addition to using job sites such as Indeed, Monster, LinkedIn, etc., consider the following recruitment recommendations:
 - ACE staff should recruit qualified family members to work for the program. The Evaluator observed several family groups that worked on various campuses. ACE staff should also consider direct recruitment of older siblings, parents, and other family members of parents as these individuals have had direct/indirect program contact and some understanding of ACE's impact on students. There are potentially more family members of ACE staff that would be valued team members.
 - Other employee search efforts might include soliciting volunteers and college students, particularly those attending colleges and universities affiliated with education, psychology, sociology, social work, and organizational psychology departments.
 - Local food banks see considerable traffic and job announcements should be placed at the food bank as well as the Texas Workforce Commission.
 - Development. Programs benefit from new staff and several new to leadership that require additional support and coaching. Recommendations for staff development include:
 - Recommendations include pairing/assigning veteran and new SCs for mentorship.

- PD or veteran SC role play crucial conversations with staff to encourage staff to lean into conflict resolution and not retreat from hard talk/coaching opportunities with part-time staff.
 - Encourage new SCs to identify any conflict aversion and talk through those fears/apprehensions with veteran SCs or PD.
 - Take a strengths-focused approach to training/coaching to promote buy-in and retention. For example, lead with employ self-reported assessments of strengths, e.g., organization, communication, technology, energy, etc., and ask staff about areas of program that align with their skills/strengths.
- **Retention.** Staffing matters should center on retention, as considerable time, energy, and resources are currently allocated to address staffing needs across programs. Constant changes undermine program fluidity and ACE staff- student-family-school day relationships. Recommendations for staff retention include:
- Find creative ways to celebrate ACE staff, namely part-time staff.
 - As mentioned in the Development section, take a strengths-focused approach to training/coaching to promote buy-in and retention.
3. **Space.** Space issues persist as common in supplemental or out-of-school-time programs.
- Partner with school-day teachers/staff to use space located near ACE activities to make management/oversight of ACE programs easier.
 - Ask school day about the potential for a portal or designated area that poses a benefit to both ACE and school day such as during testing.
 - Better organize existing space to maximize storage capacity and reduce clutter.
4. **Program.** Program recommendations include:
- Classroom management. Classroom management challenges, especially with friend and family groups observed on some campuses.
 - Transition challenges between blocks/activities observed on some campuses.
 - Upticks in physical activity and sport in ACE increase the potential for injury and assumed risk to program. Review and evaluate existing liability waivers (LW) and require ACE staff to secure signed liability waivers for all participants. The LW should be included in the program enrollment application to help the agency mitigate liability.
 - Ensure families know/have access to medical screenings
 - Partner with coaches to engage in weight training for ACE participants as a 1) SEL outlet, 2) strength and conditioning in preparation for sport participation, 3) bolster enrollment, and 4) further integrate ACE into the school day since such a huge emphasis is placed on sport in schools.
 - Early ACE student pick-up compromises program benefits to students and time-in-program requirements.
5. **Technology.** Technology recommendations include:

- Devise a plan for system maintenance across campuses that pertain to system updates, password management/access, and replacements.
- Evaluator provided grant information to PD and Regional for potential funding opportunities to replace or upgrade technology across campuses/where needed.

These strengths and recommendations were delivered both in written form and in person during fall (October 16-20, 2023) and spring (March 28-April 1, 2023) site visits to the CEO and Project Director. The ACE sites operated in compliance with the grant requirements, TEA, and the agency's mission. The Evaluator observed highly passionate staff with great relationships with ACE students and their families, school-day faculty, and staff. Remaining sections of this report are outlined as follows: II) Program Overview, III) Impacts to Program, IV) Process Evaluation Plan, V) Outcome Results, VI) Evaluator Information, VII) References, and Appendices with Center-Level Fact Sheets and Executive Summaries, Tables and Figures, Stakeholder Survey Templates, and TEA Quality Assurance Monitoring Reports.

III. Program Overview

Communities In Schools Southeast Harris and Brazoria County is a non-profit that serves at-risk students in Southeast Harris and Brazoria Counties. The Theory of Action frames ACE program development and implementation. The theory states *that students in need that spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components - academic assistance, enrichment, college, and career readiness, and family engagement - will yield improvement in five outcome areas – academic achievement on State assessments, academic achievement based on grade point average (GPA), attendance, behavior, and learning engagement.*³

Brewer (2018)⁴ provided empirical support for the agency’s theoretical premise, as the researcher concluded that extended learning opportunities offered in out-of-school-time settings provide “extraordinary impacts on” students’ academic achievement, behaviors, and self-constructs. Other critical factors related to the benefits of afterschool programs involved *student access to and sustained participation in afterschool programs, quality programming, staffing, and safety and supervision provided to the most at-risk, low-income students.*⁵ The Afterschool Alliance posited that an exemplary program recognized the varying *psychological, social, educational, and physiological needs*⁶ of students.

ACE programs incorporated the elements outlined in research conducted by Brewer (2018) and recommendations provided by the Afterschool Alliance on factors that support afterschool program effectiveness. ACE service delivery and evaluation strategies combined guidance from the TEA Texas ACE Guidebook, the Texas ACE Blueprint, the Texas ACE Quality Assurance Program, Texas ACE Four Component Activity Guide, and National Afterschool Association Out-of-school Time Standards⁷ to ensure student learning and enrichment activities aligned with grade-level TEKS to complement school day instruction.

The ACE Brazoria County program consists of ten centers that serve at-risk, economically disadvantaged students in grades 1st-8th at ten schools in the Alvin, Columbia-Brazoria, Galena Park, La Porte, Pasadena, and Pearland Independent School Districts. Brazoria County was funded at \$1,500,000.00 to implement programs for Cycle 10, Year 5.

The centers and corresponding numbers include:

Center 1: Mark Twain Elementary	Center 6: Red Bluff Elementary
Center 2: Alvin Jr. High	Center 7: Fisher Elementary
Center 3: E.A. Lawhon Elementary	Center 8: Barrow Elementary
Center 4: Cloverleaf Elementary	Center 9: Bayshore Elementary
Center 5: Green Valley Elementary	Center 10: La Porte Elementary

³ Communities In School Texas Joint Venture. Retrieved <https://txjv.org/about-us/>

⁴ Brewer, Alexandra, Afterschool programs: Benefits, challenges, and opportunities (2018). Integrated Studies. Retrieved from <https://digitalcommons.murraystate.edu/bis437/164>

⁵ Wong, A.M. (2008). Secrets of Successful Afterschool Programs. Retrieved <https://www.gse.harvard.edu/news/uk/08/02/secrets-successful-afterschool-programs>

⁶ Afterschool Alliance. What to look for in an afterschool program: Learn to identify high-quality programs. Retrieved <http://www.afterschoolalliance.org/myCommunityLook.c>

⁷ National Afterschool Association <https://naaweb.org/>

IV. Impact to Program

ACE staff and leadership implemented high-fidelity programs in the 2022-2023 school year despite challenges and staffing issues to meet the need of at-risk students and their families. Staffing remained a persistent challenge for ACE programs. The nationwide employee shortage impacted ACE program operations and implementation and called for program leadership to develop innovative ways to maintain program operations.

For instance, the Project Directors developed a floater system where fully staffed programs sent employees to substitute at understaffed campuses. The floater model was implemented regionally meaning, staff were sent to campuses within the same vicinity. This substitution model enables staff to maintain program compliance and fidelity with grant staff to ratios and program offerings, which benefited students attending programs specifically those with high SEL needs.

Student's social/emotional/learning needs remained a priority for ACE staff. Programs continued to partner with school-day teachers and staff and the Family Engagement Specialist to connect students with mental health and suicide prevention services via VOCA, or Victims of Crime Act and *Stop. Talk. Overcome. Pain*, or S.T.O.P.⁸ These services are vital to students and families in Houston and greater Houston.

V. Process Evaluation Plan

ACE staff and the Evaluator collected data and monitored program progress toward goals to ensure program fidelity and alignment with quality indicators to support student achievement. This evaluation report examines program outcomes for the 2022-2023 school year for continuous improvement and sustainability and highlights ACE program achievements. The report identifies and addresses research questions generated from data collected via campus-level needs assessments, logic models, and stakeholder survey responses.

The research questions in this report relate to attendance, behavior, and learning engagement outcomes to measure student achievement and family engagement. These research questions include:

- Adherence and Exposure: Is program implementation congruent with the design and recommended components required to address student/family/campus needs and interests to promote positive outcomes?
- Quality and Engagement: Is program delivery engaging to students and congruent with high-impact practices that meet student/family/campus needs and interests to promote student learning engagement?

⁸ *Stop. Talk. Overcome. Pain*, Retrieved from <https://stopglobal.org/>

The research questions steered data collection based on processes outlined in the Local Evaluation Guide (2019) and shown in Table 1 using retrospective research design⁹.

Table 1. Process Evaluation for ACE

Table 1

Grantee-level Process Evaluation Plan			
Process Question	Process Measure	Data Collection Method	Progress
1. Adherence: Is the program being implemented as designed?	1a. Program operations run 5-days x week 1b. Academic assistance and enrichment activities run according to scheduled blocks, e.g., 1-hour tutoring, homework help	1a. Weekly Activity Schedule (WAS) 1b. On-site visits/observations of programs 4 times per semester.	Program operations ran 5-days x week and activities align with WAS.
2. Exposure: To what extent are participants receiving the recommended amount of exposure to the program?	2a. Number of student enrolled 45+ days in ACE during fall, spring, and summer.	2a. Daily attendance records to assess student enrollment. Monthly attendance assessments taken to calculate number of regular (45+ days) students enrolled in program.	Attendance entered daily by Site Coordinators into TEAL and reviewed by Project Director monthly and mid-fall and early spring by External Evaluator
3. Quality: Is the program being delivered in a high-quality manner?	3a. Staff classroom management and lesson plan development/implementation trainings 3b. Hire and retain qualified staff 3c. Campus safety protocols in place and followed	3a. Training evaluations 3b. Resume and qualifications outlined; best practices in recruiting and interviewing applicants 3c. Safety Protocols posted	Project Director provided a list of conferences and trainings attended (see Appendix C for table of conferences and tables). Campus Safety and Service Delivery Plans outlined by CIS leadership (see Appendix D for plans)
4. Engagement: How are participants responding to the program?	4a. Stakeholder survey data 4b. Family engagement and attendance at events 4c.	4a. Stakeholder surveys administered fall and spring of each year to principals, students, parents, and teachers	Stakeholder perceptions of ACE reported as overall positive.
<i>Adopted from Process Evaluation Plan in Texas ACE Local Evaluation Guide (p. 14)</i>			

Fact Sheets (see Appendix A) and Executive Summaries (see Appendix B) provide center-level data for ACE Brazoria County. Microsoft Excel was used for data analysis of program/student outcomes based on data retrieved from the Continuation Application and other reports in TX21st/TEAL. Qualtrics Survey Platform was used to collect stakeholders' perceptions for fall/spring survey data of program strengths and weaknesses. Outcomes were based on regular students (45+ days of attendance).

Logic models were created for each center by SCs, Projector Director, and reviewed by the Evaluator to guide program implementation and to state program goals. Logic models were developed around five key categories: 1) youth, family, and community needs, 2) center goals, 3) Process Evaluation (see Table 1) implementation related to inputs, resources, and outputs, 4) activities, and 5) outcomes. Site Coordinators and the Project Director engaged in monthly or as-needed in-person and virtual meetings, email correspondence, or phone calls to assess program progress towards achievement of outcome goals.

The executive summaries (see Appendix B) highlight critical center-level performance outcomes associated with Cycle 10, Year 5 ACE programs. The subsequent sections of this report provide a more detailed program analysis and center-level content.

⁹ Geldhof, G.J., Warner, D.A., Finders, J.K., Thogmartin, A.A., Kelly, A.C., & Longway, A. (2018). Revisiting the utility of retrospective pre-post designs: The need for mixed-method pilot data, evaluation, and program planning. *Evaluation and Program Planning*, 70, 83-89, doi:10.1016/j.evalprogplan.2018.05.002

A. Program Student Enrollment and Attendance

The grant requirements state students must attend ACE programs for a minimum of 45 days to support student achievement in critical areas that increase academic achievement, improve attendance, reduce behavior referrals, and promote persistence in school. Regular (45+ days) and non-regular (1-44 days) student enrollment totaled 1,028. Of the 1,028, 902 attended the program 45+ days which accounts for **109%** of the contracted number (n=830).

Table 2. Regular student attendance increased from 898 in PY22 to 902 in PY23.

Table 2

Cycle 10, Year 5, 2022-2023, Total Enrollment by Student Type PY23 vs PY22, PY21, and PY20								
Student Types	2022-2023		2021-2022		2020-2021		2019-2020	
	Student Count	% of Total Enrollment	Student Count	% of Total Enrollment	Student Count	% of Total	Student Count	% of Total
Regular ACE Students (45+ Days)	902	88%	898	84%	706	81%	782	81%
Non-Regular (1-44 Days)	126	12%	169	16%	162	19%	185	19%
Total	1028	100%	1067	100%	868	100%	967	100%
Enrollment data retrieved from TX21st Grantee - Continuation Application								
Highlighted cells show increases in regular and total enrollment in PY23 vs PY22, PY21, and PY20.								

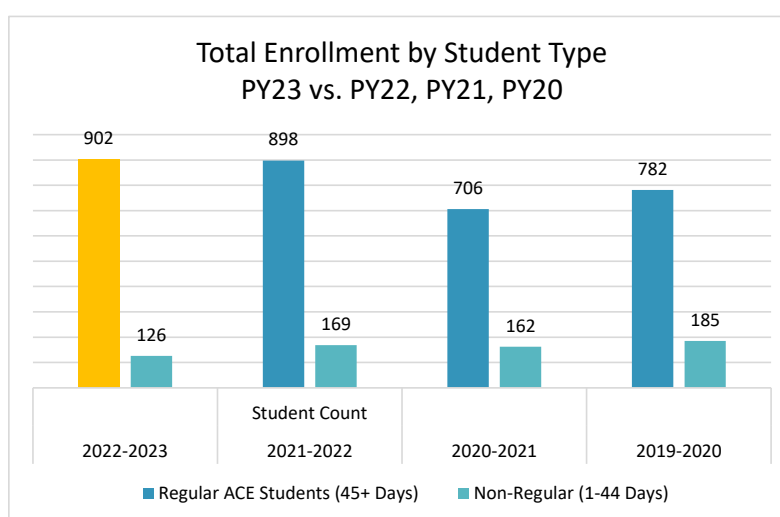


Table 3. Combined centers student enrollment in grade levels 1st-8th accounts for 16% of total campus enrollment. All centers **Met** the contracted *Regular* student (45+ days; n=830) enrollment numbers. All centers also **Met** the contracted parent/family engagement numbers (n=680). Combined center student and parent contracted numbers were exceeded by 109% and 217%, respectively.

Note: There is a discrepancy between the regular ACE student numbers reported in the Continuation Report (n=903) vs the End of Year Demographic Report (n=902) where data was pulled for Tables 2-6.

Table 3

Cycle 10, Year 5, 2022-2023, Program Participant Enrollment and Attendance										
Center #: Campus	Total Campus Enrollment	Total ACE Student Enrollment	% of Campus Enrollment in ACE Program	Contracted ACE Regular Students (Req'd #)	Regular ACE Students (45+ Days)	% Contracted # of Regular ACE Students	Non-Regular (1-44 Days)	Contracted Parent (Req #)	Total # Parents	% Contracted # of Parents
Center 1: Mark Twain Elementary	692	128	18%	90	95	106%	33	80	122	153%
Center 2: Alvin Jr. High	935	117	13%	80	82	103%	35	60	123	205%
Center 3: E.A. Lawhon Elementary	832	85	10%	80	84	105%	1	60	155	258%
Center 4: Cloverleaf Elementary	788	114	14%	90	106	118%	8	80	219	274%
Center 5: Green Valley Elementary	557	91	16%	80	83	104%	8	60	120	200%
Center 6: Red Bluff Elementary	530	94	18%	80	92	115%	2	60	119	198%
Center 7: Fisher Elementary	596	96	16%	80	93	116%	3	60	218	363%
Center 8: Barrow Elementary	382	78	20%	70	75	107%	3	60	113	188%
Center 9: Bayshore Elementary	388	113	29%	90	100	111%	13	80	132	165%
Center 10: La Porte Elementary	532	112	21%	90	92	102%	20	80	156	195%
Combined Center Totals	6232	1028	16%	830	902	109%	126	680	1477	217%
Total campus enrollment data retrieved from ACE Campus Service Delivery Plans, Campus Profile Page										
Enrollment data retrieved from TX21st Grantee - Continuation Application, Reports - Center Reports - Participants Attendance, and End of Year Student Demographics										
Non-regular enrollment data retrieved from TX21st Frequently Run Reports-Continuation Application and Reports - Center Reports - Participants Attendance										
Participant enrollment varies based on source										
Total campus enrollment number for Mark Twain retrieved from the TAPR 2021-2022 Report										
Highlighted cells indicated Contracted number met.										

Table 4. Grade levels by center for regular students showed that 3rd grade (n=240) accounted for 27% of total regular students (n=902) served.

Table 4

Cycle 10, Year 5, 2022-2023, Regular Participant Grade Levels, by Center									
Center #: Campus	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Center 1: Mark Twain Elementary	9	18	24	23	21	0	0	0	95
Center 2: Alvin Jr. High	0	0	0	0	0	24	36	22	82
Center 3: E.A. Lawhon Elementary	0	27	26	31	0	0	0	0	84
Center 4: Cloverleaf Elementary	0	23	31	29	23	0	0	0	106
Center 5: Green Valley Elementary	0	11	36	19	17	0	0	0	83
Center 6: Red Bluff Elementary	0	29	32	31	0	0	0	0	92
Center 7: Fisher Elementary	0	30	27	36	0	0	0	0	93
Center 8: Barrow Elementary	0	19	13	25	18	0	0	0	75
Center 9: Bayshore Elementary	11	24	25	29	11	0	0	0	100
Center 10: La Porte Elementary	9	21	25	17	20	0	0	0	92
Combined Center Totals	29	202	239	240	110	24	36	22	902
Data retrieved from Grantee Reports Year End Student Demographics Summary & Center-Import/Export - Exports - Grade Levels Served									
EOY Student Demographics Summary for Bayshore shows a total of 100 regular ACE students vs 101 reported in Continuation Application									
Highlighted column show largest grade served									

B. Participant Demographics

The targeted schools where ACE programs operate reside in high-poverty LEAs with at-risk student percentages above the state average and were designated as Focus Schools by TEA. Each school was eligible for school-wide interventions under Title 1, Section 1114, and selected to participate due to a high need for meeting state and federal accountability standards. ACE program staff recruited students from the target groups based on the previously mentioned metrics, low academic performance, and designation as at-risk.

Staff also accepted school day, parent, and student-self referrals into the program, while priority enrollment was given to the most in-need students. Tables 5, 6, and 7 show demographic data retrieved

from TX21st/TEAL Year-End Demographics Summary report, ACE Campus Needs Assessment Profile Pages, and TAPR 2020-2021 that include data on students' race/ethnicities, sex, and population specifics, e.g., limited English Language Proficiency.

Table 5. Race/Ethnicity data for regular ACE students reported as **73%** identified as Hispanic (n=662) and **9%** as African American (n=84). Red Bluff, Cloverleaf, and Fisher served the highest number of Hispanic regular students at **96%**, **92%**, and **91%**, respectively. Options for *Race/ethnicity* based on Department of Education Office for Civil Rights designations for reporting.

Table 5

Cycle 10, Year 5, 2022-2023, Student Race/Ethnicity, by Center based on Regular (45+ Days)															
Center #: Campus	American Indian or Alaskan		Asian		African American		Hispanic		Hawaiian or Pacific		Two or More Races		White		Total Regular Participants
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Center 1: Mark Twain EL.	1	1%	0	0%	3	3%	80	84%	0	0%	0	0%	11	12%	95
Center 2: Alvin Jr. High	0	0%	1	1%	3	4%	65	79%	0	0%	0	0%	13	16%	82
Center 3: E.A. Lawhon EL.	1	1%	5	6%	13	15%	53	63%	0	0%	0	0%	12	14%	84
Center 4: Cloverleaf EL.	0	0%	0	0%	6	6%	98	92%	0	0%	0	0%	2	2%	106
Center 5: Green Valley EL.	0	0%	0	0%	20	24%	63	76%	0	0%	0	0%	0	0%	83
Center 6: Red Bluff EL.	0	0%	0	0%	3	3%	88	96%	0	0%	0	0%	1	1%	92
Center 7: Fisher EL.	0	0%	0	0%	3	3%	85	91%	0	0%	0	0%	5	5%	93
Center 8: Barrow EL.	0	0%	0	0%	5	7%	26	35%	0	0%	0	0%	44	59%	75
Center 9: Bayshore EL.	2	2%	1	1%	13	13%	44	44%	0	0%	0	0%	40	40%	100
Center 10: La Porte EL.	0	0%	1	1%	15	16%	60	65%	0	0%	0	0%	16	17%	92
Combined Center Totals	4	0.4%	8	1%	84	9%	662	73%	0	0%	0	0%	144	16%	902
Data retrieved from Grantee Reports Year End Student Demographic Summary															
EOY Student Demographics Summary for Bayshore shows a total of 100 regular ACE students vs 101 reported in Continuation Application															
Highlighted sections denotes largest ethnic group served.															

Table 6. Combined center data on Sex show females (n=457) account for 51% of regular students (n=902). Options for *Sex* based on Department of Education Office for Civil Rights designations for reporting.

Table 6

Cycle 10, Year 5, 2022-2023, Student Sex, by Center based on Regular Participation (45+ Days)					
Center #: Campus	Males		Females		Total Regular Participants
	#	%	#	%	
Center 1: Mark Twain EL.	40	42%	55	58%	95
Center 2: Alvin Jr. High	49	60%	33	40%	82
Center 3: E.A. Lawhon EL.	36	43%	48	57%	84
Center 4: Cloverleaf EL.	61	58%	45	42%	106
Center 5: Green Valley EL.	31	37%	52	63%	83
Center 6: Red Bluff EL.	46	50%	46	50%	92
Center 7: Fisher EL.	52	56%	41	44%	93
Center 8: Barrow EL.	40	53%	35	47%	75
Center 9: Bayshore EL.	50	50%	50	50%	100
Center 10: La Porte EL.	40	43%	52	57%	92
Combined Center Totals	445	49%	457	51%	902
Data retrieved from Grantee Reports Year End Student Demographic Summary					
EOY Student Demographics Summary for Bayshore shows a total of 100 regular ACE students vs 101 reported in Continuation Application					

Table 7. Combined center Population Specific data show an average of 54% at-risk, 32% limited English Language Proficiency, and 77% economically disadvantaged students based on campus profile data retrieved from ACE Campus Service Delivery Plans Profile Pages. **Highlighted cells** indicate campuses that served the highest percentages of At-Risk, LEP, and Economically Disadvantaged students. *Student population data is not provided in TX21st the Year End Demographic Summary Report as in previous program years.*

Table 7

Cycle 10, Year 5, 2022-2023, Student Population Specifics, by Campus Served			
Center: Campus #	At-Risk Students	Limited English Language Proficiency	Economically Disadvantaged
Center 1: Mark Twain Elementary	70%	37%	76%
Center 2: Alvin Jr. High	63%	21%	57%
Center 3: E.A. Lawhon Elementary	42%	39%	57%
Center 4: Cloverleaf Elementary	87%	65%	100%
Center 5: Green Valley Elementary	55%	35%	96%
Center 6: Red Bluff Elementary	66%	50%	77%
Center 7: Fisher Elementary	55%	48%	84%
Center 8: Barrow Elementary	38%	11%	75%
Center 9: Bayshore Elementary	35%	6%	68%
Center 10: La Porte Elementary	34%	4%	79%
Combined average for (10) Centers	54%	32%	77%
<i>Student demographic data retrieved from ACE Campus Service Delivery Plans, Campus Profile Page</i>			
<i>Student Population Specific data for Mark Twain, eco. disadvan. data for Green Valley retrieved from 2020-2021 TAPR Report</i>			
<i>Highlighted sections denotes largest ethnic group served.</i>			
<i>Note, Population Specifics data based on total campus student profile. Student population data not provided in TX21st Year End Demographic Summary as in previous years.</i>			

C. Program Operations

Program operations included a minimum of three hours of out-of-school-time activities to provide students with opportunities to engage in academic, enrichment, social, and cultural programming.

Table 8. ACE program's start-end dates and operating schedule for the school year. Highlighted cells indicate a reporting error in TX21st that showed some centers operated less than the hours and weeks required by the grant. *All centers operated the required hours and weeks in compliance with the grant.*

Table 8

Cycle 10, Year 5, 2022-2023, Operating Weeks and Hours Required vs Actual, by Center														
Center #: Campus	Grade Levels Served	# Days ACE x Week	Fall 2022						Spring 2023					
			Start Date	End Date	Required Weeks	Actual Weeks	Required Hours	Actual Hours	Start Date	End Date	Required Weeks	Actual Weeks	Required Hours	Actual Hours
Center 1: Mark Twain El.	1st-5th	5	8/24/2022	12/9/2022	14	14	15	14	12/12/2022	5/25/2023	17	19	15	14
Center 2: Alvin Jr. High	6th-8th	5	8/24/2022	12/9/2022	14	14	15	14	12/12/2022	5/25/2023	17	20	15	14.5
Center 3: E.A. Lawhon El.	2nd-4th	5	8/24/2022	12/9/2022	14	14	15	14	12/12/2022	5/24/2023	17	18	15	13.5
Center 4: Cloverleaf El.	2nd-5th	5	8/17/2022	12/9/2022	14	13	15	12.75	12/12/2022	5/24/2023	17	18	15	13.25
Center 5: Green Valley El.	2nd-5th	5	8/17/2022	12/9/2022	14	13	15	12.75	12/12/2022	5/24/2023	17	18	15	12.75
Center 6: Red Bluff El.	2nd-4th	5	8/23/2022	12/9/2022	14	13	15	13.75	12/12/2022	5/23/2023	17	18	15	13
Center 7: Fisher El.	2nd-4th	5	8/23/2022	12/9/2022	14	13	15	13.5	12/12/2022	5/23/2023	17	18	15	13.25
Center 8: Barrow El.	2nd-6th	5	8/24/2022	12/9/2022	14	14	15	14.25	12/12/2022	5/24/2023	17	18	15	13.5
Center 9: Bayshore El.	1st-5th	5	8/24/2022	12/9/2022	14	13	15	13.75	12/12/2022	5/24/2023	17	19	15	13.75
Center 10: La Porte El.	2nd-5th	5	8/24/2022	12/9/2022	14	13	15	13.75	12/12/2022	5/24/2023	17	19	15	13.5
<i>Data retrieved from TX21st Grantee Reports Center Operations</i>														
<i>Highlighted cells indicate actual weeks and hours less than those required by the grant.</i>														

D. Program Academic and Enrichment Activities

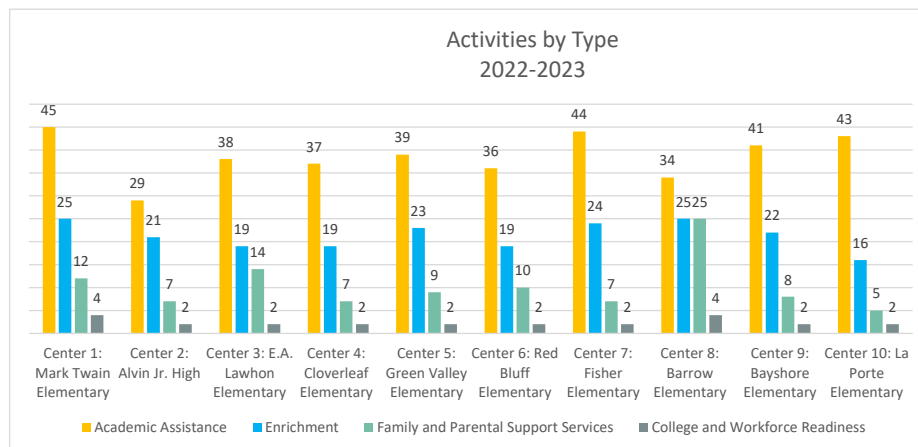
ACE staff aligned lesson plans with district/campus scope and sequence by accessing the comprehensive database of TEKS-aligned lessons created by teachers and curriculum specialists. During the first one-hour block received homework assistance and participated in guided or silent reading. The second hour offered interactive STEM/STEAM, thematic units, group tutoring, and mixed-learning models and activities.

In the third hour, students selected from innovative, hands-on enrichment activities that included social-emotional learning character education, Clubs, Digital Media Arts, engineering, science experiments, culinary arts, robotics, fine arts, health, and wellness, and physical education. Adult literacy, English as Second Language, computer literacy, parenting education, financial literacy education, and nutrition were offered to adult family members of students. Table 9. Shows total number of activities offered. Academic Assistance (n=386) and Enrichment (n=213) account for 53% and 29% of total activities (n=727), respectively.

Table 9

Center #: Campus	Academic Assistance	% of Total Activities Offered	Enrichment	% of Total Activities Offered	Family and Parental Support Services	% of Total Activities Offered	College and Workforce Readiness	% of Total Activities Offered	Combined Center Total Activities Offered
Center 1: Mark Twain Elementary	45	6%	25	3%	12	2%	4	1%	86
Center 2: Alvin Jr. High	29	4%	21	3%	7	1%	2	0%	59
Center 3: E.A. Lawhon Elementary	38	5%	19	3%	14	2%	2	0%	73
Center 4: Cloverleaf Elementary	37	5%	19	3%	7	1%	2	0%	65
Center 5: Green Valley Elementary	39	5%	23	3%	9	1%	2	0%	73
Center 6: Red Bluff Elementary	36	5%	19	3%	10	1%	2	0%	67
Center 7: Fisher Elementary	44	6%	24	3%	7	1%	2	0%	77
Center 8: Barrow Elementary	34	5%	25	3%	25	3%	4	1%	88
Center 9: Bayshore Elementary	41	6%	22	3%	8	1%	2	0%	73
Center 10: La Porte Elementary	43	6%	16	2%	5	1%	2	0%	66
Combined Center Total Activities Offered	386		213		104		24		727
% of Total Activities Offered, by Type		53%		29%		14%		3%	100%

Data retrieved from TX21st Center - Import/Export - Exports - Activities



E. Staff Information

Table 10. Staffing data by staffing type included center administrators/coordinators, certified teachers, college students, paraprofessionals, and volunteers. College students account for 27% of staff. College students' availability often depends on course schedules. Reliance on college students to staff programs may contribute to turnover/staffing inconsistencies. Turnover rates were reported at 5% in PY23 vs 16% in PY22.

Table 10

Cycle 10, Year 5, 2022-2023, Program Staffing Paid and Volunteers, by Center											
Center #: Campus	Center Administrators/ Coordinators	Certified Teachers (school-day & substitute teachers)	College students	High School Students (Unallowable to pay students)	Other (Activity Coordinators), Other Community members (e.g., business mentors, senior citizens, etc.)	Other non-school staff with some or no college	Para-professionals	Youth development worker/other non-school staff w/ college degree or higher	# of Volunteer s	Staff Totals	Turnover
Center 1: Mark Twain Elementary	4	0	7	0	0	2	0	8	12	33	3
Center 2: Alvin Jr. High	3	1	11	0	0	0	0	0	8	23	1
Center 3: E.A. Lawhon Elementary	3	0	9	0	0	6	0	0	16	34	0
Center 4: Cloverleaf Elementary	3	0	4	0	4	2	0	1	33	47	1
Center 5: Green valley Elementary	5	0	8	0	0	1	0	0	12	26	2
Center 6: Red Bluff Elementary	3	0	11	0	0	0	0	2	5	21	0
Center 7: Fisher Elementary	3	0	5	0	0	5	1	0	0	14	1
Center 8: Barrow Elementary	3	0	1	0	0	9	0	0	11	24	2
Center 9: Bayshore Elementary	3	0	6	0	0	5	0	2	1	17	1
Center 10: La Porte Elementary	3	0	7	0	2	0	0	0	8	20	1
Combined Center Totals	33	1	69	0	6	30	1	13	106	259	12
Percentage of Staffing Type	13%	0%	27%	0%	2%	12%	0.4%	5%	41%	100%	5%
<i>Data retrieved from Staffing Report in TX21st</i>											
<i>Note: Parents accounted for the highest number of program volunteer.</i>											

Conferences and Training

Table 11. Conferences, workshops, and training attended by ACE staff. Professional development and growth listed in the table aligned with staff skills development needs mentioned by ACE Staff and observed by Evaluator.

Table 11

Conference/Training	Activity Coordinators	CEO, COO, Community Organizations	Family Engagement Specialist	Leads	Part-time Staff	Program Assistant	Project Director	Site Coordinators	Training Specialist
ACE Team Trainings			X				X	X	X
Agency Policies/Procedures	X		X			X	X	X	X
Building Rapport & Relationships Training	X							X	
Campus Procedures	X							X	
Case for Kids Provider Fair			X						
CIS Staff Trainings		X						X	
Classroom Management & Lesson Plan Delivery	X							X	
Committee for Children: Enrich Your OST Program with SEL									X
District Food Service Training - Alvin ISD	X							X	
District Safety Trainings	X							X	
Diversity, Equity, & Inclusion Training Session	X						X	X	
Dugouts	X							X	
Family Engagement Specialist Trainings			X					X	
HQIM/HIT - Galena Park ISD								X	
Leadership Trainings				X					X
Lesson Plan & Unit Plan Training	X							X	
Lesson Plan Writing	X								
OSTI-CON			X	X			X	X	X
Recognizing & Reporting Child Abuse	X								
Region 4 - Spring									X
Region 4 STEAM - Summer									X
Safety/Active Attacker	X							X	
SEL & Teaching (SEL) Training	X							X	
SEL Responsible Decision-Making Training	X							X	
Site Coordinator Support Trainings								X	X
SMART Goals Training	X							X	
Staff Management & Retention Training								X	
Teaching Students with Special Needs Training	X							X	
You for Youth Trainings	X							X	
<i>List of Conferences and Trainings provided by Project Director</i>									

VI. Outcome Results

This section provides Grantee-level academic, attendance, behavior, and survey outcomes relative to goals outlined in center logic models and stakeholder survey results.

Grantee-Level Summary of Outcomes

Table 12 shows end-of-year data reported for Quality Assurance Indicators on academic, attendance, and behavior referrals. The data were based on regular student (45+ days) outcomes. Percentages for:

- Academic based on students with a grade point average of ≥ 70 for the school year
- Attendance based on students with ≤ 15 days of school absences
- Behavior based on students with ≤ 10 school day referrals

A. Student Outcomes: Academic, Attendance, and Behavior Referrals

Table 12

Cycle 10, Year 5, 2022-2023, Regular Student (45+ Days) Outcomes, by Center			
Center #: Campus	Academic	Attendance	Behavior Referrals
Center 1: Mark Twain Elementary	100%	100%	100%
Center 2: Alvin Jr. High	82%	100%	93%
Center 3: E.A. Lawhon Elementary	100%	100%	100%
Center 4: Cloverleaf Elementary	98%	98%	100%
Center 5: Green Valley Elementary	87%	100%	100%
Center 6: Red Bluff Elementary	80%	98%	100%
Center 7: Fisher Elementary	97%	90%	100%
Center 8: Barrow Elementary	92%	96%	100%
Center 9: Bayshore Elementary	97%	98%	94%
Center 10: La Porte Elementary	100%	85%	100%
Combined Center Totals	93%	97%	99%
Data from Quality Assurance Indicators End of Year Data by Center provided by Project Director			
Percentages based on Regular Students (45+ days in program)			
Attendance percentage based on students with ≥15 days of school absences			
Academic percentage based on students with grade point average of ≥70 for the school year			
Behavior percentage based on students with ≥10 school day referrals			
Highlighted cells indicate center with the highest outcome percentages.			
Outcomes data not provided in "Student" report in TX21st as in previous years.			

B. Survey Outcomes

ACE Cycle 10, Year 5 centers disseminated surveys to teachers, principals, parents, and students to capture stakeholder perceptions of program effectiveness, and changes in ACE students' academic performances, attendance, and behaviors. Table 13 shows stakeholder response rates by the center for fall and spring.

Table 13

Cycle 10, Year 5, 2022-2023, Stakeholder Survey Responses, Teacher, Principal, Parent, Parent Spanish, and Student, by Center												
Center #: Campus	Stakeholder Surveys Fall 2022						Stakeholder Surveys Spring 2023					
	Teacher	Principal	Parent	Parent Spanish	Student	Student Spanish	Teacher	Principal	Parent	Parent Spanish	Student	Student Spanish
	# Responses						# Responses					
Center 1: Mark Twain El.	83	1	19	5	62	1	1112	1	38	5	90	0
Center 2: Alvin Jr. High	91	0	39	39	65	26	116	1	15	30	90	25
Center 3: E.A. Lawhon El.	77	0	54	22	74	0	84	1	22	7	83	0
Center 4: Cloverleaf El.	103	0	12	19	83	26	105	1	13	13	81	20
Center 5: Green Valley El.	36	0	26	7	48	10	37	1	14	9	41	0
Center 6: Red Bluff El.	91	1	65	0	79	0	90	0	49	0	90	0
Center 7: Fisher El.	93	1	40	18	78	13	98	1	54	0	74	19
Center 8: Barrow El.	44	0	21	0	45	1	45	1	31	0	41	0
Center 9: Bayshore El.	70	0	23	0	69	0	92	1	47	0	81	0
Center 10: La Porte El.	70	0	46	0	72	0	98	1	24	0	22	0
Combined Center Totals	758	3	345	110	675	77	1877	9	307	64	693	64

Data based on fall/spring stakeholder responses collected using Qualtrics

i. Data Collection

ACE Staff offered paper and electronic modes for stakeholders to complete surveys. Instruction to complete and return surveys in addition to the purpose of the surveys was provided to stakeholders. Teachers completed surveys that pertained to students' learning engagement, academic progress, attendance, and behaviors. Teachers identified students by their first and last names and each student's unique identifier (UID). Student name and date of birth identifiers on the survey were recorded as JD07312008 for Jane/John Doe born July 31, 2008. Parent surveys were available in English and Spanish.

ii. Survey Instruments

Stakeholder surveys used Likert-scales¹⁰ to assess respondents' perceptions of the quality of ACE programs (see Appendix D Survey Templates). Table 14 shows Likert-scales point values for each response to ordinal or ranked data, with the highest points assigned to the most favorable response such as "Strongly Agree."

Table 14

Student Response Categories		Teacher Response Categories		Parent Response Categories	
Response	Point Value	Response	Point Value	Response	Point Value
Yes, A Lot	3	Significant Improvement	4	Strongly Agree	3
Yes, Somewhat	2	Moderate Improvement	3	Agree	2
No, Not Really	1	Slight Improvement	2	Disagree	1
No, Not At All	0	Did Not Improvement	1	Strongly Disagree	0
		No Improvement	0		

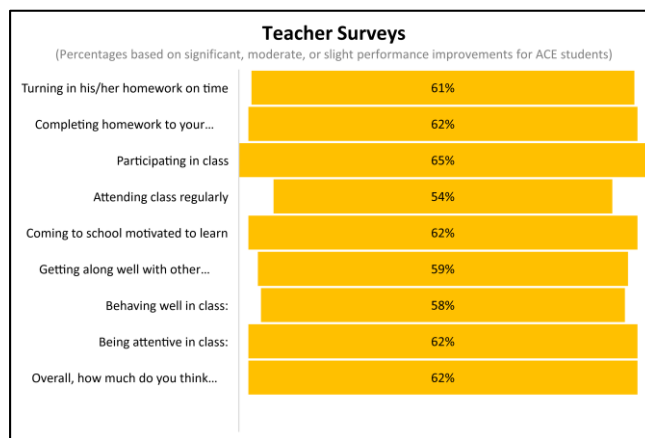
iii. Survey Results

Completed paper surveys for teachers, parents, and students were returned to the Site Coordinator. ACE Staff placed respondent surveys in a sealed envelope and exchanged surveys with another SC for entry into Qualtrics. Survey collection and exchange procedures were to ensure the trustworthiness of the survey results. The summary of stakeholders' perceptions of ACE programs showed overall positive impressions of programs. Stakeholder perceptions were as follows:

1. **Teacher Surveys.** Teacher responses in fall (n=758) and spring (n=1112) reported significant, moderate, or slight performance related to ACE students' performance in the following domains:
 - **Turning in his/her homework on time:** 61% of students made significant, moderate, or slight improvements.
 - **Completing homework to your satisfaction:** 62% of students made significant, moderate, or slight improvements.
 - **Participating in class:** 65% of students made significant, moderate, or slight improvements.
 - **Attending class regularly:** 54% of students made significant, moderate, or slight improvements.
 - **Coming to school motivated to learn:** 62% of students made significant, moderate, or slight improvements.
 - **Getting along well with other students:** 59% of students made significant, moderate, or slight improvements.
 - **Behaving well in class:** 58% of students made significant, moderate, or slight improvements.
 - **Being attentive in class:** 62% of students made significant, moderate, or slight improvements.
 - **Overall, how much do you think this student's attendance in ACE has positively affected his/her school performance this semester:** 62% of teachers reported that ACE had a significant, moderate, or very little effect on the student's performance.

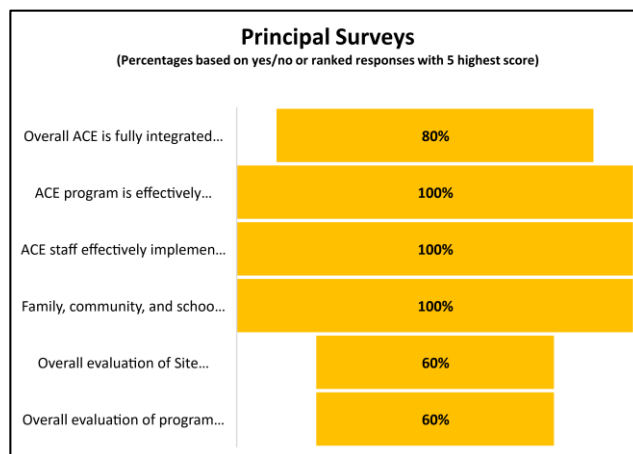
¹⁰ Likert Scale Questions with Examples. Retrieved <https://www.questionpro.com/article/likert-scale-survey-questions.html>

Figure 1. Teacher Survey Results



1. **Principal Surveys.** Principal/Assistant Principal survey results for fall (n=3) and spring (n=9) showed 80% of principals responded to ACE programs integrated into the school environment. Based on your initial Needs Assessment meeting with the Site Director, 100% of principals responded that the program is effectively meeting the needs of the students who attend ACE. 100% of principals believed that family, community, and school-day interactions improved as a result of family engagement activities. 60% of principals had “Overall” positive perceptions of ACE staff and programs on their campuses based on combined average responses to “Staff and Program” overall perceptions.

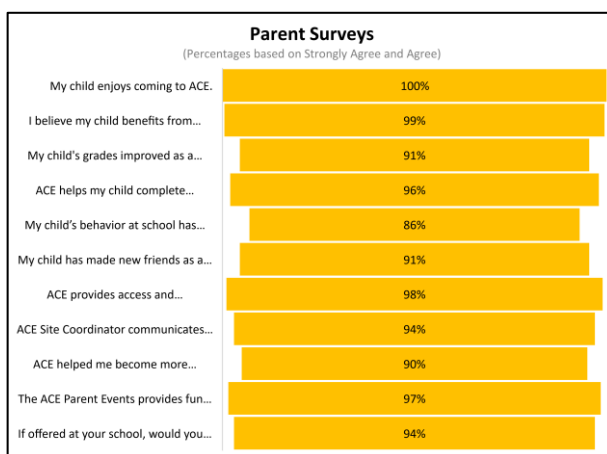
Figure 2. Principal Survey Results



2. **Parent Surveys.** Parent responses fall (n=345) and spring (n=307) pertained to six domains where percentages were based on parent responses of “Strongly agree” and “Agree” or “Yes” to prompts that:
 - My child enjoys coming to ACE. 100% of parents responded, “Strongly agree and “Agree.”
 - I believe my child benefits from attending ACE. 99% of parents indicated “Strongly Agree and “Agree.”
 - My child's grades improved as a result of attending ACE. 91% of parents indicated “Strongly Agree and “Agree.”
 - ACE helps my child complete homework assignments. 96% of parents indicated “Strongly Agree and “Agree.”

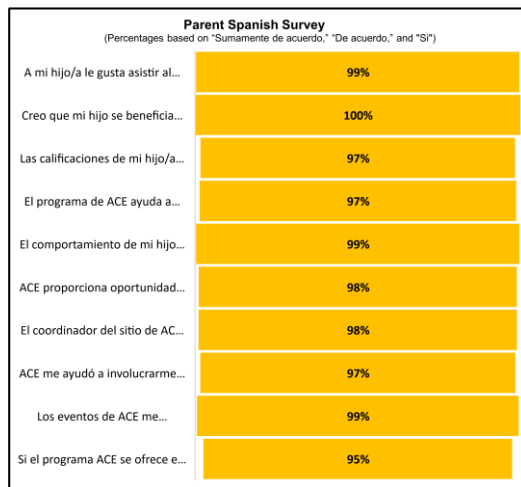
- My child's behavior at school has improved since attending ACE. 86% of parents indicated "Strongly Agree and "Agree."
- My child has made new friends as a result of attending ACE. 91% of parents indicated "Strongly Agree and "Agree."
- ACE provides access and opportunities for my child to form positive relationships among students. 98% of parents indicated "Strongly Agree and "Agree."
- ACE Site Coordinator communicates with me about my child. 94% of parents indicated "Strongly Agree and "Agree."
- ACE helped me become more involved in my child's education. 90% of parents indicated "Strongly Agree and "Agree."
- The ACE Parent Events provides fun activities and beneficial resources for my family. 97% of parents indicated "Strongly Agree and "Agree."
- If offered at your school, would you like your child to participate in ACE next semester? 94% of parents indicated "Yes."
- Please read and answer each question that relates to how you feel regarding your experiences during the past 60 days. Parent responses to these questions support ACE's efforts to tailor resources and support to specific emotional and social needs that ACE participants and their families. Results based on "Strongly agree" and "Agree"
 - I have at least one close relationship that provides support: 97% of parents indicated "Strongly agree and "Agree."
 - I can deal with and bounce back or recover from any hardships: 98% of parents indicated "Strongly Agree and "Agree."
 - I have a strong sense of purpose and a positive outlook on life: 98% of parents indicated "Strongly agree and "Agree."
 - I think clearly and objectively in times of crisis or stress: 97% of parents indicated "Strongly agree and "Agree."
 - I can adapt to changes and situations that occur: 98% of parents responded, "Strongly agree" and "Agree."
 - I believe I am in control of my life: 99% of parents responded, "Strongly agree" and "Agree."
 - I ask for help in times of crisis: 95% of parents responded, "Strongly agree" and "Agree."
- Please indicate why you enrolled your child in the ACE afterschool program: 44% of parents responded for "academic support."

Figure 3. Parent Survey Results



3. **Parent Spanish Surveys.** Parent Spanish Surveys fall (n=110) and spring (n=64) pertained to six domains where percentages were based on parent responses of “Totalmente de acuerdo” and “Acuerdo” or “Sí” to prompts that related to:
- A mi hijo le gusta venir a ACE. 99% of parents indicated “Totalmente de acuerdo” and “Acuerdo.”
 - Creo que mi hijo se beneficia de asistir a ACE. 100% of parents indicated “Totalmente de acuerdo” and “Acuerdo.”
 - Las calificaciones de mi hijo/a han mejorado gracias al programa ACE. 97% of parents indicated “Totalmente de acuerdo” and “Acuerdo.”
 - ACE ayuda a mi hijo a completar las tareas escolares. 97% of parents indicated “Totalmente de acuerdo” and “Acuerdo.”
 - El comportamiento de mi hijo/a en la escuela ha mejorado gracias a su participación en el programa ACE. 99% of parents indicated “Totalmente de acuerdo” and “Acuerdo.”
 - ACE proporciona oportunidades para que mi hijo forme relaciones positivas con otros estudiantes. 98% of parents indicated “Totalmente de acuerdo” and “Acuerdo.”
 - El coordinador del sitio de ACE se comunica conmigo sobre mi hijo. 98% of parents indicated “Totalmente de acuerdo” and “Acuerdo.”
 - ACE me ayudó a involucrarme más en la educación de mi hijo. 97% of parents indicated “Totalmente de acuerdo” and “Acuerdo.”
 - Los eventos de ACE me ayudaron a conectarme mejor con la comunidad y los recursos escolares de mi hijo. 99% of parents indicated “Totalmente de acuerdo” and “Acuerdo.”
 - Si el programa ACE se ofrece en su escuela, ¿le gustaría que su hijo/a participara el próximo semestre? 95% of parents indicated “Sí.”
 - Por favor, lea y responda cada pregunta que se relacione con cómo se siente con respecto a sus experiencias durante los últimos 60 días. Las respuestas de los padres a estas preguntas apoyan los esfuerzos de ACE para adaptar los recursos y el apoyo a las necesidades emocionales y sociales específicas que los participantes de ACE y sus familias indican.
 - Tengo al menos una relación cercana que me brinda apoyo: 98% of parents indicated “Totalmente de acuerdo” and “Acuerdo.”
 - Puedo lidiar y recuperarme o recuperarme de cualquier dificultad: 99% of parents indicated “Totalmente de acuerdo” and “Acuerdo.”
 - Tengo un fuerte sentido de propósito y una perspectiva positiva de la vida: 98% of parents indicated “Totalmente de acuerdo” and “Acuerdo.”
 - Pienso con claridad y objetividad en momentos de crisis o estrés: 97% of parents indicated “Totalmente de acuerdo” and “Acuerdo.”
 - Puedo adaptarme a los cambios y situaciones que se presenten: 99% of parents responded “Totalmente de acuerdo” and “Acuerdo.”
 - Creo que tengo el control de mi vida: 98% of parents responded “Totalmente de acuerdo” and “Acuerdo.”
 - Pido ayuda en tiempos de crisis: 95% of parents responded “Totalmente de acuerdo” and “Acuerdo.”
 - Por favor, indique la razón por la cual registró a su hijo/a en el programa ACE después de la escuela (marque todas las opciones que se le apliquen): 51% of parents responded for “Apoyo académico.”

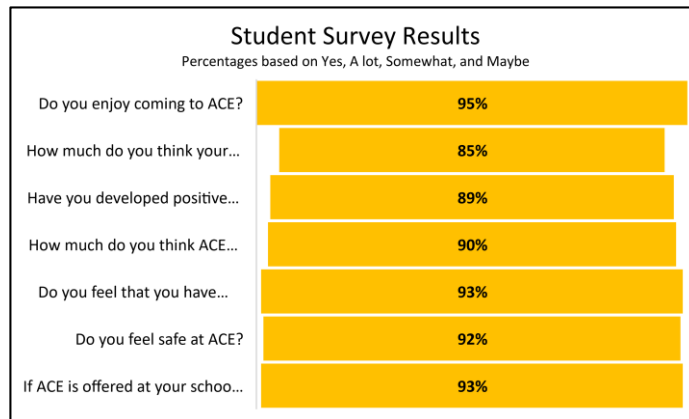
Figure 4. Parent Spanish Survey Results



5. **Student Surveys.** Student responses fall (n=675), and spring (n=693) related to six domains related to ACE programs. The following percentages were based on student responses of “Yes, A Lot,” “Yes, Somewhat,” “Yes,” or “Maybe” to the following prompts:
- **Do you enjoy coming to ACE?** 95% of students responded “Yes, A Lot” and “Yes, Somewhat.”
 - **How much do you think your grades have improved because of ACE?** 85% of students responded “Yes, A Lot” and “Yes, Somewhat.”
 - **Have you developed positive relationships with students after attending ACE?** 89% of students responded “Yes, A Lot” and “Yes, Somewhat.”
 - **How much do you think ACE helps you complete homework assignments?** 90% of students responded “Yes, A Lot” and “Yes, Somewhat.”
 - **Do you feel that you have positive relationships with ACE staff?** 93% of students responded “Yes, A Lot” and “Yes, Somewhat.”
 - **Do you feel safe at ACE?** 92% of students responded “Yes, A Lot” and “Yes, Somewhat.”
 - **If ACE is offered at your school next semester, would you like to return?** 93% of students responded “Yes,” or “Maybe.”
 - Please read and answer each question that relates to how you feel regarding your experiences during the past 60-days. Student responses to these questions support ACE’s efforts to align resources and support to specific emotional and social needs that ACE participants and their families indicate.
 - I get along well with my parent(s)/guardian. 98% of students responded “Yes,” or “Sometimes.”
 - I feel like I belong in school. 92% of students responded “Yes,” or “Sometimes.”
 - I feel like I belong in ACE. 95% of students responded “Yes,” or “Sometimes.”
 - I can usually solve it if I have a problem or conflict. 92% of students responded “Yes,” or “Sometimes.”
 - I try to learn from my mistakes. 96% of students responded “Yes,” or “Sometimes.”
 - It bothers me when people are mean to others. 90% of students responded “Yes,” or “Sometimes.”
 - I help my family and friends a lot at home and school. 98% of students responded “Yes,” or “Sometimes.”
 - We help one another through hard times in my family and my friend groups. 97% of students responded “Yes,” or “Sometimes.”

- I think good thoughts about myself. 90% of students responded “Yes,” or “Sometimes.”
- I know how to change negative thoughts to positive ones. 90% of students responded “Yes,” or “Sometimes.”
- I feel like I can control my emotions. 88% of students responded “Yes,” or “Sometimes.”
- I have someone in ACE that I can talk to when needed. 93% of students responded “Yes,” or “Sometimes.”

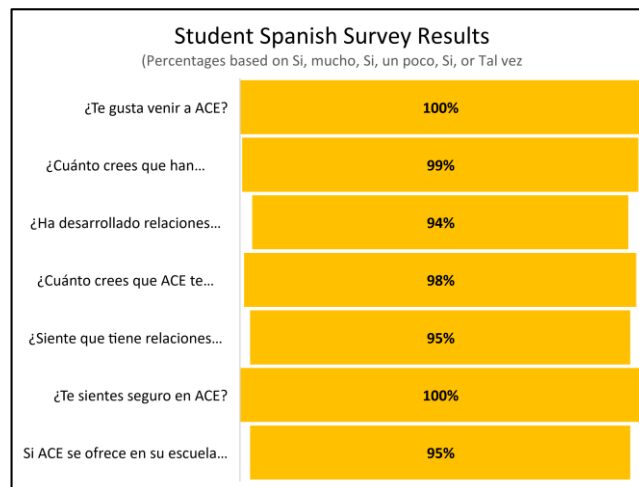
Figure 5. Student Survey Results



6. **Student Spanish Surveys.** Student responses fall (n=77), and spring (n=64) related to six domains related to ACE programs. The following percentages were based on student responses of “Si, Mucho” and “Si, un poco,” or “Si,” or “Tal vez” to the following prompts:
- **¿Te gusta venir a ACE?** 100% of students responded “Si, Mucho” and “Si, un poco.”
 - **¿Cuánto crees que han mejorado tus calificaciones debido a ACE?** 99% of students responded “Si, Mucho” and “Si, un poco.”
 - **¿Ha desarrollado relaciones positivas con los estudiantes después de asistir a ACE?** 94% of students responded “Si, Mucho” and “Si, un poco.”
 - **¿Cuánto crees que ACE te ayuda a completar las tareas escolares?** 98% of students responded “Si, Mucho” and “Si, un poco.”
 - **¿Siente que tiene relaciones positivas con el personal de ACE?** 95% of students responded “Si, Mucho” and “Si, un poco.”
 - **¿Te sientes seguro en ACE?** 100% of students responded “Si, Mucho” and “Si, un poco.”
 - **Si ACE se ofrece en su escuela el próximo semestre, ¿le gustaría regresar?** 95% of students responded “Si” or “Tal vez.”
 - **Por favor, lea y responda cada pregunta que se relacione con cómo se siente con respecto a sus experiencias durante los últimos 60 días. Las respuestas de los estudiantes a estas preguntas apoyan los esfuerzos de ACE para alinear los recursos y el apoyo a las necesidades emocionales y sociales específicas que los participantes de ACE y sus familias indican.**
 - **Me llevo bien con mis padres/tutores.** 99% of students responded “Si” or “A veces.”
 - **Siento que pertenezco a la escuela.** 95% of students responded “Si” or “A veces.”
 - **Siento que pertenezco a ACE.** 100% of students responded “Si” or “A veces.”
 - **Por lo general, puedo resolverlo si tengo un problema o conflicto.** 96% of students responded “Si” or “A veces.”
 - **Trato de aprender de mis errores.** 98% of students responded “Si” or “A veces.”

- **Me molesta cuando las personas son malas con los demás.** 96% of students responded “Si” or “A veces.”
- **Ayudo mucho a mi familia y amigos en casa y en la escuela.** 100% of students responded “Si” or “A veces.”
- **Nos ayudamos unos a otros en tiempos difíciles en mi familia y en mis grupos de amigos.** 98% of students responded “Si” or “A veces.”
- **Pienso buenos pensamientos sobre mí mismo.** 97% of students responded “Si” or “A veces.”
- **Sé cómo cambiar los pensamientos negativos por los positivos.** 98% of students responded “Si” or “A veces.”
- **Siento que puedo controlar mis emociones.** 96% of students responded “Si” or “A veces.”
- **Yo alguien en ACE con quien puedo hablar cuando sea necesario.** 99% of students responded “Si” or “A veces.”

Figure 6. Student Survey Results



Evaluator Information

Monica J. Williams, Ph.D. earned a doctorate in Performance Psychology through Grand Canyon University. Her undergraduate and graduate degrees are in psychology, sociology, sport sciences, and business. Specifically, Monica earned two bachelor's degrees in Psychology and Sociology and a master's degree in Exercise Sports Sciences with an emphasis in Sport Psychology from Texas Tech University before earning a Master's in Business Administration from the University of Phoenix.

Monica serves as an Associate Professor in the Department of Exercise and Sport Sciences at Lubbock Christian University (LCU) where she teaches Sport, Exercise, and Psychology, Sport in Society, Management of Sport, Introduction to Personal Fitness and Wellness, and University Seminar. She also taught Measurement and Evaluation, a statistics course in applied and basic principles of exercise physiology.

For over eight years, Monica taught the Program for Academic Development and Retention (PADR) course at Texas Tech University (TTU). PADR is a recalibration course for students who have underperformed academically. Before returning to higher education full-time, Monica served as the Chief Operating Officer (COO) and Grant Accountant for the 21st CCLC Cycle 9 Grant with Communities In Schools of the South Plains. As COO, she participated in business planning, assisted with grant writing, developed agency documents to be used by state politicians during legislative sessions, and supported the CEO on organizational functions, such as drafting policies and procedures. Additional responsibilities included accounting and financial oversight of 21st CCLC Cycle 9 funds in the amount of \$1.8 million in year one.

Before returning to Texas in 2009, Monica resided in California where she designed and implemented supplemental education programs for *SCORE!* Educational Centers, a subsidiary of Kaplan, Inc., and for the Office of Extended Learning Opportunities 21st Century programs for 5th through 12th-grade students. During this time, Monica also served on the 21st Century After School Safety and Enrichment for Teens (ASSETS) Grant – PALC Advisory Committee that was established to prescribe “Best Practices” in High School Supplemental After School Programming.

Scope of Work

Evaluation of ACE Cycle 10, Year 5 program was conducted by Monica J. Williams, who served as the Evaluator. The scope of work included the following:

- Met with the CEO and Project Director to discuss timelines and evaluation processes.
- Reviewed/revised existing evaluation processes, materials, and strategies.
- Examined Site Coordinators' development and completion of logic models.
- Assist with responses to Quality Indicators when needed.
- Performed on-site campus visits to evaluate the fidelity of program execution and make recommendations when needed.
- Facilitated or participated in meetings with administrative staff to discuss program evaluation plans and processes.
- Monitored internal data collection, including TX21st data to track program participation and outcomes, where applicable and available.
- Reviewed and monitored stakeholder survey dissemination and collection (survey dissemination and collection completed by grantee).
- Analyzed all stakeholder survey data and other qualitative data.
- Performed data analysis of academic, attendance, and behavior outcomes, in conjunction with PDs.
- Synthesized fall, spring, and end-of-year program data to draft annual reports to address research questions and measure program fidelity.

The total cost of evaluation for the ten (10) centers served by ACE Brazoria County was \$17,600.

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Appendix A: Center-Level Fact Sheets and Staff Photos

Center 1: Mark Twain Elementary



"Maya" came to ACE this year as a 5th-grade student who struggled with explosive anger, feelings of being unwanted, and struggling to pass her classes. As we got to know her better, she began to open up to us. We found that she was actively being bullied, but had not wanted to tell anyone or ask for help. After talking with her, her mother, her teachers, and the school administrators, we were able to help her find a clear path forward. In addition to helping her with her classwork, we used social-emotional learning opportunities to challenge the way she thought about her self-worth and we worked on building stronger relationship skills.

Now, just months later, she is happy, well-adjusted, and well-liked among her peers. Her mother stopped by to let us know that she is now open and honest about her feelings with her mom, she is making good grades in all of her classes, and she really seems to love life now. Her mother thanked us for our support and the role we played in helping her daughter through such a difficult season.

We have the honor and privilege of saying we know her story and are excited to send her off to 6th grade knowing she has a positive view of self, the skills to manage her emotions, the ability to make and keep friends, stay on top of her grades, and reach out for help when she needs it. What a difference ACE has made in her life!



This year success student has been difficult to choose because many of the students have improved in many ways. However, the student that showed me the most improvement in my eyes must be a student who was struggling with making connections with other students at the beginning of the school year. Throughout the year while attending ACE she made a connection with a student at this current moment they are always together during program. Both students help each other with homework and whenever there is an opportunity to sit in the flex area for an activity, they are the first ones to say yes.



As I sat here and thought about which student, I'd like to write my success story on, many special students came to mind. One in particular, we'll call her Kimberly. During my initial meetings with the principal, we spoke about Kimberly as we reviewed student files. The principal pointed out that she is a very quiet and shy student and needs help in all subjects; one of her barriers is her language; she only speaks Spanish and struggles to understand/speak English. Our goal was to help her open up, make new friends, feel comfortable in both languages, and get better grades. We encouraged her to mingle with new students through team-building activities during program. When it came to homework time, I would help her one-on-one by reviewing the questions in Spanish and then in English. Throughout the year, we noticed Kimberly grow in all aspects. She made new friends in ACE and improved her English vocabulary and grades. On the end-of-year teacher survey, her teacher wrote that Kimberly had significantly improved in all areas and had benefited from the ACE program. We have the opportunity to continue to help her grow in the summer program, and we are so excited to see what more will come from her time at ACE.

Center 4: Cloverleaf Elementary

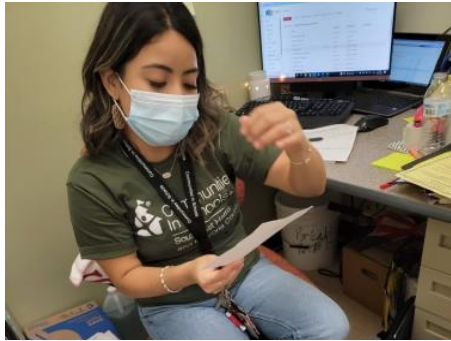


Shelby is a 3rd-grade student at Cloverleaf Elementary. She started ACE 1 year ago. On her first day, she was extremely shy. Shelby would want to call home almost every day because she would start to feel sick. As the year went by Activity Coordinators implemented team-building activities to their daily routines. Shelby slowly began to want to stay all the way through our Thematic Unit. She began to slowly start making friends. This year Shelby stays every day till our final dismissal. Her mom recently came up to our Site Coordinator with a smile on her face saying how she is so thankful for our program because she has seen such a change in her daughter academically and in her social skills.

Center 5: Green Valley Elementary



Center 6: Red Bluff Elementary



Center 7: Fisher Elementary



Center 8: Barrow Elementary



Center 9: Bayshore Elementary





Appendix B: Center-Level Executive Summaries

Center-level summaries for ten centers outline program implementation and evaluation processes. Outcome data retrieved from logic models, on-site observations and conversations with ACE staff, and data reported in TX21st/TEAL and provided by the Project Director.



Note: Collage generated with photos taken by Evaluator during campus visits.

The following represents precursory information for content in the Center-Level Executive Summaries. The information reflects student recruitment processes, program implementation, local, student, family, and community needs, in addition to goals and outcome measures for each Center.

Student Recruitment Plan for each Center retrieved from the Operations Plan was as follows:

- Target students and the families of target students who attended schools eligible for schoolwide programs under ESEA or [Every Student Succeeds Act](#) as amended (Section 1114).
- Target students in schools that:
 - 1) Offer targeted support and improvement activities under ESEA amended (Section 1111.d)
 - 2) Serve students at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.
- Community need and resource evaluations identified high needs of the most in need students and their families for resources in alignment with the information provided in the Campus Needs Assessment.
- Family Engagement activities were designed to meet the identified needs of each center's students and families.

Program Implementation for each Center three components that pertained to:

- **Adherence**: The center offered academic and enrichment activities outlined in logic models and lesson plans to include core subject tutoring, homework help, Peer Tutoring, Science Activities, Science Exploration Unit, Reading Activities, and Imagine Math & Imagine Learning, and other TEKS aligned activities.
- **Exposure**: Participants were exposed to 45 – 60-minute blocks or content per component. For instance, core subject tutoring, STAAR tutoring, Fine Arts, Technology, and STEAM were offered a minimum of 5 days in fall/spring for 15-hours/week for 34 weeks to include summer program. FES family engagement activities extended out-of-school time activities and resources offered to students and their families.
- **Quality**: On-site observations of activities at the center were conducted a minimum of four times per semester by the SC, Project Director, and the Evaluator.

The program components outlined Evaluation Process criteria required for high-impact program, evidence-based practices that result in favorable student outcomes and Center-Level goal attainment.

Local youth, family, and community needs (see list below) and **Center Goals** (see list below) were retrieved from Center Logic Models.

Youth, Family, & Community Needs

- Improve communication with school day faculty/staff
- Improve family involvement
- Improve Social Emotional Learning
- Increase student attendance/ participation
- Increase student academic performance
- Decrease student discipline referrals
- Increase social skills
- Increase student's self-esteem
- Improve parent and student relationships
- Improve parental involvement from the ESL community

Center Goals

- Provide students with a positive environment to complete homework.
- Provide students with additional resources to improve homework accuracy and completion.

- Provide TEKS aligned lessons with purpose and intent.
- Improve academics, attendance, behavior, and social skills
- Provide students with the opportunity to enhance their peer-to-peer relationships, social emotional learning, and overall social skills.
- Create opportunities for family engagement.

Outcomes

Program outcomes were connected to student, family needs, and program goals. Indicators of **Met** or **Not Met** for outcomes were based on goals stated for each Center in the Center Logic Models, data collected for Quality Assurance Indicators End of Year Data to calculate Student Outcomes (see Appendix C Table 12), and Teacher responses to student “Learning Engagment.” Outcome data provided by Project Director for EOY QI calculations. Outcomes data not provided in the “Student” report in TX21st as in previous years. The next section also contains Center Level data to include commentaries collected during fall/spring Evaluator site visits, Center Overviews based on Campus Needs Assessment Profile Pages, and performance Outcomes.

Center 1: Mark Twain Elementary

Center Overview

ACE programs operate on Title 1 or Needs Improvement campuses as designated by TEA. The Campus Profile included in the Center Overview section outline campus needs of students/families/campus assessed in student demographic data and stakeholder feedback.

Campus Profile - (Section data from Texas Academic Performance Report 2022)

Center: Campus #	At-Risk Students	Limited English Language Proficiency	Economically Disadvantaged
Center 1: Mark Twain Elementary	70%	37%	76%

Overall Program Highlights, Findings, and Recommendations

The following was observed during Fall 2022 campus visits –

- Highlights. Despite the SC's recent start with program, SC has learned the majority of students' and families' names, in some instances, the student's unique gifts and stories. Evaluator observed ACE staff interactions with students that were customized to the students' personalities to suggest that staff understand the specific needs of the students served. For instance, a sibling group with high behavior referrals and SEL needs are redirected with praise/strength-based language to temper the frequent negative feedback these students receive.

Evaluator also spoke with a few students and asked each "What do you like about ACE?" One student said, "ACE is fun!" While, another student said, "My grades were all Cs and because of ACE my grades changed to As and Bs!" Notably, the students equated ACE with fun and academic success.

- Program findings include:
 1. A student showed Evaluator a deck of collector's cards. Evaluator complimented the cards, and the student said, "I am not cool the cards are." Evaluator told student that "you do not need cards to be cool, you already are...cards can't make you cool." SC shared that this student and sibling exhibit high SEL and behavior challenges.
 2. Transition from 2nd to 3rd block required older students to move to an upstairs space. Evaluator walked at the back with a group of students that were outside of the line of sight for ACE staff. Evaluator witnessed a few students jumping on stairs and instructed those students to hold the handrails and stop jumping and explained the injury risks, to which one student shared about a recent fall student had on stairs.
- Program recommendations include:
 1. Students with high SEL and behaviors should:
 - Receive strategies that extend beyond exploring emotions/feelings into conversations with students about addressing issues using resources taught or provided by ACE staff.
 - Hear SC staff compliment when they "get it right" to family and school staff.
 - Be encouraged to set examples for other students thrusting them into pseudo-leadership roles, especially when and where younger siblings are involved. The influence of older siblings would extend into the home.
 2. Position staff in the cafeteria where he/she can see students at the back of the line go up the stairs to ensure students do not jump on stairs and to alleviate the risk of incidents involving students.

The following was observed during Spring 2023 campus visits –

- Highlights: Program was well attended. Creative ways to teach math using cards. Lead is a former ACE student. Culinary saw participation and student involvement.
- Findings: Classroom management issues as the possible result of a) staffing shortages, b) out-of-ratio due to staff shortages, c) learning objectives not clearly stated, d) high personalities, and e) large space, e.g., cafeteria to manage noise level.
- Recommendations:
 1. Classroom management issues among some grade levels were connected to high personalities and lack of staffing. Evaluator recommends giving students with high personalities a task to focus attention on responsibility and connect continuing opportunity with the behavior.
 2. Current quieter students “fly under the radar” as staff focuses on more out going or students with behavior challenges. Designate quieter students as helpers to a) increase confidence, b) engage with quieter students, and c) quieter students can indirectly model for behavior students appropriate behaviors.
 3. Students with behavior issues, “catch them when they are good.”

Outcomes

Program outcomes were connected to student and family needs, and program goals. Indicators of **Met** or **Not Met** outcomes were based on goals stated for each Center in the Center Logic Models, data collected for Quality Assurance Indicators End of Year Data to calculate Student Outcomes (see Appendix C Table 12), and Teacher responses to program impact on students’ “school performance.” Percentage for “*Student’s attendance in ACE has positively affected his/her school performance*” based on the average of *significant* and *moderate* Teachers responses to the prompt for fall and spring survey data.

Performance Outcomes – Mark Twain, CY10, Year 5		
Outcome	Projected	Actual
Academic (Overall academic performance)	80%	Met, 100%
Attendance	90%	Met, 100%
Behavior	80%	Met, 100%
Family Engagement	75%	Met, 153%
Student’s attendance in ACE has positively affected his/her school performance.	71% of teachers indicated students’ attendance in ACE positively affected school performance.	

Center 2: Alvin Jr. High

Center Overview

ACE programs operate on Title 1 or Need Improvement campuses as designated by TEA. The Campus Profile included in the Center Overview section outlines campus needs of students/families/campus assessed in student demographic data and stakeholder feedback.

Campus Profile - (Section data from Campus Needs Assessment Campus Profile PY23)

Campus: <u>Alvin Junior High School</u>	Center #: <u>2</u>
Grade Levels Served From: <u>6th</u>	Grade Levels Served To: <u>8th</u>
School Begin Date: <u>08/18/2022</u>	School End Date: <u>05/26/2023</u>
1. Total school enrollment	935
2. Number of students classified as at-risk (number school reports to TEA)	589
3. Percentage of students classified as at-risk :	63 %
4. Ethnic distribution of student enrollment:	
Total number of African American students:	28
Total number of Hispanic students:	542
Total number of White students:	345
Total number of Other students:	20
5. Total number of students to be served by CIS-ACE	80
6. Total number of adult family members to be served by CIS-ACE	60
7. Number of students receiving free/reduced lunch :	534
8. Percent of students receiving free/reduced lunch campus?	57 %
9. Percent of economically disadvantaged :	57 %
10. Percent of Bilingual / ESL Education :	20.5 %
11. Percent of students passing STAAR tests (all grades):	84 %
12. Percent of Special Education :	14 %
13. Number of students with campus disciplinary referrals:	14
14. Number of students with criminal disciplinary referrals:	14
15. Percent of students retained :	0 %

Overall Program Highlights, Findings, and Recommendations

The following was observed during Fall 2022 campus visits –

- Highlights. ACE staff continues to have a great relationship with the school day. SC serves as Region Lead to provide an added layer of support for PD to need the programmatic and developmental needs of ACE SC and staff. Evaluator observed ACE staff reinforce appropriate boundaries. Student addressed ACE staff as “Bro” to which staff said, “I am not our ‘Bro’ my name is [name], now how can I help you?” The student proceeded to address ACE staff by the desired name.
- Program findings include:
 1. ACE staff shared students exhibit SEL needs and exhibit attention-seeking behaviors.
 2. SC mentioned working to get regular attendance up through parent contacts for academic support. Currently, students attend for social support.
- Program recommendations include:
 1. Evaluator recommended that SEL extend beyond exploring emotions/feelings into conversations with students about addressing issues using resources taught or provided by ACE staff.
 2. Per ACE staff, students remain interested in sport and e-Sport. Leverage these interests to bolster enrollment through tournaments, sport-specific training and clinics, and organized play.

The following was observed during Spring 2023 campus visits –

- Highlights: Staff retention. SC continues to support other campuses. Student behavior challenges decreasing. More comfortable sharing care and issues with ACE staff. Students see ACE staff as advocates.
- Needs improvement: No issues observed. Program running well and students are engaged. During school day students stop by ACE office to discuss issues with staff.

Outcomes

Program outcomes were connected to student and family needs, and program goals. Indicators of **Met** or **Not Met** outcomes were based on goals stated for each Center in the Center Logic Models, data collected for Quality Assurance Indicators End of Year Data to calculate Student Outcomes (see Appendix C Table 12), and Teacher responses to program impact on students' "school performance." Percentage for "*Student's attendance in ACE has positively affected his/her school performance*" based on the average of *significant* and *moderate* Teachers responses to the prompt for fall and spring survey data.

Performance Outcomes – Alvin JH, CY10, Year 5		
Outcome	Projected	Actual
Academic (Overall academic performance)	80%	Met, 82%
Attendance	90%	Met, 100%
Behavior	80%	Met, 93%
Family Engagement	75%	Met, 205%
Student's attendance in ACE has positively affected his/her school performance.	91% of teachers indicated students' attendance in ACE positively affected school performance.	

Center 3: E.A. Lawhon Elementary

Center Overview

ACE programs operate on Title 1 or Needs Improvement campuses as designated by TEA. The Campus Profile included in the Center Overview section outline campus needs of students/families/campus assessed in student demographic data and stakeholder feedback.

Campus Profile - (Section data from Campus Needs Assessment Campus Profile PY23)

Campus: E.A. Lawhon Elementary	Center #: C3
Grade Levels Served From: Pre-kindergarten	Grade Levels Served To: Fourth Grade
School Begin Date: August 17, 2022	School End Date: May 25, 2023
1. Total school enrollment	832
2. Number of students classified as at-risk (number school reports to TEA)	346
3. Percentage of students classified as at-risk :	42%
4. Ethnic distribution of student enrollment:	
Total number of African American students:	93
Total number of Hispanic students:	516
Total number of White students:	132
Total number of Other students:	91
5. Total number of students to be served by CIS-ACE	80
6. Total number of adult family members to be served by CIS-ACE	60
7. Number of students receiving free/reduced lunch :	492
8. Percent of students receiving free/reduced lunch campus?	59 %
9. Percent of economically disadvantaged :	56.7 %
10. Percent of Bilingual / ESL Education :	39 %
11. Percent of students passing STAAR tests (all grades):	72 %
12. Percent of Special Education :	10 %
13. Number of students with campus disciplinary referrals:	0
14. Number of students with criminal disciplinary referrals:	0
15. Percent of students retained :	1 %

Overall Program Highlights, Findings, and Recommendations

The following was observed during Fall 2022 campus visits –

- Highlights. Evaluator noted several returning students to program. SC mentioned that students really enjoyed program and had strong leaders in program. SC also noted that student school day referrals centered on introverted students with low behaviors and high SEL, i.e., extremely shy. The school day wants students to attend program to “bring them out of their shell.”
- Program findings include:
 1. Some students off task and disrupted other students and produced classroom management issues.
 2. Many students threw snacks in the trash.
- Program recommendations include:
 1. Classroom management issues potentially be addressed by assigning groups vs permitting students to choose groups or placing students with disruptive behaviors by quiet/introverted/focused students.
 2. Encourage students not to take snack if they do not plan to eat a snack. Reinforce the notion of gratitude and revisit the subject of waste.

The following was observed during Spring 2023 campus visits –

- Highlights: Program FE event well attended. Veteran staff.
- Needs improvement: Program not observed, only the FES event.

Outcomes

Program outcomes were connected to student and family needs, and program goals. Indicators of **Met** or **Not Met** outcomes were based on goals stated for each Center in the Center Logic Models, data collected for Quality Assurance Indicators End of Year Data to calculate Student Outcomes (see Appendix C Table 12), and Teacher responses to program impact on students' "school performance." Percentage for "*Student's attendance in ACE has positively affected his/her school performance*" based on the average of *significant* and *moderate* Teachers responses to the prompt for fall and spring survey data.

Performance Outcomes – E.A. Lawhon Elementary, CY10, Year 5		
Outcome	Projected	Actual
Academic (Overall academic performance)	80%	Met, 100%
Attendance	90%	Met, 100%
Behavior	80%	Met, 100%
Family Engagement	75%	Met, 258%
Student's attendance in ACE has positively affected his/her school performance.	77% of teachers indicated students' attendance in ACE positively affected school performance.	

Center 4: Cloverleaf Elementary

Center Overview

ACE programs operate on Title 1 or Needs Improvement campuses as designated by TEA. The Campus Profile included in the Center Overview section outline campus needs of students/families/campus assessed in student demographic data and stakeholder feedback.

Campus Profile - (Section data from Campus Needs Assessment Campus Profile PY23)

Campus: <u>Cloverleaf Elementary</u>	Center #: <u>4</u>
Grade Levels Served From: <u>Pre-Kindergarten</u>	Grade Levels Served To: <u>5th Grade</u>
School Begin Date: <u>August 11, 2022</u>	School End Date: <u>May 25, 2023</u>
1. Total school enrollment	788
2. Number of students classified as at-risk (number school reports to TEA)	685
3. Percentage of students classified as at-risk :	87%
4. Ethnic distribution of student enrollment:	
Total number of African American students:	16
Total number of Hispanic students:	734
Total number of White students:	32
Total number of Other students:	6
5. Total number of students to be served by CIS-ACE	90
6. Total number of adult family members to be served by CIS-ACE	99
7. Number of students receiving free/reduced lunch :	788
8. Percent of students receiving free/reduced lunch campus ?	100%
9. Percent of economically disadvantaged :	100%
10. Percent of Bilingual / ESL Education :	64.6%
11. Percent of students passing STAAR tests (all grades):	N/A%
12. Percent of Special Education :	6.14%
13. Number of students with campus disciplinary referrals:	44
14. Number of students with criminal disciplinary referrals:	0
15. Percent of students retained :	8%

Overall Program Highlights, Findings, and Recommendations

The following was observed during Fall 2022 campus visits –

- Highlights. Enrollment continues to trend high on this campus. SC is on the campus with former veteran SC who previously served at Cloverleaf. SC brings a new and relevant perspective to program despite close relationship and proximity to the former for SC. School remains committed to ACE and SC appreciates the principal's continued support of staff and services program provides Cloverleaf students.
- Program findings include:
 1. SC shared challenges with newer staff not taking proactive measures to address programmatic needs.
 2. Grant cycle ends in PY22.
- Program recommendations include:
 1. Evaluator instructed SC to use the following strategies for new staff:
 - Pair new staff with veteran staff to a) directly coach/train and indirectly model behaviors and task completion to the standard SC wants.
 - Create task lists and charts, which SC has done.
 - Assign tasks, when and where possible based on SCs' individual skills and gifts. Strengths-based leadership strategies provide a motivational climate where most team members thrive and persist, e.g., professional development and retention strategy.
 2. Speak to the principal and PD about a potential sustainability plan for site.

The following was observed during Spring 2023 campus visits –

- Highlights: SC more than exceeded numbers. Principal support and buy-in to program. SC staff commitment to students
- Needs improvement: Problematic relationship with a parent. Principal aware and supportive. SC stated student behavioral challenges.

- Recommendation: Give students a job/responsibility and connect continuing in that role to good behavior so the student earns the right to keep the job.

Outcomes

Program outcomes were connected to student and family needs, and program goals. Indicators of **Met** or **Not Met** outcomes were based on goals stated for each Center in the Center Logic Models, data collected for Quality Assurance Indicators End of Year Data to calculate Student Outcomes (see Appendix C Table 12), and Teacher responses to program impact on students' "school performance." Percentage for "*Student's attendance in ACE has positively affected his/her school performance*." based on the average of *significant* and *moderate* Teachers responses to the prompt for fall and spring survey data.

Performance Outcomes – Cloverleaf Elementary, CY10, Year 5		
Outcome	Projected	Actual
Academic (Overall academic performance)	80%	Met, 98%
Attendance	90%	Met, 98%
Behavior	80%	Met, 100%
Family Engagement	75%	Met, 274%
Student's attendance in ACE has positively affected his/her school performance.	79% of teachers indicated students' attendance in ACE positively affected school performance.	

Center 5: Green Valley Elementary (GVE)

Center Overview

ACE programs operate on Title 1 or Needs Improvement campuses as designated by TEA. The Campus Profile included in the Center Overview section outline campus needs of students/families/campus assessed in student demographic data and stakeholder feedback.

Campus Profile - (Section data from Campus Needs Assessment Campus Profile PY23)

Campus: <u>Green Valley Elementary</u>	Center #: <u>5</u>
Grade Levels Served From: <u>2nd</u>	Grade Levels Served To: <u>5th</u>
School Begin Date: <u>August 11, 2022</u>	School End Date: <u>May 25, 2023</u>
1. Total school enrollment:	<u>557</u>
2. Number of students classified as at-risk (number school reports to TEA)	<u>304</u>
3. Percentage of students classified as at-risk :	<u>54.58</u> %
4. Ethnic distribution of student enrollment:	
Total number of African American students:	<u>142</u>
Total number of Hispanic students:	<u>403</u>
Total number of White students:	<u>9</u>
Total number of Other students:	<u>4</u>
5. Total number of students to be served by CIS-ACE	<u>80</u>
6. Total number of adult family members to be served by CIS-ACE	<u>80</u>
7. Number of students receiving free/reduced lunch :	<u>11</u>
8. Percent of students receiving free/reduced lunch campus?	<u>2.08</u> %
9. Percent of economically disadvantaged :	<u>2.08</u> %
10. Percent of Bilingual / ESL Education :	<u>34.91</u> %
11. Percent of students passing STAAR tests (all grades):	<u>27.1</u> %
12. Percent of Special Education :	<u>11.19</u> %
13. Number of students with campus disciplinary referrals:	<u>0</u>
14. Number of students with criminal disciplinary referrals:	<u>0</u>
15. Percent of students retained :	<u>2.08</u> %

Overall Program Highlights, Findings, and Recommendations

The following was observed during Fall 2022 campus visits –

- Highlights. SC's growth and development in this leadership role apparent. SC's confidence in conversations with school-day teachers and staff, exchanges with ACE students and families, and in conversations with Evaluator manifest in program and ACE staff. For example, there is a flow and focus and ownership in program that reflects the SC's ownership in role as a leader with the ACE staff responding in kind. One example is how the ACE staff spoke about the respective activities they prepped and their ability to connect the activity with the academic need to be addressed by the activity. Another example is Evaluator watched SC speak to a crying student upset that not enrolled in ACE/on waiting list. SC calmly explained the process, provided the student with his number on the waiting list, and when to follow up with SC about the matter. Then SC redirected the student's attention by talking to the student about school, etc. SC was pleased with Parent Engagement numbers, space, and overall direction of program.
- Program findings include:
 1. Evaluator observed students with high behavior and SEL challenges permitted to sit together.
 2. Some of the T-CLAS students were confused about whether would have tutoring that day as one T-CLAS teacher told a few students, "I have to leave, and will not pick you up." Evaluator did overhear one T-CLAS teacher tell a group of students that she had to leave and would not be there.
- Program recommendations include:
 1. Place high SEL and behavior students beside low SEL and behavior students to temper disruptions.
 2. Clarify with T-CLAS teachers/staff pick times to mitigate confusion among students and families. ACE staff assumes responsibility, therefore, liability for T-CLAS students since ACE staff walk students to snack and hold students until relieved by T-CLAS of that charge.

The following was observed during Spring 2023 campus visits –

- Highlights: Staffing and SC’s confidence. SC has made program her own.
- Needs improvement: TCLAS. SC was the only one trained in TCLAS though ACE plays a nominal role since it is teacher-led.
- Recommendation: On-going training needed with clearly outlined roles and responsibilities. Follow model used at MacArthur.

Outcomes

Program outcomes were connected to student and family needs, and program goals. Indicators of **Met** or **Not Met** outcomes were based on goals stated for each Center in the Center Logic Models, data collected for Quality Assurance Indicators End of Year Data to calculate Student Outcomes (see Appendix C Table 12), and Teacher responses to program impact on students’ “school performance.” Percentage for “*Student’s attendance in ACE has positively affected his/her school performance*” based on the average of *significant* and *moderate* Teachers responses to the prompt for fall and spring survey data.

Performance Outcomes – Green Valley Elementary (GVE), CY10, Year 5		
Outcome	Projected	Actual
Academic (Overall academic performance)	80%	Met, 87%
Attendance	90%	Met, 100%
Behavior	80%	Met, 100%
Family Engagement	75%	Met, 200%
Student’s attendance in ACE has positively affected his/her school performance.	77% of teachers indicated students’ attendance in ACE positively affected school performance.	

Center 6: Red Bluff Elementary (RBE)

Center Overview

ACE programs operate on Title 1 or Needs Improvement campuses as designated by TEA. The Campus Profile included in the Center Overview section outline campus needs of students/families/campus assessed in student demographic data and stakeholder feedback.

Campus Profile - (Section data from Campus Needs Assessment Campus Profile PY23)

Campus: <u>Red Bluff Elementary</u>	Center #: <u>6</u>
Grade Levels Served From: <u>2nd</u>	Grade Levels Served To: <u>4th</u>
School Begin Date: <u>08-23-2022</u>	School End Date: <u>05-23-2023</u>
1. Total school enrollment	530
2. Number of students classified as at-risk (number school reports to TEA)	341
3. Percentage of students classified as at-risk :	66%
4. Ethnic distribution of student enrollment:	
Total number of African American students:	7
Total number of Hispanic students:	492
Total number of White students:	19
Total number of Other students:	2
5. Total number of students to be served by CIS-ACE	80
6. Total number of adult family members to be served by CIS-ACE	60
7. Number of students receiving free/reduced lunch :	399
8. Percent of students receiving free/reduced lunch campus ?	76.73%
9. Percent of economically disadvantaged :	76.73%
10. Percent of Bilingual / ESL Education :	50.38%
11. Percent of students passing STAAR tests (all grades):	59%
12. Percent of Special Education :	12%
13. Number of students with campus disciplinary referrals:	0
14. Number of students with criminal disciplinary referrals:	0
15. Percent of students retained :	6%

Overall Program Highlights, Findings, and Recommendations

The following was observed during Fall 2022 campus visits –

- Highlights. School day remains supportive of ACE staff and programs. Enrollment continues to trend high in fall. Parent Engagement well attended. SC serves as Region Lead to provide an added layer of support for PD to need the programmatic and developmental needs of ACE SC and staff. Evaluator observed one student share problems on an assignment with another student who lost the homework page. The student also tutored the student on the problems that the student did not understand. Program also enjoys ample space.
- Program findings include:
 1. Some students were unable to complete the SEL monthly survey because a) struggled with reading and understanding some of the words and phrases, and b) were ESL learners.
 2. SC balancing SC responsibilities with new duties as Region Lead.
- Program recommendations include:
 1. SEL monthly survey modified to lower the reading level and translated to Spanish.
 2. Evaluator provided SC with strategies to ameliorate leadership and coaching as a SC and Region Lead that included, build trust, consistency, and follow through.

The following was observed during Spring 2023 campus visits –

- Highlights: Program was well attended. Exceeded contracted student and parent numbers. Veteran staff. Program continues to have the support of the principal and veteran teachers. Program also enjoys ample space.
- Needs improvement: None observed
- Recommendations: Evaluator noted SC seemed distracted or tired. SC shared walking through personal things, and used the phrase, “it is a lot, but I am fine” multiple times during the

conversation. Evaluator made the recommendation to talk through struggles with someone. Evaluator intends to follow up with SC.

Outcomes

Program outcomes were connected to student and family needs, and program goals. Indicators of **Met** or **Not Met** outcomes were based on goals stated for each Center in the Center Logic Models, data collected for Quality Assurance Indicators End of Year Data to calculate Student Outcomes (see Appendix C Table 12), and Teacher responses to program impact on students' "school performance." Percentage for "*Student's attendance in ACE has positively affected his/her school performance*" based on the average of *significant* and *moderate* Teachers responses to the prompt for fall and spring survey data.

Performance Outcomes – Red Bluff Elementary (RBE), CY10, Year 5		
Outcome	Projected	Actual
Academic (Overall academic performance)	80%	Met, 80%
Attendance	90%	Met, 98%
Behavior	80%	Met, 100%
Family Engagement	75%	Met, 198%
Student's attendance in ACE has positively affected his/her school performance.	88% of teachers indicated students' attendance in ACE positively affected school performance.	

Center 7: Fisher Elementary

Center Overview

ACE programs operate on Title 1 or Needs Improvement campuses as designated by TEA. The Campus Profile included in the Center Overview section outline campus needs of students/families/campus assessed in student demographic data and stakeholder feedback.

Campus Profile - (Section data from Campus Needs Assessment Campus Profile PY23)

Campus: <u>Fisher Elementary</u>	Center #: _____
Grade Levels Served From: <u>PK</u>	Grade Levels Served To: <u>4th</u>
School Begin Date: <u>08-11-22</u>	School End Date: <u>05-24-23</u>
1. Total school enrollment	<u>596</u>
2. Number of students classified as at-risk (number school reports to TEA)	<u>325</u>
3. Percentage of students classified as at-risk:	<u>55</u> %
4. Ethnic distribution of student enrollment:	
Total number of African American students:	<u>29</u>
Total number of Hispanic students:	<u>509</u>
Total number of White students:	<u>44</u>
Total number of Other students:	<u>14</u>
5. Total number of students to be served by CIS-ACE	_____
6. Total number of adult family members to be served by CIS-ACE	_____
7. Number of students receiving free/reduced lunch:	<u>502</u>
8. Percent of students receiving free/reduced lunch campus?	<u>84</u> %
9. Percent of economically disadvantaged:	<u>84</u> %
10. Percent of Bilingual / ESL Education:	<u>48</u> %
11. Percent of students passing STAAR tests (all grades):	<u>65</u> %
12. Percent of Special Education:	<u>15</u> %
13. Number of students with campus disciplinary referrals:	<u>0</u>
14. Number of students with criminal disciplinary referrals:	<u>0</u>
15. Percent of students retained:	<u>5</u> %

Overall Program Highlights, Findings, and Recommendations

The following was observed during Fall 2022 campus visits –

- Highlights. SC has made positive in-roads with principal and other school day staff. Students and families highly receptive to ACE staff and services. ACE programs has a high number of ESL students necessitating a bilingual breakout in ACE which was an innovative approach to a) accommodate the needs of all students, and b) leverage the skills of ACE staff.
- Program findings include:
 1. SEL monthly survey in English only.
 2. SEL activity is not taken seriously by all students as some students might become desensitized to SEL activities.
- Program recommendations include:
 1. Spanish version of the SEL monthly survey was created.
 2. ACE staff should preface each SEL activity with student-led reflection where the SEL is defined, its importance discussed, an example of past activity, and an overview of the activity.

The following was observed during Spring 2023 campus visits –

- Highlights: Program was well attended. Exceeded contracted student and parent numbers. Veteran staff.
- Needs improvement: SC said would like to add more clubs as the students really enjoy clubs.
- Recommendations: Speak with students, school day, parents, and other programs to customize clubs based on interests, needs, community, and resources.

Outcomes

Program outcomes were connected to student and family needs, and program goals. Indicators of **Met** or **Not Met** outcomes were based on goals stated for each Center in the Center Logic Models, data collected for Quality Assurance Indicators End of Year Data to calculate Student Outcomes (see Appendix C Table 12), and Teacher responses to program impact on students' "school performance." Percentage for "*Student's attendance in ACE has positively affected his/her school performance*" based on the average of *significant* and *moderate* Teachers responses to the prompt for fall and spring survey data.

Performance Outcomes – Fisher, CY10, Year 5		
Outcome	Projected	Actual
Academic (Overall academic performance)	80%	Met, 97%
Attendance	90%	Met, 90%
Behavior	80%	Met, 100%
Family Engagement	75%	Met, 363%
Student's attendance in ACE has positively affected his/her school performance.	97% of teachers indicated students' attendance in ACE positively affected school performance.	

Center 8: Barrow Elementary

Center Overview

ACE programs operate on Title 1 or Needs Improvement campuses as designated by TEA. The Campus Profile included in the Center Overview section outline campus needs of students/families/campus assessed in student demographic data and stakeholder feedback.

Campus Profile - (Section data from Campus Needs Assessment Campus Profile PY23)

Campus: Barrow Elementary		Center #: 8
Grade Levels Served From: 2 nd		Grade Levels Served To: 5 th
School Begin Date: August 18 th , 2022		School End Date: May 25 th , 2023
1. Total school enrollment		382
2. Number of students classified as at-risk (number school reports to TEA)		144
3. Percentage of students classified as at-risk :		38%
4. Ethnic distribution of student enrollment:		
Total number of African American students:		18
Total number of Hispanic students:		135
Total number of White students:		213
Total number of Other students:		16
5. Total number of students to be served by CIS-ACE		70
6. Total number of adult family members to be served by CIS-ACE		80
7. Number of students receiving free/reduced lunch :		268
8. Percent of students receiving free/reduced lunch campus?		70%
9. Percent of economically disadvantaged :		75%
10. Percent of Bilingual / ESL Education :		11%
11. Percent of students passing STAAR tests (all grades):		70%
12. Percent of Special Education :		24%
13. Number of students with campus disciplinary referrals:		0
14. Number of students with criminal disciplinary referrals:		0
15. Percent of students retained :		1%

Overall Program Highlights, Findings, and Recommendations

The following was observed during Fall 2022 campus visits –

- Highlights. Evaluator noted several returning students to program. SC mentioned that students really enjoyed program and had strong leaders in program. SC also noted that student school day referrals centered on introverted students with low behaviors and high SEL, i.e., extremely shy. The school day wants students to attend program to “bring them out of their shell.”
- Program findings include:
 1. Some students off task and disrupted other students and produced classroom management issues.
 2. Many students threw snacks in the trash.
- Program recommendations include:
 1. Classroom management issues potentially be addressed by assigning groups vs permitting students to choose groups or placing students with disruptive behaviors by quiet/introverted/focused students.
 2. Encourage students not to take snack if they do not plan to eat a snack. Reinforce the notion of gratitude and revisit the subject of waste.

The following was observed during Spring 2023 campus visits –

- Highlights: SC learning campus culture and students. Comfortable, settled. Program numbers trending well, and the program was well-attended. Veteran staff.
- Needs improvement: Pick up – ACE staff should consider a card or number system to identify cars at pick up.

Outcomes

Program outcomes were connected to student and family needs, and program goals. Indicators of **Met** or **Not Met** outcomes were based on goals stated for each Center in the Center Logic Models, data collected for Quality Assurance Indicators End of Year Data to calculate Student Outcomes (see Appendix C Table 12), and Teacher responses to program impact on students' "school performance." Percentage for "*Student's attendance in ACE has positively affected his/her school performance*" based on the average of *significant* and *moderate* Teachers responses to the prompt for fall and spring survey data.

Performance Outcomes – Barrow, CY10, Year 5		
Outcome	Projected	Actual
Academic (Overall academic performance)	80%	Met, 92%
Attendance	90%	Met, 96%
Behavior	80%	Met, 100%
Family Engagement	75%	Met, 188%
Student's attendance in ACE has positively affected his/her school performance.	62% of teachers indicated students' attendance in ACE positively affected school performance.	

Center 9: Bayshore Elementary

Center Overview

ACE programs operate on Title 1 or Needs Improvement campuses as designated by TEA. The Campus Profile included in the Center Overview section outline campus needs of students/families/campus assessed in student demographic data and stakeholder feedback.
Campus Profile - (Section data from Campus Needs Assessment Campus Profile PY23)

Campus: <u>Bayshore Elementary</u>	Center #: <u>9</u>
Grade Levels Served From: <u>1</u>	Grade Levels Served To: <u>5</u>
School Begin Date: <u>08/17/2022</u>	School End Date: <u>05/25/2023</u>
1. Total school enrollment	<u>388</u>
2. Number of students classified as at-risk (number school reports to TEA)	<u>134</u>
3. Percentage of students classified as at-risk :	<u>35%</u>
4. Ethnic distribution of student enrollment:	
Total number of African American students:	<u>33</u>
Total number of Hispanic students:	<u>173</u>
Total number of White students:	<u>170</u>
Total number of Other students:	<u>12</u>
5. Total number of students to be served by CIS-ACE	<u>90</u>
6. Total number of adult family members to be served by CIS-ACE	<u>80</u>
7. Number of students receiving free/reduced lunch :	<u>73</u>
8. Percent of students receiving free/reduced lunch campus?	<u>66%</u>
9. Percent of economically disadvantaged :	<u>19%</u>
10. Percent of Bilingual / ESL Education :	<u>6%</u>
11. Percent of students passing STAAR tests (all grades):	<u>68%</u>
12. Percent of Special Education :	<u>19%</u>
13. Number of students with campus disciplinary referrals:	<u>20</u>
14. Number of students with criminal disciplinary referrals:	<u>0</u>
15. Percent of students retained :	<u>≤1%</u>

Overall Program Highlights, Findings, and Recommendations

The following was observed during Fall 2022 campus visits –

- Highlights. Evaluator observed that ACE staff did a good job redirecting 5th grade students who exhibited disruptive behaviors.
- Program findings include:
 1. Classroom management.
 - ACE staff have 3rd and 5th students that exhibit considerable behavior challenges combined in one classroom.
 - One student used erratic emotional outbursts and tantrums when behavior challenged or redirected to do homework. SC seems to have the best rapport with this student and was able to redirect student.
 2. Drills. Evaluator observed safety and security drill mock exercises. Several students did not follow instructions as talking and movement was heard inside the locked space during the exercise.
- Program recommendations include:
 1. Classroom management.
 - Separate 5th grade from 3rd grade students. The 5th grade students' behaviors negatively influence 3rd student behaviors. SC informed Evaluator that SC has considered the option since there is a vacant space.
 - Arousal control/relaxation exercises for student with erratic emotional behaviors, in addition to a conference with parents/guardians to align intervention strategies for this student.
 - Evaluator was able to redirect the student with direct, task-oriented instructions. The strategy tempered student's outbursts and refocused student on the task. SC utilized a similar approach to managing the student's behavior with moderate success.

2. Practice drills. ACE staff should revisit the importance of the drills for their protection and safety. Corporate rewards should be given to the group that complies with and favorably executes drills.

The following was observed during Spring 2023 campus visits –

- Highlights: SC learning campus culture and students. Comfortable, settled. Program numbers trending well, and the program was well-attended. Veteran staff.
- Needs improvement: Pick up – ACE staff should consider a card or number system to identify cars at pick up.

Outcomes

Program outcomes were connected to student and family needs, and program goals. Indicators of **Met** or **Not Met** outcomes were based on goals stated for each Center in the Center Logic Models, data collected for Quality Assurance Indicators End of Year Data to calculate Student Outcomes (see Appendix C Table 12), and Teacher responses to program impact on students’ “school performance.” Percentage for “*Student’s attendance in ACE has positively affected his/her school performance*” based on the average of *significant* and *moderate* Teachers responses to the prompt for fall and spring survey data.

Performance Outcomes – Bayshore, CY10, Year 5		
Outcome	Projected	Actual
Academic (Overall academic performance)	80%	Met, 97%
Attendance	90%	Met, 98%
Behavior	80%	Met, 94%
Family Engagement	75%	Met, 165%
Student’s attendance in ACE has positively affected his/her school performance.	47% of teachers indicated students’ attendance in ACE positively affected school performance.	

Center 10: La Porte Elementary

Center Overview

ACE programs operate on Title 1 or Needs Improvement campuses as designated by TEA. The Campus Profile included in the Center Overview section outline campus needs of students/families/campus assessed in student demographic data and stakeholder feedback.

Campus Profile - (Section data from Campus Needs Assessment Campus Profile PY23)

Campus: <u>La Porte Elementary</u>	Center #: <u>10</u>
Grade Levels Served From: <u>PK-5</u>	Grade Levels Served To: <u>2-5</u>
School Begin Date: <u>August 17th, 2022</u>	School End Date: <u>May 25th, 2023</u>
1. Total school enrollment	<u>532</u>
2. Number of students classified as at-risk (number school reports to TEA)	<u>180</u>
3. Percentage of students classified as at-risk :	<u>34</u> %
4. Ethnic distribution of student enrollment:	
Total number of African American students:	<u>77</u>
Total number of Hispanic students:	<u>279</u>
Total number of White students:	<u>189</u>
Total number of Other students:	<u>16</u>
5. Total number of students to be served by CIS-ACE	<u>90</u>
6. Total number of adult family members to be served by CIS-ACE	<u>80</u>
7. Number of students receiving free/reduced lunch :	<u>424</u>
8. Percent of students receiving free/reduced lunch campus?	<u>79.3</u> %
9. Percent of economically disadvantaged :	<u>79.3</u> %
10. Percent of Bilingual / ESL Education:	<u>4.9</u> %
11. Percent of students passing STAAR tests (all grades):	<u>85</u> %
12. Percent of Special Education :	<u>11.9</u> %
13. Number of students with campus disciplinary referrals:	<u>24</u>
14. Number of students with criminal disciplinary referrals:	<u>0</u>
15. Percent of students retained :	<u>4</u> %

Overall Program Highlights, Findings, and Recommendations

The following was observed during Fall 2022 campus visits –

- Highlights. Several returning students to program. Enrollment trending higher this fall reason. ACE has “great relationships with school day staff.” SC set expectations for parents and teachers regarding homework. SC emphasized that "ACE provides homework assistance and not completion." ACE providing more social support to participants.
- Program findings include:
 1. Evaluator observed SC with participants who have siblings with serious illnesses.
 2. Evaluator asked SC what resources SC needed. SC said additional SEL tools for older students. Current trainings, tools, etc. largely focus on younger, elementary aged students.
- Program recommendations include:
 1. Evaluator recommended that SC staff SEL needs and interventions with CIS Crisis Team.
 2. Another recommendation includes to speak with colleagues at intermediate and JH campuses for suggestions such as the SEL check in post it note used by Northshore (see image) created as part of an SEL strategy for older student participants.



ACE Check in used at Northshore

The following was observed during Spring 2023 campus visits –

- Highlights: Staff retention. Key – treats staff as she wants to be treated, and gets to know them.
- Needs improvement: Contracted number not met.
- Recommendation: During staff dugout ask the team to complete a “intrinsic motivation” exercise. Example:

Strengths	Strengths you see
	Self-determination theory
	1. Autonomy
Growth areas	2. Competence
	3. Social relatedness

Outcomes

Program outcomes were connected to student and family needs, and program goals. Indicators of **Met** or **Not Met** outcomes were based on goals stated for each Center in the Center Logic Models, data collected for Quality Assurance Indicators End of Year Data to calculate Student Outcomes (see Appendix C Table 12), and Teacher responses to program impact on students’ “school performance.” Percentage for “*Student’s attendance in ACE has positively affected his/her school performance*” based on the average of *significant* and *moderate* Teachers responses to the prompt for fall and spring survey data.

Performance Outcomes – La Porte, CY10, Year 5		
Outcome	Projected	Actual
Academic (Overall academic performance)	80%	Met, 100%
Attendance	90%	Met, 85%
Behavior	80%	Met, 100%
Family Engagement	75%	Met, 195%
Student’s attendance in ACE has positively affected his/her school performance.	62% of teachers indicated students’ attendance in ACE positively affected school performance.	

Appendix C: Tables and Figures

Cycle 10, Year 5, 2022-2023, Program Summary and Outcomes							
Enrollment/Participation							
Total ACE Student Enrollment	Contracted Regular Students (Req'd#)	Regular (attending 45+ days)	% Total Contracted Enrollment	Contracted Parent (Req'd #)	Total # Parents	% Contracted # of Parents	Total enrollment varies based on system.
1,028	830	902	109%	680	1,477	217%	
Race/Ethnicity based on regular student attendance (45+ days)							
Race/Ethnicity	American Indian/Alaskan (N=4)	Asian (N=8)	African American (N=84)	Hispanic (N=662)	Hawaiian /Pacific (N=0)	Two or More Races (N=0)	White (N=144)
	0.4%	1%	9%	73%	0%	0%	16%
Population Specifics based on total campus student profiles and Sex based on regular student attendance (45+ days)							
Population Specifics	At-Risk	LEP	Economically Disadvantaged		Sex	Males (N=445)	Females (N=457)
	54%	32%	77%			49%	51%
Note. Student population data not provided in the Year End Demographic Summary in TX21st as in previous years.							
Outcomes based on combined center totals							
Academic	93% based on students with grade point average of =70 for the school year						
Attendance	97% based on students with =15 days of school absences						
Behavior referrals	99% based on students with =10 school day referrals						
Note. Quality Assurance Indicators End of Year Data by Combined Center Totals provided by Project Director. Outcomes data not provided in "Student" report in TX21st as in previous years.							
Stakeholder Survey Results							
Teacher	62% of teachers indicated student attendance in ACE positively affected school performance."						
Principal	80% of principals responded that ACE integrated into the overall school environment, including visibility and interactions with school staff and students. 100% of principals responded that ACE is effectively meeting the needs of the students who attend ACE. 60% of principals had "Overall" positive perceptions of ACE staff and programs on their campuses						
Program Enjoyment	100% of parents and 98% of students responded that their students "enjoyed coming to ACE."						
Benefit from Attending ACE	99% of parents responded that students "benefit" from attending ACE."						
Grades Improved	94% of parents and 92% of students responded that students' "grades improved as a result of attending ACE."						
Complete Homework	62% of teachers, 97% of parents, and 94% of students responded that "ACE helps students' complete homework assignments."						
Behaviors	58% teachers and 93% of parents responded that students' "behavior at school has improved since attending ACE."						
Attendance	54% teachers responded that students' school day attendance with their involvement in ACE.						
New Friends	94% of parents responded that participants "made new friends as a result of attending ACE."						
Positive relationships	94% of parents and 92% of students responded that "ACE provides access and opportunities for participants to form positive relationships."						
ACE staff and parent communication	96% of parents responded, "ACE Site Coordinator communicates with me about my child."						
Parent involvement	95% of parents responded that "ACE helped me become more involved in my child's education						
Family Engagement	97% of parents responded that "The ACE Parent Events provides fun activities and beneficial resources for my family						
Participate in ACE next school year	95% of parents and 94% of students responded "Yes," or "Maybe" to students participating in ACE if the program is offered at their school next semester.						

Table 1. Process Evaluation for ACE

Table 1

Grantee-level Process Evaluation Plan			
Process Question	Process Measure	Data Collection Method	Progress
1. Adherence: Is the program being implemented as designed?	1a. Program operations run 5-days x week 1b. Academic assistance and enrichment activities run according to scheduled blocks, e.g., 1-hour tutoring, homework help	1a. Weekly Activity Schedule (WAS) 1b. On-site visits/observations of programs 4 times per semester.	Program operations ran 5-days x week and activities align with WAS.
2. Exposure: To what extent are participants receiving the recommended amount of exposure to the program?	2a. Number of student enrolled 45+ days in ACE during fall, spring, and summer.	2a. Daily attendance records to assess student enrollment. Monthly attendance assessments taken to calculate number of regular (45+ days) students enrolled in program.	Attendance entered daily by Site Coordinators into TEAL and reviewed by Project Director monthly and mid-fall and early spring by External Evaluator
3. Quality: Is the program being delivered in a high-quality manner?	3a. Staff classroom management and lesson plan development/implementation trainings 3b. Hire and retain qualified staff 3c. Campus safety protocols in place and followed	3a. Training evaluations 3b. Resume and qualifications outlined; best practices in recruiting and interviewing applicants 3c. Safety Protocols posted	Project Director provided a list of conferences and trainings attended (see Appendix C for table of conferences and tables). Campus Safety and Service Delivery Plans outlined by CIS leadership (see Appendix D for plans)
4. Engagement: How are participants responding to the program?	4a. Stakeholder survey data 4b. Family engagement and attendance at events 4c.	4a. Stakeholder surveys administered fall and spring of each year to principals, students, parents, and teachers	Stakeholder perceptions of ACE reported as overall positive.
Adopted from Process Evaluation Plan in Texas ACE Local Evaluation Guide (p. 14)			

Table 2. Regular student attendance increased from 898 in PY22 to 902 in PY23.

Table 2

Cycle 10, Year 5, 2022-2023, Total Enrollment by Student Type PY23 vs PY22, PY21, and PY20								
Student Types	2022-2023		2021-2022		2020-2021		2019-2020	
	Student Count	% of Total Enrollment	Student Count	% of Total Enrollment	Student Count	% of Total	Student Count	% of Total
Regular ACE Students (45+ Days)	902	88%	898	84%	706	81%	782	81%
Non-Regular (1-44 Days)	126	12%	169	16%	162	19%	185	19%
Total	1028	100%	1067	100%	868	100%	967	100%
Enrollment data retrieved from TX21st Grantee - Continuation Application								
Highlighted cells show increases in regular and total enrollment in PY23 vs PY22, PY21, and PY20.								

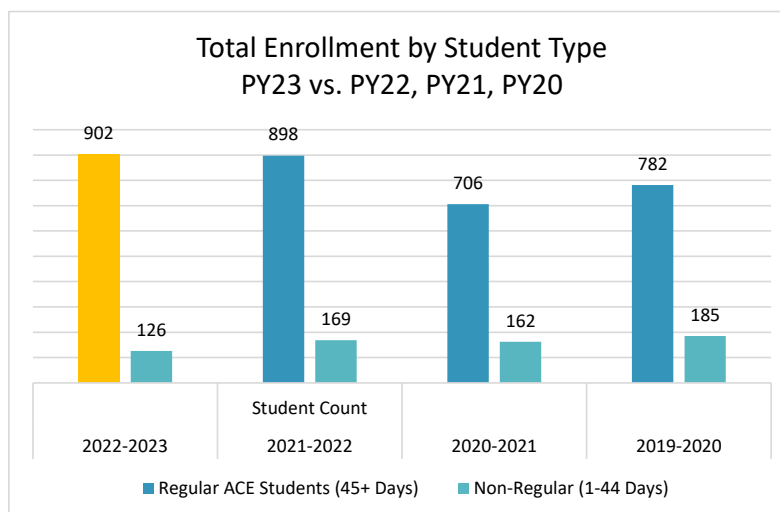


Table 3. Combined centers student enrollment in grade levels 1st-8th accounts for 16% of total campus enrollment. All centers *Met* the contracted *Regular* student (45+ days; n=830) enrollment numbers. All centers also *Met* the contracted parent/family engagement numbers (n=680). Combined center student and parent contracted numbers were exceeded by 109% and 217%, respectively.

Note: There is a discrepancy between the regular ACE student numbers reported in the Continuation Report (n=903) vs the End of Year Demographic Report (n=902) where data was pulled for Tables 2-6.

Table 3

Cycle 10, Year 5, 2022-2023, Program Participant Enrollment and Attendance										
Center #: Campus	Total Campus Enrollment	Total ACE Student Enrollment	% of Campus Enrollment in ACE Program	Contracted ACE Regular Students (Req'd #)	Regular ACE Students (45+ Days)	% Contracted # of Regular ACE Students	Non-Regular (1-44 Days)	Contracted Parent (Req #)	Total # Parents	% Contracted # of Parents
Center 1: Mark Twain Elementary	692	128	18%	90	95	106%	33	80	122	153%
Center 2: Alvin Jr. High	935	117	13%	80	82	103%	35	60	123	205%
Center 3: E.A. Lawhon Elementary	832	85	10%	80	84	105%	1	60	155	258%
Center 4: Cloverleaf Elementary	788	114	14%	90	106	118%	8	80	219	274%
Center 5: Green Valley Elementary	557	91	16%	80	83	104%	8	60	120	200%
Center 6: Red Bluff Elementary	530	94	18%	80	92	115%	2	60	119	198%
Center 7: Fisher Elementary	596	96	16%	80	93	116%	3	60	218	363%
Center 8: Barrow Elementary	382	78	20%	70	75	107%	3	60	113	188%
Center 9: Bayshore Elementary	388	113	29%	90	100	111%	13	80	132	165%
Center 10: La Porte Elementary	532	112	21%	90	92	102%	20	80	156	195%
Combined Center Totals	6232	1028	16%	830	902	109%	126	680	1477	217%
Total campus enrollment data retrieved from ACE Campus Service Delivery Plans, Campus Profile Page										
Enrollment data retrieved from TX21st Grantee - Continuation Application, Reports - Center Reports - Participants Attendance, and End of Year Student Demographics										
Non-regular enrollment data retrieved from TX21st Frequently Run Reports-Continuation Application and Reports - Center Reports - Participants Attendance										
Participant enrollment varies based on source										
Total campus enrollment number for Mark Twain retrieved from the TAPR 2021-2022 Report										
Highlighted cells indicated Contracted number met.										

Table 4. Grade levels by center for regular students showed that 3rd grade (n=240) accounted for 27% of total regular students (n=902) served.

Table 4

Cycle 10, Year 5, 2022-2023, Regular Participant Grade Levels, by Center									
Center #: Campus	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Center 1: Mark Twain Elementary	9	18	24	23	21	0	0	0	95
Center 2: Alvin Jr. High	0	0	0	0	0	24	36	22	82
Center 3: E.A. Lawhon Elementary	0	27	26	31	0	0	0	0	84
Center 4: Cloverleaf Elementary	0	23	31	29	23	0	0	0	106
Center 5: Green Valley Elementary	0	11	36	19	17	0	0	0	83
Center 6: Red Bluff Elementary	0	29	32	31	0	0	0	0	92
Center 7: Fisher Elementary	0	30	27	36	0	0	0	0	93
Center 8: Barrow Elementary	0	19	13	25	18	0	0	0	75
Center 9: Bayshore Elementary	11	24	25	29	11	0	0	0	100
Center 10: La Porte Elementary	9	21	25	17	20	0	0	0	92
Combined Center Totals	29	202	239	240	110	24	36	22	902
Data retrieved from Grantee Reports Year End Student Demographics Summary & Center-Import/Export - Exports - Grade Levels Served									
EOY Student Demographics Summary for Bayshore shows a total of 100 regular ACE students vs 101 reported in Continuation Application									
Highlighted column show largest grade served									

Table 5. Race/Ethnicity data for regular ACE students reported as **73%** identified as Hispanic (n=662) and **9%** as African American (n=84). Red Bluff, Cloverleaf, and Fisher served the highest number of Hispanic regular students at **96%**, **92%**, and **91%**, respectively. Options for *Race/ethnicity* based on Department of Education Office for Civil Rights designations for reporting.

Table 5

Cycle 10, Year 5, 2022-2023, Student Race/Ethnicity, by Center based on Regular (45+ Days)															
Center #: Campus	American Indian or Alaskan		Asian		African American		Hispanic		Hawaiian or Pacific		Two or More Races		White		Total Regular Participants
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Center 1: Mark Twain EL	1	1%	0	0%	3	3%	80	84%		0%	0	0%	11	12%	95
Center 2: Alvin Jr. High	0	0%	1	1%	3	4%	65	79%	0	0%	0	0%	13	16%	82
Center 3: E.A. Lawhon EL	1	1%	5	6%	13	15%	53	63%	0	0%	0	0%	12	14%	84
Center 4: Cloverleaf EL	0	0%	0	0%	6	6%	98	92%	0	0%	0	0%	2	2%	106
Center 5: Green Valley EL	0	0%	0	0%	20	24%	63	76%	0	0%	0	0%	0	0%	83
Center 6: Red Bluff EL	0	0%	0	0%	3	3%	88	96%	0	0%	0	0%	1	1%	92
Center 7: Fisher EL	0	0%	0	0%	3	3%	85	91%	0	0%	0	0%	5	5%	93
Center 8: Barrow EL	0	0%	0	0%	5	7%	26	35%	0	0%	0	0%	44	59%	75
Center 9: Bayshore EL	2	2%	1	1%	13	13%	44	44%	0	0%	0	0%	40	40%	100
Center 10: La Porte EL	0	0%	1	1%	15	16%	60	65%	0	0%	0	0%	16	17%	92
Combined Center Totals	4	0.4%	8	1%	84	9%	662	73%	0	0%	0	0%	144	16%	902
Data retrieved from Grantee Reports Year End Student Demographic Summary															
EOY Student Demographics Summary for Bayshore shows a total of 100 regular ACE students vs 101 reported in Continuation Application															
Highlighted sections denotes largest ethnic group served.															

Table 6. Combined center data on Sex show females (n=457) account for 51% of regular students (n=902). Options for *Sex* based on Department of Education Office for Civil Rights designations for reporting.

Table 6

Cycle 10, Year 5, 2022-2023, Student Sex, by Center based on Regular Participation (45+ Days)					
Center #: Campus	Males		Females		Total Regular Participants
	#	%	#	%	
Center 1: Mark Twain EL.	40	42%	55	58%	95
Center 2: Alvin Jr. High	49	60%	33	40%	82
Center 3: E.A. Lawhon EL.	36	43%	48	57%	84
Center 4: Cloverleaf EL.	61	58%	45	42%	106
Center 5: Green Valley EL.	31	37%	52	63%	83
Center 6: Red Bluff EL.	46	50%	46	50%	92
Center 7: Fisher EL.	52	56%	41	44%	93
Center 8: Barrow EL.	40	53%	35	47%	75
Center 9: Bayshore EL.	50	50%	50	50%	100
Center 10: La Porte EL.	40	43%	52	57%	92
Combined Center Totals	445	49%	457	51%	902
Data retrieved from Grantee Reports Year End Student Demographic Summary					
EOY Student Demographics Summary for Bayshore shows a total of 100 regular ACE students vs 101 reported in Continuation Application					

Table 7. Combined center Population Specific data show an average of 54% at-risk, 32% limited English Language Proficiency, and 77% economically disadvantaged students based on campus profile data retrieved from ACE Campus Service Delivery Plans Profile Pages. **Highlighted cells** indicate campuses that served the highest percentages of At-Risk, LEP, and Economically Disadvantaged students. *Student population data is not provided in TX21st the Year End Demographic Summary Report as in previous program years.*

Table 7

Cycle 10, Year 5, 2022-2023, Student Population Specifics, by Campus Served			
Center: Campus #	At-Risk Students	Limited English Language Proficiency	Economically Disadvantaged
Center 1: Mark Twain Elementary	70%	37%	76%
Center 2: Alvin Jr. High	63%	21%	57%
Center 3: E.A. Lawhon Elementary	42%	39%	57%
Center 4: Cloverleaf Elementary	87%	65%	100%
Center 5: Green Valley Elementary	55%	35%	96%
Center 6: Red Bluff Elementary	66%	50%	77%
Center 7: Fisher Elementary	55%	48%	84%
Center 8: Barrow Elementary	38%	11%	75%
Center 9: Bayshore Elementary	35%	6%	68%
Center 10: La Porte Elementary	34%	4%	79%
Combined average for (10) Centers	54%	32%	77%
<i>Student demographic data retrieved from ACE Campus Service Delivery Plans, Campus Profile Page</i>			
<i>Student Population Specific data for Mark Twain, eco. disadvan. data for Green Valley retrieved from 2020-2021 TAPR Report</i>			
<i>Highlighted sections denotes largest ethnic group served.</i>			
<i>Note, Population Specifics data based on total campus student profile. Student population data not provided in TX21st Year End Demographic Summary as in previous years.</i>			

Table 8. ACE program's start-end dates and operating schedule for the school year. Highlighted cells indicate a reporting error in TX21st that showed some centers operated less than the hours and weeks required by the grant. *All centers operated the required hours and weeks in compliance with the grant.*

Table 8

Cycle 10, Year 5, 2022-2023, Operating Weeks and Hours Required vs Actual, by Center														
Center #: Campus	Grade Levels Served	# Days ACE x Week	Fall 2022						Spring 2023					
			Start Date	End Date	Required Weeks	Actual Weeks	Required Hours	Actual Hours	Start Date	End Date	Required Weeks	Actual Weeks	Required Hours	Actual Hours
Center 1: Mark Twain El.	1st-5th	5	8/24/2022	12/9/2022	14	14	15	14	12/12/2022	5/25/2023	17	19	15	14
Center 2: Alvin Jr. High	6th-8th	5	8/24/2022	12/9/2022	14	14	15	14	12/12/2022	5/25/2023	17	20	15	14.5
Center 3: E.A. Lawhon El.	2nd-4th	5	8/24/2022	12/9/2022	14	14	15	14	12/12/2022	5/24/2023	17	18	15	13.5
Center 4: Cloverleaf El.	2nd-5th	5	8/17/2022	12/9/2022	14	13	15	12.75	12/12/2022	5/24/2023	17	18	15	13.25
Center 5: Green Valley El.	2nd-5th	5	8/17/2022	12/9/2022	14	13	15	12.75	12/12/2022	5/24/2023	17	18	15	12.75
Center 6: Red Bluff El.	2nd-4th	5	8/23/2022	12/9/2022	14	13	15	13.75	12/12/2022	5/23/2023	17	18	15	13
Center 7: Fisher El.	2nd-4th	5	8/23/2022	12/9/2022	14	13	15	13.5	12/12/2022	5/23/2023	17	18	15	13.25
Center 8: Barrow El.	2nd-6th	5	8/24/2022	12/9/2022	14	14	15	14.25	12/12/2022	5/24/2023	17	18	15	13.5
Center 9: Bayshore El.	1st-5th	5	8/24/2022	12/9/2022	14	13	15	13.75	12/12/2022	5/24/2023	17	19	15	13.75
Center 10: La Porte El.	2nd-5th	5	8/24/2022	12/9/2022	14	13	15	13.75	12/12/2022	5/24/2023	17	19	15	13.5
<i>Data retrieved from TX21st Grantee Reports Center Operations</i>														
<i>Highlighted cells indicate actual weeks and hours less than those required by the grant.</i>														

Table 9

Cycle 10, Year 5, 2022-2023, Total and Percent of Center Activities Offered by Type									
Center #: Campus	Academic Assistance	% of Total Activities Offered	Enrichment	% of Total Activities Offered	Family and Parental Support Services	% of Total Activities Offered	College and Workforce Readiness	% of Total Activities Offered	Combined Center Total Activities Offered
Center 1: Mark Twain Elementary	45	6%	25	3%	12	2%	4	1%	86
Center 2: Alvin Jr. High	29	4%	21	3%	7	1%	2	0%	59
Center 3: E.A. Lawhon Elementary	38	5%	19	3%	14	2%	2	0%	73
Center 4: Cloverleaf Elementary	37	5%	19	3%	7	1%	2	0%	65
Center 5: Green Valley Elementary	39	5%	23	3%	9	1%	2	0%	73
Center 6: Red Bluff Elementary	36	5%	19	3%	10	1%	2	0%	67
Center 7: Fisher Elementary	44	6%	24	3%	7	1%	2	0%	77
Center 8: Barrow Elementary	34	5%	25	3%	25	3%	4	1%	88
Center 9: Bayshore Elementary	41	6%	22	3%	8	1%	2	0%	73
Center 10: La Porte Elementary	43	6%	16	2%	5	1%	2	0%	66
Combined Center Total Activities Offered	386		213		104		24		727
% of Total Activities Offered, by Type		53%		29%		14%		3%	100%

Data retrieved from TX21st Center - Import/Export - Exports - Activities

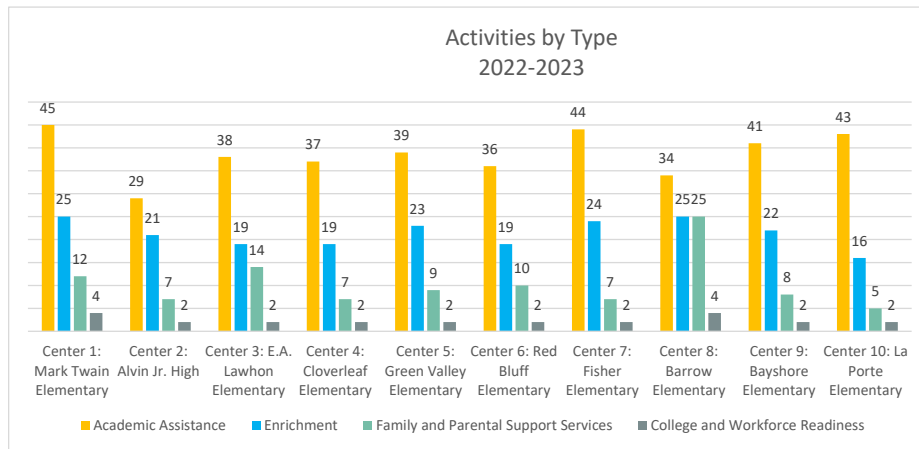


Table 10. Staffing data by staffing type included center administrators/coordinators, certified teachers, college students, paraprofessionals, and volunteers. College students account for 27% of staff. College students' availability often depends on course schedules. Reliance on college students to staff programs may contribute to turnover/staffing inconsistencies. Turnover rates were reported at 5% in PY23 vs 16% in PY22.

Table 10

Cycle 10, Year 5, 2022-2023, Program Staffing Paid and Volunteers, by Center											
Center #: Campus	Center Administrators/ Coordinators	Certified Teachers (school-day & substitute teachers)	College students	High School Students (Unallowable to pay students)	Other (Activity Coordinators), Other Community members (e.g., business mentors, senior citizens, etc.)	Other non-school staff with some or no college	Para-professionals	Youth development worker/other non-school staff w/ college degree or higher	# of Volunteers	Staff Totals	Turnover
Center 1: Mark Twain Elementary	4	0	7	0	0	2	0	8	12	33	3
Center 2: Alvin Jr. High	3	1	11	0	0	0	0	0	8	23	1
Center 3: E.A. Lawhon Elementary	3	0	9	0	0	6	0	0	16	34	0
Center 4: Cloverleaf Elementary	3	0	4	0	4	2	0	1	33	47	1
Center 5: Green Valley Elementary	5	0	8	0	0	1	0	0	12	26	2
Center 6: Red Bluff Elementary	3	0	11	0	0	0	0	2	5	21	0
Center 7: Fisher Elementary	3	0	5	0	0	5	1	0	0	14	1
Center 8: Barrow Elementary	3	0	1	0	0	9	0	0	11	24	2
Center 9: Bayshore Elementary	3	0	6	0	0	5	0	2	1	17	1
Center 10: La Porte Elementary	3	0	7	0	2	0	0	0	8	20	1
Combined Center Totals	33	1	69		6	30	1	13	106	259	12
Percentage of Staffing Type	13%	0%	27%	0%	2%	12%	0.4%	5%	41%	100%	5%

Data retrieved from Staffing Report in TX21st

Note: Parents accounted for the highest number of program volunteer.

Table 11. Conferences, workshops, and training attended by ACE staff. Professional development and growth listed in the table aligned with staff skills development needs mentioned by ACE Staff and observed by Evaluator.

Table 11

Conference/Training	Activity Coordinators	CEO, COO, Community Organizations	Family Engagement Specialist	Leads	Part-time Staff	Program Assistant	Project Director	Site Coordinators	Training Specialist
ACE Team Trainings			X				X	X	X
Agency Policies/Procedures	X		X			X	X	X	X
Building Rapport & Relationships Training	X							X	
Campus Procedures	X							X	
Case for Kids Provider Fair			X						
CIS Staff Trainings		X						X	
Classroom Management & Lesson Plan Delivery	X							X	
Committee for Children: Enrich Your OST Program with SEL									X
District Food Service Training - Alvin ISD	X							X	
District Safety Trainings	X							X	
Diversity, Equity, & Inclusion Training Session	X						X	X	
Dugouts	X							X	
Family Engagement Specialist Trainings			X					X	
HQIM/HIT - Galena Park ISD								X	
Leadership Trainings				X					X
Lesson Plan & Unit Plan Training	X							X	
Lesson Plan Writing	X								
OSTI-CON			X	X			X	X	X
Recognizing & Reporting Child Abuse	X								
Region 4 - Spring									X
Region 4 STEAM - Summer									X
Safety/Active Attacker	X							X	
SEL & Teaching (SEL) Training	X							X	
SEL Responsible Decision-Making Training	X							X	
Site Coordinator Support Trainings								X	X
SMART Goals Training	X							X	
Staff Management & Retention Training								X	
Teaching Students with Special Needs Training	X							X	
You for Youth Trainings	X							X	
<i>List of Conferences and Trainings provided by Project Director</i>									

Table 12 shows Student Outcomes: Academic, Attendance, and Behavior Referrals

Table 12

Cycle 10, Year 5, 2022-2023, Regular Student (45+ Days) Outcomes, by Center			
Center #: Campus	Academic	Attendance	Behavior Referrals
Center 1: Mark Twain Elementary	100%	100%	100%
Center 2: Alvin Jr. High	82%	100%	93%
Center 3: E.A. Lawhon Elementary	100%	100%	100%
Center 4: Cloverleaf Elementary	98%	98%	100%
Center 5: Green Valley Elementary	87%	100%	100%
Center 6: Red Bluff Elementary	80%	98%	100%
Center 7: Fisher Elementary	97%	90%	100%
Center 8: Barrow Elementary	92%	96%	100%
Center 9: Bayshore Elementary	97%	98%	94%
Center 10: La Porte Elementary	100%	85%	100%
Combined Center Totals	93%	97%	99%
<i>Data from Quality Assurance Indicators End of Year Data by Center provided by Project Director</i>			
<i>Percentages based on Regular Students (45+ days in program)</i>			
<i>Attendance percentage based on students with ?15 days of school absences</i>			
<i>Academic percentage based on students with grade point average of ?70 for the school year</i>			
<i>Behavior percentage based on students with ?10 school day referrals</i>			
<i>Highlighted cells indicate center with the highest outcome percentages.</i>			
<i>Outcomes data not provided in "Student" report in TX21st as in previous years.</i>			

Table 13 shows stakeholder response rates by the center for fall and spring.

Table 13

Cycle 10, Year 5, 2022-2023, Stakeholder Survey Responses, Teacher, Principal, Parent, Parent Spanish, and Student, by Center												
Center #: Campus	Stakeholder Surveys Fall 2022						Stakeholder Surveys Spring 2023					
	Teacher	Principal	Parent	Parent Spanish	Student	Student Spanish	Teacher	Principal	Parent	Parent Spanish	Student	Student Spanish
	# Responses						# Responses					
Center 1: Mark Twain EL	83	1	19	5	62	1	1112	1	38	5	90	0
Center 2: Alvin Jr. High	91	0	39	39	65	26	116	1	15	30	90	25
Center 3: E.A. Lawhon EL	77	0	54	22	74	0	84	1	22	7	83	0
Center 4: Cloverleaf EL	103	0	12	19	83	26	105	1	13	13	81	20
Center 5: Green Valley EL	36	0	26	7	48	10	37	1	14	9	41	0
Center 6: Red Bluff EL	91	1	65	0	79	0	90	0	49	0	90	0
Center 7: Fisher EL	93	1	40	18	78	13	98	1	54	0	74	19
Center 8: Barrow EL	44	0	21	0	45	1	45	1	31	0	41	0
Center 9: Bayshore EL	70	0	23	0	69	0	92	1	47	0	81	0
Center 10: La Porte EL	70	0	46	0	72	0	98	1	24	0	22	0
Combined Center Totals	758	3	345	110	675	77	1877	9	307	64	693	64

Data based on fall/spring stakeholder responses collected using Qualtrics

Table 14 shows Likert-scales point values for each response to ordinal or ranked data, with the highest points assigned to the most favorable response such as “Strongly Agree.”

Table 14

Student Response Categories		Teacher Response Categories		Parent Response Categories	
Response	Point Value	Response	Point Value	Response	Point Value
Yes, A Lot	3	Significant Improvement	4	Strongly Agree	3
Yes, Somewhat	2	Moderate Improvement	3	Agree	2
No, Not Really	1	Slight Improvement	2	Disagree	1
No, Not At All	0	Did Not Improvement	1	Strongly Disagree	0
		No Improvement	0		

Figure 1. Teacher Survey Results

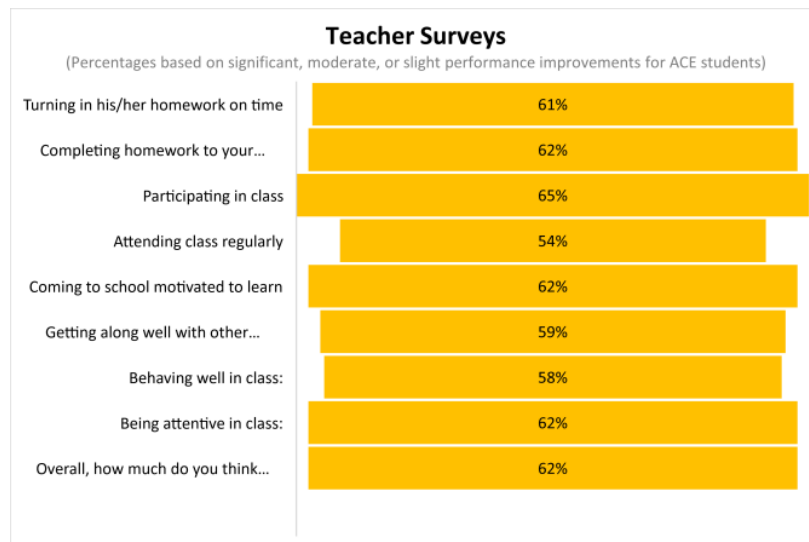


Figure 2. Principal Survey Results

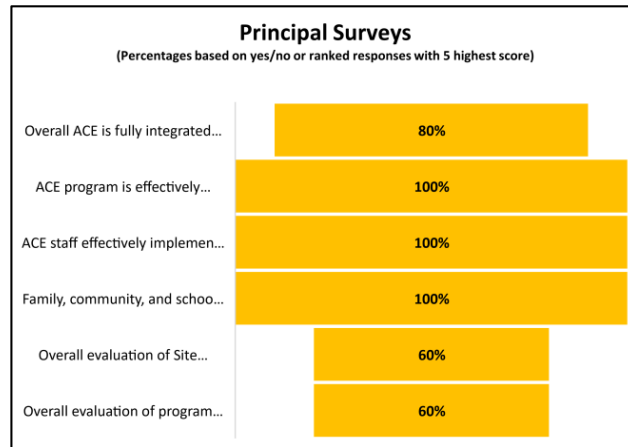


Figure 3. Parent Survey Results

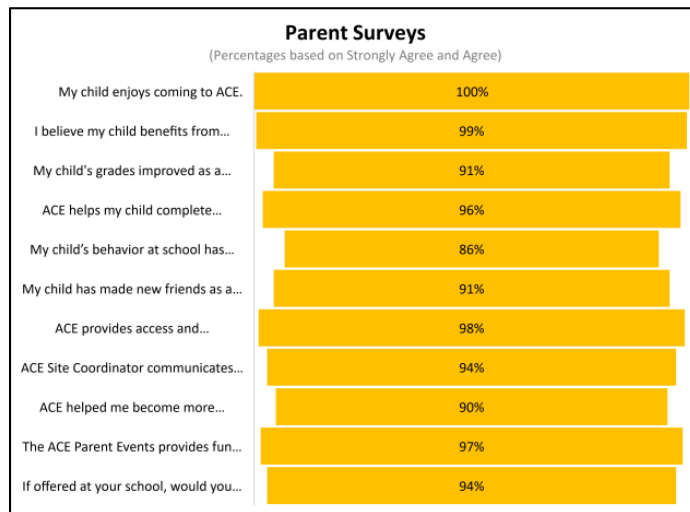


Figure 4. Parent Spanish Survey Results

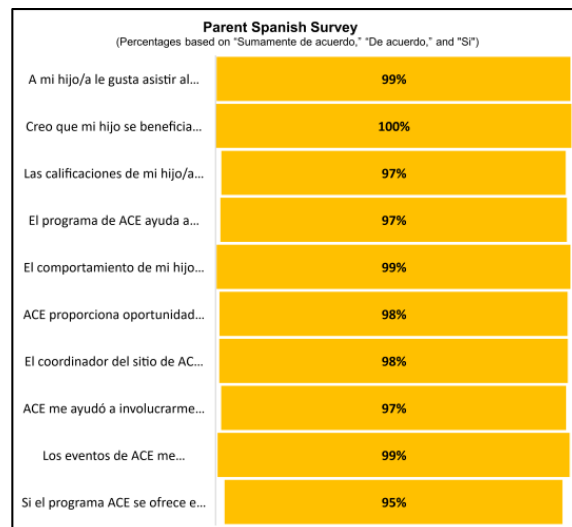


Figure 5. Student Survey Results

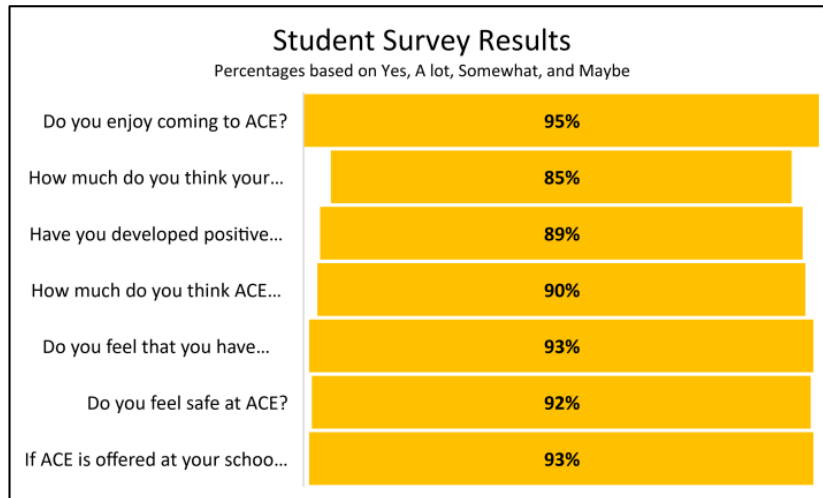
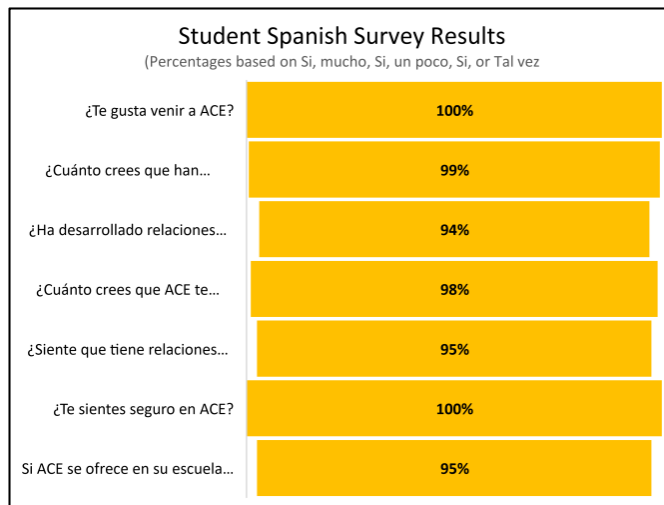





Figure 6. Student Survey Results



Appendix D: Stakeholder Survey Templates

Teacher Survey

Date:	ACE TEACHER SURVEY				
Texas ACE/21st CCLC Student Engagement in Learning Survey					
<small>To complete the survey electronically, please click the link or scan the QR Code:</small>					
https://lsu.qualtrics.com/jfe/form/SV_eG2SQ7AwM7RXqS					
					
Student Name: _____ <small>(Required)</small>					
Campus Name: _____ <small>(Required)</small>					
Teacher: _____ <small>(Required)</small>					
<small>Please respond to the following prompts:</small>					
1. Please indicate how much this individual student has improved in the following areas over the past term:					
	4 Significant Improvement	3 Moderate Improvement	2 Slight Improvement	1 Did Not Need Improvement	0 No Improvement
Turning in his/her homework on time					
Completing homework to your satisfaction					
Participating in class					
Attending class regularly					
Coming to school motivated to learn					
Getting along well with other students					
Behaving well in class					
Being attentive in class					
2. Overall, how much do you think this student's attendance in ACE has positively affected his/her academic performance this semester?					
<input type="checkbox"/> Significant Effect		<input type="checkbox"/> Very Little Effect			
<input type="checkbox"/> Moderate Effect		<input type="checkbox"/> No Effect			
<small>Rev. 10/22</small>					

Date:	ACE TEACHER SURVEY	
<small>If you selected "No Effect," please indicate the MOST significant reason that ACE has not positively affected this student's performance, in your opinion (CHOOSE ONE):</small>		
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Needs more attention than ACE can provide after school</div><div><input type="checkbox"/> Low ACE attendance</div><div><input type="checkbox"/> ACE staff ineffective</div></div>		
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Behavior problem</div><div><input type="checkbox"/> Learning disability</div><div><input type="checkbox"/> ACE program not a good fit</div></div>		
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> ACE Site Director ineffective</div><div><input type="checkbox"/> Other: _____</div></div>		
3. Overall, have ACE staff effectively communicated with you regarding the students' needs.		
<input type="checkbox"/> Yes.		
<input type="checkbox"/> No.		
4. Please provide any relevant comments about this student below:		
<div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div>		
<small>Rev. 10/22</small>		

Principal Survey



Cycle 10 - Principal Survey

To complete the survey electronically, please click the link or scan the QR Code:

https://lca.qualtrics.com/jfe/form/SV_3z5qW8UP9DHzce



- Q1 - Select school name:
- | | |
|--|--|
| <input type="radio"/> Abito III | <input type="radio"/> Fisher Elementary |
| <input type="radio"/> Barrow Elementary | <input type="radio"/> Owen Valley Elementary |
| <input type="radio"/> Bayshore Elementary | <input type="radio"/> La Porte Elementary |
| <input type="radio"/> Cleveland Elementary | <input type="radio"/> Mark Twain Elementary |
| <input type="radio"/> EA London Elementary | <input type="radio"/> Red Bluff Elementary |

Q2 - Date (xx/xx/xxxx) _____

Q3 - Your name? _____

Q4 - Your title? _____

Q5 - How well is ACE integrated into the overall school environment, including visibility and interactions with school staff and students? Click the number to indicate your response (1 - representing low integration and 5 - representing excellent integration).

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5

Q6 - Does the Site Coordinator notify you and/or obtain the proper approval before implementing a new activity on your campus? Click Yes/No/Other to indicate your response.

- ☐ Yes
☐ No
☐ Other

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Q7 - Are there any suggestions that you would like to make for improvements to the ACE program on your campus? Click Yes/No/Other to indicate your response.

- ☐ Yes
☐ No
☐ Other

Q8 - Based on your initial Needs Assessment meeting with the Site Coordinator, do you think the ACE program is effectively meeting the needs of the students who attend the program? Click Yes/No/Other to indicate your response.

- ☐ Yes
☐ No
☐ Other

Q9 - Does ACE staff effectively implement social and emotional learning into academic and enrichment activities? Click Yes/No/Other to indicate your response.

- ☐ Yes
☐ No
☐ Other

Q10 - Has ACE required additional time and effort on your part for overall program management i.e., personnel, budgeting, reporting? If so, how much time? Click Yes/No/Other to indicate your response.

- ☐ Yes
☐ No
☐ Other

Q11 - Do you believe that family, community, and school day interactions have improved as a result of ACE family engagement activities, e.g., FES or Parent Events? Click Yes/No/Other to indicate your response.

- ☐ Yes
☐ No
☐ Other

Q12 - What is your overall evaluation of your ACE Site Coordinator? Click the number to indicate your response (1 - representing unsatisfactory and 5 - representing excellent).

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5

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Q13 - What is your overall evaluation of your ACE program on your campus? Click the number to indicate your response (1 - representing unsatisfactory and 5 - representing excellent).

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5

Q14 - Please describe the benefits that your campus students and families receive from the ACE program.

Q15 - May we use your statements in this survey for future CIE publicity? Click Yes/No/Other to indicate your response.

- ☐ Yes
☐ No
☐ Other

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Parent Survey

Date: _____

ACE PARENT SURVEY



Afterschool Center on Education (ACE) Parent Survey

To complete the survey electronically, please click the link or scan the QR Code:

https://lcs.qualtrics.com/jfe/form/SV_41oUwci6DzAb2e



Campus Name: _____ (Required)

1. Please indicate how much you agree with the following statements:

	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	0 Neutral
My child enjoys coming to ACE.					
I believe my child benefits from attending ACE.					
My child's grades improved as a result of attending ACE.					
ACE helps my child complete homework assignments.					
My child's behavior at school has improved since attending ACE.					
ACE provides access and opportunities for my child to form positive relationships among students.					
ACE Site Coordinator communicates with me about my child.					
ACE helped me become more involved in my child's education.					
The ACE Parent Events provides fun activities and beneficial resources for my family.					

2. If offered at your school, would you like your child to participate in ACE next semester?

- ☐ Yes.
 ☐ No. If not, why not? _____
☐ Maybe.
 ☐ Not Applicable.

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Date: _____

ACE PARENT SURVEY



3. Please indicate why you enrolled your child in the ACE afterschool program (check ALL that apply):

- ☐ Academic support
 ☐ Enrichment opportunities
☐ Improve social skills
 ☐ Improve college readiness
☐ Improve attendance
 ☐ Family engagement/activities
☐ To provide child support during after-school hours
 ☐ Adult education opportunities

4. Please read and answer each question that relates to how you feel regarding your experiences during the past 60-days. Parent responses to these questions support ACE's efforts to tailor resources and support to specific emotional and social needs that ACE participants and their families indicate.

	3 Strongly Agree	2 Agree	1 Disagree	0 Strongly Disagree
I have at least one close relationship that provides support.				
I can deal with and bounce back or recover from any hardships.				
I have a strong sense of purpose and a positive outlook on life.				
I think clearly and objectively in times of crisis or stress.				
I can adapt to changes and situations that occur.				
I believe I am in control of my life.				
I ask for help in times of crisis.				

5. Please provide any comments or suggestions you wish below:

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Parent Spanish Survey

Fecha: _____


ENCUESTA PARA PADRES DE ACE



ENCUESTA PARA PADRES DE ACE

Para completar la encuesta electrónicamente, haga clic en el enlace o escanear QR CODE:

https://lcu.qualtrics.com/jfe/form/SV_bQOoHS7U8YbiKa



1. Por favor, indique cuánto está de acuerdo con las siguientes afirmaciones:

	4 Totalmente de acuerdo	3 De Acuerdo	2 En Desacuerdo	1 Suficiente o discrepante	0 Neutral
A mi hijo le gusta venir a ACE.					
Creo que mi hijo se beneficia de asistir a ACE.					
Las calificaciones de mi hijo mejoraron como resultado de asistir a ACE.					
ACE ayuda a mi hijo a completar las tareas.					
El comportamiento de mi hijo en la escuela ha mejorado desde que asistió a ACE.					
ACE proporciona acceso y oportunidades para que mi hijo forme relaciones positivas entre los estudiantes.					
El coordinador del sitio de ACE se comunica conmigo sobre mi hijo.					
ACE me ayudó a involucrarme más en la educación de mi hijo.					
Los eventos para padres de ACE ofrecen actividades divertidas y recursos beneficiosos para mi familia.					

2. Si se le ofrece en su escuela, ¿le gustaría que su hijo participara en ACE el próximo semestre?

☐ Sí.

☐ No. Si no, ¿por qué no?

☐ Tal vez.

☐ No se le aplica

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Fecha: _____

ENCUESTA PARA PADRES DE ACE



3. Indique por qué inscribió a su hijo en el ACE (marque TODOS los que correspondan):

☐ Apoyo académico

☐ Oportunidades de enriquecimiento

☐ Mejorar las habilidades sociales

☐ Mejorar la preparación para el rendimiento

☐ Mejorar la asistencia

☐ Participación/actividades de la familia

☐ Proporcionar apoyo durante el horario extraescolar

☐ Oportunidad desde educación adulta

4. Por favor, lea y responda cada pregunta que se relacione con cómo se siente con respecto a sus experiencias durante los últimos 60 días. Las respuestas de los padres a estas preguntas respaldan los esfuerzos de ACE para adaptar los recursos y el apoyo a las necesidades emocionales y sociales específicas que los participantes de ACE y sus familias indican.

	3 Totalmente de acuerdo	2 De Acuerdo	1 En desacuerdo	0 Suficiente o discrepante
Tengo al menos una relación cercana que brinda apoyo.				
Puedo lidiar y recuperarme o recuperarme de cualquier dificultad.				
Tengo un fuerte sentido de propósito y una perspectiva positiva de la vida.				
Pienso clara y objetivamente en tiempos de crisis o estrés.				
Puedo adaptarme a los cambios y situaciones que se presentan.				
Creo que tengo el control de mi vida.				
Pido ayuda en tiempos de crisis.				


5. Por favor, proporcione cualquier comentario o sugerencia que desee a continuación:

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Student Survey

Fecha: _____


ACE STUDENT SURVEY



ACE Student Survey

To complete the survey electronically, please click the link or scan the QR Code:

https://lcu.qualtrics.com/jfe/form/SV_0Bp0tY8t8dKw0



Campus Name: _____ (Required)

A) Create a personal code by using the formula below:
FIRST NAME INITIAL + LAST NAME INITIAL + BIRTH DAY + BIRTH MONTH + BIRTH YEAR.
Example: My initials are CC. My birthday is July 1st (2 July) and I was born in 2005.
My personal code is CC-01+07+2005 = CC01072005. Write your 10-digit code in the box below:

Initials	Birth DAY	Birth MONTH	Birth YEAR

B) Please answer the following questions by checking the box that most applies to you.

	Yes A lot	Yes Somewhat	No Not Really	No Not at all
1. Do you enjoy coming to ACE?				
2. How much do you think your grades have improved because of ACE?				
3. Have you developed positive relationships with students after attending ACE?				
4. How much do you think ACE helps you complete homework assignments?				
5. Do you feel that you have positive relationships with ACE staff?				
6. Do you feel safe at ACE?				

5. If ACE is offered at your school next semester, would you like to return?

☐ Yes.


☐ Maybe.

☐ No. If not, why not? _____

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Fecha: _____

ACE STUDENT SURVEY



8. Check FIVE of the ACE activities below that you most like participating in:

<input type="checkbox"/> Homework Help	<input type="checkbox"/> Culinary Arts (cooking)	<input type="checkbox"/> Student Voice & Choice
<input type="checkbox"/> Tutoring	<input type="checkbox"/> Board Games	<input type="checkbox"/> Career & College Awareness
<input type="checkbox"/> Math Activities	<input type="checkbox"/> STRIDE Academy	<input type="checkbox"/> Team Building
<input type="checkbox"/> Reading Activities	<input type="checkbox"/> Theater & Music	<input type="checkbox"/> Computer Lab
<input type="checkbox"/> Science Activities	<input type="checkbox"/> Engineering	<input type="checkbox"/> Robotics
<input type="checkbox"/> Arts & Crafts	<input type="checkbox"/> Fitness Club	<input type="checkbox"/> Outlets
<input type="checkbox"/> Health & Wellness	<input type="checkbox"/> 4x4	<input type="checkbox"/> Video Production
<input type="checkbox"/> Video games	<input type="checkbox"/> Dancing	
<input type="checkbox"/> Camera Club	<input type="checkbox"/> Chess/Checkers	
<input type="checkbox"/> Physical Activity (including sports)	<input type="checkbox"/> Running Club	


7. Please read and answer each question that relates to how you feel regarding your experiences during the past 60-days. Student responses to these questions support ACE's efforts to align resources and support to specific emotional and social needs that ACE participants and their families indicate.

	2 Yes	1 Somewhat	0 No
1. I get along well with my parent(s)/guardian.			
2. I feel like I belong in school.			
3. I feel like I belong in ACE.			
4. I can usually solve it if I have a problem or conflict.			
5. I try to learn from my mistakes.			
6. It bothers me when people are mean to others.			
7. I help my family and friends a lot at home and at school.			
8. We help one another through hard times in my family and in my friend groups.			
9. I think good thoughts about myself.			
10. I know how to change negative thoughts to positive ones.			
11. I feel like I can control my emotions.			
12. I someone in ACE that I can talk to when needed.			

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Fecha: _____


ACE STUDENT SURVEY



13. List THREE things you learned at ACE this semester:

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Student Spanish Survey

Fecha:	ESTUDIANTE ACE ENCUESTA	ACE																																			
ENCUESTA PARA ESTUDIANTE DE ACE																																					
Para completar la encuesta electrónica , haga clic en el enlace o escanee QR CODE:																																					
https://tiny.muhvix.com/de-form-2V_0qP7J29u1Q1W3M																																					
																																					
Número del campo:																																					
A.) Complete un código personal utilizando la siguiente fórmula: NOMBRE SOCIAL + APELLIDO SOCIAL + DÍA DE NACIMIENTO + MES DE NACIMIENTO + AÑO DE NACIMIENTO . Ejemplo: Mis iniciales son CC-MI, cumpleaños es el 1 de julio (julio es el 7º mes) y nací en 2003. Mi código personal es CC-MI-01-07-2003. Escríbalo en color de su elección en los cuadros A CONTINUACIÓN.																																					
<table border="1"><thead><tr><th>Iniciales</th><th>DÍA DE NACIMIENTO</th><th>MES DE NACIMIENTO</th><th>AÑO DE NACIMIENTO</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td></tr></tbody></table>			Iniciales	DÍA DE NACIMIENTO	MES DE NACIMIENTO	AÑO DE NACIMIENTO																															
Iniciales	DÍA DE NACIMIENTO	MES DE NACIMIENTO	AÑO DE NACIMIENTO																																		
B.) Por favor, responda a las siguientes preguntas marcando la casilla que más se aplica a usted:																																					
<table border="1"><thead><tr><th></th><th>Si, mucho</th><th>Si, un poco</th><th>No, ni un poco ni mucho</th><th>No, de nada</th></tr></thead><tbody><tr><td>1. ¿Te gusta venir a ACE?</td><td></td><td></td><td></td><td></td></tr><tr><td>2. ¿Cuanto crees que han mejorado tus calificaciones debido a ACE?</td><td></td><td></td><td></td><td></td></tr><tr><td>3. ¿Has desarrollado relaciones positivas con los estudiantes después de asistir a ACE?</td><td></td><td></td><td></td><td></td></tr><tr><td>4. ¿Cuanto crees que ACE te ayuda a completar las tareas escolares?</td><td></td><td></td><td></td><td></td></tr><tr><td>5. ¿Crees que tiene relaciones positivas con el personal de ACE?</td><td></td><td></td><td></td><td></td></tr><tr><td>6. ¿Te sientes seguro en ACE?</td><td></td><td></td><td></td><td></td></tr></tbody></table>				Si, mucho	Si, un poco	No, ni un poco ni mucho	No, de nada	1. ¿Te gusta venir a ACE?					2. ¿Cuanto crees que han mejorado tus calificaciones debido a ACE?					3. ¿Has desarrollado relaciones positivas con los estudiantes después de asistir a ACE?					4. ¿Cuanto crees que ACE te ayuda a completar las tareas escolares?					5. ¿Crees que tiene relaciones positivas con el personal de ACE?					6. ¿Te sientes seguro en ACE?				
	Si, mucho	Si, un poco	No, ni un poco ni mucho	No, de nada																																	
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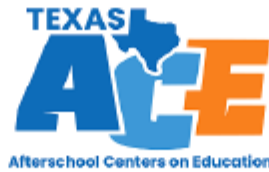
Fecha:	ESTUDIANTE ACE ENCUESTA	ACE																																																							
C.) Si ACE se ofrece en su escuela el próximo semestre, ¿le gustaría regresar?																																																									
<input type="checkbox"/> Sí.																																																									
<input type="checkbox"/> Tal vez.																																																									
<input type="checkbox"/> No. Si no, ¿por qué no?																																																									
D.) Revise CINCO de habilidades de ACE a continuación en las que más le gusta participar:																																																									
<table border="0"><tr><td><input type="checkbox"/> Ayuda con la tarea</td><td><input type="checkbox"/> Juego de mesa</td><td><input type="checkbox"/> Conocencia profesional y</td></tr><tr><td><input type="checkbox"/> Tutoría</td><td><input type="checkbox"/> Academia STRIDE</td><td><input type="checkbox"/> voluntaria</td></tr><tr><td><input type="checkbox"/> Actividades matemáticas</td><td><input type="checkbox"/> TRABAJOS y música</td><td><input type="checkbox"/> Creación de equipos</td></tr><tr><td><input type="checkbox"/> Actividades de lectura</td><td><input type="checkbox"/> Ingeniería</td><td><input type="checkbox"/> Lideramiento del</td></tr><tr><td><input type="checkbox"/> Actividades científicas</td><td><input type="checkbox"/> Comercio</td><td><input type="checkbox"/> Computación</td></tr><tr><td><input type="checkbox"/> Artes y Oficios</td><td><input type="checkbox"/> A.H.</td><td><input type="checkbox"/> Robótica</td></tr><tr><td><input type="checkbox"/> Salud y Bienestar</td><td><input type="checkbox"/> Fútbol</td><td><input type="checkbox"/> Golfistas</td></tr><tr><td><input type="checkbox"/> Videojuegos</td><td><input type="checkbox"/> Deportes</td><td><input type="checkbox"/> Producción de video</td></tr><tr><td><input type="checkbox"/> Club de cámaras</td><td><input type="checkbox"/> Conteste</td><td></td></tr><tr><td><input type="checkbox"/> Actividad física (incluidos los deportes)</td><td><input type="checkbox"/> Voto y elección de los estudiantes</td><td></td></tr><tr><td><input type="checkbox"/> Artes culturales (incluidas)</td><td></td><td></td></tr></table>			<input type="checkbox"/> Ayuda con la tarea	<input type="checkbox"/> Juego de mesa	<input type="checkbox"/> Conocencia profesional y	<input type="checkbox"/> Tutoría	<input type="checkbox"/> Academia STRIDE	<input type="checkbox"/> voluntaria	<input type="checkbox"/> Actividades matemáticas	<input type="checkbox"/> TRABAJOS y música	<input type="checkbox"/> Creación de equipos	<input type="checkbox"/> Actividades de lectura	<input type="checkbox"/> Ingeniería	<input type="checkbox"/> Lideramiento del	<input type="checkbox"/> Actividades científicas	<input type="checkbox"/> Comercio	<input type="checkbox"/> Computación	<input type="checkbox"/> Artes y Oficios	<input type="checkbox"/> A.H.	<input type="checkbox"/> Robótica	<input type="checkbox"/> Salud y Bienestar	<input type="checkbox"/> Fútbol	<input type="checkbox"/> Golfistas	<input type="checkbox"/> Videojuegos	<input type="checkbox"/> Deportes	<input type="checkbox"/> Producción de video	<input type="checkbox"/> Club de cámaras	<input type="checkbox"/> Conteste		<input type="checkbox"/> Actividad física (incluidos los deportes)	<input type="checkbox"/> Voto y elección de los estudiantes		<input type="checkbox"/> Artes culturales (incluidas)																								
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<input type="checkbox"/> Artes culturales (incluidas)																																																									
E.) Por favor, lea y responda cada pregunta que se relacione con cómo se siente con respecto a sus experiencias durante los últimos 60 días. Las respuestas de los estudiantes a estas preguntas apoyan los esfuerzos de ACE para alinear los recursos y el apoyo a las necesidades emocionales y sociales específicas que los participantes de ACE y sus familias indican.																																																									
<table border="1"><thead><tr><th></th><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><th></th><th>Si</th><th>Si</th><th>A veces</th><th>No</th></tr></thead><tbody><tr><td>1. Me llevo bien con mis padres/tutores.</td><td></td><td></td><td></td><td></td></tr><tr><td>2. Siento que perteneces a la escuela.</td><td></td><td></td><td></td><td></td></tr><tr><td>3. Siento que perteneces a ACE.</td><td></td><td></td><td></td><td></td></tr><tr><td>4. Por lo general, puedo resolverlo si tengo un problema o conflicto.</td><td></td><td></td><td></td><td></td></tr><tr><td>5. Trato de aprender de mis errores.</td><td></td><td></td><td></td><td></td></tr><tr><td>6. Me molesta cuando las personas son malas con los demás.</td><td></td><td></td><td></td><td></td></tr><tr><td>7. Ayudo mucho a mi familia y amigos en casa y en la escuela.</td><td></td><td></td><td></td><td></td></tr><tr><td>8. Nos ayudamos unos a otros en tiempos difíciles en mi familia y en mis grupos de amigos.</td><td></td><td></td><td></td><td></td></tr><tr><td>9. Pienso buenos pensamientos sobre mí mismo.</td><td></td><td></td><td></td><td></td></tr></tbody></table>				1	2	3	4		Si	Si	A veces	No	1. Me llevo bien con mis padres/tutores.					2. Siento que perteneces a la escuela.					3. Siento que perteneces a ACE.					4. Por lo general, puedo resolverlo si tengo un problema o conflicto.					5. Trato de aprender de mis errores.					6. Me molesta cuando las personas son malas con los demás.					7. Ayudo mucho a mi familia y amigos en casa y en la escuela.					8. Nos ayudamos unos a otros en tiempos difíciles en mi familia y en mis grupos de amigos.					9. Pienso buenos pensamientos sobre mí mismo.				
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Fecha:	ESTUDIANTE ACE ENCUESTA	ACE				
*10. Se cómo cambiar los pensamientos negativos por los positivos.						
<table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>						
*11. Siento que puedo controlar mis emociones.						
<table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>						
*12. Yo sigo en ACE con quien puedo hablar cuando sea necesario.						
<table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>						
13. Haz una lista de TRES cosas que aprendiste en ACE este semestre:						
<table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>						
14. Dé un ejemplo de cómo puede aplicar las cosas que aprendió en ACE este semestre:						
<table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>						

Rev. 10/22

Appendix E: Texas ACE Monitoring Reports



Texas ACE Quality Assurance Process

Grantee-level Report

Fall 2022





CIS of Brazoria County

The **Quality Assurance Process (QAP)** is an annual process in which grant programs submit data for required 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 progress made toward achieving four 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.

	 Improved Academic Performance	 Increased Attendance	 Improved Behavior	 Increased Family Engagement
Fall 2022 Process Quality Indicators November 14, 2022	8. Academic Activities	9. Enrichment Activities	28. Staff and Student Relationships	
Winter 2023 Process Quality Indicators March 3, 2023	34. Staff Effectiveness 35. Ongoing Staff Learning		10. Social and Emotional Learning	21. Family Participation Strategies
Spring 2023 Outcome Quality Indicators June 2, 2023	15. Academic Performance	49. Attendance	7. Behavior	22. Family Engagement

of Texas ACE Blueprint subcomponents and QIs shown in the following tables.

Center-level Fall Quality Indicators

Component: Vision, Mission, & Goals				
Blueprint Subcomponent	Quality Indicators (QI)	Minimum QI Submission*	Submission Timing	Staff Position Responsible
STAFFING	28. 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 QI Submission*	Submission Timing	Staff Position Responsible
HIGH QUALITY INSTRUCTIONAL MATERIALS AND ENRICHMENT	8. Academic Activities	Evidence of one 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

Center-level Quality Assurance Process Results

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

1. Completion snapshot for all centers by Qi.
2. A heat map showing monitor scores for selected centers. (Individual values contained in the matrix are represented as colors: 0 = red, 1 = yellow, 2 = light green, 3 = green, 4 = dark green.)
3. A bar graph showing monitor scores for selected centers, providing another way to compare performance across centers and to identify areas for center- and grantee-level improvement.

Completion Snapshot for All Centers by Quality Indicator

*X indicates unattempted quality indicator. * indicates completed quality indicator.*

CenterName	QI28	QI8	QI9
Alvin Junior High	*	*	*
Barrow Elementary	*	*	*
Bayshore Elementary	*	*	*
Cloverleaf Elementary	*	*	*
E.A. Lawhon Elementary	*	*	*
Fisher Elementary	*	*	*
Green Valley Elementary	*	*	*
La Porte Elementary	*	*	*
Mark Twain Elementary	*	*	*
Red Bluff Elementary	*	*	*

Heat Map for Center Monitor Scores

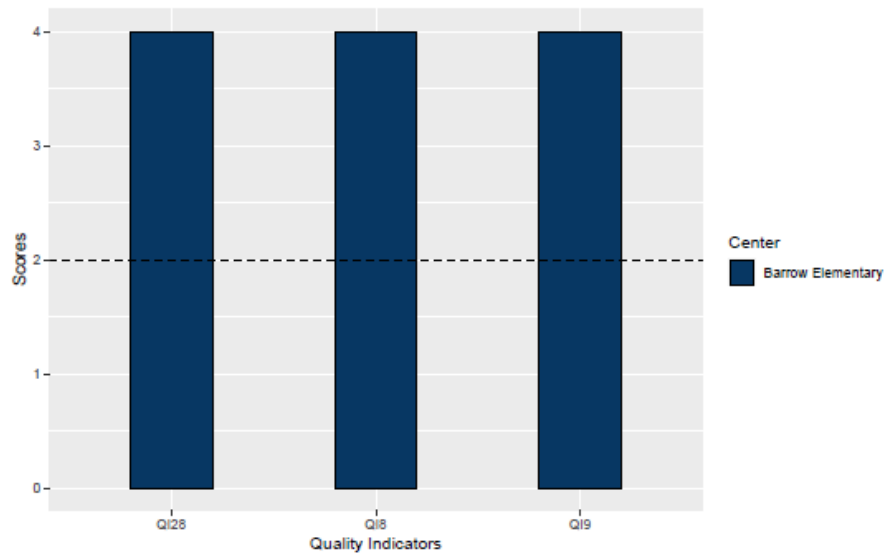
By looking vertically, the viewer of this heat map can see at a glance where centers are doing well and where they might be struggling. For example, green cells show areas where centers are doing well while red cells indicate areas in need of immediate attention. Additionally, viewing each Qi horizontally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

Qi	Barrow Elementary
Qi28	4
Qi8	4
Qi9	4

Legend				
0	1	2	3	4

Center-level Quality Assurance Process Scores

The bar graph and table below show monitor scores for centers. The dashed line at 2 indicates the TEA expectation for SY 2022-23.



Center	QI28	QI8	QI9
Barrow Elementary	4	4	4

If you see (NR,#) noted next to a monitor score of zero, this indicates that the zero was earned due to the presence of identifying student information. The number shown next to NR is the score that would have been earned had identifying student information been properly redacted.

For specific score feedback and recommendations/next steps, please see each center-level report.

Texas ACE Quality Assurance Process - Winter 2023

Your next opportunity to participate in the Texas ACE QAP will begin in March when you will be asked to submit data on the Qis shown in the following table. Please go to <https://mytexasace.org/qualityassessment> to access Texas ACE QAP resources and support webinars.

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
Component: Continuous Quality Improvement				
STAFF DEVELOPMENT	34. Staff Effectiveness	Evidence of efforts to define and measure staff effectiveness	Winter	Site Coordinator
	35. Ongoing Staff Learning	Evidence of professional learning opportunities that are selected based on program and staff needs	Winter	Site Coordinator



Texas ACE Quality Assurance Process

Grantee-level Report

Winter 2023

CIS of Brazoria County

The **Quality Assurance Process (QAP)** is an annual process in which grant programs submit data for required 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:

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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.

	Improved Academic Performance	Increased Attendance	Improved Behavior	Increased Family Engagement
Fall 2022 Process Quality Indicators November 14, 2022	8. Academic Activities	9. Enrichment Activities	28. Staff and Student Relationships	
Winter 2023 Process Quality Indicators March 3, 2023	34. Staff Effectiveness 35. Ongoing Staff Learning		10. Social and Emotional Learning	21. Family Participation Strategies
Spring 2023 Outcome Quality Indicators June 2, 2023	15. Academic Performance	49. Attendance	7. Behavior	22. Family Engagement

1

For the Winter 2023 submission, grantees and centers submitted documentation and narrative as evidence of implementation of Texas ACE Blueprint subcomponents and Qis shown in the following tables.

Grantee-level Winter Quality Indicators

Component: School Community Engagement				
Blueprint Subcomponent	Quality Indicators (Qi)	Minimum Qi Submission*	Submission Timing	Staff Position Responsible
FAMILY ENGAGEMENT	21. Family Participation Strategies	Evidence of targeted communication used to reach and recruit families	Winter	Family Engagement Specialist

Center-level Winter Quality Indicators

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
Component: Continuous Quality Improvement				
STAFF DEVELOPMENT	34. Staff Effectiveness	Evidence of efforts to define and measure staff effectiveness	Winter	Site Coordinator
	35. Ongoing Staff Learning	Evidence of professional learning opportunities that are selected based on program and staff needs	Winter	Site Coordinator

Report Overview

The goal of this report is to guide and inform continuous improvement to ensure that Texas ACE students and families receive the best possible services. This report will include:

- the scores for grantee-level winter Qis,
- a completion summary for all the grantee's centers, and
- the scores for center-level winter Qis for selected centers.

Grantee-level Quality Assurance Process Results

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

If you see (NR,#) noted next to a monitor score of zero, this indicates that the zero was earned due to the presence of identifying student information. The number shown next to NR is the score that would have been earned had identifying student information been properly redacted.

*SA Score = Self-Assessment Score

Center-level Quality Assurance Process Results

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

1. Completion snapshot for all centers by Qi.
2. A heat map showing monitor scores for selected centers. (Individual values contained in the matrix are represented as colors: 0 = red, 1 = yellow, 2 = light green, 3 = green, 4 = dark green.)
3. A bar graph showing monitor scores for selected centers, providing another way to compare performance across centers and to identify areas for center- and grantee-level improvement.

Completion Snapshot for All Centers by Quality Indicator

*X indicates unattempted quality indicator. * indicates completed quality indicator.*

CenterName	Qi10	Qi34	Qi35
Alvin Junior High	*	*	*
Barrow Elementary	*	*	*
Bayshore Elementary	*	*	*
Cloverleaf Elementary	*	*	*
E.A. Lawhon Elementary	*	*	*
Fisher Elementary	*	*	*
Green Valley Elementary	*	*	*
La Porte Elementary	*	*	*
Mark Twain Elementary	*	*	*
Red Bluff Elementary	*	*	*

Heat Map for Center Monitor Scores

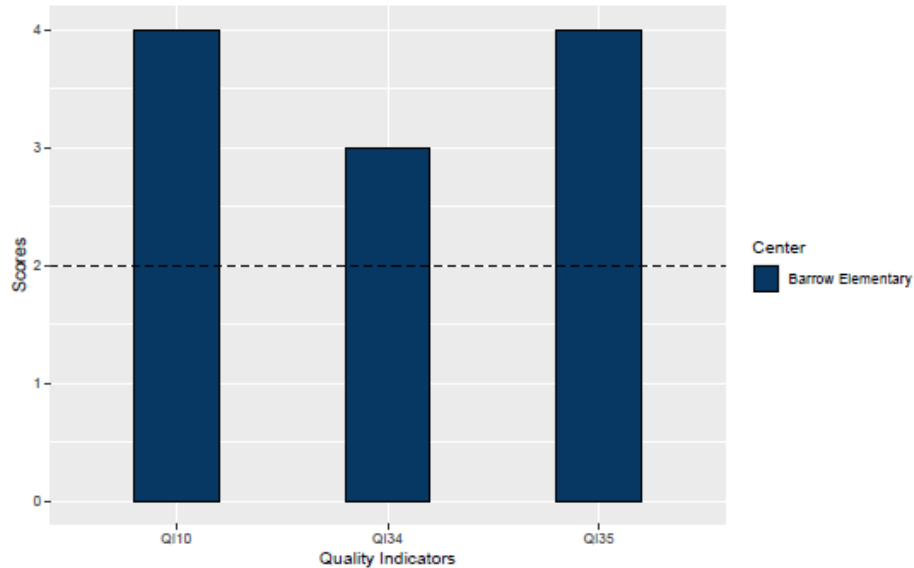
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Qi	Barrow Elementary
Qi10	4
Qi34	3
Qi35	4

Legend				
0	1	2	3	4

Center-level Quality Assurance Process Scores

The bar graph and table below show monitor scores for centers. The dashed line at 2 indicates the TEA expectation for SY 2022-23.



Center	QI10	QI34	QI35
Barrow Elementary	4	3	4

If you see (NR,#) noted next to a monitor score of zero, this indicates that the zero was earned due to the presence of identifying student information. The number shown next to NR is the score that would have been earned had identifying student information been properly redacted.

For specific score feedback and recommendations/next steps, please see each center-level report.

Texas ACE Quality Assurance Process - Spring 2023

Your next opportunity to participate in the Texas ACE QAP will begin in June when you will be asked to submit data on the Qis shown in the following table. Please go to <https://mytexasace.org/qualityassessment> to access Texas ACE QAP resources and support webinars.

Component: School Community Engagement				
Blueprint Subcomponent	Quality Indicators (QI)	Minimum Qi Submission*	Submission Timing	Staff Position Responsible
STUDENT RECRUITMENT & ATTENDANCE	7. Behavior	Current behavior-related SMART goals; behavior-related outcome data	Spring	Site Coordinator
	49. Attendance	Current attendance SMART goals; attendance outcome data	Spring	Site Coordinator
HIGH QUALITY INSTRUCTIONAL MATERIALS AND ENRICHMENT	15. Academic Performance	Current academic SMART goals; academic outcome data	Spring	Site Coordinator
FAMILY ENGAGEMENT	22. Family Engagement	Current family engagement attendance SMART goals; family engagement attendance outcome data	Spring	Family Engagement Specialist