

The Central Texas ACE Collaboration (CTAC)

21st Century Community Learning Centers Cycle 10 – Year Four



Region XIII, Education Service Center

EDUSERV, INC./CANIZALES CONSULTING SERVICES | JULY 2022

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Cycle 10 – Year Four

Grantee Final Report 2022

Prepared by



And

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

**The Central Texas ACE Collaboration (CTAC)
21st CCLC Cycle 10, Year Four – 2022 Grantee Final Evaluation Report
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I. Executive Summary

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

The Central Texas ACE Collaboration (CTAC) Cycle 10 Program is comprised of ten (10) centers serving four school districts. This report examines the outcomes of the Cycle 10 grant awarded to the CTAC Cycle 10 Program during its 2021-2022 school year.

During its fourth year of operation, the CTAC Cycle 10 grant program served 1,193 students. Of those 1,193 ACE program enrollees, 696 were regular ACE program participants attending at least 45 days or more of programming activities. Five Hundred Ninety-Nine (599) parents participated in adult and family education programs. The individual centers identified in the (CTAC) program are as follows:

- Center 1: Florence Elementary School
- Center 2: Florence High School and Florence Junior High School
- Center 3: Gonzales Elementary School / Primary School / North Avenue Intermediate School
- Center 4: Gonzales Junior High School
- Center 5: Gonzales High School
- Center 6: Bluebonnet Elementary School / Plum Creek Elementary School
- Center 7: Navarro Elementary School / Clear Fork Elementary School
- Center 8: Alma Brewer Strawn Elementary School
- Center 9: Shanklin Elementary School / Luling Primary School
- Center 10: Gerdez Junior High School

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

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

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

- 1) In 7 centers, regular program students had higher final ELA grades (87.79, 89.22, 84.75, 82.34, 87.79, 87.67 and 93.08) in the current year as compared to their final ELA grades in the previous year.
- 2) In 6 centers, 21st CCLC participants had higher final ELA grades (85.96, 88.45, 81.34, 85.96, 87.59 and 91.59) in the current year as compared to their final ELA grades in the previous year.
- 3) Regular program students in 7 centers had positive increases (+2.59, +4.48, +0.55, +0.81, +2.59, +2.53 and +9.41) in their ELA grades in 2022 versus their final ELA grades in 2021.

- 4) 21st CCLC participants in 6 centers had positive increases (+1.48, +1.66, +0.57, +1.48, +2.79 and +8.14) in their ELA grades in 2022 versus their final ELA grades in 2021.
 - 5) In summary, combined regular program students had a +1.00 average point increase from 2021 to 2022 in their current ELA final grades versus 21st CCLC students who had a +0.51 average point increase from 2021 to 2022.
- b) In the regular classroom instructional area of Mathematics:
- 1) In 5 centers, regular program students had higher final mathematics grades (83.88, 83.88, 84.03, 91.31 and 83.69) in the current year as compared to their final mathematics grades in the previous year.
 - 2) In 5 centers, 21st CCLC participants had higher final mathematics grades (83.62, 85.56, 82.91, 90.82 and 83.69) in the current year as compared to their final mathematics grades in the previous year.
 - 3) Regular program students in 5 centers had positive increases (+2.21, +1.14, +6.34, +7.64 and +3.54) in their mathematics grades in 2022 versus their final mathematics grades in 2021.
 - 4) 21st CCLC participants in 5 centers had positive increases (+1.94, +1.04, +6.14, +7.68 and +3.53) in their mathematics grades in 2022 versus their final mathematics grades in 2021.
 - 5) In summary, combined regular program students had a +1.57 average point increase from 2021 to 2022 in their current mathematics final grades versus 21st CCLC students who had a +0.53 average point increase from 2021 to 2022.
- c) In the regular classroom instructional area of science:
- 1) In 4 centers, regular program students had higher final science grades (90.91, 85.69, 94.15 and 86.61) in the current year as compared to their final science grades in the previous year.
 - 2) In 4 centers, 21st CCLC participants had higher final science grades (90.60, 86.57, 93.14 and 86.63) in the current year as compared to their final science grades in the previous year.
 - 3) Regular program students in 4 centers had positive increases (+1.88, +4.90, +3.32 and +2.63) in their science grades in 2022 versus their final science grades in 2021.
 - 4) 21st CCLC participants in 4 centers had positive increases (+3.02, +4.02, +3.87 and +2.69) in their science grades in 2022 versus their final science grades in 2021.
 - 5) In summary, combined regular program students had a +0.33 average point increase from 2021 to 2022 in their current science final grades versus 21st CCLC students who had a -0.21 average point decrease from 2021 to 2022.

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

- 1) In 5 centers, regular program students had higher final social studies grades (90.12, 87.28, 87.50, 85.69 and 86.53) in the current year as compared to their final social studies grades in the previous year.
- 2) In 4 centers, 21st CCLC participants had higher final social studies grades (87.57, 86.74, 93.86 and 85.80) in the current year as compared to their final social studies grades in the previous year.
- 3) Regular program students in 5 centers had positive increases (+0.45, +3.25, +1.29, +5.77 and +1.77) in their social studies grades in 2022 versus their final social studies grades in 2021.
- 4) 21st CCLC participants in 4 centers had positive increases (+4.05, +1.36, +6.00 and +1.36) in their social studies grades in 2022 versus their final social studies grades in 2021.
- 5) In summary, combined regular program students had a -0.17 average point decrease from 2021 to 2022 in their current social studies final grades versus 21st CCLC students who had a +0.35 average point increase from 2021 to 2022.

e) The results from the 2022 STAAR state assessments indicates shows that:

- 1) Sixty-three percent (63.9%) of regular program students passed the English Language Arts STAAR tests in 2022.
- 2) Fifty-nine percent (59.0%) of 21st CCLC students passed the English Language Arts STAAR tests in 2022.
- 3) Regular program students at 10 centers had an equal or higher percentage passing the English Language Arts STAAR tests in 2022 than all 21st CCLC students on those same 10 centers.
- 4) Regular program students had a 10.7% increase in the percentage of students passing the ELA STAAR test in 2022.
- 5) 21st CCLC participants had a 6.9% increase in the percentage of students passing the ELA STAAR test in 2022.
- 6) Sixty-two percent (62.9%) of regular program students passed the Mathematics STAAR tests in 2022.
- 7) Sixty-one percent (61.8%) of 21st CCLC students passed the Mathematics STAAR tests in 2022.
- 8) Regular program students at 5 centers had a higher percentage passing the Mathematics STAAR tests in 2022 than all 21st CCLC students on those same 2 centers.
- 9) Regular program students had a 6.8% increase in the percentage of students passing the Mathematics STAAR test in 2022.

- 10) 21st CCLC participants had a 6.5% increase in the percentage of students passing the Mathematics STAAR test in 2022.
 - 11) Fifty-seven percent (57.2%) of regular program students passed the Science STAAR tests in 2022.
 - 12) Fifty-four percent (54.6%) of 21st CCLC students passed the Science STAAR tests in 2022.
 - 13) Regular program students at 9 centers had an equal or higher percentage passing the Science STAAR tests in 2022 than all 21st CCLC students on those same 8 centers.
 - 14) Regular program students had a -0.8% decrease in the percentage of students passing the Science STAAR test in 2022.
 - 15) 21st CCLC participants had a -3.9% decrease in the percentage of students passing the Science STAAR test in 2022.
 - 16) Sixty-four percent (64.1%) of regular program students passed the Social Studies STAAR tests in 2022.
 - 17) Sixty-five percent (65.6%) of 21st CCLC students passed the Social Studies STAAR tests in 2022.
 - 18) Regular program students at 3 centers had a higher percentage passing the Social Studies STAAR tests in 2022 than all 21st CCLC students on those same 4 centers.
 - 19) Regular program students had a +30.8% increase in the percentage of students passing the Social Studies STAAR test in 2022.
 - 20) 21st CCLC participants had a +15.6% increase in the percentage of students passing the Social Studies STAAR test in 2022.
- f) Spring 2022 survey results indicated that 60% of students, 76% of parents and 72% of staff either agreed or strongly agreed that ACE program students had improved in their academic grades during the 2021-2022 school year.
- g) Grade Point Average Comparisons (GPA)
- 1) The combined GPA for regular students in 2021 was 84.73 and for 2022 it was 85.42.
 - 2) The combined GPA for 21st CCLS participating students in 2021 was 84.00 and for 2022 it was 84.27.
 - 3) The combined GPA for boys in the regular program in 2021 was 83.88 and for 2022 it was 84.90.
 - 4) The combined GPA for girls in the regular program in 2021 was 85.64 and for 2022 it was 85.99.

- 5) The combined GPA for African American students in the regular program in 2021 was 82.56 and for 2022 it was 82.02.
- 6) The combined GPA for Hispanic students in the regular program in 2021 was 84.53 and for 2022 it was 85.12.
- 7) The combined GPA for White students in the regular program in 2021 was 86.17 and for 2022 it was 87.21.

h) Student Engagement

Six of the 10 centers had students in elementary grades and staff members noted that 90.6% of regular students and 91.9% of 21st CCLC participants had experienced improved student engagement in learning.

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

- a) When comparing the average annual student attendance during the 2022 school year and the 2021 school year, regular program students in 1 of the 10 centers had a higher average attendance (95.40%) in 2022 than they had in 2021.
- b) When comparing the average annual student attendance during the 2022 school year and the 2021 school year, 21st CCLC participants in 2 of the 10 centers had a higher average attendance (93.35% and 91.70%) in 2022 than they had in 2021.
- c) Regular program students had a 92.28% average attendance in the 2022 school year versus a 90.29% average attendance for all enrolled 21st CCLC students at the combined 10 centers.
- d) When comparing the difference in annual average daily attendance between 2021 and 2022, regular program students had a -2.38% drop in the average attendance and 21st CCLC students had a -2.44% drop in their average attendance.
- e) Spring 2022 survey results indicated that 65% of students, 64% of parents and 66% of staff either agreed or strongly agreed that ACE program students had improved in their attendance during the 2021-2022 school year.

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

- a) In the 2021-22 school year regular program students had a lower average disciplinary incidence rate of 0.51 than did 21st CCLC students who had an average disciplinary incidence of 0.61.
- b) In the 2020-21 school year regular program students had a lower average disciplinary incidence rate of 0.29 than did 21st CCLC students who had an average disciplinary incidence of 0.42.
- c) Regular students in the combined 10 centers had a 0.22 increase in their average disciplinary incidence rate from 2021 to 2022 while 21st CCLC participating students had a 0.19 increase in their average disciplinary incidence rate from 2021 to 2022.

- d) Spring 2022 survey results indicated that 62% of students, 69% of parents and 63% of staff either agreed or strongly agreed that ACE program students had improved in their behavior during the 2021-2022 school year.

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

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

- a) Spring 2022 survey results indicated that 60% of students, 76% of parents and 72% of staff agreed or strongly agreed that the grades of ACE program students had improved during the 2021-2022 school year.
- b) Spring 2022 survey results indicated that 65% of students, 64% of parents and 66% of staff agreed or strongly agreed that the attendance of ACE program students had improved during the 2021-2022 school year.
- c) Spring 2022 survey results indicated that 64% of students, 85% of parents and 84% of staff either were satisfied or very satisfied that the ACE program helped students complete their homework assignments.
- d) Spring 2022 survey results indicated that 76% of students, 90% of parents and 90% of staff either were satisfied or very satisfied that the ACE program gave care and attention to students.

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

According to the most recent (2020-2021) Texas Academic Performance Report (TAPR) the 4- Year Federal Graduation Rate without Exclusions (GR 9-12) rate for Florence High School was 96.2% and for Gonzales High School was 95.5%.

II. Introduction and Purpose of Program

A. Theory of Action

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

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

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

http://www.cse.ucla.edu/products/policy/huang_mapb_v5.pdf

<https://www.naesp.org/resources/2/Principal/2006/M-Jp34.pdf>

<http://www.afterschoolalliance.org/myCommunityLook.cfm>

B. Background Information

The 2021-22 school year was the fourth year that the four school districts participating in the Central Texas ACE Collaboration (CTAC) for Cycle 10 have received 21st CCLC funds from the Texas Education Agency. The partner school districts are Florence ISD, Gonzales ISD, Lockhart ISD and Luling ISD. The grant application noted that the partner schools encounter “challenges with student achievement on STAAR and benchmark testing and high school social/emotional needs with limited pathways to higher education and career exploration.” Each of the four partners are characterized with high levels of poverty, student mobility, at-risk population and academic achievement gaps especially involving the large level of English Language learners that are served at these schools. Compounding the challenges listed above, these school districts are rural and encompass large geographic areas where access to community resources and partnerships are limited. Information available prior to the first year of ACE program implementation, the CTAC partner schools were serving a 10% higher than average rate of economically disadvantaged students and an 8.6% higher than average rate of at-risk students. A variety of resources helped to identify five major areas of need that can be addressed through the after-school program. Those areas of need were listed in the grant application and stated as follows:

1. High Level of Academic Challenges
2. Increasing Behavior Referrals
3. High Levels of Poverty
4. Lack of Parent Engagement in School

The district’s grant application stated five measurable program objectives for ACE program participants and it is intended for those goals to be reviewed annually. The five stated program goals are as follows:

1. By May 2023, 80% of all students will pass all sections of STAAR/EOC testing at all campuses.
2. By May 2023, the attendance rates for each campus will increase to 98.5% as measured by the average daily attendance rate.
3. By May 2023, the number of behavior referrals for each campus will decrease by 10% as measured by PEIMS data.
4. By May 2023, the promotion rate will increase to 99% as measured by PEIMS data.
5. By May 2023, 85% of ACE regular attendees will be reading at or above grade level.

C. Program Intermediate Outcomes and Strategies Used

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

1. To improve academic performance

Strategy a: Provide assessment-based academic assistance and academic enrichment activities for under-performing students. C1, C3, C4, C5, C6, C7, C8, C10

Strategy b: Provide homework help to students using teachers who are strong in their subject content areas. C1, C2, C3, C4, C5, C6, C7, C9, C10

Strategy c: Provide quality instruction and assistance through tutorials that involve students in activities where they are utilizing core academic subjects in everyday lessons. C1, C2, C3, C4, C6, C7, C8, C10

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

Strategy e: Provide project-based learning activities for students in regular and/or enrichment classes offered during the after-school program. C1, C2, C3, C4, C5, C6, C7, C10

Strategy f: Provide an after-school program that has a strong academic component and that uses a variety of assessments to focus on student academic needs. C1, C2, C4, C5, C6, C7, C8, C10

Strategy g: Provide enrichment classes and opportunities for students to experience areas of interest that would not ordinarily be available to them in the regular school day. C1, C2, C3, C4, C5, C6, C7, C9, C10

Strategy h: Provide opportunities for students to attend morning homework assistance in an appropriate school setting. C1, C2, C3, C4, C5, C9, C10

Strategy i: Provide enrichment activities that have a strong connection to one or more of the main content areas of math, reading, science, social studies and writing. C1, C2, C3, C4, C5, C6, C7, C8, C10

Strategy j: Provide tutorials that have a direct relation to the student's school day instruction in one or more of the main content areas of math, reading, science, social studies and writing. C1, C2, C3, C4, C6, C7, C10

Strategy k: Provide daily opportunities in the morning to get to know students and issues affecting their attendance, safety and school work. C2, C4, C7, C10

Strategy l: Communicate with teachers to identify and follow-up on challenges affecting certain students and using ACE to provide customized assistance. C2, C4, C6, C9, C10

2. To improve attendance

Strategy a: Provide an encouragement to students to attend their regular school day classes and the after-school program by rewarding attendance and successes. C3, C4, C6, C7, C9, C10

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

Strategy c: Provide a very strict attendance policy during the regular school day and campus personnel monitor student class attendance. C1, C4, C6, C7, C10

Strategy d: Provide unique and engaging after-school opportunities that corroborate regular school day experiences. C1, C2, C3, C4, C6, C7, C8, C9, C10

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

Strategy f: Provide a participation requirement in the ACE program that is based on students being present during the regular school day. C1, C2, C3, C4, C6, C7, C10

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

Strategy h: Provide offerings during the ACE program that are of high interest to students and increases their excitement and their desire to participate. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

3. To improve behavior

Strategy a: Provide an ACE program that focuses on improving mastery of content, building stronger relationships, and making school fun through tutorials and enrichment activities and that will lead toward a decrease in behavior referrals and an increase in positive student behavior. C1, C2, C3, C4, C6, C7, C8, C10

Strategy b: Provide an environment that encourages student positive behavior by rewarding excellence and successes and recognition of students when they demonstrate positive behavior in school and after-school activities. C1, C2, C3, C4, C5, C6, C7, C9, C10

Strategy c: Provide a reward system for good student behavior and consequences for situations where students misbehave including removal from the ACE program. C1, C2, C3, C4, C6, C7, C8, C9, C10

Strategy d: Provide opportunities to let students know that people care about how they act and that it is important to behave in school. C1, C2, C3, C4, C6, C7, C8, C10

Strategy e: Provide a positive learning environment for the students and a variety of enrichment activities that are attractive and enjoyable for the students. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Strategy f: Provide a written code of behavior that lists behaviors that are deemed inappropriate and where misbehaviors are handled immediately by staff during the school day and after school. C1, C2, C3, C4, C6, C7, C10

Strategy g: Provide opportunities and occasions for students to engage in positive and constructive activities that will contribute to their social/emotional development. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Strategy h: Provide continuous positive recognition of students when they demonstrate respect for each other C1, C2, C4, C6, C7, C9, C10

Strategy i: Provide an environment where students are taught to respect one another, all adults and the property of others. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

4. To improve promotion rates

Strategy a: Provide homework help, study sessions, tutorials and enrichment activities that help students perform better academically during the regular school day. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Strategy b: Provide ACE program activities that focus on mastery of content and that are personalized to individual student needs. C2, C4, C5, C6, C8, C10

Strategy c: Provide timely information to students and parents regarding the academic expectation of each child and how each child is progressing. C2, C4, C6, C7, C8, C10

Strategy d: Provide homework assistance and tutoring that helps students fill gaps in their academic understanding and helps improve assessment performance. C1, C2, C3, C4, C5, C6, C7, C9, C10

Strategy e: Provide opportunities and resources to target students who are in most need of help and who are in danger of being retained and not promoted. C1, C2, C3, C4, C5, C6, C7, C8, C10

Strategy f: Provide resources that target at-risk students who are headed toward failure if there is no intervention. C1, C2, C3, C4, C5, C6, C10

Strategy g: Provide homework help, tutorials and enrichment activities that help students perform better in the regular school day. C1, C2, C3, C4, C6, C7, C8, C9, C10

Strategy h: Provide opportunities for students to complete their regular school day work and verify its successful completion prior to submission to the regular school day teacher. C1, C2, C3, C4, C5, C6, C7, C9, C10

Strategy i: Provide opportunities for students to experience success and to demonstrate acceptable behavior and excellence in academic performance. C1, C2, C3, C4, C6, C7, C8, C10

5. To improve graduation rates

Strategy a: Provide assistance and activities that will keep students interested, involved and engaged in their regular school day classes. C1, C2, C3, C4, C6, C7, C8, C9, C10

Strategy b: Provide resources that target the at-risk students who are in danger of not graduating and that also identifies their specific academic needs. C2, C4, C5, C6, C7, C8, C9, C10

Strategy c: Provide opportunities to encourage students in their daily school activities and enable them to appreciate their school work. C1, C2, C4, C6, C7, C8, C10

Strategy d: Provide opportunities to be in constant communication with parents and students regarding student progress toward successful completion of graduation requirements. C2, C4, C6, C7, C8, C10

III. Evaluation Strategy Plan

For purposes of evaluation reporting, the CTAC Cycle 10 ACE Program used two research designs in obtaining and analyzing pertinent data related to student demographics and student performance achievement. The descriptive research design was used because it provided the external evaluator and the program administrators with a comprehensive set of information about the overall operation of the program as well as an examination of the strengths and weaknesses associated with the implementation of the program at each center. In order to obtain a more detailed set of data that accurately represented how well the ACE program operated during the 2021-2022 school year, it was necessary to obtain data not only from those students identified as regular ACE participants but, also from all students who may have attended one or more days in the ACE program. The quasi-experimental research design enabled the external evaluator to make comparisons between two groups of students, those that were regular 21st CCLC attendees and those that were non-regular 21st CCLC attendees. ACE program participants with 45 days or more of attendance were defined as “regular” and those with 1-44 days of attendance as “non-regular”.

Information Summary of Combined Centers

A. ACE Program Participation:

Total combined ACE participation	1193
# Regular 21 st CCLC students enrolled	696
% Of total ACE participants who were regular	58%
Total # of parent participants	599

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

	Month	Day	Year
Fall start date	9	7	2021
Fall end date	12	10	2021
Spring start date	1	10	2022
Spring end date	5	6	2022
Summer start date	5	31	2022
Summer end date	6	30	2022

C. Staff Information

Teacher Categories	#	%
Campus Certified Teachers	86	66.7 %
Non-certified Teachers	1	0.7 %
Paraprofessionals / Aides	42	32.6 %
Total ACE Employed Staff	129	

D. ACE Student Demographics

Key: C1 = Florence Elementary School C6 = Bluebonnet Elementary
 C2 = Florence Secondary Campuses C7 = Navarro Elementary
 C3 = Gonzales Elementary C8 = Strawn Elementary
 C4 = Gonzales Junior High C9 = Shanklin Elementary
 C5 = Gonzales High School C10 = Gerdes Junior High School

Total ACE Grade Level Enrollment by Center											
Grade	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	Totals
PreK			3						5		8
K	1		6						16		23
1	18		6						12		36
2	15		9			6	19	24	19		92
3	16		58			19	13	26	18		150
4	18		65			18	15	27	18		161
5	14		77			17	23	13	18		162
6		15		93						31	139
7		15		22						30	67
8		16		39						30	85
9		18			45						63
10		16			82						98
11		15			45						60
12		8			41						49
Totals	82	103	224	154	213	60	70	90	106	91	1193

THE CENTRAL TEXAS ACE COLLABORATION (CTAC)

Key: C1 = Florence Elementary School C6 = Bluebonnet Elementary
 C2 = Florence Secondary Campuses C7 = Navarro Elementary
 C3 = Gonzales Elementary C8 = Strawn Elementary
 C4 = Gonzales Junior High C9 = Shanklin Elementary
 C5 = Gonzales High School C10 = Gerdes Junior High School

Total Regular Participants Grade Level Enrollment by Center											
Grade	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	Totals
PreK			2						5		7
K	1		5						16		22
1	15		4						12		31
2	12		9			5	14	17	18		75
3	14		39			7	12	21	18		111
4	11		39			16	11	21	17		115
5	11		44			15	13	5	17		105
6		9		56						19	84
7		11		9						13	33
8		9		18						8	35
9		11			13						24
10		7			22						29
11		2			11						13
12		2			10						12
Totals	64	51	142	83	56	43	50	64	103	40	696

Number ACE Participants By Gender					
		Males		Females	
Center #	Center Name	All ACE	Regular Only	All ACE	Regular Only
1	Florence Elementary	51	38	31	26
2	Florence Secondary Campuses	64	27	39	24
3	Gonzales Elem/Primary/North Avenue	113	71	111	71
4	Gonzales Junior High School	90	47	64	36
5	Gonzales High School	125	38	88	18
6	Bluebonnet Elem/Plum Creek Elementary	26	15	34	28
7	Navarro Elem/Clear Fork Elementary	22	14	48	36
8	Alma Brewer Strawn Elementary	53	40	37	24
9	Shanklin Elem/Luling Primary	57	55	49	48
10	Gerdes Junior High School	40	16	51	24
	Totals	641	361	552	335

Percent ACE Participants By Gender					
		Males		Females	
Center #	Center Name	All ACE	Regular Only	All ACE	Regular Only
1	Florence Elementary	62.2%	59.4%	37.8%	40.6%
2	Florence Secondary Campuses	62.1%	52.9%	37.9%	47.1%
3	Gonzales Elem/Primary/North Avenue	50.4%	50.0%	49.6%	50.0%
4	Gonzales Junior High School	58.4%	56.6%	41.6%	43.4%
5	Gonzales High School	58.7%	67.9%	41.3%	32.1%
6	Bluebonnet Elem/Plum Creek Elementary	43.3%	34.9%	56.7%	65.1%
7	Navarro Elem/Clear Fork Elementary	31.4%	28.0%	68.6%	72.0%
8	Alma Brewer Strawn Elementary	58.9%	62.5%	41.1%	37.5%
9	Shanklin Elem/Luling Primary	53.8%	53.4%	46.2%	46.6%
10	Gerdes Junior High School	44.0%	40.0%	56.0%	60.0%
	Totals	53.7%	51.9%	46.3%	48.1%

ACE Participants By Ethnicity								
Center #	Center Name		American Indian	Asian	African American	Hispanic	White	Multi-Ethnic
1	Florence Elementary	#	0	1	0	60	21	0
		%	0.0%	1.2%	0.0%	73.2%	25.6%	0.0%
2	Florence Secondary Campuses	#	0	3	1	55	44	0
		%	0.0%	2.9%	1.0%	53.4%	42.7%	0.0%
3	Gonzales Elem/Primary/North Avenue	#	1	0	29	146	48	0
		%	0.4%	0.0%	12.9%	65.2%	21.4%	0.0%
4	Gonzales Junior High School	#	0	0	13	99	42	0
		%	0.0%	0.0%	8.4%	64.3%	27.3%	0.0%
5	Gonzales High School	#	0	0	17	143	53	0
		%	0.0%	0.0%	8.0%	67.1%	24.9%	0.0%
6	Bluebonnet Elem/Plum Creek Elementary	#	0	1	2	51	6	0
		%	0.0%	1.7%	3.3%	85.0%	10.0%	0.0%
7	Navarro Elem/Clear Fork Elementary	#	0	0	6	37	27	0
		%	0.0%	0.0%	8.6%	52.9%	38.6%	0.0%
8	Alma Brewer Strawn Elementary	#	1	0	0	88	1	0
		%	1.1%	0.0%	0.0%	97.8%	1.1%	0.0%
9	Shanklin Elem/Luling Primary	#	0	0	16	71	19	0
		%	0.0%	0.0%	15.1%	67.0%	17.9%	0.0%
10	Gerdes Junior High School	#	1	0	11	60	19	0
		%	1.1%	0.0%	12.1%	65.9%	20.9%	0.0%
	Totals	#	3	5	95	810	280	0
		%	0.3%	0.4%	8.0%	67.9%	23.5%	0.0%

THE CENTRAL TEXAS ACE COLLABORATION (CTAC)

ACE Regular Participants By Ethnicity								
Center #	Center Name		American Indian	Asian	African American	Hispanic	White	Multi-Ethnic
1	Florence Elementary	#	0	1	0	43	20	0
		%	0.0%	1.6%	0.0%	67.2%	31.3%	0.0%
2	Florence Secondary Campuses	#	0	0	0	27	24	0
		%	0.0%	0.0%	0.0%	52.9%	47.1%	0.0%
3	Gonzales Elem/Primary/North Avenue	#	1	0	20	84	37	0
		%	0.7%	0.0%	14.1%	59.2%	26.1%	0.0%
4	Gonzales Junior High School	#	0	0	8	52	23	0
		%	0.0%	0.0%	9.6%	62.7%	27.7%	0.0%
5	Gonzales High School	#	0	0	5	35	16	0
		%	0.0%	0.0%	8.9%	62.5%	28.6%	0.0%
6	Bluebonnet Elem/Plum Creek Elementary	#	0	0	1	38	4	0
		%	0.0%	0.0%	2.3%	88.4%	9.3%	0.0%
7	Navarro Elem/Clear Fork Elementary	#	0	0	5	25	20	0
		%	0.0%	0.0%	10.0%	50.0%	40.0%	0.0%
8	Alma Brewer Strawn Elementary	#	1	0	0	62	1	0
		%	1.6%	0.0%	0.0%	96.9%	1.6%	0.0%
9	Shanklin Elem/Luling Primary	#	0	0	16	68	19	0
		%	0.0%	0.0%	15.5%	66.0%	18.4%	0.0%
10	Gerdes Junior High School	#	0	0	9	21	10	0
		%	0.0%	0.0%	22.5%	52.5%	25.0%	0.0%
	Totals	#	2	1	64	455	174	0
		%	0.3%	0.1%	9.2%	65.4%	25.0%	0.0%

IV. Program Support Strategy

A. General Grantee Information

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

Center 1: Florence Elementary School

Pre-2021-22 Center Setting: The following information describes the Florence Elementary at the end of the 2020-21 school year and sets the scenario for the 2021-2022 school year. The 2019 Accountability Rating for this campus was a “C” but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020 and 2021. Based on information obtained from the 2020-21 TAPR report there were 461 students enrolled at the Florence Elementary with an ethnicity distribution of 0.2% African American, 51.4% Hispanic, 46.0% White, 0.2% American Indian and 2.2% of two or more races. The report shows that 67.0% were economically disadvantaged and 39.0% were at-risk. The report noted a student retention rate of 3.1% at Grade 1, 1.9% at Grade 4 and 0.0% at all other Grades. The TAPR shows that in 2019-20 the campus had an attendance rate of 98.7% and the percent of students who received disciplinary placements was 0.0%. The most recent completed performance section of the TAPR Report was for the 2020-2021 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 39%, Mathematics at 37%, Writing at 20% and Science at 32%.

Program Description: Specific needs for an afterschool program at this site include the fact that the campus is a Title 1 school with many low socioeconomic status families. In addition to having a large population of students coming from a low socioeconomic background, there is also a high percentage of students functioning below grade level.

The goals of the ACE program at this center are to provide students with extended learning opportunities outside the regular school day and to assist students in meeting academic standards in each of the core academics subjects (math, reading, science, social studies).

The selection of students for the ACE program starts with campus principal and teacher recommendations. ACE participants are generally identified via the RTI Team identifying potential students from Tiers 2 & 3. Teachers use their judgment in determining which of their students are struggling academically and could benefit from the help that is provided in the ACE program. Besides in class performance, the teachers also review the student’s performance on the STAAR state assessments. In addition to teacher recommendations the coordinator receives requests from students themselves to be allowed into the program. Parents also make recommendations for their children to attend ACE.

ACE offers tutoring in Math and ELA. The academic portion of ACE is founded on a review of the regular school day content taught during each nine-week period and the subsequent alignment of TEKS with the ACE program lesson plans. Because of the coordinator’s access to regular classroom teacher lesson plans,

the coordinator is able to ensure the alignment of the TEKS with the ACE lesson plans. There are also instances where teachers communicate directly with the coordinator and indicate when a student is in need of particular help.

The support provided by key district and campus individuals has encouraged the ACE program staff in their efforts. These individuals include the campus principal, the superintendent, the curriculum director, business manager, the nutrition director and transportation director. The local campus provides a number of facilities for use in ACE that include the small gym, ACE office and classrooms, the computer lab, and the outside playground area. The campus library can also be used if needed.

In determining which activities to offer, the site coordinator conducted a student interest survey. Teachers also conducted discussions with the students about what they would like to do. The Logic Model provided the evidence to support the encouragement of teachers to do writing prompts and STEAM activities with the students.

A variety of enrichment activities were offered during the school year. These included:

- ✓ Discovery Trunks from Texas Wildlife Association (learning about Animal Adaptations and the Life of a Bird)
- ✓ Kahoot (a quiz game played on the iPad in many subjects)
- ✓ Computer time (Prodigy, PBS Kids, Starfall, Discovery Education)
- ✓ STEAM (building materials such as Magnetix, Strawbees, Circuits, Legos, marshmallows and spaghetti, slime, oobleck, kinetic dough, etc.)
- ✓ Board games (Candy Land, Boggle, Hi Ho Cherry-O, Sorry, Yahtzee, Domino games, Rummikub, Pictionary, Pencil Nose) and
- ✓ Playground for exercise.

The year has provided a challenge in obtaining adequate staff for ACE. Staff meetings and trainings have interfered with ACE time and teachers working late in their classrooms. It was recruiting teachers from previous years since they enjoyed working in ACE and wanted to do it again. Several teachers even made purchases for supplies from their own funds. ACE teachers are valuable to the ACE program at this center because they are developing the tutoring and enrichment lessons based upon their knowledge of what is transpiring in the regular school day.

Center 2: Florence Middle School and Florence High School

Pre-2021-22 Center Setting: The following information describes the Florence Middle School and Florence High School at the end of the 2020-21 school year and sets the scenario for the 2021-2022 school year. The 2019 Accountability Rating for both of these two campuses was a “C”, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020 and 2021.

Based on information obtained from the 2020-21 TAPR report there were 264 students enrolled at the Florence Middle School with an ethnicity distribution of 0.4% African American, 43.6% Hispanic, 52.7% White, 0.8% American Indian, 0.4% Pacific Islander and 2.3% of two or more races. The report shows that 57.6% were economically disadvantaged and 58.7% were at-risk. The report noted a student retention

rate of 0.0% at all Grades. The TAPR shows that in 2019-20 the campus had an attendance rate of 98.5% and the percent of students who received disciplinary placements was 0.0%. The most recent completed performance section of the TAPR Report was for the 2020-2021 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 31%, Mathematics at 29%, Writing at 22%, Science at 31%, and Social Studies at 18%.

Based on information obtained from the 2020-21 TAPR report there were 350 students enrolled at the Florence High School with an ethnicity distribution of 1.7% African American, 50.9% Hispanic, 44.3% White, 0.6% American Indian, 0.3% Asian and 2.3% of two or more races. The report shows that 50.6% were economically disadvantaged and 65.4% were at-risk. The report noted a student retention rate of 3.5% at Grade 9. The TAPR shows that in 2019-20 the campus had an attendance rate of 97.6% and the percent of students who received disciplinary placements was 0.0%. The most recent completed performance section of the TAPR Report was for the 2020-2021 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 35%, Mathematics at 34%, Science at 42% and Social Studies at 47%.

Program Description: Florence is a community with a high percentage of low socioeconomic families. The ACE program is needed on this campus to provide a fun, safe and academic enriched environment for students during out of school hours. The programs and services offered help the students to succeed in school, as well as after graduation. They also learn to develop leadership skills and maintain healthy, productive lifestyles. In particular The ACE program offers students help with academics tutoring and homework help. This takes a burden off of families who are not able to assist their child in that area. The after-school program provides these students with additional academic support not available during the regular school day. The ACE program also offers enrichment activities which are high interest and help to encourage the students to attend school each day. These enrichment activities create student bonding and give students fun activities to keep them occupied and less likely to get involved in questionable activities.

The mission of Florence ISD Secondary Afterschool Centers on Education is to:

1. Unyieldingly love and motivate every student to craft their future.
2. Embrace the unique talents in every student by inspiring families and providing opportunities for individuals to grow infinitely by offering programs and services to help young individuals and families succeed, develop leadership skills, build relationships, enhance self-confidence, and maintain healthy lifestyles for themselves and their families.

Middle School and High School students who are in need of academic assistance and who are not involved in extracurricular activities are encouraged to participate in the program. Students that are struggling in academics are given first priority for the ACE program. As stated, students identified for ACE are in need of academic help and/or considered at risk by assessments administered. These students have either failed one or more the STAAR tests, failed one or more of their academic courses, or are experiencing disciplinary issues. Students may be recommended for ACE participation by principal or teachers.

In deciding on which activities to offer in the ACE program, students and parents were surveyed regarding their interests. An ACE center located in a rural community lends itself very well for the use of clubs in the after-school program and several such clubs have been in operation in ACE. Offered are STEM activities, College and Workforce prep classes, Robotics, Spanish Club, Gardening, Buff Life Skills Class, Art, along

with Homework Help Hour and Individualized Tutoring, all of which address the academic needs of the students. These classes benefit the students by increasing their knowledge of the subjects and activities, giving the students a sense of community and developing leadership/life skills.

Each day students bring their homework to work on in ACE. For those who do not bring anything, resources are available via vocabulary, reading and math practice pages, along with daily Journaling activities for all ACE participants. The ACE teachers have been faithful in preparing their lesson plans and following-through with the students. The campus certified teachers are teaching the enrichment activities and co-aligning with what is being taught during the regular school day.

The campus administration has demonstrated their support of the ACE program by always being available and help to promote the ACE program to students and parents. Both campus administrations have also supported the program with access to any needed facilities for the program. The ACE program has the use of the high school library, cafeteria, Computer Lab, Gym, outside athletic facilities, and various classrooms. The cafeteria director provides healthy and nutritious snacks each day after school for all students attending ACE. The food science lab and Life Skills Classroom is utilized each Tuesday and Thursday and an instructor teaches the students how to cook foods they would be able to cook for themselves or their family. Students alternate every other Wednesday between the Art room and Spanish Room for these activities, along with every Friday use of the Gym or outside Athletic facilities for sports and recreational activities. The school district has purchased online software that is available for students who are in need of academic help. The district transportation department provides ACE participants home transportation each day.

There has been tremendous support given to the program from various Community Churches in Florence, as well as from surrounding Churches in Killeen, Georgetown and Pflugerville. Our ACE program is also supported by our local City Council members, along with several local business's contributing donations of supplies and snacks.

Center 3: Gonzales Elementary – Gonzales Primary – North Avenue Elementary

Pre-2021-22 Center Setting: The following information describes the end of the 2020-21 school year for the following three campuses with student enrollment appearing in the three campuses noted for 2020-21. This information sets the scenario for the 2021-2022 school year. The 2019 Accountability Rating for these two campuses was a "D" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020 and 2021. Based on information obtained from the 2020-21 TAPR report there were 543 students enrolled at the Gonzales Elementary with an ethnicity distribution of 9.2% African American, 65.9% Hispanic, 24.3% White, 0.2% American Indian, 0.2% Asian and 0.2% of two or more races. The report shows that 77.3% were economically disadvantaged and 49.0% were at-risk. The report noted a student retention rate of 0.0% at all grade levels. The TAPR shows that in 2019-20 the campus had an attendance rate of 98.3% and the percent of students who received disciplinary placements was 0.0%. The most recent completed performance section of the TAPR Report was for the 2020-2021 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 37%, Mathematics at 46%, Writing at 16% and Science at 33%.

Based on information obtained from the 2020-21 TAPR report there were 330 students enrolled at the Gonzales Primary Academy with an ethnicity distribution of 7.9% African American, 73.3% Hispanic, 18.5%

White and 0.3% of two or more races. The report shows that 87.0% were economically disadvantaged and 42.1% were at-risk. The report noted a student retention rate of 1.5% at Kindergarten. The TAPR did not show an attendance rate or disciplinary placement information.

Based on information obtained from the 2020-21 TAPR report there were 355 students enrolled at the Gonzales East Avenue Primary with an ethnicity distribution of 8.2% African American, 63.9% Hispanic, 27.3%, 0.3% Asian and 0.3% of two or more races. The report shows that 81.4% were economically disadvantaged and 75.2% were at-risk. The report noted a student retention rate of 0.6% at Grade 1 and 0.7% at Grade 2. The TAPR shows that in 2019-20 the campus had an attendance rate of 97.5% and the percent of students who received disciplinary placements was 0.0%.

Program Description In addition to the information noted above, an after-school program is needed at this center because of the large number of low socioeconomic students and the large number of students who don't have someone to help them with their homework at home. Academics have been a struggle in the Gonzales ISD for many years. With the added achievement gaps due to COVID, students are severely academically behind. Teachers do not have the time during the school day to go back and re-teach the skills that the students are missing or not mastering. The ACE program serves to provide that extra time needed for reteaching and closing the student's achievement gaps.

Gonzales ISD (GISD) is a rural school district and the demographics of the district show many students who are in need of academic reinforcement. These demographics include, but are not limited to, low SES of families, limited educational background of the parents, limited parental involvement, a large population of LEP families, and so many students failing the STAAR state exams.

The ACE program uses the TIER intervention rating system to identify and recruit ACE students. Students are invited to be an ACE participant when they are identified as a TIER 2 or 3 student in need of help in either reading or math. The RTI instructors are valuable in identifying the students. In addition, feedback and recommendations are elicited from teachers and parents. Department heads provide valuable information to the coordinator regarding the remediation efforts needed for each grade level. This information is then shared with the ACE teachers and the coordinator visits and observes each ACE classroom several times each month. Because there is a high demand for students to be served in the program, parents agree that regular participation will be expected from their child.

The program is supported by the campus administration and allows the coordinator to attend the various grade level leadership meetings and to access student information from Skyward. The ACE program is allowed the use of the library, cafeteria, computer lab and the needed classrooms. Teachers and/or instructional aides from the three campuses being served are represented on the ACE staff. Three paraprofessionals and several teachers help in the ACE program. The coordinator attends monthly meetings with the region service center. The coordinator was able to identify ACE students with the help of RTI specialists and the campus administration gave access to skyward to monitor those students.

Students in grades 3 through 5 attend tutorials 3 days a week while students in grades PreK to 2nd grade attend tutorials 2 days a week. On the days those students do not attend tutorials, they attend academic enrichment classes that support their academic needs. Examples of enrichment activities and their reinforcement of academic skills include:

- ✓ CTE exploration which allows students to explore the opportunities available in high school
- ✓ The Book Club reinforces reading skills
- ✓ The Movement Club focuses on team work and fine motor skills for Pre-k and Kinder students
- ✓ The Nutrition Class works on math and reading skills and
- ✓ ACE adventures focuses on research and cultural exploration.

Center 4: Gonzales Junior High School

Pre-2021-22 Center Setting: The following information describes the end of the 2020-21 school year for Gonzales Junior High School and sets the scenario for the 2021-2022 school year. The 2019 Accountability Rating for Gonzales Junior High School was a “C” but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020 and 2021. Based on information obtained from the 2020-21 TAPR report there were 588 students enrolled at the Gonzales Junior High School with an ethnicity distribution of 8.8% African American, 68.7% Hispanic, 21.8% White, 0.2% American Indian and 0.5% of two or more races. The report shows that 76.2% were economically disadvantaged and 67.5% were at-risk. The report noted a student retention rate of 0.0% at all Grades. The TAPR shows that in 2019-20 the campus had an attendance rate of 97.7% and the percent of students who received disciplinary placements was 0.0%. The most recent completed performance section of the TAPR Report was for the 2020-2021 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 33%, Mathematics at 24%, Writing at 17%, Science at 22% and Social Studies at 16%.

Program Description: The Jr. High campus is located in the Gonzales ISD, is a Title I campus and serves students in grades 6-8. Students at this center do not have the necessary resources to be successful in their education. The parents at home often times do not always know how to help their children. In some instances, the parents do not possess a good education themselves and do not encourage their children to do well in school. Thus, students at this center are in need of extra time to complete their homework assignments and additional help in order to be successful in the classroom. The student LEP population includes students with needs in both Bilingual and ESL instruction. The district has a focus on math and reading and at the center an emphasis in being placed on helping the students with their reading and math skills. Special education students are also in need of peer and small group help. In determining the inclusion of ACE participants, Tier 2 and Tier 3 students are looked at first for participation. Other considerations for inclusion in the ACE program include low academic grades, low test scores or not passing the subject area six-week assessments. Students who are experiencing difficulty in completing their homework are also prime candidates. The student teacher ratio is much smaller afterschool during ACE than it is during the regular school day, which will give the students more focused instruction and re-teach opportunities from their teachers. There has been a surplus of teachers willing to work in the ACE program. Certified teachers are giving lessons in small groups, helping students with their homework, writing lessons plans and holding class with the various clubs offered in ACE.

The ACE program focuses on Tier 2 and Tier 3 students in the beginning of the school year to fill as many spots that are needed. Once these students are given the opportunity to enroll, if there are other spots available, then teacher recommendations are taken for students with low grades and low-test scores. If students have not been successful on their six-week bench mark testing, then paperwork is then sent home for the parents to fill out and the students will be enrolled by the ACE coordinator prior to their first day of ACE.

In addition to providing ACE academic activities that are supportive of what students are learning during the school day, the site coordinator also schedules ACE program activities based on results from student and parent surveys. The academic/tutorials offered help students with their homework and help to reteach and reinforce the school day curriculum. In providing the instructional offerings in ACE, the district and campus instructional coaches use the data from the benchmark tests that are given to all students. These tests include the BOY, MOY, and Lions testing. The students also take tests at the end of the grading periods to monitor their progress. The information is shared with the ACE site coordinator to determine the student need. The teachers provide lesson plans that follow the Year at a Glance (YAG). The teachers look at the data from the assessments of the students to determine their area of need.

The enrichment activities employ needed academic skills as well. The cooking club incorporates skills found in math and science. The arts and crafts also support student learning in their core subject areas, helping with artists like Fria Kahlo and Diego Rodriguez.

The ACE program uses the cafeteria daily but has access to the entire campus if or as needed. The facilities commonly used include the classrooms, the library, the cafeteria, and the gym. Outside resources available to ACE include the public library, Norma's house, Local businesses, Thrive Heathplex, and Victoria College. All of these outside resources have participated in the growth and success of the ACE program at this site. The local businesses have played a major role in helping ACE via donations for the events that are planned for parent engagement and community involvement nights.

Center 5: Gonzales High School

Pre-2021-22 Center Setting: The following information describes the Gonzales High School at the end of the 2020-21 school year and sets the scenario for the 2021-2022 school year. The 2019 Accountability Rating for this campus was a “C” but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020 and 2021. Based on information obtained from the 2020-21 TAPR report there were 838 students enrolled at the Gonzales High School with an ethnicity distribution of 6.2% African American, 68.5% Hispanic, 24.8% White, 0.1% American Indian, 0.1% Asian, 0.1% Pacific Islander and 0.1% of two or more races. The report shows that 62.8% were economically disadvantaged and 68.3% were at-risk. The report noted a student retention rate of 0.0% at all grade levels. The TAPR shows that in 2019-20 the campus had an attendance rate of 96.9% and the percent of students who received disciplinary placements was 0.0%. The most recent completed performance section of the TAPR Report was for the 2020-2021 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 40%, Mathematics at 27%, Science at 37% and Social Studies at 62%.

Program Description: The Gonzales High School campus is located in the Gonzales Independent School District and houses grades 9 through 12. Gonzales High School has been faced with recent scrutiny from the public eye. After receiving a failing rating from TEA four years ago, the ACE program was viewed as an opportunity to help change the culture of Gonzales ISD. The last campus recorded rated occurred in the 2018-19 school year and the campus rose to a “C” rating; however, there is still much work that needs to be done. Much student learning has been lost due to remote learning and COVID during the past two years. The Gonzales High School ACE program aims to increase student comprehension in math and reading, along with providing students an opportunity to learn and grow academically by meeting them at their point of entry. About one hundred students did not pass their reading and math STAAR tests in 2021.

Also impacting the campus is the fact that 60% of students are identified as economically disadvantaged and these students in particular need an opportunity to feel a part of something and be involved in the school.

This year has also seen administrative changes on campus that have included the assignment of an Associate Principal for Curriculum. This individual has been assigning and referring students to ACE this year. The site coordinator has also been included as a part of the Instruction and Curriculum team. The coordinator has thus been participating in district meetings for curriculum and instruction.

The site coordinator began recruiting ACE students during the summer and before school started and utilized the local paper, Facebook advertising and flyers. The district utilizes an online platform that gauges students learning and creates an individualized learning program that fits the student's need. First consideration for ACE participation focused on students at Tier 1, Tier 2, ELL students and those who had failed their STAAR tests. After that followed teacher and parent recommendations were considered. ACE registration is now a part of the district registration process. All students are invited and encouraged to attend ACE. The coordinator personally sent a letter and invited each student to ACE.

Once the program started the site coordinator gauged student interest by asking them what clubs or activities, they would like to participate in. Offerings have included the Spanish, gaming and culinary clubs as well as driver's education and yearbook club opportunities. The ACE program offers a seamless connection between the normal school day and after school hours. The ACE staff are regular school day staff members.

The Site Coordinator's office is located in the high school library. After hours programming is held in the library before and after school each day. Two labs are reserved across the hallway from the library in case there is need for more space to spread out. These areas are reserved for ACE programming afterschool each day. In addition, the kitchen area and teacher classroom are also available for use by the ACE program.

While many activities were carried forward from the previous year, addition activities were added this year. In deciding which activities to offer students, the coordinator surveyed teachers and asked which kind of activities they would want to offer the students. Students were also surveyed and through conversations with students additional activities have been added with possible expansion in the future. Academic activities include homework help and tutorials before and after school. Enrichment activities include music club, arts and crafts, gaming, eSports, culinary, college and career and photography/yearbook.

Center 6: Bluebonnet Elementary School and Plum Creek Elementary School

Pre-2021-22 Center Setting: The following information describes the Bluebonnet Elementary at the end of the 2020-21 school year and sets the scenario for the 2021-2022 school year. The 2019 Accountability Rating for this campus was a "D" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020 and 2021. Based on information obtained from the 2020-21 TAPR report there were 538 students enrolled at the Bluebonnet Elementary with an ethnicity distribution of 2.2% African American, 79.9% Hispanic, 15.8% White, 0.2% Asian and 1.9% of two or more races. The report shows that 77.9% were economically disadvantaged and 76.6% were at-risk. The report noted a student retention rate of 0.0% at all grade levels. The TAPR shows that in 2019-20 the campus had

an attendance rate of 98.2% and the percent of students who received disciplinary placements was 0.0%. The most recent completed performance section of the TAPR Report was for the 2020-2021 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 29%, Mathematics at 33%, Writing at 9% and Science at 10%.

The following information describes the Plum Creek Elementary at the end of the 2020-21 school year and sets the scenario for the 2021-2022 school year. The 2019 Accountability Rating for this campus was a "C" but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020 and 2021. Based on information obtained from the 2020-21 TAPR report there were 513 students enrolled at the Plum Creek Elementary with an ethnicity distribution of 2.7% African American, 87.7% Hispanic, 8.8% White, 0.2% American Indian and 0.6% of two or more races. The report shows that 89.1% were economically disadvantaged and 85.8% were at-risk. The report noted a student retention rate of 1.0% Grade 3 and 0.0% at all other grades. The TAPR shows that in 2019-20 the campus had an attendance rate of 98.4% and the percent of students who received disciplinary placements was 0.0%. The most recent completed performance section of the TAPR Report was for the 2020-2021 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 36%, Mathematics at 40%, Writing at 10% and Science at 27%.

Program Description: The general background information provided above shows the need for the ACE program at this center. Bluebonnet Elementary and Plum Creek Elementary are both Title 1 campuses. Many of their students are identified with a low socioeconomic status, have language barriers, have low attendance, and are underperforming in academics. In order to address those areas of weakness, the aims of the ACE program are to help students improve their reading and writing skills, to get help with homework, and to participate in fun enrichment activities that will improve their academic performance and learning and social skills.

The ACE program is specifically directed to "Bubble Students", those students who may not be meeting standardized test scores or school district checkpoints. The students enrolled in the ACE program are identified through collaboration between the principal, RTI lead teacher and the program specialist. The three monitor monthly reading results to identify the students that might require extra reading guidance after school. Students are admitted into the ACE program after parents have accepted an invitation to enroll their child into the program.

Students who are at-risk or are economically disadvantaged are ensured consideration for admission onto the ACE program. The site coordinator has administrative access to student information and is in close contact with campus administration, counselors, and RTI specialists to provide programming to students who are in need. Students who will receive priority consideration for inclusion in the ACE program will be placed in small group tutoring classes based on their specific academic needs and where lessons for the group are tailored to the students' areas of struggle.

The criteria for selecting students to join the ACE program include a) students returning for another year in the program, b) students who are siblings of returning students, c) students who are on Tier 3 and 2 in I Station, d) students not mastering grade level checkpoints, e) and students on HB4545 lists. Students are recommended by site coordinators/teachers and then approved by campus administration. If a student is recommended to join ACE but there is no space available, the student will be placed on a waitlist.

The campus administration is supportive of the ACE program. Examples of their support include having bi-weekly meetings between the administration and the site coordinator to discuss the upcoming events and discuss program needs or areas of support. In addition, the administration allows the ACE Program the use of all facilities on campus including the playgrounds, gym, cafeteria, stage, music room, art room and teacher classrooms. If those areas are in use for time of programming, the campus administration lets the site coordinator know in advance. The campus administration also volunteers as special guests at family engagement events.

It has been fairly easy to obtain campus teachers to work in the ACE program due to word of mouth and the variety of activities offered in the program. In 2019 the ACE program started, teachers started telling other teachers about the program and more and more teachers have come on board. Teachers are used as tutors, homework assistance, enrichment instructors, and more. Regular school day teachers are encouraged to work in the ACE Program to align school day learning. ACE Program teachers are also encouraged to align regular school day lessons and apply TEKS to the lessons taught Afterschool.

Participation of ACE students on a regular basis is encouraged through the variety of fun and enriching clubs offered in the program. In addition, students are reminded that attendance and participation are required in order to be considered for the summer ACE program. During the registration period, students are required to submit a student interest survey to pick their clubs/classes. This helps the coordinator determine which activities will be offered over the course of the year. This also helps in formulating unique student schedules.

Scheduled activities that will address the academic needs of your ACE students include small group tutoring, homework help, and silent reading. Scheduled enrichment activities that benefit the students include:

- **Lil' Chefs Cooking:** Students participate in various cooking activities where they learn kitchen and knife safety, foster reading and math skills with recipes, practice life skills, and create fun and delicious recipes.
- **Mad Science:** Students participate in various science experiments where they learn about the scientific process, trial and error, reaction and reaction, physics, chemistry, and biology. Students also practice reflection after the experiments.
- **Culture Club:** Students learn about different cultures, customs and traditions, languages, etc. and practice them. Culture Club incorporates geography, reading, writing, cooking, art, and music skills.
- **DIY (Do it Yourself):** Students participate in miscellaneous activities such as no-bake activities, arts and crafts, cultural projects, woodworking, and overall "Do it Yourself" activities. This club helps foster student uniqueness, creativity, and entrepreneurship.
- **Art Smarts:** Students participate in and learn various art activities such as painting with Acrylics and watercolor, sketching, shading, sculpting, drawing, and more.
- **Music:** Students participate in and learn various instruments such as xylophones, boomwhackers, percussion instruments, recorders, and more. Students also learn how to recognize different music notes, and then read and write music.
- **Cheer and Dance:** Students learn cheers, chants, and dances. Cheer and Dance Club also helps promote student leadership.

- Sports: Students learn rules and practices of various sports such as basketball, volleyball, baseball, soccer, and organized games. Sports also helps promote sportsmanship and sportscraft.

Center 7: Navarro Elementary School and Clear Fork Elementary School

Pre-2021-22 Center Setting: The following information describes the Navarro Elementary at the end of the 2019-20 school year and sets the scenario for the 2020-2021 school year. The 2019 Accountability Rating for this campus was a “C” but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020 and 2021. Based on information obtained from the 2020-21 TAPR report there were 519 students enrolled at the Navarro Elementary with an ethnicity distribution of 3.3% African American, 66.7% Hispanic, 27.0% White, 0.2% Asian and 2.9% of two or more races. The report shows that 75.5% were economically disadvantaged and 77.3% were at-risk. The report noted a student retention rate of 1.6% at Kindergarten and 0.0% at all other Grades. The TAPR shows that in 2019-20 the campus had an attendance rate of 98.5% and the percent of students who received disciplinary placements was 0.0%. The most recent completed performance section of the TAPR Report was for the 2020-2021 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 29%, Mathematics at 27%, Writing at 9% and Science at 21%.

Pre-2021-22 Center Setting: The following information describes the Clear Fork Elementary at the end of the 2020-21 school year and sets the scenario for the 2021-2022 school year. The 2019 Accountability Rating for this campus was a “C” but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020 and 2021. Based on information obtained from the 2020-21 TAPR report there were 442 students enrolled at the Clear Fork Elementary with an ethnicity distribution of 2.0% African American, 66.3% Hispanic, 28.5% White, 0.5% American Indian and 2.7% of two or more races. The report shows that 66.1% were economically disadvantaged and 65.4% were at-risk. The report noted a student retention rate of 0.0% at all Grades. The TAPR shows that in 2019-20 the campus had an attendance rate of 98.1% and the percent of students who received disciplinary placements was 0.0%. The most recent completed performance section of the TAPR Report was for the 2020-2021 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 37%, Mathematics at 38%, writing at 20% and Science at 37%.

Program Description: The general background information provided above shows the need for the ACE program at this center. In order to address those areas of weakness, the aims of this program are to help students improve their reading, math and writing skills, receive help homework assignments, and to participate in fun enrichment activities that will improve their academic performance and social skills. This campus has also been experiencing a lower attendance, lower test scores during the school year and lower overall academic performance. The ACE helps to improve the students' grades by offering intentional small group tutorials and homework help those students may not be getting at home. The ACE program also offers fun and engaging activities that get students excited about participating and learning new things. Important also is the desire for ACE families to be involved in their students learning and also be engaged in their activities. The ACE does not tolerate bad or inappropriate behavior or poor attendance. ACE students must attend the school day and have moderately good behavior in order to participate in ACE.

Students are selected for ACE based on a recommendation from their teacher or campus administration. There is a focus to enroll students in ACE who are on tier 2 as well as low tier 1 and high tier 3 (Bubble Students). The Bubble Students are those students who are not meeting standardized test scores or school district checkpoints. Students recruited for ACE must meet the following level one criteria:

- Ranked in lower tiers for school district ELA Comprehensive Learning program (Istation Tiers 3 and 2)- Listening Comprehension, Letter Knowledge, Vocabulary, Phonological/Phonemic Awareness, Alphabetic Decoding, Self-Selected Reading, Spelling, Word Analysis, Comprehension, Reading Fluency, Phonics, Alphabet and Alphabetic Principle, Written Response to Reading Selections;
- Scored below proficiency on ELA STAAR test - summary, inference, vocabulary, writing;
- Scored below proficiency on Grade level checkpoints- reading, writing, vocabulary; and
- Low School day attendance.

Second Level two student recruitment criteria are as follows:

- Siblings of Level 1;
- Working family needs;
- High behavior incidents;
- Returning/Previous ACE Students in the School District;
- Low extracurricular activity participation; and
- Low school day grades.

Regular school day teachers are encouraged to work in the ACE Program to align school day learning. Campus teachers are used to conduct the small group tutoring and to teaching the enrichment clubs in ACE. ACE Program teachers are encouraged to align the regular school day lessons and apply TEKS to the lessons taught in the after-school program.

While the coordinator considered the student's interest in previous year's clubs, she also used "Voice and Choice" in deciding which activities to offer in the ACE program. The coordinator surveyed the students to identify activities of interest. Teachers were also surveyed to determine which activities they would be interested in teaching. The academic focus of the activities offered include students participating in silent reading and AR testing, setting time aside for homework or missing assignment help from teachers, participating in 1 hour of small group tutoring that is focused on their learning levels, participating in various clubs like the "Page Turners" book club and science and or math clubs.

Enrichment activities provide fun and beneficial experiences for the students. Activities offered included cooking, gardening, wilderness, art and run clubs. All of these clubs benefit the students by teaching them a variety of skills, such as; life skills, responsibility, community service, taking care of the environment, health and fitness and creativity. Students also learn about inclusion and respect for one another as well as their school.

The campus has given use of a number of school facilities for the use of the ACE program. Those areas include the cafeteria, the stage, the gymnasium, various regular classrooms, the music room, the art room, the library, and the playground facilities.

Center 8: Alma Brewer Strawn Elementary School

Pre-2021-22 Center Setting: The following information describes the Alma Brewer Strawn Elementary School at the end of the 2020-21 school year and sets the scenario for the 2021-2022 school year. The 2019 Accountability Rating for this campus was a “F” but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020 and 2021. Based on information obtained from the 2020-21 TAPR report there were 491 students enrolled at the Alma Brewer Strawn Elementary School with an ethnicity distribution of 0.4% African American, 93.9% Hispanic, 4.9% White, 0.2% Asian and 0.6% of two or more races. The report shows that 91.9% were economically disadvantaged and 83.7% were at-risk. The report noted a student retention rate of 0.0% at all grades. The TAPR shows that in 2019-20 the campus had an attendance rate of 98.2% and the percent of students who received disciplinary placements was 0.0%. The most recent completed performance section of the TAPR Report was for the 2020-2021 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 26%, Mathematics at 34%, Writing at 3%, and Science at 18%.

Program Description: The general background information provided above shows the need for the ACE program at this center. The Alma Brewer Strawn Elementary school is located in a rural community in Caldwell County where there are no Community Recreation centers, no sidewalks, nor access to a library within walking distance. COVID has severely and negatively impacted the academic progress expected of students at this campus. Most of the students have not met the 1.5-year growth expected of them. Students on this campus have performance challenges not only on the locally administered benchmark tests but also on STAAR, the Texas state assessments. Significantly impacted on assessments are the English Language Learners who are experiencing large academic achievement gaps as compared to the other students. One of the center goal is for 85% of the students who attend ACE regularly will show an increase on their pre and posttest as evidenced thru Istation.

The principal uses a formula to identify the students who are invited to participate in ACE. Teachers are also asked to identify students from their classroom who can benefit from being in the ACE program. The site coordinator contacts parents to explain the ACE program and contacts teachers to gain additional information on the students. Once in the program, the site coordinator reviews each student’s test performance via Istation. In addition, once a month the site coordinator receives a report showing where each student falls in the tier groupings. If in Tier 1, then the students are doing great. If in Tier 2, then the student needs a push or help to get to Tier 1. If in Tier 3, then the students are really in need of help through ACE.

Academic and enrichment activities offered include the following: homework help, tutorials, Communication Counts, Book Club, Writing Club, Typing Club, and Art with an inclusion of reading and writing. The coordinator attempts to provide small group classes for students where they are able to concentrate on the tasks before them.

The campus principal visits the ACE program on a regular basis and is very supportive of the program. The program has use of the gym, cafeteria, the library and flex room. A challenge this year has been obtaining teachers for the program. Approximately 85% of the campus teachers are first year teachers and are not familiar with the ACE program.

Center 9: Shanklin Elementary School and Luling Primary School

Pre-2021-22 Center Setting: The following information describes the Shanklin Elementary School at the end of the 2020-21 school year and sets the scenario for the 2021-2022 school year. The 2019 Accountability Rating for Shanklin Elementary School was a “D” but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020 and 2021. Based on information obtained from the 2020-21 TAPR report there were 386 students enrolled at the Shanklin Elementary School with an ethnicity distribution of 6.2% African American, 69.4% Hispanic, 22.3% White, 0.3% American Indian, 0.3% Pacific Islander and 1.6% of two or more races. The report shows that 81.3% were economically disadvantaged and 58.0% were at-risk. The report noted a student retention rate of 0.0% at all Grades. The TAPR shows that in 2019-20 the campus had an attendance rate of 98.8% and the percent of students who received disciplinary placements was 0.0%. The most recent completed performance section of the TAPR Report was for the 2020-2021 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting grade level or above indicates ELA Reading was at 27%, Mathematics at 32%, Writing at 10% and Science at 37%.

Program Description: The ACE program is located on the Elementary campus in the Luling School district. Shanklin Elementary is a Title I school. The students that attend ACE are in need of academic support as well as help with social and emotional learning and life skills. The goal of the center is to provide students a safe, welcoming and respectful environment to continue learning after the regular school day. The students that attend are in need of extra support that an afterschool program provides. The families of ACE students also need help with supporting the students’ academic success as well as support for family engagement.

Students are selected using benchmark test data, STAAR test data and students that are at risk and have a need for enrichment activities after school. The site coordinator collects data on all students and then meets with the campus principal, interventionists and counselor to prioritize the targeted students. The students that receive priority consideration are the at-risk students and students that are below reading and math levels. Students who are in need of SEL, math and reading tutorials and a safe place after school also receive priority in to the ACE program. Data from state assessments and Measurement of Academic Performance (MAP) testing are used to target the students that have immediate needs for Math and ELAR tutorial help. Students with a need for academic help in other areas are then prioritized and invited to participate in the program. Demographic data and family need is also used to identify students that would benefit from an afterschool program. Phone calls, emails and invitations are sent out to the parents and students introducing the ACE program and inviting them to enroll.

ACE students are encouraged to regularly attend. The attendance expectation is in the handbook and is discussed with families at BOY orientation. Students are not allowed more than 5 unexcused absences per semester. Rewards are given at the end of the fall and spring semester for good attendance.

The ACE Program incorporates the four fundamental components of academics, enrichment, college and career readiness, and family services. The ACE activities that are offered in the fall are activities that support the needs of the students and their families. Surveys are completed by students and families to determine what programs or activities they are most interested in. The campus needs assessment, smart goals for the program and student voice and choice are also used to decide what programs ACE will offer.

The activities ACE offers creates opportunities for teachers to engage students in fun and innovative ways outside the regular school day classroom. Homework help, Math and English Language Arts tutorials and computer club are activities that address the academic needs of the students. These are scheduled every week and are for the targeted students that are in need of after school academic support. The activities are offered in small group settings and taught by certified teachers.

The enrichment programs are centered around the interest of students and families based on surveys taken at the beginning of the year. These programs are scheduled and evaluated throughout the school year to ensure they fit the needs of all students and continue to serve as a tool for continued success in and out of the classroom. Enrichment activities such as art, music, cooking, athletics, dance and chess clubs are programmed each week to guide and teach children in fun, interesting and productive ways. The ACE Program incorporates these activities and to foster cooperation, promote positive social behavior and emphasize health and safety. The activities also encourage self-confidence, the verbalization of feelings, and the development of problem-solving skills.

Shanklin Elementary is a brand-new campus. The ACE program has access to the cafeteria, gym, office space, outside areas, media center/library, art and music room and 4 other classrooms. All rooms are equipped with smart boards and ample space for ACE students. There are no facilities ACE is not able to use. All staff are required to complete district compliance training as well as professional development focusing on the specific expectations of the ACE program.

The ACE program is well supported locally. Shanklin Elementary has a new campus principal and new administrative support at the central office level. The site coordinator meets with the administration once a month to discuss updates, program goals and facilities usage. There is also support for the program by the mutual collaboration regarding the needs of students and their families. The Luling community is also able to provide a wide array of resources that support the ACE program. The program has partnered with Connections (non-profit), the public library, the Luling Foundation Farm, Fire and Rescue services as well as other local businesses to support the enrichment and college career and readiness activities in the program.

Center 10: Gerdes Junior High School

Pre-2021-22 Center Setting: The following information describes the Gerdes Junior High School at the end of the 2020-21 school year and sets the scenario for the 2021-2022 school year. The 2019 Accountability Rating for this campus was an “F” but, due to a declared state of disaster by the Texas Education Agency there was no accountability rating noted for 2020 and 2021. Based on information obtained from the 2020-21 TAPR report there were 322 students enrolled at the Gerdes Junior High School with an ethnicity distribution of 6.2% African American, 68.6% Hispanic, 23.0% White and 2.2% of two or more races. The report shows that 78.9% were economically disadvantaged and 72.7% were at-risk. The report noted a student retention rate of 1.1% at Grade 6. The TAPR shows that in 2019-20 the campus had an attendance rate of 98.9% and the percent of students who received disciplinary placements was 0.0%. The most recent completed performance section of the TAPR Report was for the 2020-2021 school year and shows the following: STAAR performance rates across grade levels for all subjects tested and shown as meeting

grade level or above indicates ELA Reading was at 23%, Mathematics at 17%, Writing at 7%, Science at 29% and Social Studies at 12%.

Program Description: The ACE program is located on Gerdes Junior High School campus in the Luling School district. The community of Luling is classified as underserved with a low socio-economic status. This center has needs in terms of poverty, mobility, at-risk behaviors, and academic achievement gaps. This is a low-income community with a large number of recent Spanish-speaking immigrant families. There are no cultural arts or youth centers in the community. There are many students who come from broken homes growing up without a basic sense of respect and courtesy for others and who are also lacking social skills. These rural students are isolated from the greater world. Having an after-school program that focuses on academics such as targeted tutorials for math and ELA and homework help assists Gerdes Junior High School students having challenges with student achievement on STARR and benchmark testing. There is also a need for student social and emotional help.

Students are selected for participation in the ACE program through a variety of steps. The first step consists of the site coordinator retrieving a list of targeted students from the campus principal. The second step involves the site coordinator obtaining a copy of the at-risk student list from PEIMS data. The third step enables school-day teachers to make recommendations of students they believe would greatly benefit from programming. And in the final step, students are selected for participation based on student desire to be a program participant.

The coordinator ensures that students who are at-risk or economically disadvantaged are included in the program by initiating efforts alongside campus principal to identify students who have been labeled with this classification. Furthermore, the coordinator establishes consistent communication with parents to invite their family to participate in program activities through emails, phone calls, and English/Spanish letters. There is a desire to encourage parents to be proactive in their child's school and program attendance.

The ACE Program is primarily housed in the Gerdes Junior High library. The library serves as a centralized meeting location where students gather at the beginning and ending of programming. The program also utilizes classrooms, outdoor space, the teacher's lounge, gym, and other campus facilities such as the fine arts building. On occasion, the high school and junior high gym are unavailable due to sports team practices at the high school level during out-of-school time. The coordinator has to be mindful in planning and ensure timely communication with the athletic director and sports coaches to obtain their practice schedule. However, the facility request process is promptly processed.

The activities in the ACE program are offered based on student needs as identified by data from state assessments, the campus improvement plan and student interest. Tutorials with teachers and homework help are offered to help students succeed academically in the classroom as well as in the STARR testing. The academic hour includes tutorials in English Language Arts, Math, Science, and Social Studies. Help is also provided daily with Homework Help, Imagine Math and IStation.

The enrichment is centered around the interest of students and families based on surveys taken at the beginning of the year. Program is scheduled and evaluated throughout the school year to ensure that the needs of all students continue to be used as a tool for continued success in and outside of the classroom.

Offering an array of program offerings empowers student choice rather than enforcing all students to one activity. Activities such as Makerspace, Cooking, Beats4Beats, No Place for Hate Club, Chess, Arts & Crafts, Sports & Recreation benefit the students by enabling students to obtain real life skills while learning educational objectives.

Support for the ACE program is strong. Campus administration ranging from principal, assistant principal, and counselor have demonstrated program support by recruiting and recommending students, suggesting potential teachers, participating in program activities/events, and assisting the site coordinator in finding solutions. Campus administrators have open door policies and are often accessible throughout program operations. The Luling community is able to provide a wide array of resources that support the ACE program. The program has partnered with Connections (non-profit), Public library, the Luling foundation Farm, the local Food Bank, Fire and rescue services as well as other local businesses to support the enrichment and college and career readiness activities in the program. Agrilife Extension Agency (4-H) also provides enrichment to our students who attend ACE.

V. Program Participation

A. The Right Students Served

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

- a) The evaluator recognizes that significant progress has been made toward addressing and achieving the stated program goals. An examination of the pairing of activities to students indicates that every effort has been made to provide the most appropriate services to the targeted population of students.
- b) Even the stakeholders acknowledged this observation with their responses on the spring 2021 stakeholder survey. Survey results indicated that 79% of students, 93% of parents and 90% of staff either were satisfied or very satisfied with the variety of enrichment activities offered in the ACE program. Also, survey results indicated that 65% of students, 89% of parents and 88% of staff either were satisfied or very satisfied with the variety of academic activities offered in the ACE program.

B. The Right Activities

The selection of activities offered during the 2021-22 school year was a response to identified special needs and interests of students. The activities have been grouped into the nine categories listed below:

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

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

CTAC Cycle 10 Student and Parent Activities

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

#	Activity	1	2	3	4	5	6	7	8	9
1	ACE Family Cooking/Nutrition								X	
2	ACE Family Paint Yourself Happy								X	
3	Add a Bingo Activity								X	
4	Add A Kite Flying Activity								X	
5	After School Academic Hour	X	X							
6	American Sign Language	X	X							
7	Apache Academics	X	X							
8	Anime		X	X	X		X	X		
9	Art						X			
10	Art Club			X						
11	Arts and Crafts			X						
12	ASL Club		X					X		
13	At Home Learning Financial Literacy Night								X	
14	At Home Learning Science Experiment Activity								X	
15	At Home Learning STEM - UT Inventors								X	
16	At Home Social-Emotional Learning Activity								X	
17	Basics of Personal Finance - Balance								X	
18	Bible Study Class		X							
19	Black History Month Event			X			X			
20	Board Games		X				X	X		
21	Book Club		X							
22	Birds, Bees & Beyond Workshop								X	
23	Breakfast Club		X							
24	Building A Better Budget - Balance								X	
25	Cardio Dance Party								X	
26	Chess Club		X							
27	College & My Financial Aid Virtual Night Event								X	
28	College / Career Exploration							X		
29	College Access Nights							X	X	
30	College and Career Enrichment							X		
31	College Blow Out								X	

CTAC Cycle 10 Student and Parent Activities

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

#	Activity	1	2	3	4	5	6	7	8	9
32	College Readiness			X						
33	Comic Book / Story Board	X	X					X		
34	Computer Club	X	X			X				
35	Computer Lab	X	X							
36	Computers					X				
37	Cooking		X		X		X			X
38	Cooking Class	X		X						
39	Cooking Club	X			X	X		X		X
40	Cooking/Nutrition								X	
41	CPR and First Aide Training								X	
42	CPR Class				X					
43	Crafts		X					X		
44	Crochet			X			X			
45	Culture			X						
46	Culture Club			X						
47	Dance - Strengthen - Stretch								X	
48	Dance Club		X		X					
49	Dia De Los Muertos			X			X			
50	Diez y Seis De Septiembre			X			X			
51	DIY Club			X		X		X		X
52	Driver's Education					X				
53	Ed2go Continuing Education Courses								X	
54	Empowering The Youth - Body Safety								X	
55	Empowering The Youth - Internet Safety								X	
56	Engineering Activities									X
57	English Language Arts	X								
58	ESL Classes	X	X							
59	ESL Night								X	
60	ESL With Literacy Council Wilco								X	
61	Exercise						X			
62	FAFSA Night									X
63	Fall Festival Pumpkin Painting								X	
64	Family Engagement Night								X	

CTAC Cycle 10 Student and Parent Activities

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

#	Activity	1	2	3	4	5	6	7	8	9
65	Family Reading Night	X								
66	Fine Arts Drive Thru Night			X						
67	Folklorico Club			X	X		X	X		
68	Fun Friday – STEM/Technology Activities		X			X				
69	Funday Fitness						X			
70	Gaming Club							X		
71	Gardening					X				
72	Gardening Club					X				
73	GED With Literacy Council Wilco								X	
74	Geography Club		X					X		
75	Hip Hop Class						X			
76	Homework Help	X								
77	Japanese Club			X		X		X		
78	Job Seekers - Trade Up Texas								X	
79	Journaling		X							
80	Kite Making				X		X			
81	Lego Club		X							
82	Lego Easter Egg Hunt						X		X	
83	Legos		X							
84	Lights On After School								X	
85	Loteria			X			X			
86	Mad Science	X	X							
87	Makerspace					X		X		
88	Making Slime									X
89	Monthly Family Events								X	
90	Morning ACE		X							
91	Music			X						
92	Music Enrichment			X						X
93	No Bake Cooking Club		X							X
94	Open House						X			
95	Outdoor Games						X			
96	Outdoor Play				X					
97	Painting			X						
98	Parent Academy Workshop - Special Education								X	

CTAC Cycle 10 Student and Parent Activities

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

#	Activity	1	2	3	4	5	6	7	8	9
99	Pen Pal Club		X							
100	Photography Club					X	X			
101	Poetry		X							
102	Pumpkin Carving Night								X	
103	Pumpkin Decorating			X				X	X	
104	Read Aloud	X	X							
105	Reading Room	X								X
106	Reading Under the Stars								X	
107	Robotics Club		X			X				
108	Recognizing & Reporting Child Abuse								X	
109	Service-Learning Activities							X		
110	Sidewalk Chalk			X						
111	Silent Reading	X								
112	Skillpoint Alliance - Virtual Certification Prog								X	
113	Small Group Tutoring	X				X				X
114	Spanish Club		X							
115	Spanish Honor Society			X						
116	Sport and Recreation				X		X	X		
117	Sports and Fitness						X			
118	Sports and Recreation						X			
119	STAAR Tips To Parents								X	
120	STEAM Lessons	X	X			X				
121	STEAM Projects		X							
122	STEM Activities		X							
123	STEM Enrichment		X							
124	Strengthening Families - Virtual Interactive Course								X	
125	Team Building Games							X		
126	Team Building Projects							X		
127	Track and Field Day				X					
128	Tutorials - English language Arts	X								
129	Tutorials – Math	X								
130	UIL	X								
131	UIL Activities		X							

CTAC Cycle 10 Student and Parent Activities

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

#	Activity	1	2	3	4	5	6	7	8	9
132	Ukulele Club			X						
133	Understanding & Preparing for Prep Assessments								X	
134	Understanding Why Children Do Things								X	
135	UT Inventors Program - COVID Diagnostics								X	
136	UT Inventors Program - MS Water Systems								X	
137	Virtual Field Trips - Lockhart State Park						X			
138	Virtual Field Trips - San Diego Zoo						X			
139	Virtual Gingerbread House			X					X	
140	Vocabulary		X							
141	Vocabulary Enrichment		X							
142	Volleyball						X			
143	Walk Across Texas						X			
144	Watercolors			X						
145	Weight Room						X			
146	Wellness Check				X				X	
147	Women & Retirement - A+FCU and Balance								X	
148	Workforce Readiness Counseling									X
149	Workforce Solutions Webinars								X	
150	Working with Words		X							
151	Workshop: After High School Preparation								X	
152	Workshop: How to Market Yourself Online								X	
153	Workshop: Your Missed Advanced Academics								X	
154	World Travel			X						
155	Writing Club		X							
156	Writing Prompts	X								
157	Yoga						X			
158	Zumba				X		X			
159	Zumba Fitness Plus 10								X	

FES Planned Events

Event Title	Event Description
Yoga for All	Families focus on stretching, flexibility and learning simple poses. These classes are for families looking for a gentler practice to relax their mind. Yoga works everything. It's not just physical. Yoga helps with your breathing. This class is asynchronous. It allows families to create their own schedule, within a certain timeframe.
The Bees, The Birds & Beyond	Wondering how to broach the topic of The Birds, The Bees, and Beyond? Do dads need to talk to boys and moms talk to the girls? Why is it so important for me to talk to my child? Is it ever too late to start having these conversations with my child? Answers to these questions and more provided with humor and honesty.
College Admissions	12th Grade College Readiness Workshop - Senior Timeline of tasks that need to be completed prior to graduation.
Empowering Youth - Body Safety	Helps caregivers navigate tricky conversations with youth about establishing healthy relations and boundaries. This program is intended to accompany the student body safety program, Play It Safe.
8th & 9th Grade Study Skills Success	Families will learn: Basic Studies Skills, Tips on How to Learn, Time Management, Note-taking, & Test Preparation
Empowering Youth - Internet Safety	Helps caregivers navigate tricky conversations with youth about establishing healthy relationships and boundaries while they are online. This program is intended to accompany the student internet safety presentation, NetSmartz.
Advanced Child Tax Credit Info Session	Join IRS Stakeholder Liaisons who will cover: • Eligibility – How to determine if you qualify for the Advance Child Tax Credit (CTC) payments • Advance Payment – How to receive the Advance Payments • CTC Webtools – Use online tools to determine eligibility, sign-up, adjust payments or unenroll • Resources, Guidance and Latest Information – Find out where to go to learn more about the above topics • Presented in English and Spanish
BOY Kindergarten Readiness	This workshop will discuss what your child will learn during their time in Kindergarten. Presentation will focus on the following: Fine Motor Skills, Math, and Language Arts (Phonics, Reading, Writing)
FAFSA Presentation	Learn how to fill out the FREE application for Federal Student Aid (FASFA), and the documents you will need every year.
Recognizing & Reporting Child Abuse	Highlights the complex dynamics of child abuse and neglect. Objectives include: Recognizing the signs and symptoms of child abuse, responding to concerns and disclosures of abuse with appropriate questions, understanding the legal implications of being a mandated reporter and lastly, building resilient youth

Event Title	Event Description
Financial Literacy	Parents will become educated on the importance of financial resources and financial skills, including personal financial management, budgeting, and investing. Our workshop will help build the foundation of students' relationships with money, and it is a lifelong journey of learning.
Lights On Afterschool	Lights On Afterschool is a yearly event that calls attention to the importance of afterschool programs for America's children, families and communities. It's part of the Afterschool Alliance, a nonprofit organization dedicated to ensuring that all children have access to quality, affordable afterschool programs.
November Family Engagement Month - Calendar of Activities	November is Family Engagement Month! The Family Engagement Month calendar is a list of daily activities that parents can do with their child at any time. The activities are meant to be fun and to make the most of teachable moments. Not all activities will be appropriate for all children. Children have different abilities and interests. Parents can modify many of the activities to suit their child's needs.
Math- Financial Literacy - Kyle Keeps Track of Cash- Author Jill Bullard	Live reading of "Kyle Keeps Track of Cash," by Lisa Bullard. This is a read aloud with a focus on Math.
Holiday Card/Messages of Caring Delivery	Service Learning Project for a nursing home, hospital, children's home, or military personnel determined by individual sites. The program provides the materials and instructions to interested families who complete the project together as a family, at home, at a site/school holiday event, or over time at the Sign-Out Table at the end of program time for designated days. The program decides which organization is the recipient of the family-made greeting cards.
Reading Under the Stars - Literacy Night	Families will listen to the guest readers read an age appropriate book. The guest readers will ask questions prior to the book reading and after the reading of the book. Parents will learn how to ask their child questions about the book. Guest readers will model how to read the book. This will be an interactive activity.
KAPS - College Night	Senior Timeline Presentation, College Advisor-ACC, & Career Explorations
Fitness for All - Cardio	Families focus on stretching and performing activities to cause a temporary increase in heart rate for heart and bone health. These classes are for families looking for a way to burn calories and have fun at the same time. It's not just physical. Cardio exercise also helps with your breathing and stress reduction. This class is asynchronous. It allows families to create their own schedule, within a certain timeframe.
College Career Fair	Families will be able to visit 5 out of 15 College Advisors during this virtual College Fair. College Advisors will market their programs to ACE high school families.

Event Title	Event Description
Grow Your Career: Skills Assessment	Use online assessment tools to understand your skills and strengths
Reading Under the Stars - Literacy Night w/focus on Math	Families will listen to the guest readers read an age appropriate book. The guest readers will ask questions prior to the book reading and after the reading of the book. The book will incorporate math concepts for the families. Parents will learn how to ask their child questions about the book. Guest readers will model how to read the book. This will be an interactive activity.
Grow Your Career: Goals and Accomplishments	Use SMART goals and NACE Competencies to set a plan in motion
Mental Strength: 13 Things for Kids	We will show parents/caregivers how they can teach 13 good habits with 3 specific actions to ACE students to build strong mental habits and build resiliency.
Saving for College	8th grade families will learn the importance of saving money and how to save money.
Grow Your Career: Identifying Opportunities	Use Indeed, LinkedIn, and networking strategies to find opportunities
Mental Strength: 13 Things for Adults	We will share 13 strategies that can help all adults increase their mental strength and build the ability to handle the struggles and setbacks of life.
Mental Strength: 13 Things for Parents	We will explore how to raise self-assured children and train their brains for a life of happiness, meaning, and success by addressing 13 things mentally strong parents don't do.
Why College?	8th Grade families will learn the importance of post-secondary education.
Grow Your Career: Resume Basics	Learn the basics of a resume in the digital age
Snackin' With Science: Cooking & Nutrition	#1 - Kitchen Tools Part 1 Tools & Measurements Healthy Habit: Use Tools
Grow Your Career: Targeting a Resume	Use JobScan and keyword matching strategies to create a targeted
Snackin' With Science: Cooking & Nutrition	#2 - Kitchen Tools; Part 2; Budgeting & Meal Planning; Healthy Habit: Reduce Waste
Grow Your Career: Cover Letters	Learn how to use a template to write an engaging cover letter
Snackin' With Science: Cooking & Nutrition	#3 - Fruits & Vegetables - Juices Part 1: Servings & Portions Healthy Habit: Grocery trips
LifeSteps Council	Data Behavior - How COVID Has Impacted Behavior Health

Event Title	Event Description
Grow Your Career: Professionalism	Discuss professionalism in dress, communication, and behavior
Snackin' With Science: Cooking & Nutrition	#4 - Fruits & Vegetables - Juices Part 2: Nutrients & Benefits Healthy Habit: Read Labels
College & Career Explorations	Career Exploration is simply learning about various occupations and their "fit" with your unique career preferences, e.g. the skills, interests and values you want satisfied by your career. Ideally, you engage in career exploration during or after identifying your career preferences through self-assessment.
Grow Your Career: The Elevator Pitch	Learn how to talk about yourself professionally in a variety of contexts
Snackin' With Science: Cooking & Nutrition	#5 - Soups & Salads Part 1: Soup Variety Healthy Habit: LUNCHBOX
Grow Your Career: Preparing for an Interview	Learn how to best prepare for an interview
Snackin' With Science: Cooking & Nutrition	#6 - Soups & Salads Part 2: Hearty Salad Healthy Habit: CHEWING
Lures and Lies	Presented for caregivers - This presentation is specifically to help equip parents in the fight against grooming and child sex trafficking. RansomedLife will educate families on the warning signs as well as equip you with tools on how to keep families safe. Also presented for youth - The Lures and Lies program is an interactive presentation for youth age 11-17. This presentation will talk about grooming tactics, pornography, sextortion, how to get help and more! Audience: Youth Age 11-17 (& families) Length of Presentation: 1 hour with Q&A
Grow Your Career: Common Interview Questions	Practice ways to be prepared for any question
Snackin' With Science: Cooking & Nutrition	#7 - Reducing Bread Intake Part 1 Reduce Carbs/Sugars Healthy Habit: Stop Skipping Breakfast
LifeSteps Council	Topic - Hidden In Plain Sight - Educate parents how young people can hide substances. Discuss how we can reduce underage drinking and impaired driving in Williamson County.
Grow Your Career: Salary Negotiation	Learn how to negotiate a great salary

Event Title	Event Description
Snackin' With Science: Cooking & Nutrition	#8 -Reducing Bread Intake Part 2 Rethink Your Drinks Healthy Habit: Drink water
Grow Your Career: Using LinkedIn	Use LinkedIn to amp up your job search
Snackin' With Science: Cooking & Nutrition	#9 - Snacks Part 1 Fruits Healthy Habit: Eating for a stronger healthier YOU
Grow Your Career: Skills Assessment (Rescheduled)	Use online assessment tools to understand your skills and strengths
Snackin' With Science: Cooking & Nutrition	#10 - Snacks Part 2 Nuts Healthy Habit: Fuel up to move more
Snackin' With Science: Cooking & Nutrition	#11 - Gardening Part 1 Herbs Healthy Habit: Stay active in warm weather
LifeSteps Council	National Mental Health Awareness Month - Discuss Social & Emotional issues, legal ramifications of substance use, provide resources for young children and adults, and discuss goal settings to avoid going down the same path of someone who has substance abuse issues.
Snackin' With Science: Cooking & Nutrition	#12 - Gardening Part 2 Spices Healthy Habit: Breaking bad habits

VI. Research Design and Statement of Outcomes/Expectations

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

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

The quasi-experimental research design provided a comparison between two groups of students on each center, those that were regular 21st CCLC attendees and those that were non-regular 21st CCLC attendees. Tables are provided in Section 7 of this report that give a visual representation of how well students in the ACE program did in achieving each of the desired intermediate outcomes. That portion of the report will provide student performance comparison data for grades, school attendance, school discipline referrals, course completion and state assessment performance. Tables provide a comparison analysis from two groups of students on the CTAC Cycle 10 21st CCLC combined campuses.

Intermediate Outcomes and Related Expectations

The Region XIII Education Service Center Cycle 10 ACE Program is driven by the five intermediate outcomes listed in each center's logic model found at the end of each centers report. Those intermediate outcomes have helped to focus the structure and the philosophy surrounding the after-school program as it is being implemented in each of the centers.

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

1. To improve academic performance

Expectation a: That underperforming students will improve in all academic areas. C1, C2, C3, C7, C9, C10

Expectation b: That the ACE program will provide targeted tutorials to improve student academic performance. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation c: That all students attending tutorials will show significant improvement in their academic grades. C1, C2, C3, C4, C5, C6, C7, C8, C10

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

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

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

Expectation g: That all students will show improvement in science. C1, C2, C4, C10

Expectation h: That all students will show improvement in social studies. C2, C4, C10

Expectation i: That the ACE program will provide TEKS Targeted Clinics to improve academic performance. C6, C7, C9, C10

Expectation j: That the ACE program will provide a program that includes TEKS expectations to improve student academic performance. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation k: That all students will show improved performance on benchmark tests. C1, C2, C3, C4, C5, C6, C7, C8, C10

Expectation l: That the after-school program will offer assessment-based tutorial programs. C1, C4, C5, C6, C7, C8, C9, C10

Expectation m: That ninety-eight (98%) of students attending tutorials will show improvement in their academic grades. C1, C2, C3, C10

Expectation n: That all students will pass their STAAR exams. C2, C4, C6, C7, C8, C10

Expectation o: That most students will pass their STAAR exams. C1, C2, C3, C5, C9

Expectation p: That all students will be promoted to their next grade level. C1, C2, C3, C4, C5, C6, C7, C8, C10

Expectation q: That ninety-eight (98%) of students will be promoted to their next grade level. C1, C2, C3, C6, C9

Expectation r: That all students will master their current grade level work, move on to their next grade and pass their STAAR exams. C1, C2, C3, C6, C7, C10

Expectation s: That all students will be interested in one or more enrichment activities. C1, C2, C3, C4, C5, C6, C7, C9, C10

Expectation t: That all students will appreciate learning. C2, C4, C5, C6, C7, C8, C10

Expectation u: That most students will appreciate learning. C1, C3, C6, C7, C9

Expectation v: That the ACE program will provide students with a fun and welcoming learning environment that gives students the tools and assistance needed to perform to their highest ability during their regular school day and encourages students to continue their education. C1, C2, C3, C5, C6, C7, C9, C10

Expectation w: That all students will broaden their understanding of the world they live in, learn to be kind to one another, and discover the joy and excitement of new learning. C1, C2, C3, C5, C6, C9, C10

Expectation x: That 95% of students attending tutorials will show improvement in reading, math, science and social studies. C2, C10

2. To improve attendance

Expectation a: That school attendance will be maintained or improved. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation b: That students will attend school on a more regular and consistent basis. C1, C2, C4, C5, C6, C7, C8, C10

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

Expectation d: That an appealing ACE program will cause students to come to school. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation e: That students in the after-school program will stay until the program ends at 5:30 pm or 6:00 pm. C1, C2, C4, C5, C6, C7, C8, C9, C10

Expectation f: That program offerings will make students want to attend the program. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

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

Expectation h: That school attendance will improve by 2%. C1, C2, C4, C6, C7, C8, C10

3. To improve behavior

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

Expectation b: That students will demonstrate respectful behavior. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation c: That the ACE program will utilize the parents to help improve student behavior. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

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

Expectation e: That one-on-one contact with children will show them the correct behavioral direction. C1, C2, C3, C4, C6, C7, C9, C10

Expectation f: That students will have acceptable behavior during the school day so that they can participate in the after-school program. C1, C2, C3, C4, C5, C6, C7, C8, C10

Expectation g: That discipline referrals will decrease by 5%. C1, C2, C4, C6, C7, C8

Expectation h: That discipline referrals will decrease by 50%. C2, C6, C10

Expectation i: That the establishment of an incentive system will motivate students to behave. C1, C2, C4, C6, C7, C9, C10

Expectation j: That the Human Development Day program will improve student behavior. C1, C4, C6, C7, C10

Expectation k: That behavior referrals from teachers and staff will be reduced. C1, C2, C3, C4, C5, C7, C10

Expectation l: That students will demonstrate good behavior. C1, C2, C3, C4, C5, C6, C7, C9, C10

Expectation m: That student ISS referrals will decrease and the number of 'good news discipline reports' presented on campuses will increase. C2, C4, C7, C9, C10

Expectation n: That student behavior expectations will be continually reinforced. C1, C2, C3, C4, C6, C7, C9, C10

Expectation o: That student disciplinary matters will be addressed accordingly and in a timely manner. C1, C2, C3, C4, C6, C7, C10

Expectation p: That disciplinary referrals will decrease. C1, C2, C3, C4, C5, C7, C9, C10

Expectation q: That treating students with respect and dignity will improve student behavior. C1, C2, C3, C4, C6, C7, C9, C10

4. To improve promotion rates

Expectation a: That all students will be expected to achieve skills necessary to be promoted to the next grade level. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

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

Expectation c: That the program provides tutorials to assist students with academic needs. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation d: That students with the greatest risk of being retained are identified and monitored. C1, C2, C3, C4, C6, C7, C8, C10

Expectation e: That the program will be an encouragement to students via regular monitoring of their grades and their tutoring needs. C1, C2, C3, C4, C5, C6, C7, C8, C9, C10

Expectation f: That the ACE program and parent/teacher conferences will help with student promotion. C1, C2, C4, C6, C7, C8, C10

Expectation g: That 4H and parent/teacher conferences will help with student promotion. C4, C7, C8, C10

Expectation h: That all students advance to the next grade level. C2, C3, C4, C6, C7, C10

5. To improve graduation rates

Expectation a: That all students will graduate. C2, C4, C5, C6, C7, C8, C9, C10

Expectation b: That the ACE program will establish good relationships between students and staff members and thus help with students graduating. C2, C4, C5, C6, C7, C8, C9, C10

Expectation c: That students attend tutorials, attend school and behave appropriately so that they can graduate. C2, C4, C5, C6, C7, C8, C10

Expectation d: That the regular classroom staff monitor where students are in their various courses and when necessary encourage them to attend the ACE program tutorials. C2, C4, C5, C6, C7, C8, C10

Expectation e: That the after-school program will provide students with a fun and welcoming learning environment that gives students the tools and assistance needed to perform to their highest ability during their regular school day and encourages students to continue their education. C1, C2, C4, C5, C6, C7, C8, C9, C10

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

VII. Program Impact: An Analysis of Achievement

The tables shown in the following pages provide a visual representation of how well students in the ACE program did in achieving each of the desired intermediate outcomes. Each table contains a comparison analysis from two groups of students from the combined ten centers. The comparison groups of students are a) all students on CTAC Cycle 10 ACE center campuses who enrolled in the ACE program and b) all those students from the CTAC Cycle 10 ACE center campuses who were not only enrolled in the after-school program, but who met the criteria for being identified as regular participants.

1. Achievement in Regular Classroom Academic Performance

Comparison of Final English Language Arts Grades							
		2021		2022		Change	
Center #	Center Name	All ACE	Regular Only	All ACE	Regular Only	All ACE	Regular Only
1	Florence Elementary	84.48	85.20	85.96	87.79	1.48	2.59
2	Florence Secondary Campuses	86.79	84.74	88.45	89.22	1.66	4.48
3	Gonzales Elem/Primary/North Avenue	84.12	84.20	83.75	84.75	-0.37	0.55
4	Gonzales Junior High School	80.77	81.53	81.34	82.34	0.57	0.81
5	Gonzales High School	84.48	85.20	85.96	87.79	1.48	2.59
6	Bluebonnet Elem/Plum Creek Elementary	84.80	85.14	87.59	87.67	2.79	2.53
7	Navarro Elem/Clear Fork Elementary	83.45	83.67	91.59	93.08	8.14	9.41
8	Alma Brewer Strawn Elementary	No Data	No Data	85.85	86.80	No Data	No Data
9	Shanklin Elem/Luling Primary	80.39	80.49	79.77	79.78	-0.62	-0.71
10	Gerdes Junior High School	78.47	79.32	77.76	77.35	-0.71	-1.97
	Total Averages	82.76	83.08	83.27	84.08	0.51	1.00

Comparison of Final Mathematics Grades							
		2021		2022		Change	
Center #	Center Name	All ACE	Regular Only	All ACE	Regular Only	All ACE	Regular Only
1	Florence Elementary	81.68	81.67	83.62	83.88	1.94	2.21
2	Florence Secondary Campuses	84.52	82.74	85.56	83.88	1.04	1.14
3	Gonzales Elem/Primary/North Avenue	82.14	83.10	81.52	82.81	-0.62	-0.29
4	Gonzales Junior High School	76.77	77.69	82.91	84.03	6.14	6.34
5	Gonzales High School	84.56	85.91	81.17	83.30	-3.39	-2.61
6	Bluebonnet Elem/Plum Creek Elementary	85.73	86.50	85.65	86.40	-0.08	-0.10
7	Navarro Elem/Clear Fork Elementary	83.14	83.67	90.82	91.31	7.68	7.64
8	Alma Brewer Strawn Elementary	No Data	No Data	87.85	89.40	No Data	No Data
9	Shanklin Elem/Luling Primary	80.16	80.15	83.69	83.69	3.53	3.54
10	Gerdes Junior High School	82.15	83.32	79.37	80.83	-2.78	-2.49
	Total Averages	82.03	82.06	82.56	83.63	0.53	1.57

Comparison of Final Science Grades							
		2021		2022		Change	
Center #	Center Name	All ACE	Regular Only	All ACE	Regular Only	All ACE	Regular Only
1	Florence Elementary	87.58	89.03	90.60	90.91	3.02	1.88
2	Florence Secondary Campuses	82.55	80.79	86.57	85.69	4.02	4.90
3	Gonzales Elem/Primary/North Avenue	91.61	92.31	88.91	89.06	-2.70	-3.25
4	Gonzales Junior High School	84.13	84.75	83.24	84.54	-0.89	-0.21
5	Gonzales High School	82.87	85.13	79.36	82.81	-3.51	-2.32
6	Bluebonnet Elem/Plum Creek Elementary	90.71	90.71	89.47	90.00	-1.24	-0.71
7	Navarro Elem/Clear Fork Elementary	89.27	90.83	93.14	94.15	3.87	3.32
8	Alma Brewer Strawn Elementary	No Data	No Data	89.85	92.00	No Data	No Data
9	Shanklin Elem/Luling Primary	83.94	83.98	86.63	86.61	2.69	2.63
10	Gerdes Junior High School	77.96	79.41	77.67	78.88	-0.29	-0.53
	Total Averages	84.60	86.01	84.39	86.34	-0.21	0.33

Comparison of Final Social Studies Grades							
		2021		2022		Change	
Center #	Center Name	All ACE	Regular Only	All ACE	Regular Only	All ACE	Regular Only
1	Florence Elementary	89.25	89.67	88.47	90.12	-0.78	0.45
2	Florence Secondary Campuses	83.52	84.03	87.57	87.28	4.05	3.25
3	Gonzales Elem/Primary/North Avenue	92.77	93.14	89.86	90.18	-2.91	-2.96
4	Gonzales Junior High School	83.58	84.15	81.80	82.67	-1.78	-1.48
5	Gonzales High School	85.38	86.21	86.74	87.50	1.36	1.29
6	Bluebonnet Elem/Plum Creek Elementary	93.53	93.29	92.00	92.13	-1.53	-1.16
7	Navarro Elem/Clear Fork Elementary	87.86	89.92	93.86	95.69	6.00	5.77
8	Alma Brewer Strawn Elementary	No Data	No Data	94.54	94.20	No Data	No Data
9	Shanklin Elem/Luling Primary	88.65	88.77	84.62	84.86	-4.03	-3.91
10	Gerdes Junior High School	84.44	84.82	85.80	86.53	1.36	1.71
	Total Averages	86.59	87.75	86.94	87.58	0.35	-0.17

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

Students Improved in Their Academic Grades in School Level of Agreement Among Stakeholders			
	Student (Q3:15)	Parent (Q3:16)	Staff (Q3:17)
Strongly Agree	40%	46%	26%
Agree	20%	30%	46%
Neutral	23%	21%	22%
Disagree	7%	3%	4%
Strongly Disagree	10%	1%	1%

The combined results of all CTAC Cycle 10 centers indicates that stakeholders perceived an improvement in student academic grades. Survey results indicated that 60% of students, 76% of parents and 72% of staff either agreed or strongly agreed that ACE program students had improved in their academic grades during the 2021-2022 school year.

2. GPA Comparisons

Comparison of Combined GPA (ELA, Math, Science and Social Studies)							
		2021		2022		Change	
Center #	Center Name	All ACE	Regular Only	All ACE	Regular Only	All ACE	Regular Only
1	Florence Elementary	85.74	86.39	87.16	88.17	1.42	1.78
2	Florence Secondary Campuses	84.35	83.08	87.03	86.54	2.68	3.46
3	Gonzales Elem/Primary/North Avenue	89.66	88.19	86.01	86.70	-3.65	-1.49
4	Gonzales Junior High School	81.34	84.75	82.32	84.54	0.98	-0.21
5	Gonzales High School	84.06	85.71	82.48	84.45	-1.58	-1.26
6	Bluebonnet Elem/Plum Creek Elementary	88.58	88.91	88.68	89.05	0.10	0.14
7	Navarro Elem/Clear Fork Elementary	85.93	87.02	92.35	93.56	6.42	6.54
8	Alma Brewer Strawn Elementary	No Data	No Data	89.52	90.60	No Data	No Data
9	Shanklin Elem/Luling Primary	83.29	83.35	83.68	83.74	0.39	0.39
10	Gerdes Junior High School	80.76	81.72	80.15	80.89	-0.61	-0.83
	Total Averages	84.00	84.73	84.27	85.42	0.27	0.69

Gender Comparison of Regular Participants Combined GPA							
		2021		2022		Change	
Center #	Center Name	Boys	Girls	Boys	Girls	Boys	Girls
1	Florence Elementary	85.77	87.02	88.19	88.15	2.42	1.13
2	Florence Secondary Campuses	81.87	84.49	85.12	88.07	3.25	3.58
3	Gonzales Elem/Primary/North Avenue	88.41	87.97	86.88	86.52	-1.53	-1.45
4	Gonzales Junior High School	81.34	83.13	83.21	83.63	1.87	0.50
5	Gonzales High School	85.65	85.85	84.35	84.66	-1.30	-1.19
6	Bluebonnet Elem/Plum Creek Elementary	84.00	90.88	84.55	91.30	0.55	0.42
7	Navarro Elem/Clear Fork Elementary	84.17	87.97	93.56	93.56	9.39	5.59
8	Alma Brewer Strawn Elementary	No Data	No Data	89.13	96.50	No Data	No Data
9	Shanklin Elem/Luling Primary	82.21	84.44	83.31	84.18	1.10	-0.26
10	Gerdes Junior High School	79.04	83.18	79.16	82.05	0.12	-1.13
	Total Averages	83.88	85.64	84.90	85.99	1.02	0.35

Comparison of Regular Students GPA By Ethnicity							
		African American		Hispanic		White	
Center #	Center Name	2021	2022	2021	2022	2021	2022
1	Florence Elementary	No Data	No Data	84.80	88.16	88.73	87.52
2	Florence Secondary Campuses	No Data	No Data	84.46	87.17	81.46	85.84
3	Gonzales Elem/Primary/North Avenue	87.77	82.06	88.60	87.13	87.34	88.28
4	Gonzales Junior High School	77.03	80.63	81.56	82.68	85.51	86.17
5	Gonzales High School	78.85	79.10	86.33	84.99	86.72	85.05
6	Bluebonnet Elem/Plum Creek Elementary	No Data	No Data	88.25	88.60	97.50	92.00
7	Navarro Elem/Clear Fork Elementary	87.75	91.25	83.95	91.80	89.80	95.79
8	Alma Brewer Strawn Elementary	No Data	No Data	No Data	90.60	No Data	No Data
9	Shanklin Elem/Luling Primary	84.16	84.88	81.65	82.68	89.13	86.72
10	Gerdes Junior High School	78.86	80.19	81.49	78.33	85.44	86.90
	Total Averages	82.56	82.02	84.53	85.12	86.17	87.21

3. Student Engagement Improvement

Percent of Students Recognized For Improved Student Engagement In Learning			
		2022	
Center #	Center Name	All ACE	Regular Only
1	Florence Elementary	91.4%	92.1%
2	Florence Secondary Campuses	N/A	N/A
3	Gonzales Elem/Primary/North Avenue	88.9%	87.8%
4	Gonzales Junior High School	N/A	N/A
5	Gonzales High School	N/A	N/A
6	Bluebonnet Elem/Plum Creek Elementary	88.3%	83.7%
7	Navarro Elem/Clear Fork Elementary	98.6%	98.0%
8	Alma Brewer Strawn Elementary	100.0%	100.0%
9	Shanklin Elem/Luling Primary	81.7%	81.4%
10	Gerdes Junior High School	N/A	N/A
	Total Averages	91.9%	90.6%

4. Achievement in State Assessment Performance (STAAR Test)

Comparison of STAAR Passing Performance in English Language Arts							
		2021		2022		Change	
Center #	Center Name	All ACE	Regular Only	All ACE	Regular Only	All ACE	Regular Only
1	Florence Elementary	44.4%	55.6%	60.0%	61.5%	15.6%	5.9%
2	Florence Secondary Campuses	49.3%	38.2%	52.4%	54.3%	3.1%	16.1%
3	Gonzales Elem/Primary/North Avenue	47.3%	52.1%	66.1%	66.1%	18.8%	14.0%
4	Gonzales Junior High School	57.4%	59.5%	55.3%	59.4%	-2.1%	-0.1%
5	Gonzales High School	51.3%	39.5%	22.1%	21.1%	-29.2%	-18.4%
6	Bluebonnet Elem/Plum Creek Elementary	58.5%	64.5%	70.2%	73.0%	11.7%	8.5%
7	Navarro Elem/Clear Fork Elementary	58.9%	59.1%	63.6%	69.2%	4.7%	10.1%
8	Alma Brewer Strawn Elementary	No Data	No Data	73.5%	80.0%	No Data	No Data
9	Shanklin Elem/Luling Primary	No Data	No Data	63.3%	63.8%	No Data	No Data
10	Gerdes Junior High School	54.2%	56.8%	61.4%	63.6%	7.2%	6.8%
	Total Averages	52.1%	53.2%	59.0%	63.9%	6.9%	10.7%

Comparison of STAAR Passing Performance in Mathematics							
		2021		2022		Change	
Center #	Center Name	All ACE	Regular Only	All ACE	Regular Only	All ACE	Regular Only
1	Florence Elementary	63.0%	61.1%	54.5%	50.0%	-8.5%	-11.1%
2	Florence Secondary Campuses	48.9%	48.1%	58.9%	54.3%	10.0%	6.2%
3	Gonzales Elem/Primary/North Avenue	58.6%	58.9%	67.2%	64.3%	8.6%	5.4%
4	Gonzales Junior High School	59.6%	60.8%	50.4%	52.1%	-9.2%	-8.7%
5	Gonzales High School	43.4%	36.7%	37.8%	40.0%	-5.6%	3.3%
6	Bluebonnet Elem/Plum Creek Elementary	55.9%	58.1%	74.1%	71.1%	18.2%	13.0%
7	Navarro Elem/Clear Fork Elementary	64.7%	68.2%	70.0%	75.0%	5.3%	6.8%
8	Alma Brewer Strawn Elementary	No Data	No Data	75.8%	76.6%	No Data	No Data
9	Shanklin Elem/Luling Primary	No Data	No Data	62.0%	61.2%	No Data	No Data
10	Gerdes Junior High School	55.4%	51.4%	62.8%	70.0%	7.4%	18.6%
	Total Averages	55.3%	56.1%	61.8%	62.9%	6.5%	6.8%

Comparison of STAAR Passing Performance in Science							
		2021		2022		Change	
Center #	Center Name	All ACE	Regular Only	All ACE	Regular Only	All ACE	Regular Only
1	Florence Elementary	No Data	No Data	25.0%	33.3%	No Data	No Data
2	Florence Secondary Campuses	61.3%	56.3%	72.7%	73.7%	11.4%	17.4%
3	Gonzales Elem/Primary/North Avenue	No Data	No Data	44.1%	45.0%	No Data	No Data
4	Gonzales Junior High School	64.9%	65.2%	25.7%	37.5%	-39.2%	-27.7%
5	Gonzales High School	53.1%	45.5%	65.3%	66.7%	12.2%	21.2%
6	Bluebonnet Elem/Plum Creek Elementary	No Data	No Data	64.7%	66.7%	No Data	No Data
7	Navarro Elem/Clear Fork Elementary	No Data	No Data	63.6%	61.5%	No Data	No Data
8	Alma Brewer Strawn Elementary	No Data	No Data	38.5%	60.0%	No Data	No Data
9	Shanklin Elem/Luling Primary	No Data	No Data	68.8%	68.8%	No Data	No Data
10	Gerdes Junior High School	63.0%	64.7%	76.9%	85.7%	13.9%	21.0%
	Total Averages	58.5%	58.0%	54.6%	57.2%	-3.9%	-0.8%

Comparison of STAAR Passing Performance in Social Studies							
		2021		2022		Change	
Center #	Center Name	All ACE	Regular Only	All ACE	Regular Only	All ACE	Regular Only
1	Florence Elementary	No Data	No Data	No Data	No Data	No Data	No Data
2	Florence Secondary Campuses	47.8%	30.0%	58.6%	33.3%	10.8%	3.3%
3	Gonzales Elem/Primary/North Avenue	N/A	N/A	N/A	N/A	N/A	N/A
4	Gonzales Junior High School	No Data	No Data	33.3%	56.3%	No Data	No Data
5	Gonzales High School	50.6%	35.3%	92.3%	100.0%	41.7%	64.7%
6	Bluebonnet Elem/Plum Creek Elementary	N/A	N/A	N/A	N/A	N/A	N/A
7	Navarro Elem/Clear Fork Elementary	N/A	N/A	N/A	N/A	N/A	N/A
8	Alma Brewer Strawn Elementary	N/A	N/A	N/A	N/A	N/A	N/A
9	Shanklin Elem/Luling Primary	N/A	N/A	N/A	N/A	N/A	N/A
10	Gerdes Junior High School	No Data	No Data	77.8%	85.7%	No Data	No Data
	Total Averages	50.0%	33.3%	65.6%	64.1%	15.6%	30.8%

6. Achievement in Attendance Improvement

Comparison of Average Annual Student Attendance							
		2021		2022		Change	
Center #	Center Name	All ACE	Regular Only	All ACE	Regular Only	All ACE	Regular Only
1	Florence Elementary	95.39%	96.31%	93.65%	94.57%	-1.74%	-1.74%
2	Florence Secondary Campuses	95.96%	95.97%	93.90%	94.15%	-2.06%	-1.82%
3	Gonzales Elem/Primary/North Avenue	94.75%	95.34%	93.98%	94.46%	-0.77%	-0.88%
4	Gonzales Junior High School	93.50%	94.70%	89.27%	91.25%	-4.23%	-3.45%
5	Gonzales High School	85.12%	87.32%	80.05%	82.50%	-5.07%	-4.82%
6	Bluebonnet Elem/Plum Creek Elementary	97.16%	97.33%	92.62%	93.01%	-4.54%	-4.32%
7	Navarro Elem/Clear Fork Elementary	95.76%	97.88%	93.15%	94.33%	-2.61%	-3.55%
8	Alma Brewer Strawn Elementary	94.37%	94.51%	95.35%	95.40%	0.98%	0.89%
9	Shanklin Elem/Luling Primary	93.63%	93.55%	89.82%	89.74%	-3.81%	-3.81%
10	Gerdes Junior High School	91.57%	94.49%	91.70%	92.53%	0.13%	-1.96%
	Total Averages	92.73%	94.66%	90.29%	92.28%	-2.44%	-2.38%

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

Students Improved in Their Attendance in School Level of Agreement Among Stakeholders			
	Student (Q3:16)	Parent (Q3:17)	Staff (Q3:18)
Strongly Agree	49%	44%	25%
Agree	16%	20%	41%
Neutral	17%	33%	29%
Disagree	7%	2%	4%
Strongly Disagree	11%	1%	1%

The combined results of all CTAC Cycle 10 centers indicates that stakeholders perceived an improvement in school attendance. Survey results indicated that 65% of students, 64% of parents and 66% of staff either agreed or strongly agreed that ACE program students had improved in their attendance during the 2021-2022 school year.

7. Achievement in Attendance Improvement

Comparison of Average Annual Student Attendance							
		2021		2022		Change	
Center #	Center Name	All ACE	Regular Only	All ACE	Regular Only	All ACE	Regular Only
1	Florence Elementary	95.39%	96.31%	93.65%	94.57%	-1.74%	-1.74%
2	Florence Secondary Campuses	95.96%	95.97%	93.90%	94.15%	-2.06%	-1.82%
3	Gonzales Elem/Primary/North Avenue	94.75%	95.34%	93.98%	94.46%	-0.77%	-0.88%
4	Gonzales Junior High School	93.50%	94.70%	89.27%	91.25%	-4.23%	-3.45%
5	Gonzales High School	85.12%	87.32%	80.05%	82.50%	-5.07%	-4.82%
6	Bluebonnet Elem/Plum Creek Elementary	97.16%	97.33%	92.62%	93.01%	-4.54%	-4.32%
7	Navarro Elem/Clear Fork Elementary	95.76%	97.88%	93.15%	94.33%	-2.61%	-3.55%
8	Alma Brewer Strawn Elementary	94.37%	94.51%	95.35%	95.40%	0.98%	0.89%
9	Shanklin Elem/Luling Primary	93.63%	93.55%	89.82%	89.74%	-3.81%	-3.81%
10	Gerdes Junior High School	91.57%	94.49%	91.70%	92.53%	0.13%	-1.96%
	Total Averages	92.73%	94.66%	90.29%	92.28%	-2.44%	-2.38%

8. Achievement in Behavior Improvement

Comparison of Average Disciplinary Incidences							
		2021		2022		Change	
Center #	Center Name	All ACE	Regular Only	All ACE	Regular Only	All ACE	Regular Only
1	Florence Elementary	0.39	0.32	0.35	0.34	-0.04	0.02
2	Florence Secondary Campuses	0.19	0.26	0.45	0.35	0.26	0.09
3	Gonzales Elem/Primary/North Avenue	0.10	0.09	0.32	0.28	0.22	0.19
4	Gonzales Junior High School	0.92	0.73	1.31	0.99	0.39	0.26
5	Gonzales High School	0.39	0.32	0.35	0.34	-0.04	0.02
6	Bluebonnet Elem/Plum Creek Elementary	0.00	0.00	0.15	0.09	0.15	0.09
7	Navarro Elem/Clear Fork Elementary	0.16	0.14	0.20	0.14	0.04	0.00
8	Alma Brewer Strawn Elementary	0.01	0.02	0.01	0.02	0.00	0.00
9	Shanklin Elem/Luling Primary	0.45	0.45	1.03	1.06	0.58	0.61
10	Gerdes Junior High School	0.47	0.58	0.89	0.90	0.42	0.32
	Total Averages	0.42	0.29	0.61	0.51	0.19	0.22

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

Improvement in Student Behavior Level of Agreement Among Stakeholders			
	Student (Q3:14)	Parent (Q3:15)	Staff (Q3:16)
Strongly Agree	44%	42%	28%
Agree	18%	27%	35%
Neutral	21%	28%	30%
Disagree	6%	2%	6%
Strongly Disagree	12%	1%	1%

The combined results of all CTAC Cycle 10 centers indicates that stakeholders perceived an improvement in student behavior. Survey results indicated that 62% of students, 69% of parents and 63% of staff either agreed or strongly agreed that ACE program students had improved in their behavior during the 2021-2022 school year.

9. Achievement in Promotion Improvement

Improvement in academic performance and in regular school day attendance are two factors that contribute greatly to student promotion success. Using the combined center results from the survey administered in Spring 2022 60% of students, 76% of parents and 72% of staff either agreed or strongly agreed that ACE program students had improved in their academic grades during the 2021-2022 school year. On that same survey 65% of students, 64% of parents and 66% of staff either agreed or strongly agreed that ACE program students had improved in their attendance during the 2021-2022 school year.

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

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

Help in Completing Homework Assignment Level of Satisfaction Among Stakeholders			
	Student (Q3:1)	Parent (Q3:1)	Staff (Q3:1)
Very Satisfied	39%	55%	41%
Satisfied	25%	30%	43%
Neutral	31%	10%	12%
Dissatisfied	3%	3%	3%
Very Dissatisfied	2%	2%	1%

The combined results of all CTAC Cycle 10 centers indicates that stakeholders believed that the ACE program helped students to complete their homework assignments. Survey results indicated that 64% of students, 85% of parents and 84% of staff either were satisfied or very satisfied that the ACE program helped students complete their homework assignments.

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

ACE Teachers Give Attention and Care to Students Level of Satisfaction Among Stakeholders			
	Student (Q3:6)	Parent (Q3:6)	Staff (Q3:6)
Very Satisfied	51%	64%	48%
Satisfied	25%	26%	42%
Neutral	17%	6%	8%
Dissatisfied	5%	0%	2%
Very Dissatisfied	3%	4%	0%

The combined results of all CTAC Cycle 10 centers indicates that stakeholders believed that ACE teachers give attention and care to students. Survey results indicated that 76% of students, 90% of parents and 90% of staff either were satisfied or very satisfied that the ACE program gave attention and care to students.

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

According to the most recent (2020-2021) Texas Academic Performance Report (TAPR) the 4- Year Federal Graduation Rate without Exclusions (GR 9-12) rate for Florence High School was 96.2% and for Gonzales High School was 95.5%.

VIII. Stakeholder Perception Surveys

In Spring 2022 ESC 13 Cycle 10 ACE centers administered online surveys to students, parents and staff members. Survey completion participants included 447 students, 235 parents and 204 staff members. The primary reason for surveying the stakeholders was to obtain their opinion regarding the effectiveness of the Texas ACE program, particularly as an outcome related to the perceived behaviors and attitudes of student participants. The intent is for this survey to be administered annually for the remainder of the grant period. Future administrations will provide important information regarding possible trends in stakeholder opinions. As the program evolves and experiences demographic and/or programmatic changes, the data obtained will prove helpful in developing decisions that will be more responsive to the needs of the individual centers and the program as a whole. Additionally, the surveys will provide program administrators with a systematic and uniform method of receiving input and serve an integral role in the comprehensive plan for meeting the individual needs of the center community.

Description of the Survey

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

Table 1

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

Table 2

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

Domains

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

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

Analysis of Survey Results

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

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

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

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

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

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

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

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

The combined responses of all stakeholders from all ten centers is shown in the Appendices. It provides an accurate depiction of how each stakeholder in general perceived the effectiveness of the CTAC Cycle 10 ACE program as it related to each of the domains listed above

IX. Programmatic Themes and Issues Across Centers

During the fall and spring semesters the external evaluator conducted a series of interviews with each site coordinator. During those interviews the site coordinators were able to express their perceptions of how well the after-school program was working on their individual site. In the end-of-year summary interview report, the evaluator utilized the 21 characteristics of an effective after school program, the coordinator's own self-evaluation using the NYSAN instrument and the identified quality indicators to make a summary assessment of each center's strengths and areas in need of improvement. A common rating scale system was used for both the NYSAN instrument and the quality indicators. The rating scale used is as follows: 0 = non-compliant, 1 = compliant, 3 = implementing, 4 = progressing and 5 = optimizing. Areas identified by both the evaluator and site coordinator as progressing or optimizing are identified as strengths. An ACE program in its fourth year of operation should be at a minimum operating above an implementing stage in every identified area. A maximum number of 10 selected areas rated that were rated at or below the progressing level are noted as areas with opportunity for improvement. The evaluator's assessment summary for each center is shown below.

Center 1 – Florence Elementary

Areas of Strength:

1. Has program space that is appropriately equipped suitable for activities being conducted.
2. Has a system for the collection and monitoring of participant attendance data.
3. Establishes and maintains a centralized database of participant and program information that is regularly updated and usable by staff.
4. Is structured to create close, sustained relationships between individual participants and caring adults.
5. Has scheduled meetings with its major stakeholders.
6. Recruits, hires and develops staff who reflect the diversity and culture(s) of the community.
7. Provides ongoing staff development in order to engage and retain staff.
8. Maintains staff-to-participant ratio as per staff regulations when applicable.
9. Provides activities that reflect the mission of the program.
10. Addresses academic, physical, social and emotional needs of all participants.
11. Features activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.
12. Offers high quality academic support, including tutoring and/or homework help.
13. Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation and health.
14. Incorporates programming that integrates and complements school day activities.
15. Allocates sufficient program time for homework and homework help.
16. Engages participants to develop like skills, resiliency and self-esteem via activities.
17. Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.
18. Uses evaluation findings for continuous program improvement.

Areas Having Opportunity for improvement:

1. Needs to better apply rewards and consequences consistently for participant behavior.
2. Needs to better establish clear attendance and participation expectations.
3. Needs to have better complete and current enrollment / registration documents for all participants.
4. Needs to better have staff who respect and communicate with one another and are role models of positive adult relationships.
5. Needs to better establish meaningful community collaborations.
6. Needs to better ensure that staff members have competence in core academic areas, where appropriate.
7. Needs to better employ a variety of grouping strategies, for both structured and unstructured activities, including individual, small group, and large group.
8. Needs to better maintain communication with school principal and administration.
9. Needs to better establish strong links to the school day.
10. Needs to better communicate with school day staff to monitor student academic and behavioral progress.

Center 2 – Florence Junior High - Florence High School**Areas of Strength:**

1. Has program space that is appropriately equipped suitable for activities being conducted.
2. Establishes, maintains and communicates code of conduct to participants, staff and families.
3. Has a system for the collection and monitoring of participant attendance data.
4. Has complete and current enrollment / registration documents for all participants.
5. Has staff who respect and communicate with one another and are role models of positive adult relationships.
6. Recruits, hires and develops staff who reflect the diversity and culture(s) of the community.
7. Ensures staff members have competence in core academic areas, where appropriate.
8. Maintains staff-to-participant ratio as per staff regulations when applicable.
9. Provides activities that reflect the mission of the program.
10. Addresses academic, physical, social and emotional needs of all participants.
11. Features activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.
12. Offers high quality academic support, including tutoring and/or homework help.
13. Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation and health.
14. Employs a variety of grouping strategies, for both structured and unstructured activities, including individual, small group, and large group.
15. Establishes strong links to the school day.
16. Incorporates programming that integrates and complements school day activities.
17. Allocates sufficient program time for homework and homework help.

18. Engages participants to develop like skills, resiliency and self-esteem via activities.
19. Promotes consistent and active participation.
20. Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.

Areas Having Opportunity for improvement:

1. Needs to better establish meaningful community collaborations.
2. Needs to better develop and support staff to plan suitable activities that correspond to the developmental needs of participants.
3. Needs to better involve families and the community in program events.
4. Needs to better establishes clear attendance and participation expectations.
5. Needs to better apply rewards and consequences consistently for participant behavior.
6. Needs to better communicate with school day staff to monitor student academic and behavioral progress.

Center 3 – Gonzales Elementary – Primary – East Avenue Elementary

Areas of Strength:

1. Has program space that is appropriately equipped suitable for activities being conducted.
2. Establishes, maintains and communicates code of conduct to participants, staff and families.
3. Applies rewards and consequences consistently for participant behavior.
4. Has staff who respect and communicate with one another and are role models of positive adult relationships.
5. Is structured to create close, sustained relationships between individual participants and caring adults.
6. Has scheduled meetings with its major stakeholders.
7. Recruits, hires and develops staff who reflect the diversity and culture(s) of the community.
8. Maintains staff-to-participant ratio as per staff regulations when applicable.
9. Develops and supports staff to plan suitable activities that correspond to the developmental needs of participants.
10. Provides activities that reflect the mission of the program.
11. Addresses academic, physical, social and emotional needs of all participants.
12. Features activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.
13. Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation and health.
14. Establishes strong links to the school day.
15. Collaborates regularly with school-day personnel regarding use of facilities & resources.
16. Allocates sufficient program time for homework and homework help.
17. Engages participants to develop like skills, resiliency and self-esteem via activities.

18. Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.
19. Uses objective data to measure progress toward outcomes as defined by programs and individual participants.
20. Uses evaluation findings for continuous program improvement.

Areas Having Opportunity for improvement:

1. Needs to improve selection of staff who have respect and communicate with one another and are role models of positive adult relationships.
2. Needs to ensure that staff members have competence in core academic areas, where appropriate.
3. Needs to better offer high quality academic support, including tutoring and/or homework help.
4. Needs to better employ a variety of grouping strategies, for both structured and unstructured activities, including individual, small group, and large group.
5. Needs to better incorporate programming that integrates and complements school day activities.
6. Needs to better communicate with school day staff to monitor student academic and behavioral progress.

Center 4 – Gonzales Junior High – North Avenue Intermediate School

Areas of Strength:

1. Has program space that is appropriately equipped suitable for activities being conducted.
2. Establishes clear attendance and participation expectations.
3. Has complete and current enrollment / registration documents for all participants.
4. Establishes and maintains a centralized database of participant and program information that is regularly updated and usable by staff.
5. Has staff who respect and communicate with one another and are role models of positive adult relationships.
6. Is structured to create close, sustained relationships between individual participants and caring adults.
7. Ensures staff members have competence in core academic areas, where appropriate.
8. Maintains staff-to-participant ratio as per staff regulations when applicable.
9. Fosters understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.
10. Provides activities that reflect the mission of the program.
11. Addresses academic, physical, social and emotional needs of all participants.
12. Employs a variety of grouping strategies, for both structured and unstructured activities, including individual, small group, and large group.
13. Establishes strong links to the school day.
14. Collaborates regularly with school-day personnel regarding use of facilities & resources.

15. Allocates sufficient program time for homework and homework help.
16. Promotes consistent and active participation.
17. Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.
18. Uses objective data to measure progress toward outcomes as defined by programs and individual participants.
19. Uses evaluation findings for continuous program improvement.

Areas Having Opportunity for improvement:

1. Needs to better establish, maintain and communicate code of conduct to participants, staff and families.
2. Needs to better apply rewards and consequences consistently for participant behavior.
3. Needs to better feature activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.
4. Needs to better offer high quality academic support, including tutoring and/or homework help.
5. Needs to better offer enrichment opportunities in core academic areas as well as in the arts, technology, recreation and health.
6. Needs to better incorporate programming that integrates and complements school day activities.
7. Needs to better communicate with school day staff to monitor student academic and behavioral progress.
8. Needs to better engage participants to develop life skills, resiliency and self-esteem via activities.
9. Needs to better forge relationships with advocates for program quality and availability, such as community leaders, businesses and elected officials.

Center 5 – Gonzales High School

Areas of Strength:

1. Has program space that is appropriately equipped suitable for activities being conducted.
2. Establishes, maintains and communicates code of conduct to participants, staff and families.
3. Has a system for the collection and monitoring of participant attendance data.
4. Has complete and current enrollment / registration documents for all participants.
5. Has staff who respect and communicate with one another and are role models of positive adult relationships.
6. Is structured to create close, sustained relationships between individual participants and caring adults.
7. Recruits, hires & develops staff who reflect the diversity & culture(s) of the community.
8. Maintains staff-to-participant ratio as per staff regulations when applicable.
9. Develops and supports staff to plan suitable activities that correspond to the developmental needs of participants.

10. Fosters understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.
11. Provides activities that reflect the mission of the program.
12. Incorporates programming that integrates and complements school day activities.
13. Collaborates regularly with school-day personnel regarding use of facilities & resources.
14. Engages participants to develop like skills, resiliency and self-esteem via activities.

Areas Having Opportunity for improvement:

1. Needs to better establish clear attendance and participation expectations.
2. Needs to better address academic, physical, social and emotional needs of all participants.
3. Needs to better feature activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.
4. Needs to better offer high quality academic support, including tutoring and/or homework help.
5. Needs to better offer enrichment opportunities in core academic areas as well as in the arts, technology, recreation and health.
6. Needs to better employ a variety of grouping strategies, for both structured and unstructured activities, including individual, small group, and large group.
7. Needs to better communicate with school day staff to monitor student academic and behavioral progress.
8. Needs to better allocate sufficient program time for homework and homework help.
9. Needs to better have measurable program goals and objectives that are aligned with the organizational mission and identified needs.

Center 6 – Bluebonnet Elementary – Clear Fork Elementary

Areas of Strength:

1. Has program space that is appropriately equipped suitable for activities being conducted.
2. Establishes, maintains and communicates code of conduct to participants, staff and families.
3. Applies rewards and consequences consistently for participant behavior.
4. Has a system for the collection and monitoring of participant attendance data.
5. Has complete and current enrollment / registration documents for all participants.
6. Establishes and maintains a centralized database of participant and program information that is regularly updated and usable by staff.
7. Has staff who respect and communicate with one another and are role models of positive adult relationships.
8. Is structured to create close, sustained relationships between individual participants and caring adults.
9. Recruits, hires and develops staff who reflect the diversity and culture(s) of the community.
10. Ensures staff members have competence in core academic areas, where appropriate.
11. Maintains staff-to-participant ratio as per staff regulations when applicable.

12. Develops and supports staff to plan suitable activities that correspond to the developmental needs of participants.
13. Fosters understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.
14. Provides activities that reflect the mission of the program.
15. Features activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.
16. Offers high quality academic support, including tutoring and/or homework help.
17. Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation and health.
18. Employs a variety of grouping strategies, for both structured and unstructured activities, including individual, small group, and large group.
19. Establishes strong links to the school day.
20. Incorporates programming that integrates and complements school day activities.
21. Collaborates regularly with school-day personnel regarding use of facilities & resources.
22. Allocates sufficient program time for homework and homework help.
23. Engages participants to develop like skills, resiliency and self-esteem via activities.
24. Promotes consistent and active participation.
25. Involves participants, families, staff, and board members in long-term decision-making and planning efforts.
26. Develops a long-term plan for sustaining the afterschool program.
27. Forges relationships with advocates for program quality and availability, such as community leaders, businesses and elected officials.
28. Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.

Areas Having Opportunity for improvement:

1. Needs to better establish clear attendance and participation expectations.
2. Needs to better establish meaningful community collaborations.
3. Needs to better address academic, physical, social and emotional needs of all participants.
4. Needs to better communicate with school day staff to monitor student academic and behavioral progress.

Center 7 – Plum Creek Elementary – Navarro Elementary

Areas of Strength:

1. Has program space that is appropriately equipped suitable for activities being conducted.
2. Establishes, maintains and communicates code of conduct to participants, staff and families.
3. Applies rewards and consequences consistently for participant behavior.
4. Establishes clear attendance and participation expectations.
5. Has a system for the collection and monitoring of participant attendance data.
6. Has complete and current enrollment / registration documents for all participants.

7. Establishes and maintains a centralized database of participant and program information that is regularly updated and usable by staff.
8. Has staff who respect and communicate with one another and are role models of positive adult relationships.
9. Establishes meaningful community collaborations.
10. Recruits, hires and develops staff who reflect the diversity and culture(s) of the community.
11. Ensures staff members have competence in core academic areas, where appropriate.
12. Maintains staff-to-participant ratio as per staff regulations when applicable.
13. Develops and supports staff to plan suitable activities that correspond to the developmental needs of participants.
14. Fosters understanding and appreciation for established program quality standards, evaluation, and program improvement strategies among staff.
15. Provides activities that reflect the mission of the program.
16. Addresses academic, physical, social and emotional needs of all participants.
17. Offers high quality academic support, including tutoring and/or homework help.
18. Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation and health.
19. Establishes strong links to the school day.
20. Incorporates programming that integrates and complements school day activities.
21. Collaborates regularly with school-day personnel regarding use of facilities & resources.
22. Communicates with school day staff to monitor student academic and behavioral progress.
23. Allocates sufficient program time for homework and homework help.
24. Engages participants to develop like skills, resiliency and self-esteem via activities.
25. Promotes consistent and active participation.
26. Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.

Areas Having Opportunity for improvement:

1. Needs to better be structured to create close, sustained relationships between individual participants and caring adults.
2. Needs to better have scheduled meetings with its major stakeholders.
3. Needs to better feature activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.
4. Needs to better employ a variety of grouping strategies, for both structured and unstructured activities, including individual, small group, and large group.

Center 8 – Alma Brewer Strawn Elementary

Areas of Strength:

1. Has program space that is appropriately equipped suitable for activities being conducted.
2. Applies rewards and consequences consistently for participant behavior.

3. Has complete and current enrollment / registration documents for all participants.
4. Has staff who respect and communicate with one another and are role models of positive adult relationships.
5. Is structured to create close, sustained relationships between individual participants and caring adults.
6. Recruits, hires and develops staff who reflect the diversity and culture(s) of the community.
7. Develops and supports staff to plan suitable activities that correspond to the developmental needs of participants.
8. Addresses academic, physical, social and emotional needs of all participants.
9. Features activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.
10. Offers high quality academic support, including tutoring and/or homework help.
11. Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation and health.
12. Collaborates regularly with school-day personnel regarding use of facilities & resources.
13. Communicates with school day staff to monitor student academic and behavioral progress.
14. Allocates sufficient program time for homework and homework help.

Areas Having Opportunity for improvement:

1. Needs to better establish clear attendance and participation expectations.
2. Needs to better provides activities that reflect the mission of the program.
3. Needs to better incorporate programming that integrates and complements school day activities.
4. Needs to better engage participants to develop like skills, resiliency and self-esteem via activities.
5. Needs to better promote consistent and active participation.
6. Needs to better have measurable program goals and objectives that are aligned with the organizational mission and identified needs.

Center 9 – Shanklin Elementary – Luling Primary

Areas of Strength:

1. Has program space that is appropriately equipped suitable for activities being conducted.
2. Provides adequate security and participants are supervised by an approved adult at all times.
3. Establishes, maintains and communicates code of conduct to participants, staff and families.
4. Applies rewards and consequences consistently for participant behavior.
5. Establishes clear attendance and participation expectations.
6. Has a system for the collection and monitoring of participant attendance data.
7. Has complete and current enrollment / registration documents for all participants.
8. Has staff who respect and communicate with one another and are role models of positive adult relationships.

9. Is structured to create close, sustained relationships between individual participants and caring adults.
10. Recruits, hires and develops staff who reflect the diversity and culture(s) of the community.
11. Maintains staff-to-participant ratio as per staff regulations when applicable.
12. Provides activities that reflect the mission of the program.
13. Features activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.
14. Offers high quality academic support, including tutoring and/or homework help.
15. Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation and health.
16. Employs a variety of grouping strategies, for both structured and unstructured activities, including individual, small group, and large group.
17. Establishes strong links to the school day.
18. Incorporates programming that integrates and complements school day activities.
19. Collaborates regularly with school-day personnel regarding use of facilities & resources.
20. Communicates with school day staff to monitor student academic and behavioral progress.
21. Allocates sufficient program time for homework and homework help.
22. Has measurable program goals and objectives that are aligned with the organizational mission and identified needs.

Areas Having Opportunity for improvement:

1. Needs to better ensure that staff members have competence in core academic areas, where appropriate.
2. Needs to better develop and support staff to plan suitable activities that correspond to the developmental needs of participants.
3. Needs to better address academic, physical, social and emotional needs of all participants.
4. Needs to better engage participants to develop like skills, resiliency and self-esteem via activities.

Center 10 – Gerdes Junior High School

Areas of Strength:

1. Has complete and current enrollment / registration documents for all participants.
2. Maintains staff-to-participant ratio as per staff regulations when applicable.

Areas Having Opportunity for improvement:

1. Needs to better ensure that program space that is appropriately equipped suitable for activities being conducted.
2. Needs to better establish clear attendance and participation expectations.
3. Needs to improve selection of staff who have respect and communicate with one another and are role models of positive adult relationships.

4. Needs to better structured to create close, sustained relationships between individual participants and caring adults.
5. Needs to better recruit, hire and develop staff who reflect the diversity and culture(s) of the community.
6. Needs to ensure that staff members have competence in core academic areas, where appropriate.
7. Needs to better provides activities that reflect the mission of the program.
8. Needs to better address academic, physical, social and emotional needs of all participants.
9. Needs to better offer high quality academic support, including tutoring and/or homework help.
10. Needs to better incorporate programming that integrates and complements school day activities.

X. Evaluator General Recommendations

The previous section attempted to identify both the areas of strength at each center and the areas having opportunities for improvement. At each center, the identified areas having opportunities for improvement should be considered as the evaluator's recommendations for improvement. To accompany those recommendations, the evaluator deems it appropriate to also submit a listing of general recommendations for all centers. These general recommendations have been found to describe an effective and exemplary after school program. Each recommendation begins with a code identifying the number from the 21 characteristics identified in Section entitled Theory of Action. While the evaluator recognizes that each center may be addressing each recommendation at various degrees of implementation, each center should strive to fully address each recommendation to its maximum potential. As in the previous years, the evaluator has used a version of the New York Afterschool Network (NYSAN) Quality Self-Assessment (QSA) Tool. Page 5 of the NYSAN QSA user's guide provides a brief overview and states as follows:

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

1. (1) A campus that has received a failing grade or is near receiving a failing grade from the state should have a robust ACE program where academics is the primary focus. It is recommended that the project director and local central office administrators take responsibility for ensuring that all stakeholders including campus personnel understand and support a viable ACE program that will serve as an extension of the regular school day and help students improve academically.
2. (1) It is important that all registration materials be completed and accepted by the site coordinator before a student is allowed to attend an ACE activity. It is recommended that parents and students be made aware of this requirement before students are allowed to participate in any specific ACE activity.
3. (2) A site coordinator should have access to student performance data whether it be benchmark tests or state assessment results. Such data could be used by the site coordinator to enable groupings of students and for activity planning purposes. It is recommended that the site coordinator be provided access to STAAR performance data and benchmark data for each student enrolled in the ACE program.
4. (2) Regular classroom space is necessary to provide an environment that is conducive for learning. It is recommended that regular classroom locations be utilized during tutoring and homework help.
5. (2) ACE staff members who are certified teachers should be able to differentiate between the help that students need for homework help and that which is for tutorial help. It is recommended that both homework help and tutorial help be scheduled during the program hours and that the two offerings be not combined. Students needing tutorial help should be clearly identified with their specific area of need and appropriately addressed by ACE program staff.
6. (2) It is advisable for the site coordinator to know why each ACE participant initially enrolled in the ACE program. Such a listing would be beneficial in assessing whether that student was receiving the

assistance needed. Also, it could be used to assess whether the program was benefiting the student or not. Therefore, it is recommended that a listing of ACE participants be kept that tracks their entry into the program, the initial reason for their entry into the program and the success of the program in meeting their needs.

7. (2) With the inclusion of enrichment and tutorial activities being offered at various times during the ACE program hours, a general master schedule will be necessary and helpful for both ACE staff and students. It is recommended that a printed individualized student schedule card be given to each student. The card can be given and collected from the students each day. The card can be hung around the student's neck and they can refer to their individualized schedule each day.
8. (2) A very good way to expose new coordinators to how a well-run ACE program operates is to visit an established ACE program that is organized and functioning very well. It is recommended that site coordinators be provided at least one day a year which they can observe an exemplary ACE program and visit with a veteran ACE coordinator to discuss how such a program is organized.
9. (2) Students who are in need of ACE program services cannot be denied those services due to transportation issues. It is recommended that ACE program funding should include transportation funding for those students who require bus services in order for them to participate in ACE.
10. (3) It is a normal occurrence that ACE teachers often fail to notify in a timely manner the site coordinator of their intended absence. It is recommended that ACE teachers should notify the ACE site coordinator in a timely manner of their intended absence thus allowing the site coordinator to obtain a suitable substitute.
11. (4) Having a strong assistant working with the site coordinator is a major necessity. It is recommended that an assistant be employed that will remain with the program and who will become familiar with all the aspects of the ACE program on campus.
12. (4) An academically successful ACE program requires the cooperation and employment of regular school day staff members who are familiar with the curriculum and instruction being provided to students at each grade level. The academic portion of the ACE program is beneficial for students when certified regular classroom teachers are teaching students from their grade levels and in their specialized areas of content. These teachers would know the curriculum and the students. It is recommended that the campus administration help the site coordinator to recruit teachers from each grade level to work in the ACE program especially during the academic hour.
13. (4) Staff members possess unique talents and skills that go unnoticed and could provide a variety of enrichment activities for students, therefore, each site coordinator center should conduct a survey of regular program staff talents and skills that could be utilized with ACE students via academic, enrichment, college/workforce and family engagement activities.
14. (5) It is recommended that the site coordinator survey students regarding their interests and provide activity opportunities to enrich their life experiences through project-based activities that potentially could involve a variety of areas of interest found in the community.

15. (5) Enrichment activities that focus on the fine arts are essential for all students but especially for minority students. It is recommended that a variety of fine arts enrichment activities be offered for students that will include art, music and theatre arts.
16. (5) Children are very capable to identifying special interests and are willing to share that information with the site coordinator, therefore, it is recommended that the site coordinator offer students a survey in which they can identify areas of interest that can be provided via the enrichment hour. It is also recommended that the site coordinator select a group of representative students to serve as his advisor on the subject of desired enrichment activities.
17. (6) Benchmark testing is a common practice in most campuses. It is recommended that the site coordinator be provided benchmark testing results and that the coordinator use that data to identify students who may be in need of ACE program services.
18. (6) All students need to be academically challenged to perform at the highest level possible, therefore each site coordinator should ensure that lessons plans include activities that will expose students at the synthesis and evaluation level.
19. (6) While it is easy to simply use worksheets to reinforce skills being learned in the classroom, worksheets tend to be boring and repetitious for students. It is recommended that teacher be encouraged to use alternative teaching tools that do not incorporate the use of worksheets to reinforce and introduce skills to students.
20. (7) The time allocated for the after-school program is limited and every effort should be made to ensure that there be no wasted time between program transitions. This requires that a program schedule is well understood and adhered to daily.
21. (8) When an ACE program has access to an open outdoor area that can be utilized for a physical enrichment activity that involves either or both walking and jogging by the students, it is recommended that a student walking or jogging club be established that utilizes the area for this activity. When possible other competitive sports activities like soccer and flag football can also be offered.
22. (8) Clubs tends to draw attention of students. It is recommended that the site coordinator explore a variety of possible Club offerings in the ACE program and survey students on their interest in participating in such. These clubs' offerings would not be available to students during the regular school day. In some cases, these clubs might provide alternatives for students to participate in activities where they might ordinarily be excluded from participation during the school day. Examples would be a sports club for those not in athletic teams and a music club for those not in band or choir during the school day.
23. (8) After a day in the classroom by students, students desire to be physically active after school, therefore each site coordinator needs to ensure that some physical activity opportunities are provided for students after school and when possible, fitness classes where both students and parents can attend.
24. (9) While the students are familiar with the fire/safety drills that are in place during the regular school day, some students may not necessary be familiar with the procedures that are applicable to the

locations where the ACE program is held, therefore, it is recommended that students and staff members become familiar with the fire/safety procedures applicable to the ACE locations and that at least one drill be conducted each semester.

25. (9) A campus should have defined procedures in place for emergency situations involving fire drills and bad weather days. It is advisable that the site coordinator ensures that all ACE personnel are familiar with the fire and safety drills of the campus and conducts at least 1 drill in the course of a year to ensure that students know the procedures as well.
26. (9) While the students are familiar with the fire/safety drills that are in place during the regular school day, some students may not necessarily be familiar with the procedures that are applicable to the locations where the ACE program is held, therefore, it is recommended that students and staff members become familiar with the fire/safety procedures applicable to the ACE locations and that at least one drill be conducted each semester.
27. (10) While the ACE program is a natural extension of the regular school day, the activities and instruction provided during the ACE hours needs to be varied so as to keep student's interest and engagement at a high level. It is recommended that the site coordinator solicit from staff members and use differentiated instructional strategies as instructional lesson plans are being developed for use in the ACE program.
28. (10) While the ACE program is a natural extension of the regular school day, the activities and instruction provided during the ACE hours needs to be varied so as to keep student's interest and engagement at a high level. It is recommended that the site coordinator solicit from staff members and use differentiated instructional strategies as instructional lesson plans are being developed for use in the ACE program.
29. (10) When regular classroom teachers are aware that some of their students are enrolled in ACE and that those same students have specific academic needs, it would be helpful if those classroom teachers would also write suggested lesson plans that could be shared with the ACE teachers who are working with their students. It is recommended that regular school day teacher written lesson plans include suggested activities and alternative teaching strategies for use with students enrolled in the ACE program.
30. (10) Students enjoy activities that are well planned and that are interesting and attractive to them, therefore each site coordinator should encourage and ensure that staff members develop lesson plans that incorporate levels of creativity and focus on obtaining a positive student response.
31. (11) For many students the only access they will have to computers is at school, therefore, each site coordinator should ensure that high levels of technology use is incorporated into as many scheduled activities as is possible.
32. (11) In situations where there is a large Hispanic population being served in the ACE program, it is recommended that the site coordinator ensure that activities are provided with an emphasis on the Hispanic culture.
33. (12) Enrichment activities can provide experiences for students that are not normally available during the regular school day program, therefore each site coordinator should ensure that an appropriate

number of enrichment activities are scheduled that are not normally found in the regular school day and that are challenging, exciting and fun for students.

34. (13) Besides being able to address the academic needs of students, the after school program has opportunities to address additional needs of students that may or may not be easily addressed during the regular school day. Activities should be offered that will address social, physical and mental needs of the students as well.
35. (14) Addressing the academic needs of students is paramount to helping students succeed in school. Parents need to be educated regarding the importance of having their children attend the entire academic hour of the ACE program. It is recommended that parents not be allowed to check out their children until the end of the academic hour.
36. (15) The suggested activities provided by the Family Engagement Specialist are critical to adequately serving the needs of parents at each center; however, parents will not tend to participate in those activities if those activities are on-line or away from their child's campus. It is recommended that a regular program of family activities be scheduled for parents on a monthly basis that are available at the local campus location.
37. (15) It is recommended that the FES work with the coordinator to plan a monthly series of family engagement activities that are appropriate for the parent community located at this center.
38. (16) When the campus principal includes the site coordinator into the campus curriculum advisory team, it is recommended that the site coordinator use information learned to reflect activities in the ACE program that are appropriate to the students and to their identified needs.
39. (16) The site coordinator should be able to know exactly what is taking place in each of the activities offered in the after-school program. A good way to know what taking place is for teachers to provide a detailed and complete lesson plan for the coordinator. It is recommended that a sample well-written lesson plan be provided to serve as a model for teachers and that teachers be required to submit lesson plans that are complete and like the model provided.
40. (16) The ACE program provides an excellent opportunity for students to be exposed to a variety of activities, therefore, each site coordinator needs to ensure that a healthy balance of academic, enrichment, college and workforce readiness and family/parental support activities are scheduled.
41. (17) Surveys administered can provide good feedback regarding the satisfaction level of stakeholders toward the after-school program. The results of surveys should be studied carefully to ensure that there is a high level of stakeholder satisfaction with the ACE program.
42. (18) Enrichment activities can provide students with experiences that they would not normally experience either in school or outside of school. While it is difficult to find available human resources in all communities, it is recommended that efforts be made to seek local business and church leaders and volunteers who may be able and willing to work with ACE students in a variety of enrichment activities.
43. (18) The local community has a wealth of resources that need to be tapped in order to provide opportunities for students to explore possible projects and activities that could improve both the

community and the individual as well. Therefore, it is recommended that the site coordinator with help from a campus administrator who may be familiar with the community, provide a listing of community resources and issues that students can use in projects and activities.

44. (18) The local administration can be very helpful to the site coordinator in identifying names of local businesses and institutions that can possibly help the ACE program students gain a better knowledge of their local community. It is recommended that the site coordinator and campus administration work together to provide a listing of key local businesses and institutions and their leaders who ACE students can approach for help with projects of interest to both the community and the individual student.
45. (18) Whenever a large Hispanic population is participating in the ACE program, every effort should be made to encourage Hispanic community participation and visibility within the ACE program. It is recommended that a source for Hispanic community involvement can start with contacting churches with a large Hispanic congregation. Hispanic congregants can serve to partner with the ACE program as volunteers and/or providers of cultural activities for the students.
46. (18) An ACE program is always enriched when there are community outreach opportunities realized. It would also benefit the ACE program if the campus administration would recommend community entities that could partner with the ACE program. Thus, it is recommended that with campus administration recommendation and support, the site coordinator would seek to engage community partners in support of the ACE program.
47. (18) For any new ACE site coordinator, a campus administrator is a valuable resource in learning about resources that are available in the community and which can be tapped by the site coordinator to enhance the student experience through projects and activities; therefore, it is recommended that a list of community resources be developed by a campus administrator and shared with the site coordinator. This list of resources could be used to provide local community exposure to ACE students.
48. (19) It is desirable for the ACE program to receive as much exposure as possible and while the site coordinator might have spoken and been present at various parent and staff meetings, it is recommended that in every opportunity where parents and staff members are gathered for meetings, if appropriate and with the approval of the campus administration, information about the ACE program should be shared with those stakeholders.
49. (19) The ACE program is an important instructional component at each campus and should easily be allowed to publicize its role on the campus. It is recommended that an area on campus be designated to display the mission of the ACE program and to display pictures of the ACE students and their work throughout the school year.
50. (19) An ACE program excels when the campus administration sees the value of the ACE program for its students and supports it both privately and in public. is also recommended that every opportunity to advertise the ACE program be embraced whether it includes open house meetings, PTA meetings or any other event in which parents are present.
51. (20) Since the after-school program is a natural extension of the regular school day and the students are recommended for ACE participation because of specific academic needs, it is recommended that

the site coordinator be considered for inclusion in academic team meetings and/or campus curriculum team membership in order to support the overall academic curriculum goals of the campus.

52. (20) In many cases the new principal may not be fully aware of the purpose of an ACE program nor how that ACE program operates. It is therefore recommended that in situations like this, the project director and the site coordinator schedule a joint meeting with the new campus principal to educate him/her on the ACE program and to solicit his/her support.
53. (20) It has been shown that a supportive campus administration plays a significant role in the success of an after-school program. It is recommended that the project director assist the site coordinator in providing a leadership role in re-introducing the ACE program to central office and campus administrative leadership team.
54. (20) In a campus which has a need to improve on state assessment performance, the ACE program can be an excellent vehicle to help efforts to improve. The after-school program is an extension of the regular school day and it is recommended that the site coordinator be included in the school's planning for improvement so that he will be able to plan and schedule activities that will help accomplish that goal.
55. (20) The ACE program is a natural extension of the regular school day and serves students that are most in need of academic assistance. It is therefore recommended that the ACE site coordinator be included in communications or meetings pertaining to the academic needs of the students on the campus.
56. (20) Since the after-school program is a natural extension of the regular school day and the students are recommended for ACE participation because of specific academic needs, it is recommended that the site coordinator be considered for inclusion in academic team meetings and/or campus curriculum team membership in order to support the overall academic curriculum goals of the campus.
57. (20) Having an appropriate office location that is conducive for private meetings and conducting the administrative functions related to ACE and having a supply room to maintain the needed ACE materials and supplies is important. It is recommended that a suitable office space and supply room be a desired priority at each ACE center site.
58. (20) A site coordinator needs the support of key personnel in order to ensure a successful ACE program. It is my recommendation that the project director, the campus principal and central office provide the appropriate support when requested and/or needed. Such support would help in the establishment of an effective ACE program.
59. (20) The support of the campus and central office administrators is critical for the success of the ACE program; therefore, the project director and each site coordinator should strive to establish and maintain a strong professional relationship with those administrators and communicate frequently with them regarding the ACE program and its successes.
60. (20) When a site coordinator is included in the campus principal's leadership team, the ACE program is not only recognized but also seen as a valuable part of the efforts to improve student performance. It is recommended that the project director form a healthy relationship with each center's campus

administrator and convey to that administrator the benefits of having the ACE center coordinator as a member of the campus leadership team.

61. (21) An informed community of stakeholders is important in realizing the full potential of an ACE program, thus it is recommended that the project director work with each site coordinator in identifying the level of understanding of the ACE program by campus administration and staff and conduct appropriate training to enhance stakeholder appreciation of the ACE program.
62. (21) Each center's stakeholders have a vested interest in the ACE program and the stakeholders from each center need to be fully informed of the services and accomplishments attributed to the ACE program. It is recommended that each site coordinator document via pictures or videos the various activities of the ACE program and periodically make public presentations showing the program in action.
63. (21) Each reporting period generates a list of failing students. Regular school day staff members including the campus principal should encourage parents of failing students to enroll their children in the ACE program for assistance. It is recommended that the campus principal generate a letter to parents of failing students and encourages the parents to enroll their children in the ACE program.
64. (21) Communication between the ACE program staff and the regular school day staff is important, therefore each site coordinator should ensure that communication flows freely between the staffs of the after-school program and the regular school day.

XI. Evaluator Information

Part A: Qualifications of Independent Evaluator

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

EduServ has over 28-year track record of providing high quality evaluation services. In coordination with Raymond Canizales of Canizales Consulting Services, EduServ has provided 21st CCLC services to school districts state wide.

Our clients include:

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

Dr. David Gerabagi and Mr. Raymond Canizales have over 67 years of combined experience in educational administration, program development and program evaluation.

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

on a variety of educational topics as well as grantsmanship and proposal writing and presented at local, state, and federal level professional conferences.

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

Part B: Scope of Work and Compensation

EduServ, Inc. have been actively involved in all phases of the center's evaluation process. Guidance and assistance have been provided by the external evaluator since the beginning of the school year. The evaluation team has provided assistance in the implementation of the grant as requested, conducted site visits, developed the online stakeholder surveys, and wrote the current completed final center evaluation report. Through the evaluator team's monitoring and participation in each phase of the evaluation process and the on-site visits to each center, the evaluation team has developed a thorough knowledge of the ACE program as it exists on each site.

EduServ, Inc. was contracted in August 2018 in coordination with Canizales Consulting service to oversee the evaluation of the ESC Cycle 10 grant. The scope of work involved a variety of activities including:

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

EduServ was compensated \$3,000 per center.

Appendices:
Program Surveys

Spring 2022 Survey Administration

Student Survey Results

Spring 2022 CTAC Cycle 10 ACE Student Survey Combined Center Results

A. What campus does the student attend?

	#	%
Florence Elementary	62	14%
Florence JH and HS	72	16%
Gonzales El/Primary/East Ave	66	15%
Gonzales JH / North Ave Int	24	5%
Gonzales High School	2	0%

	#	%
Bluebonnet El/Clear Fork El	50	11%
Plum Creek El/Navarro El	58	13%
Alma Brewer Strawn El	20	4%
Shanklin El/Luling Primary	73	16%
Gerdes Junior High	20	4%
Total Student Responses:	447	

B. Indicate the level of satisfaction with each statement.

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. The help I receive in completing my homework.	#	9	12	134	111	170
	%	2%	3%	31%	25%	39%
2. The variety of enrichment activities offered in the ACE program.	#	6	26	61	121	222
	%	1%	6%	14%	28%	51%
3. The variety of academic activities offered in the ACE program.	#	21	26	105	100	183
	%	5%	6%	24%	23%	42%
4. The class sizes in the ACE program.	#	13	28	127	93	175
	%	3%	6%	29%	21%	40%
5. The special help given to me in the ACE program.	#	5	17	105	111	197
	%	1%	4%	24%	26%	45%
6. The attention and care given by teachers.	#	11	20	73	107	222
	%	3%	5%	17%	25%	51%
7. My chance to meet adults from the community.	#	23	41	128	104	140
	%	5%	9%	29%	24%	32%
8. My chance to make new friends.	#	20	23	86	88	220
	%	5%	5%	20%	20%	50%
9. The chance to be in a safe place after school.	#	14	10	69	91	251
	%	3%	2%	16%	21%	58%

Spring 2022 CTAC Cycle 10 ACE Student Survey Combined Center Results

C. Indicate the level of agreement with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10. I feel that I am successful in the ACE program.	#	6	27	96	104	204
	%	1%	6%	22%	24%	47%
11. I look forward every day to attending ACE.	#	17	43	91	76	209
	%	4%	10%	21%	17%	48%
12. I feel a part of the ACE program.	#	16	30	73	89	224
	%	4%	7%	17%	21%	52%
13. The ACE program has helped me to enjoy learning.	#	25	30	70	91	218
	%	6%	7%	16%	21%	50%
14. My behavior in regular school has been better since I started attending the ACE program.	#	51	24	89	79	189
	%	12%	6%	21%	18%	44%
15. My grades in regular school have been better since I started attending the ACE program.	#	42	31	100	88	174
	%	10%	7%	23%	20%	40%
16. My attendance in regular school has been better since I started attending the ACE program.	#	47	30	74	71	213
	%	11%	7%	17%	16%	49%
17. Most of my experiences in the ACE program have been good.	#	9	25	71	111	218
	%	2%	6%	16%	26%	50%
18. I always learn new things in the ACE program.	#	20	48	57	84	216
	%	5%	11%	13%	20%	51%
19. Because of the ACE program, I enjoy going to school.	#	48	29	75	74	207
	%	11%	7%	17%	17%	48%
20. I look forward to participating in the ACE program in the future.	#	29	35	68	72	231
	%	7%	8%	16%	17%	53%

Spring 2022 Survey Administration

Parent Survey Results

Includes Combined English and Spanish Parent Surveys

Spring 2022 CTAC Cycle 10 ACE Parent Survey Combined Center Results

A. What campus does your student attend?

	#	%
Florence Elementary	24	10%
Florence JH and HS	21	9%
Gonzales El/Primary/East Ave	33	14%
Gonzales JH / North Ave Int	6	3%
Gonzales High School	2	1%

	#	%
Bluebonnet El/Clear Fork El	33	14%
Plum Creek El/Navarro El	48	20%
Alma Brewer Strawn El	28	12%
Shanklin El/Luling Primary	31	13%
Gerdes Junior High	9	4%
Total Parent Responses:	235	

B. Indicate the level of satisfaction with each statement.

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. The help my child receives in completing their homework.	#	5	7	24	70	129
	%	2%	3%	10%	30%	55%
2. The variety of enrichment activities offered in the ACE program.	#	5	1	12	60	157
	%	2%	0%	5%	26%	67%
3. The variety of academic activities offered in the ACE program.	#	6	1	17	76	135
	%	3%	0%	7%	32%	57%
4. The class sizes in the ACE program.	#	4	0	31	84	114
	%	2%	0%	13%	36%	49%
5. The special help given to my child in the ACE program.	#	5	6	23	65	136
	%	2%	3%	10%	28%	58%
6. The attention and care given by teacher to my child.	#	9	1	13	61	151
	%	4%	0%	6%	26%	64%
7. My child's chance to meet adults from the community.	#	4	1	72	78	80
	%	2%	0%	31%	33%	34%
8. My child's chance to make new friends.	#	4	0	14	79	138
	%	2%	0%	6%	34%	59%

Spring 2022 CTAC Cycle 10 ACE Parent Survey Combined Center Results

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

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
9. The safety of my child in the after school program.	#	5	0	12	63	155
	%	2%	0%	5%	27%	66%

10. The variety of family and adult activities offered by the ACE program.	#	4	3	21	82	125
	%	2%	1%	9%	35%	53%

C. Indicate the level of agreement with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11. My child feels that he/she is successful in the ACE program.	#	2	1	19	76	135
	%	1%	0%	8%	33%	58%

12. My child looks forward every day to attending ACE.	#	6	9	21	57	140
	%	3%	4%	9%	24%	60%

13. My child feels a part of the ACE program.	#	4	4	13	69	143
	%	2%	2%	6%	30%	61%

14. The ACE program has helped my child to enjoy learning.	#	2	4	23	75	129
	%	1%	2%	10%	32%	55%

15. The behavior of my child in school has been better since he/she started attending ACE.	#	2	4	66	62	98
	%	1%	2%	28%	27%	42%

16. My child's grades in school have been better since he/she started attending the ACE program.	#	2	7	48	69	107
	%	1%	3%	21%	30%	46%

17. My child's attendance in school has been better since he/she started attending the ACE program.	#	3	4	75	46	102
	%	1%	2%	33%	20%	44%

18. Most of my child's experiences in the ACE program have been good.	#	3	0	21	64	144
	%	1%	0%	9%	28%	62%

Spring 2022 CTAC Cycle 10 ACE Parent Survey Combined Center Results

C. Indicate the level of agreement with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19. My child always learns new things in the ACE program.	#	3	1	17	84	127
	%	1%	0%	7%	36%	55%
20. Because of the ACE program, my child enjoys going to school.	#	4	7	44	61	115
	%	2%	3%	19%	26%	50%
21. My child looks forward to participating in the ACE program in the future.	#	4	3	15	68	142
	%	2%	1%	6%	29%	61%
22. There are opportunities for me to be involved in the after school program.	#	3	6	27	91	106
	%	1%	3%	12%	39%	45%
23. When I walk into the after school program to pick up my child, I am greeted by a staff member.	#	6	3	27	61	136
	%	3%	1%	12%	26%	58%
24. The family and adult activities offered by the ACE program are helpful.	#	3	1	30	77	121
	%	1%	0%	13%	33%	52%

Spring 2022 Survey Administration

Staff Survey Results

Spring 2022 CTAC Cycle 10 ACE Staff Survey Combined Center Results

A. What is your assigned campus?

	#	%
Florence Elementary	35	17%
Florence JH and HS	8	4%
Gonzales El/Primary/East Ave	17	8%
Gonzales JH / North Ave Int	34	17%
Gonzales High School	22	11%

	#	%
Bluebonnet El/Clear Fork El	26	13%
Plum Creek El/Navarro El	19	9%
Alma Brewer Strawn El	9	4%
Shanklin El/Luling Primary	27	13%
Gerdes Junior High	7	3%
Total Staff Responses:	204	

B. Indicate the level of satisfaction with each statement.

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. The help children have in completing their homework.	#	2	6	24	88	83
	%	1%	3%	12%	43%	41%
2. The variety of enrichment activities offered in the after school program.	#	1	4	15	86	97
	%	0%	2%	7%	42%	48%
3. The variety of academic activities offered in the after school program.	#	1	8	16	99	79
	%	0%	4%	8%	49%	39%
4. The class sizes in the after school program.	#	1	12	32	83	74
	%	0%	6%	16%	41%	37%
5. The special help given to children in the after school program.	#	1	6	23	82	89
	%	0%	3%	11%	41%	44%
6. The attention and care given by teachers to children in the after school program.	#	0	4	17	85	96
	%	0%	2%	8%	42%	48%
7. The chance children have to meet adults from the community.	#	2	14	61	67	57
	%	1%	7%	30%	33%	28%
8. The chance children have to make new friends.	#	0	3	20	91	88
	%	0%	1%	10%	45%	44%
9. The chance children have to be in a safe place after school.	#	0	1	6	66	129
	%	0%	0%	3%	33%	64%

Spring 2021 CTAC Cycle 10 ACE Staff Survey

Combined Center Results

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
10. The manner in which the program is organized.	#	2	5	17	76	102
	%	1%	2%	8%	38%	50%

11. The operation of the program by the site coordinator.	#	2	0	19	67	113
	%	1%	0%	9%	33%	56%

C. Indicate the level of agreement with each statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12. Children have a feeling that they are successful in the after school program.	#	0	4	30	84	84
	%	0%	2%	15%	42%	42%

13. Children look forward every day to attending the after school program.	#	0	7	29	80	86
	%	0%	3%	14%	40%	43%

14. Children feel a part of the after school program.	#	0	2	22	80	98
	%	0%	1%	11%	40%	49%

15. The after school program has helped children to enjoy learning.	#	1	7	36	77	81
	%	0%	3%	18%	38%	40%

16. The behavior of children in school has been better since they started attending ACE.	#	3	12	60	70	57
	%	1%	6%	30%	35%	28%

17. Children's grades in school have been better since they started attending ACE.	#	2	9	45	92	53
	%	1%	4%	22%	46%	26%

18. Children's attendance in school has been better since they started attending ACE.	#	2	8	58	83	51
	%	1%	4%	29%	41%	25%

19. Most children have experiences in the after school program that have been good.	#	0	1	21	99	81
	%	0%	0%	10%	49%	40%

20. Children always learn new things in the after school program.	#	1	7	51	88	65
	%	0%	3%	24%	42%	31%

21. Because of the after school program children enjoy going to school.	#	1	6	52	81	62
	%	0%	3%	26%	40%	31%

22. Children look forward to participating in the after school program in the future.	#	1	4	33	83	81
	%	0%	2%	16%	41%	40%

Contact Information

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