

# Cycle 7 Grantee Report

## HCDE CASE

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## I. Executive Summary

**Grantee:** Harris County Department of Education

**Location served:** Harris County, Texas

**Funding level:** \$2,206,522

**Number of sites:** 10

### Key Findings

**Implementation Fidelity:** Assessments of overall program structures for the Center for Afterschool, Summer, and Extended Learning (CASE), a division of Harris County Department of Education (HCDE), ranges from 7.2 – 9.96 across the ten sites based on qualitative elements theorized to be associated with successful implementation of afterschool programs that results in positive outcomes for youth. **The average overall score for implementation fidelity is 8.6, which reflects “strong implementation with consistent high quality”.**

**Level of Student/Adult Participation:** All sites met their student and adult service targets by serving or surpassing the required numbers of regular students and parents. Enrollment at the ten campus sites ranged from 156 to 701 for a total of 2,369 students. Regular students served ranged from 102 to 205 for a total of 1,502, which is 109.2% of the required number. The number of adults served across all sites was 790, which is 173.6% of the required number. All sites met their required number of students.

**Intermediate Outcomes:** Compared to 2013 data, sites showed the most improvement for less than half (43.1%) of the outcomes for Regular students in 2014. The outcomes with the most sites showing improvement was in Student Promotion (70%) and Mean Absences (50%). Bush ES had the greatest improvement (66.7% improved) in annual GPA (14%) and in reduction of non-criminal referrals (-46.6%) along with some improvement in STAAR reading percent met standard and promotion rate. Linking results to implementation scores, Bush had an average score of 9.3, one of the highest. They served 165 students, with 160 regular as planned. Students and parents attended 738.7 hrs, 110% of the hours planned in the Logic model and a balance of activity hours across components with 28.9% in Academic Assistance, 65.8% in Enrichment, 4.3% in College and Career, and 1.6% in Family Engagement.

### **Strengths of the program effectiveness:**

- Student Promotion improved for 70% of the sites and Mean Absences improved for 50% of the sites.

- Sheldon ES had the most students who reported they learned about jobs/careers (88.9%) and colleges/universities (92.6%). It is possible that these responses are high because Sheldon assigns all students in the ACE program to attend College and Career activities while others allow them to choose.
- Students report: *“The adults and teachers working in this program really care about us”* and *“I feel safe”*.
- Teachers and principals agree that the ACE program helps students be safe after school.
- Teachers: Students at several schools showed the most improvement for *“Completing homework to teacher’s satisfaction, Academic Performance, and Being attentive in class”*

#### **Opportunities for improvement in program effectiveness:**

- Promote student participation – use strategies to encourage student fall to spring attendance
- Use activities that have evidence of promoting desired outcome improvements
- Students thought their parents did not like *“coming to classes or events sponsored by this program”* and they did not *“get to choose their own activities”*.
- Teachers feel that the program has little effect on student behavior
- Principals feel that the program has little effect on parents attending school events or conferences.

## Themes

- CASE has high overall implementation fidelity but areas in need of improvement may possibly be related to stakeholder perceptions (principals & teachers) about the program’s impact. CASE needs to create increased opportunities for the afterschool program to align with the school day and find ways to support existing school day programs without supplanting. The afterschool program needs to have become more integrated into the campus culture instead of being seen as a separate entity.
- CASE has created a strong ‘culture of compliance’ where sites are clear about grant guidelines and expectations and processes in place to ensure accurate information is being reported.
- More emphasis needs to be placed on offering activities that are directly intended to support student academic performance beyond homework help and tutoring as well as be associated with promoting the desired the outcomes.
- College and Career readiness activities need more attention and innovation. High schools do not seem to have any more emphasis on these than elementary schools.
- Family Engagement activities could also use more attention and innovation.

## II. Introduction and Purpose of Program

Established by the Texas legislature in 1889, the Harris County Department of Education (HCDE) was originally established to govern the schools of the Harris County region. As independent school districts emerged, HCDE evolved into a supportive role, becoming a local education agency that serves the school districts of Houston and its surrounding areas, and seeks to equalize educational opportunity for all students. HCDE currently operates schools for special needs students, and provides a host of supportive services designed to improve the quality and cost effectiveness of the 25 area school districts, and numerous public charter schools, in and around the greater Houston area. HCDE formed the Cooperative for Afterschool Enrichment (CASE), now known as the Center for Afterschool, Summer, and Extended Learning (CASE for Kids), in 1999, in order to provide a new supportive service for Harris County students: high-quality afterschool programs. In its first year, CASE managed seven afterschool sites, serving a total of 165 students. As the afterschool field grew, CASE became the facilitator of a multi-district afterschool consortium, serving over ten thousand students annually.

CASE is committed to building partnerships, and to providing the resources, leadership, and training needed to support high-quality afterschool programs. Its goal is to increase the quality, capacity, and number of afterschool programs in Harris County. The three strategic directions guide CASE's work in the Houston community: 1) Enhancing Program Quality, 2) Building Relationships and Expanding Resources, and 3) Promoting Afterschool. In 2013-2014, CASE managed 59 comprehensive afterschool programs: 20 through Texas ACE Cycle 6 and 7 funding and 39 through Texas Workforce Commission/ Partnership Project Quality Improvement funding. CASE also awarded grants to 30 non-profit service providers working in both comprehensive and smaller scale programs through Afterschool Initiative (ASI) funding provided by the Houston Endowment and managed the CASE AmeriCorps program, which places 30 AmeriCorps volunteers in afterschool programs throughout the Houston region.

In 2013-2014, CASE was the fiscal agent for two 21st Century Community Learning Centers (21st CCLC) grants, supporting 20 centers (Cycle 6 and 7) in the greater Houston area. The 21st CCLC Program, funded by the US Department of Education provides a structured, safe, and supervised place for learning and social interaction. In Texas, these federal dollars are administered by the Texas Education Agency (TEA) through the ACE project – the Texas Afterschool Centers on Education.™ ACE provides extended learning opportunities for children and their families and offers innovative, hands-on activities that reinforce and complement students' regular academic programs. These before and afterschool, as well as summer, activities are based on research and best practices and include academic enrichment, challenging curriculum, and tutorial services. ACE strives to increase promotion and graduation rates and helps students prepare for college and the workplace.

CASE partners with local school districts and charter schools to implement ACE programs in elementary, middle and high school campuses. These partnerships allow schools to develop and put into action programs that meet the needs of their students, families and communities with the support of CASE staff through technical assistance, professional development, budget management and site observation visits. Together, CASE and ACE sites create quality 21st CCLC programs that offer activities focused on four core components:

1. Academic Assistance
2. Enrichment
3. College and Career Readiness
4. Family and Parental Support

In 2013-2014, CASE administered the third year of Cycle 7 of 21<sup>st</sup> CCLC ACE funding from TEA for ten school campus sites located throughout Harris County, Texas. These sites implemented the four component (Academic Support, Enrichment, Family and Parental Support, College/Workforce Readiness) program according to the following theory of action:

**Theory of Action:** Students in need, spending additional time (30 days minimum) in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the 4 activity components will yield improvement in the academic performance, attendance, behavior, and promotion and graduation rates of students.

CASE worked with these centers to implement programs based on their campus needs assessment, project plan and logic models, in accordance with all guidelines and requirements of TEA, HCDE, and local districts. Intermediate Outcomes were established by the grant's guidelines, with other selected elements added by the grantee. The 2013-2014 intermediate outcomes for Cycle 7 campus programs were:

1. Improve Student Academic Performance
2. Improve Student School-Day Attendance
3. Improve Student Behavior
4. Improve Student Promotion/ Improve Graduation Rates
5. Enhance Student Preparedness for College and Careers

Harris County spans 1,778 sq miles and includes communities with very diverse populations. All Cycle 7 centers were selected based on their campus demographics which typically served underserved families with a high population of economically disadvantaged students with limited access to additional academic support, career exploration, and extracurricular activities. The parents of the students are also most likely in need of support activities that connect them to their student, the school, and their community. The ten school campus sites

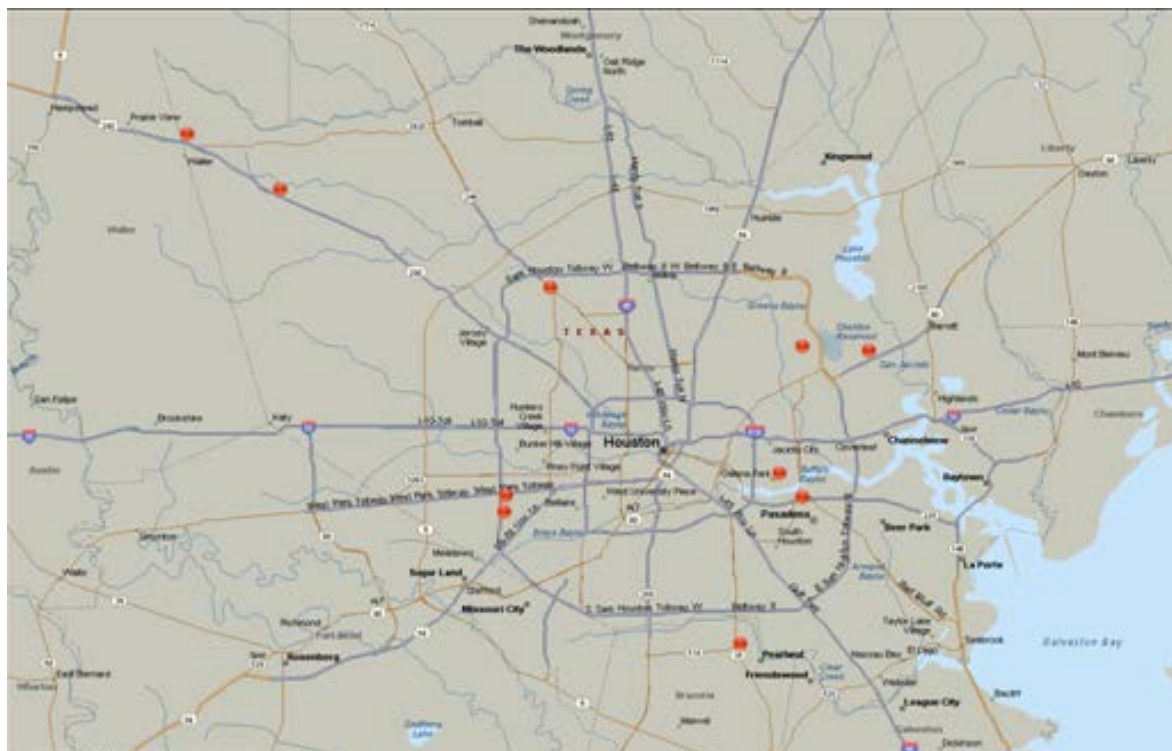
served are situated in ten different school districts located in various sections of the county, and represent many different contexts - rural, suburban, city - and are listed in the following table along with their respective district. The grant serves 10 school sites: six elementary schools, one middle school, two high schools, and one Charter school that serves grades 6 through 10.

**CASE 21st CCLC Cycle 7 Sites**

District	Campus	Grade Level Served	EcoD	LEP	Mobility	STAAR % met – All grades, subjects
Alief	Bush Elementary	Pre-K-4 <sup>th</sup>	94%	71%	27%	58%
Sheldon	Carroll Elementary	1-5	92%	72%	12%	59%
Galena Park	Galena Park High School	9-12	83%	12%	11%	73%
Pasadena	Kruse Elementary	Pre K – 4	94%	53%	20%	65%
Aldine	Kujawa Elementary	K-4	84%	38%	21%	71%
Waller	Roberts Road Elementary	PreK-5	86%	49%	17%	86%
Pearland	Sablatura Middle School	5 <sup>th</sup> - 6 <sup>th</sup>	33%	5%	9%	59%
Sheldon	Sheldon Elementary	1-5	80%	40%	18%	70%
Waller	Waller High School	9-12	57%	7%	11%	79%
Charter	YES Prep West	6-10	78%	19%	6%	90%

A map marking the locations of the sites in and around Houston/Harris County follows:

**Figure 1. Cycle 7 CASE Grantees**



## **Differentiated Center Support**

Each CASE site has access to technical assistance from the CASE Project Director based on campus needs and challenges. The CASE Project Director communicates with site coordinator on a daily and key campus and district administrators as needed to ensure proper implementation of program per CASE expectations and TEA guidelines. Monthly meetings are held with all site coordinators as an opportunity for staff to share resources and strategies as well as learn best practices and receive support from CASE Programs Support team. Weekly team meetings are held to discuss the progress of each center and an individualized support plan is developed to address program needs, spearheaded by the CASE Project Director. For centers who are deemed out of compliance in major grant areas (i.e. student participation, balanced activity, safety, etc), a program improvement plan (PIP) is developed and implemented with campus administration to address area in need of improvement. All CASE ACE Cycle 7 site coordinators have regular access to a variety of CASE afterschool professionals trained in best practices and afterschool program implementation and administration including: site visits with structured feedback, consultations, invitations to collective meetings to review grant guidelines and discuss marketing, sustainability and funding opportunities. The CASE Project Director conducts informal and formal site visits to each center throughout the year to monitor the fidelity of the programs. Formal site visit observations are conducted using the National Institute of Out Of School Time (NIOST) observation tool (APT-O) that measures the frequency of which best practices in afterschool are occurring. During the formal site visit, the center's adherence to grant guidelines are also assessed using CASE's internal compliance tool. Based on the observation assessment, feedback is given to each campus in terms of areas in need of improvement as well as highlights of the program. Formal site visits are conducted once per semester, including summer. The CASE Family Engagement Specialist (FES) is tasked with providing resources, trainings, and hands-on workshops to the families of the students in the program. The CASE FES hosts monthly conference calls with site coordinators to discuss challenges regarding recruiting adults and providing relevant parental activities. Based on the feedback of site coordinators, the FES develops an individualized plan to support the campus in providing effective adult/parent activities.

It is CASE's expectation that center site coordinators also attend at least 24 hours of professional development opportunities provided by expert trainers that share their knowledge to build the capacity of the afterschool staff; topics include classroom management, afterschool programming and best practices. As a CASE center each site must implement Kids' Day Curriculum. The curriculum is project based programming designed to promote college and career awareness: TEKS-aligned lessons are implemented over one semester with a focus either in the arts, math, science or technology. Center budgets are based on Center-Fixed Costs that cannot exceed \$89,000 (includes site coordinator salary and travel). The center Cost per Student budget cannot exceed range of \$1,000 to \$1,500 per student. Each center determined how many students that the campus will be able to

serve based on the previously stated information. As a CASE site each campus allocates a portion of their center based budget for the Independent Evaluator, Arts Residency Program in the summer and Parent/Family Engagement.

### III. Evaluation Strategy/Plan

This evaluation is a Basic Descriptive Evaluation as described and updated per 2013-2014 in the Texas ACE Independent Evaluation Guide. CASE sites did not implement a quasi-experimental design. Data needed to measure progress toward intermediate outcomes are collected in a variety of ways, which are summarized in the Evaluation Plan below. Three research questions were basically addressed as appropriate for each of the intermediate outcomes of this project:

1. Are there a greater number of students experiencing improvement? (Did a greater number of students experience improvement in 2014 vs. 2013?)
2. Is there a greater % of students experiencing improvement? (Did a greater percent of students experience improvement in 2014 vs. 2013?)
3. Are there greater amounts of improvements by students? (Did students in 2014 have greater amounts of improvements than those in 2013?)

Each intermediate outcome was analyzed using the required metrics, with the analysis focusing on changes from year to year, 2013 to 2014, per CASE Project Director. Also due to mobility of the campuses and program participant turnover each year, analysis of outcomes are based on matched regular students within each program (fall and spring) and program differences are examined between yearly cohorts. As the analysis is 95% descriptive, results are presented as counts/frequencies, means, and percentages. Change over time is analyzed with percent change as appropriate. Content analyses are conducted with qualitative data and included in areas of the report that help describe the results appropriately. Methods for each outcome are as follows:

1. *Improvement in student academic performance*, as indicated by the number and percentage of improved students and average improvement amount in the following areas:
  - a. Core GPA - based on points for letter grades (annual average of Fall GPA and Spring GPA) for 2014 compared to 2013)
  - b. Achievement test scores (i.e., STAAR or EOC exams, as applicable) - 2014 vs. 2013
2. *Improvement in student school-day attendance*, as indicated by the number and percentage of students and average improvement amount (2014 vs. 2013)
3. *Improvement in student behavior*, as indicated by the number and percentage of students and average improvement amount in both criminal disciplinary referrals and non-criminal disciplinary referrals (2014 vs. 2013)



4. *Improvement in student promotion*, as indicated by the number and percentage of promoted students and improvement amount (2014 vs. 2013) since the previous measurement period
  - a. Course completion rate – percentage of school day classes passed (2014 vs. 2013)
5. *Enhancement of student preparedness for college and careers*, as indicated by the number and percentage of endorsements on age appropriate student surveys in the following areas:
  - a. Learning about jobs and careers in their program, by grade level
  - b. Learning about college and universities in their program, by grade level
  - c. Helping them prepare for college, by grade level
  - d. Helping them prepare for the workforce, by grade level
  - e. Helping them prepare or apply for college, by grade level
  - f. Helping them apply for jobs or internships, by grade level

Dataset sources for the metrics described above include the following:

- Interim Reports 1 and 2
- TEA logic model scores
- Student data from TEA's TX 21st system
- Student data submitted by the campus (i.e. activities, attendance, grades and achievement tests, STAAR results, criminal and non-criminal referrals)
- Survey data from stakeholders (i.e., students, teachers, parents, and principals)
- Other data summaries from CASE, campuses, and TEA

### ***Stakeholder Representation***

HCDE employs a participatory, utilization-focused approach to evaluation<sup>1,2</sup> focused on shared ownership of results and the use of data analysis for real, applicable purposes and continuous quality improvement. Intense efforts are made to engage all program stakeholders: students (PK-12), parents, school-day teachers, principals, site coordinators, and Project Director. All stakeholders are invited to provide feedback on the program and comment on program processes and perceived results, from the kindergarten student who draws about her experience in the program, to the Project Director who oversees budgets, staff, and operations. Sampling plans for these different groups are summarized below:

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<sup>1</sup> Zukoski, A., & Luluquisen, M. (2002). Participatory Evaluation: What is it? Why do it? What are the challenges? *Policy & Practice*, 5. Available: [http://depts.washington.edu/ccph/pdf\\_files/Evaluation.pdf](http://depts.washington.edu/ccph/pdf_files/Evaluation.pdf)

<sup>2</sup> Patton, M.Q. (2008). *Utilization-focused evaluation*. Thousand Oaks, CA: Sage Publications, Inc.

- For students and parents, the sampling plan was a purposive convenience sample, where Site Coordinators invited all available and willing regular students (and their parents) to complete the survey during a selected two week period.
- All school-day teachers and principals were invited to participate in the school-day teacher and principal survey, respectively. Principals were emailed an online survey link directly, and were also asked to forward a different invitation with an online teacher survey to their entire school faculty. Participation was monitored and campuses were sent two reminders.
- Teachers of all regular students were invited to complete surveys about students. Regular classroom teachers for elementary students and English Language Arts teachers for regular students were provided with the 21<sup>st</sup> CCLC APR Teacher Survey.

### ***Data Collection and Management***

All Texas ACE centers enter student and program data directly into TX21st as required by TEA. Data entered into the TX21st system is audited by CASE Compliance & Assurance Manager prior to submittal to TEA every term to ensure data accuracy and integrity for reporting and evaluation purposes. All student outcome data (grades, STAAR) is collected by the independent Evaluator from district research and accountability offices through secure, electronic data transfer. Data on school-day attendance, behavioral referrals, and promotion is collected at the campus level since the data is not consistently available for sharing through district-level information systems. All surveys are scanned using a Teleform scanning program and imported into SPSS 22.0 for analysis. Databases are checked for scanning errors arising from stray pencil marks or inadequate bubbling of responses (i.e. using check marks). If respondents mark more than one answer for a single question, answers are coded as missing. HCDE also uses the online survey software, Qualtrics (<http://www.qualtrics.com/>) to collect data from adult respondents via their professional email addresses. Data from Qualtrics is exported directly into SPSS 22.0.

### ***Continuous Quality Improvement***

CASE has an effective monitoring approach for its 21<sup>st</sup> CCLC ACE campus sites that reflects a ‘culture of compliance,’ where grant goals, objectives, rules, and requirements are constantly monitored and discussed and fully integrated into the daily program implementation. A dedicated, full-time Compliance & Quality Assurance Manager (CQAM) monitors each grant for its progress, fidelity, and strengths and weaknesses of its implementation. An internal compliance strategic plan is in place that includes:

1. Outlining grant-specific compliance procedures and processes;
2. Defining staff roles and expectations (including center staff);
3. Creating data collection plan and timeline in coordination with the independent evaluator;

4. Creating monitoring system to provide feedback and make adjustments as needed; and
5. Developing a plan for follow-up and technical assistance to ensure program improvement

CASE's written compliance procedures and processes are aligned to TEA guidelines and shared with site coordinators and district personnel through the annually updated CASE Manual, which is available online via the secured section of the CASE-supported website, [www.afterschoolzone.org](http://www.afterschoolzone.org). Campus sites are required to use an amendment process to make any adjustments to their program operations, activities, and budget. CASE staff holds monthly project meetings to communicate TEA and/or CASE updates and changes to their program stakeholders.

To monitor the quality of the implementation, the CASE CQAM and the Project Director routinely examine TX21st data to monitor implementation, including student and parent enrollment, program participant characteristics, and attendance patterns. CASE also conducts formal observation site visits three times a year using the National Institute of Out-Of-School Time's *Assessment of Afterschool Program Practices Observation Tool*—a standardized measure that provides a consistent, concrete and non-punitive way to talk to programs about established, research-validated elements of afterschool quality. CASE staff provides feedback generated from the visit that addresses areas of low performance using action plans, supportive follow-up visits, and if needed, formal Performance Improvement Plans. CASE also requires campus principals to perform “walk-through” evaluations at least once per term, which requires principals to assess compliance with program requirements and the quality of program activities. Site Coordinators use this principal feedback as a guide for ongoing program improvement and as a tool to formally connect with campus administration.

The quality of the student enrollment and program attendance data the Coordinators input into the TX21st database is monitored to ensure accuracy. A 2 - page guidance is available for the Site Coordinators to help them double check the quality of the data (see *TX21st Data Checks* in the Appendix) and is used by the Project Director and CQAM to ensure all required data elements are collected. The evaluator will provide technical assistance and analysis support of raw data for the CQAM, as requested, to provide information on project refinement.

### ***Site Visits***

CASE includes quality control and improvement processes in their monitoring role that consist of a series of both announced and unannounced site visits. During the 2013-14 year, CASE Project Director and team conducted two site visits with the campus afterschool program in the fall and spring semesters to monitor program implementation. Since 2009, CASE has used the Assessment of Afterschool Program Practices

Observation Tool (APT-O) developed by the National Institute on Out-of-School Time (NIOST) during the visits<sup>3</sup>. This tool defines quality afterschool practices that research studies have indicated are associated with positive youth outcomes. The APT-O assesses the *frequency* of aspects of program quality that are associated with positive outcomes, including staff behavior, activity organization, program flow, program offerings and space, and youth interactions. Site Coordinators are presented with the tool each fall, and are encouraged to share it with their staff.

Based on guidance from NIOST, the evaluator meets with CASE staff on an annual basis to determine which constructs of the NIOST tool will be used and rated for the grant year. In 2013-2014, the following constructs were selected:

- **Overall Ratings of Program Schedule and Offerings** – “program is organized but flexible, program offers a variety and balance of activities, instructional approaches, and group sizes”
- **Homework Support** – “homework time is organized and well staffed for individual assistance”
- **Transition times** – “transitions between activities are relaxed and organized and display clear evidence of procedures and behavioral expectations”
- **Organization and Nature of Activity** – “Observed activity is well-planned, organized, and cognitively challenging”
- **Staff Promote Youth Engagement and Stimulate Thinking** – “staff are energetic and engaged and use techniques to help youth think through problems and reflect on learning”
- **Youth Participation in Activity Time** – “youth are busy and engaged, enjoy the activities, follow behavioral expectations, work and solve problems independently and in groups, demonstrate choice and voice in activity”

During the visit, Afterschool activities are observed for a minimum of twenty minutes, and at least two activities must be observed per visit. Homework and transition times are not always occurring at the time of the visit, and they are only rated if observed. The Project Director provides the evaluator with the raw data assessments, and the evaluator then generates an in-depth feedback form based on program performance. The Project Director uses the feedback form to discuss the frequency of research-based high-quality practices observed and plans are formulated to strengthen specific areas of the program. Feedback forms detailing performance and growth on the APT-O during 2013-14 by the YES Prep West campus are available on request.

With guidance from NIOST trainers, CASE and the evaluator developed benchmarks for performance based on the frequency of these high-quality practices. These are defined as follows:

- |          |   |
|----------|---|
| 80%-100% | High-Quality Practices are <i>Consistently</i> Demonstrated |
| 60%-79%  | High-Quality Practices are <i>Frequently</i> Demonstrated   |

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<sup>3</sup> Assessment of Afterschool Program Practices Observation Tool (APT-O) by the National Institute on Out-of-School Time (NIOST),

40%-59% High-Quality Practices are *Occasionally* Demonstrated

Under 40% High-Quality Practices are *Rarely* Demonstrated

It is determined that campuses should operate at a minimum of a 60% - 70% achievement score, with a score of 80% - 100% by the spring term as a measure of high quality. CASE Project Director and team recognize that days or events during observation may not represent the usual routine; a strengths-based coaching style is used to target areas of low performance.

### ***Confidentiality***

All parent, student, teacher, and principal surveys are strictly confidential in order to promote respondent comfort and inclination toward candid response. There is a minimum amount of personal identifying information gathered for accurate reporting to funders: student, parent, and teacher surveys are anonymous other than identification by school campus, and principal surveys are anonymous other than identification by grant. Electronic and scanned data is stored on password-protected computers and protected by three to four barriers of keyed door locks. Hard copy data is stored in a locked file cabinet protected by three to four barriers of keyed door locks. Parents provide consent for students to participate in the evaluation on the registration documents signed upon enrollment. Any stakeholder may decline to participate in survey research without repercussions. All CASE staff and site coordinators are trained on The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and its applicability to the ACE grant.

### ***Data Collection Barriers***

Official data on grade promotion is not available from districts' information systems on the TEA's reporting timeline. The districts' information systems capture the information in accordance with other TEA deadlines for PEIMS data. Some districts reported that official retention is not determined until the beginning of the following school year. Promotion data for this report was collected as of June 13, 2014.

**Table 2. Cycle 7 Evaluation Plan**

<b>Goals</b>	<b>Measurement(s)</b>	<b>Data Source</b>	<b>Collection Time Frame</b>	<b>Analysis Strategy</b>
<b>Improve Student Academic Performance</b>	Grades	District Research Office	Once per term	2 year core GPA change
	STAAR/EOC/TAKS results	District Research Office	Once per year	2 year score Math and Reading change
	21 <sup>st</sup> APR Teacher Survey (Learning Point Associates, n.d.)	Teacher Survey	April-May administration	Frequencies and percents
	Parent	Parent Survey	April-May administration	Frequencies and percents
<b>Improve Student School-Day Attendance</b>	Campus attendance records	Site Coordinator/PEIMS clerk	Once per term	2 year schools days absent
<b>Improve Student Behavior</b>	Campus disciplinary records	Site Coordinator/PEIMS clerk	Once per term	2 year criminal and non-criminal events
	21 <sup>st</sup> APR Teacher Survey (Learning Point Associates, n.d.)	Teacher Survey	April-May administration	Frequencies and percents
<b>Improve Student Promotion/Graduation Rates</b>	Promotion/Graduation status Course Completion rate	Site Coordinator/PEIMS clerk	Once per term	Frequencies and percents School days passing rate
<b>Enhance Student Preparedness for College and Career</b>	In-house developed questions informed by Super and Thompson's developmental tasks related to career development and vocational maturity	Student Surveys	April-May administration	Frequencies and percents

### III. Program Support Strategy

#### A. Implementation Research Questions

The HCDE Research & Evaluation team created a rubric to assess the overall implementation of the programs (see figure 3). The rubric was based on guidance for the final report as well as TEA’s Prime Assessment. Evidence is based on the campus plans, interim reports, CASE’s site visit observations with the APT-O, Logic model itself, and stakeholder surveys and interviews as available. Scores are given for each logic model component according to ratings from 1 to 10 that are grouped accordingly:

- 1-3 (poor implementation/rarely high quality demonstrated)
- 4-5 (low implementation/occasionally high quality demonstrated)
- 6-7 (moderate implementation/Frequently high quality demonstrated)
- 8-10 (strong implementation/Consistent high quality)

The success of the program implementation for each campus served by the Cycle 7 21<sup>st</sup> CCLC grant is summarized in the following table. Assessments of overall program structures for CASE’s list of sites range from 7.2 – 9.96, based on qualitative elements theorized to be associated with successful implementation of After- school programs that results in positive outcomes for youth. **The average overall score for the grant is 8.6, which reflects “strong implementation with consistent high quality”.**

#### *CASE’s Cycle 7 Implementation scores*

Campus	Overall Program Structure	Resources	Implementation Practices	Outputs-Activities	Outputs-Participation	Opportunity analysis
Bush	9.3	9	8.6	10	9	10
Carroll	8.3	7	9	7.5	9	9
Galena Park	7.6	7	7.3	7	9	7.5
Kruse	8.8	7.5	7.9	8.5	10	10
Kujawa	8.4	8	8.3	8	8.5	9
Robert Roads	8.6	7	9.2	9	9	9
Sablatura	9.96	10	9.8	10	10	10
Sheldon	9.4	9	9.8	9	9.5	9.5
Waller	7.2	6	8.6	7	7	7.5
Yes Prep	8.16	7	9.3	8.5	9	7
<b>Grant Averages</b>	<b>8.6</b>	<b>7.8</b>	<b>8.8</b>	<b>8.5</b>	<b>9</b>	<b>8.9</b>

To provide insight into the scores, the elements TEA have proposed as important for each logic model component of a successful 21<sup>st</sup> CCLC program are included in tables that follow. Their use by each campus ACE program is noted for each component. This information is from the discussions found in the campus reports based on the available evidence (See Implementation Rubric). How these elements are operationalized qualitatively can be found in more detail in each Cycle 7 campus report. For the following tables, checkmarks (✓) indicate the element was described in some way in the report, *NE* means “Not evident” in the report, and *No* means the evidence stated it was not done.

<i>Resources</i>						
<b>Campus</b>	Budget	# Teaching staff	Qualified (certified) staff	Student to staff ratio (per reg. students)	Partners for activities	Vendor activities
<b>Bush</b>	\$214,174	7	✓	10:1	✓	NE
<b>Carroll</b>	\$172,171	14	✓	10:1	✓	✓
<b>Galena Park</b>	\$132,813	15	✓	6.7:1	✓	✓
<b>Kruse</b>	\$182,250	5	✓	25:1	✓	✓
<b>Kujawa</b>	\$194,522	17	✓	9:1	✓	✓
<b>Robert Roads</b>	\$236,000	28	✓	5:1	✓	✓
<b>Sablatura</b>	\$179,746	15	✓	8:1	✓	✓
<b>Sheldon</b>	\$170,321	15	✓	10:1	✓	✓
<b>Waller</b>	\$330,531	24	✓ <sup>4</sup>	8:1	✓	✓
<b>Yes Prep</b>	\$164,093	11	✓	5:1 (20:1 per enrolled)	✓	✓

Campus budgets for Cycle 7 school sites range from \$132, 813 - \$330,531, certified staff range from 5 to 28 and based on the number of required, regular students the student- staff ratios range from 5:1 to 25:1. All partnered for activities and 9 sites had clear vendor support.

<i>Implementation Practices: School Program alignment</i>				
<b>Campus</b>	ACE leadership and School day staff have a shared understanding of student needs	ACE activity lesson plans are aligned with TEKS	ACE program team communicates (i.e. email, meetings, one on one) regularly with school staff	Site Coordinator meets with CASE/Program Director
<b>Bush</b>	✓	✓	✓	✓
<b>Carroll</b>	NE	✓	NE	✓
<b>Galena Park</b>	✓	✓	✓	✓

<sup>4</sup> Campus report notes this may be problem, especially with vendors. School day staff ok.



Kruse	✓	✓	✓	✓
Kujawa	✓	NE	✓	✓
Robert Roads	✓	NE	✓	✓
Sablatura	✓	✓	✓	✓
Sheldon	✓	✓	✓	✓
Waller	✓	✓	✓	✓
Yes Prep	✓	✓	✓	✓

Seven of the ten campus sites had all the important school alignment elements. Carroll had two elements not evident that were related to communication with school leadership and it was not evident that Kujawa and Robert Roads' activity lesson plans were aligned with the TEKS.

<b>Implementation Practices: Recruitment and Retention</b>						
<b>Campus</b>	<b>Uses data to guide recruitment practices/ prioritize</b>	<b>Uses data to guide retention practices</b>	<b>Uses planned Recruitment Strategies</b>	<b>Target population of high need students and families served*</b>	<b>School day staff and administration play role in recruitment and retention efforts</b>	<b>Community partners play role in Recruitment and Retention efforts</b>
Bush	✓	✓	✓	✓	✓	NE
Carroll	NE	NE	✓	✓	✓	NE
Galena Park	✓	✓	✓	✓	✓	NE
Kruse	✓	✓	✓	✓	✓	NE
Kujawa	✓	No	✓	✓	✓	NE
Robert Roads	✓	✓	✓	✓	✓	NE
Sablatura	✓	✓	✓	✓	✓	NE
Sheldon	✓	✓	✓	✓	✓	✓
Waller	✓	✓	✓	✓	✓	NE
Yes Prep	✓	✓	✓	✓	✓	NE

\*Recruitment based on academic and behavioral performance ; NE= Not evident

Seven campus sites had all but one element articulated, *The Role Community partners play in Recruitment and Retention efforts* articulated. Sheldon ES was clear in that their Community Support

Group helps recruit for the program. Kujawa explicitly said they did not use data to guide retention, and Carroll said they did not use data for recruitment or retention.

<b>Implementation Practices: Student and Family Voice</b>				
<b>Campus</b>	<b>Intentionally creates opportunities for students and families to give input</b>	<b>Uses needs assessment, surveys, meetings, etc. to collect input</b>	<b>Integrates student and family voice and choice into the program</b>	<b>Staff Promote Youth Engagement and Stimulate Thinking*</b>
Bush	✓	✓	✓	100%
Carroll	✓	✓	✓	91.25
Galena Park	✓	✓	✓	93.45%
Kruse	✓	✓	✓	100%
Kujawa	✓	✓	✓	84.75%
Robert Roads	✓	✓	✓	100%
Sablatura	✓	✓	✓	100%
Sheldon	✓	✓	✓	90.1%
Waller	✓	✓	✓	85%
Yes Prep	✓	✓	✓	100%

\*as measured by the APT-O

All ten sites met criteria for elements of Student and family voice. *Staff promote youth engagement and stimulate thinking* ranged from 84.75% – 100%, which means High Quality practices are frequently to consistently demonstrated.”

<b>Implementation Practices: Monitoring and Feedback</b>					
<b>Campus</b>	<b>Uses standardized practices (observation protocols or checklists) for monitoring program participation</b>	<b>Uses standardized practices for monitoring for grant compliance</b>	<b>Monitoring practices oriented to continuous improvement with feedback</b>	<b>Supports ways to link positive outcomes with effective implementation (i.e. online program effectiveness tools and communities of practice, afterschool zone)</b>	<b>Communication of results to families, school day staff, community stakeholders</b>
Bush	✓	✓	✓	✓	✓
Carroll	✓	✓	✓	✓	✓
Galena Park	✓	✓	✓	✓	✓
Kruse	✓	✓	✓	✓	✓
Kujawa	✓	✓	✓	✓	✓

Robert Roads	✓	✓	✓	✓	✓
Sablatura	✓	✓	✓	✓	✓
Sheldon	✓	✓	✓	✓	✓
Waller	✓	✓	✓	✓	✓
Yes Prep	✓	✓	✓	✓	✓

All ten sites met criteria for elements of Monitoring participation and feedback.

<i>Implementation Practices: Professional Development</i>				
Campus	Data used to prioritize and design staff skill development	Processes in place respond/ offer trainings in skill development of staff	Professional development and training are effective in improving staff skills	Shared learning experiences between ACE team and school staff
Bush	No	✓	✓	✓
Carroll	✓	✓	✓	NE
Galena Park	✓	✓	✓	✓
Kruse	✓	✓	✓	✓
Kujawa	✓	✓	✓	✓
Robert Roads	No	✓	✓	✓
Sablatura	✓	✓	NE	✓
Sheldon	✓	✓	NE	✓
Waller	No	✓	✓	✓
Yes Prep	✓	✓	✓	✓

Four sites met criteria for all elements of Professional Development. Three sites stated they did not *Use data at this time to prioritize and design staff skill development*. The effectiveness of professional development was not evident for two sites and shared learning experiences with school day staff for professional development was not evident for one site.

<i>Outputs-Activities</i>						
Campus	Activities targeted to student needs (age appropriate,	Data is used to guide decision making about program and activity	Home-work Support*	Transition times*	Organization and Nature of Activity (well planned, organized,	Overall Ratings of Program Schedule and Offerings*

	engaging, hands on)	development			cognitively challenging)*	
<b>Bush</b>	✓	NE	100%	100%	98.75%	100%
<b>Carroll</b>	✓	✓	100%	100%	93.55%	97.5%
<b>Galena Park</b>	✓	✓	90.0	100%	97.7%	92.5%
<b>Kruse</b>	✓	✓	100%	97.9%	97.9%	100%
<b>Kujawa</b>	✓	✓	85	92.88%	80%	95%
<b>Robert Roads</b>	✓	✓	100	100%	93.55%	100%
<b>Sablatura</b>	✓	✓	--	100%	97.7%	100%
<b>Sheldon</b>	✓	✓	--	94.6%	89.6%	100%
<b>Waller</b>	✓	✓	--	72.9%	82.3%	75%
<b>Yes Prep</b>	✓	✓	100%	75%	98.8%	97.5%

\*As measured by APT-O

Nine sites met criteria for the two elements for Outputs-Activities. Scores for the Activity Categories as measured by the APT-O ranged from 72.9% - 100%, which means High Quality practices are Frequently to Consistently Demonstrated.”

<b><i>Outputs-Participation</i></b>			
<b>Campus</b>	<b>Strategies used to enhance participation</b>	<b>Regular documentation of attendance</b>	<b>Youth Participation in Activity Time*</b>
<b>Bush</b>	NE	✓	100%
<b>Carroll</b>	✓	✓	90.2%
<b>Galena Park</b>	✓	✓	93.75%
<b>Kruse</b>	✓	✓	100%
<b>Kujawa</b>	✓	✓	88.4%
<b>Robert Roads</b>	✓	✓	97.4%
<b>Sablatura</b>	✓	✓	100%
<b>Sheldon</b>	✓	✓	91.9%
<b>Waller</b>	✓	✓	73%
<b>Yes Prep</b>	NE	✓	99.2

Eight sites met criteria for the elements of Outputs participation. Scores for *Youth Participation in Activity time* ranged from 73% to 100%, which means practices are “High Quality practices are Frequently to Consistently Demonstrated.”

Figure 3. Implementation Evaluation Scoring Rubric

<b>Overall Assessment Rubric</b>				
<b>Logic Model Areas</b>	<b>Description</b>	<b>Possible Score*</b>	<b>Campus Score</b>	<b>Evidence /Source</b>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Resources are adequate for program quality                             <ul style="list-style-type: none"> <li>Staff skills</li> <li>Provision of enrichment activities</li> <li>Provision of College and career activities</li> </ul> </li> </ul>	10	7.8	<ul style="list-style-type: none"> <li>Interim report 1 &amp; 2</li> <li>APT-O (Assessment of Afterschool program practices Observation tool) ratings</li> <li>Site Coordinator interviews</li> <li>Logic Model</li> </ul>
<b>Implementation Practices</b>	<ul style="list-style-type: none"> <li>School program alignment,</li> <li>Recruiting and retention,</li> <li>Student and family voice,</li> <li>Monitoring program participation and Using report data (i.e. feedback loop),</li> <li>Staff professional development</li> </ul>	10	8.8	<ul style="list-style-type: none"> <li>Campus Project Plan</li> <li>Communication Plan</li> <li>Interim Report 1 &amp; 2</li> <li>APT-O (Assessment of Afterschool program practices Observation tool) ratings</li> <li>Site Coordinator interviews</li> <li>Logic Model</li> </ul>
<b>Outputs Activities</b> –	<ul style="list-style-type: none"> <li>Activities targeted to student needs (Activities are age appropriate, engaging, hands-on )</li> <li>Well implemented ( Scheduled for 45 minutes regularly)</li> <li>Program modifications aligned to learning objectives</li> <li>Activities are supervised by qualified individuals (Is staff evaluated/observed?)</li> <li>Assessment of instructional quality</li> </ul>	10	8.5	<ul style="list-style-type: none"> <li>Interim Report 2</li> <li>APT-O (Assessment of Afterschool program practices Observation tool) ratings</li> <li>Site Coordinator interviews</li> <li>Logic model</li> </ul>
<b>Outputs Participation</b> -	<ul style="list-style-type: none"> <li>Strategies used to enhance participation</li> <li>Regular documentation of attendance</li> </ul>	10	9	<ul style="list-style-type: none"> <li>Interim Report 2</li> <li>APT-O (Assessment of Afterschool program practices Observation tool) ratings</li> <li>Site Coordinator interviews</li> <li>Logic model</li> </ul>

<b>Opportunity Analysis</b>	Quantity and variation of activities proposed for academic support, enrichment, family engagement, college and career <ul style="list-style-type: none"> <li>• Are a variety of activities offered for each area</li> <li>• What were the number of hours/% for each area</li> <li>• What strategies were implemented to improve quantity or variety of activities</li> </ul>	10	8.9	<ul style="list-style-type: none"> <li>• Interim Report 2</li> <li>• APT-O (Assessment of Afterschool program practices Observation tool) ratings</li> <li>• Site Coordinator interviews</li> <li>• Logic model</li> </ul>
<b>Average Score</b>			8.6	
<p><i>1-3 Poor Implementation/ Rarely high quality demonstrated , 4-5 Low Implementation/Occasionally high quality 6-7 Moderate Implementation/Frequently high quality 8-10 Strong Implementation/ Consistently high quality</i></p>				

## IV. Program Participation

Enrollment at the ten campus sites ranged from 156 to 701 for a total of 2,369 students. Regular students served ranged from 102 to 205 for a total of 1,502, which is 109.2% of the required number. The number of adults served across all sites was 790, which is 173.6% of the required number. All sites met their required number of students.

<b>Cycle 7 Participation</b>							
<b>Campus</b>	<b>Number Students Required</b>	<b>Number Students Served</b>	<b>Number Regular Students</b>	<b>% Regular students / Required</b>	<b>Required Adults</b>	<b>Total adults</b>	<b>% of Adults /Required</b>
<b>Bush</b>	160	165	160	100 %	40	41	103%
<b>Carroll</b>	145	165	148	102 %	45	80	178%
<b>Galena Park</b>	100	198	102	102%	40	40	100%
<b>Kruse</b>	125	158	151	121 %	40	105	263%
<b>Kujawa</b>	150	156	150	100 %	40	54	135%
<b>Robert Roads</b>	125	242	190	152 %	40	143	358%
<b>Sablatura</b>	125	164	138	110 %	45	117	260%
<b>Sheldon</b>	145	168	151	104 %	45	80	178%
<b>Waller</b>	200	701	205	103 %	80	87	109%
<b>Yes Prep</b>	100	252	107	107 %	40	43	108%
<b>Total</b>	<b>1,375</b>	<b>2,369</b>	<b>1,502</b>	<b>109.2%</b>	<b>455</b>	<b>790</b>	<b>173.6%</b>

The CASE Project Director and Family Engagement Specialist monitor student/family participation in TX 21<sup>st</sup>. A report of each campus's student participation is sent to the site coordinator, campus principal, and district representative. Based on center's monthly progress, the CASE Project Director reviews center TX21st student participation report and begin communication with center regarding recruitment and retention. Once a center has been identified as having low student/family participation the site coordinator is contacted and a meeting is held to identify barriers and strategies that will promote student/family participation. If the site has this issue continuously the site coordinator, campus administrator and district grants contact will meet with the CASE Project Director to determine additional strategies that will address the sites issue with student/family participation. The site is also placed on a Program Improvement Plan to continuously be monitored in addition to the TX 21<sup>st</sup> data.

### Summary of Activities

For the academic year 2014 (See following table), total hours of activities attended by component across campus sites ranged from 150.3 to 3,892.5. These hours reflected from 17% to 116% of the hours planned in their Logic Models. The two sites with the highest percentage of Academic Assistance hours attended were Sablatura MS (55.9%) and Sheldon ES (52.2%). The two sites with the highest percentage of Enrichment were Galena Park HS (93.4%) and YES Prep West (80.7%). The two sites with the highest College and Career Readiness hours were Waller HS (19.8%) and Sheldon ES (7.9%) and the two sites with the highest percentage of hours for Family Engagement were Robert Roads ES (14.3%) and Waller HS (9.4%). On the other hand, the site with the lowest percentage of Academic hours was Galena Park (3.85%), the lowest percentage of Enrichment was Sablatura (38.1%), the lowest percentage of College and Career was Galena Park (0.4%), and the lowest percentage of Family Engagement hours was Carroll.

<b>Summary of Activity Hours per Student, by Component</b>											
<b>Campus</b>	<b>Academic Assistance</b>		<b>Enrichment</b>		<b>College and Career Readiness</b>		<b>Family Engagement</b>		<b>Total Hours Attended</b>	<b>Total hours Logic Model</b>	<b>Att. Hours % of Logic Model</b>
	<i>Hrs</i>	<i>%</i>	<i>Hrs</i>	<i>%</i>	<i>Hrs</i>	<i>%</i>	<i>Hrs</i>	<i>%</i>	<i>Hrs</i>	<i>Hrs</i>	<i>%</i>
<b>Bush</b>	213.5	28.9	481.6	65.2	31.9	4.3	11.7	1.6	738.7	670	110
<b>Carroll</b>	24.1	50.2	199.4	41.5	37.3	7.8	2.6	.5	480.8	1580	30
<b>Galena Park HS</b>	16.4	3.85	397.9	93.4	1.77	0.4	10	2.4	426.1	676	63
<b>Kruse</b>	383.8	45.6	402.8	47.9	46.7	5.6	7.6	.90	840.9	1830	50
<b>Kujawa</b>	196.5	33.4	345.1	58.7	37	6.3	9.17	1.6	587.7	506	116
<b>Robert Roads</b>	231.8	38.7	261.3	43.6	20.4	3.4	85.7	14.3	599.1	2,203.95	27
<b>Sablatura</b>	303.5	55.9	207.2	38.1	26.6	4.9	6	1.1	543.2	1204	45
<b>Sheldon</b>	241.6	52.2	181.2	39.2	36.6	7.9	3.4	.7	462.8	1656	28
<b>Waller</b>	141.9	31.3	179.3	39.6	89.6	19.8	42.5	9.4	453.4	3,892.5	11
<b>Yes Prep</b>	22.3	14.8	121.3	80.7	1.9	1.3	5	3.3	150.3	878	17

Reference: TEA Activity Attendance Percentage reports Fall and Spring 2014 for HCDE/CASE Cycle 7 sites.

## V. Program Intermediate Outcomes

Data for students attending the program in 2013-14 are examined for achievements in six outcome areas and program differences compared to those of students from 2012-13. Regular students in 2013-14 are used in the analyses as well as 2012-2013 as data is available. In these analyses students are not matched to those in 2012-13 because of the high mobility at the campuses.



**Program Intermediate Outcomes – Indicator Summary tables**

Campus		Academic Performance						School-Day Attendance	
	Prog Struc.	GPA		STAAR Reading		STAAR Math		Mean Absences	
	Score	M	% Diff	% Met	%Diff pts	% Met	%Diff pts	M	% Diff
<b>Bush</b>	9.3	2.50	14	58.7	3.5	56.5	-2.5	6.40	25.98
<b>Carroll</b>	8.3	3.05	-27	68.66	-11	56.8	-18	5.99	3.6
<b>Galena Park</b>	7.6	2.88	.21	--	--	--	--	3.69	-1.46
<b>Kruse</b>	8.8	2.93	-.18	70.37	5.17	68.29	-.56	4.93	.35
<b>Kujawa</b>	8.4	2.84	.02	60.7	-17	57	17.7	3.28	-.05
<b>Robert Roads</b>	8.6	3.48	.02	--	--	--	--	2.42	-.60
<b>Sablatura</b>	9.96	3.30	-1	86.8	-.1	54.3	-37	3.52	-6.6
<b>Sheldon</b>	9.4	2.90	-.1	74.2	-7.7	73	2.2	5.46	.2
<b>Waller</b>	7.2	2.17	-.46	--	--	--	--	5.39	-16
<b>Yes Prep</b>	8.16	2.82	-8.2	83.6	-3.4	89.6	-3.2	3.14	15.9
<b>N &amp; % improved</b>			4/10, 40%		2/7, 28.6 %		2/7, 28.6%		5/10, 50%

Campus		Student Behavior				Student Promotion			
	Prog Struc	Criminal Referrals		Non-Criminal Referrals		Students Promoted		Graduation Rate	
	Score	M	% Diff	M	% Diff	%	% Diff	%	% Diff
<b>Bush</b>	9.3	0	0	12.6	-46.6	99.2	6.31	--	--
<b>Carroll</b>	8.3	0	0	.07	.04	97	-2	--	--
<b>Galena Park HS</b>	7.6	0	0	.10	-.05	100	33.5	85.7	-5.2
<b>Kruse</b>	8.8	0	0	0	0	97.7	7.5	--	--
<b>Kujawa</b>	8.4	0	0	.26	.20	91	-3	--	--
<b>Robert Roads</b>	8.6	0	0	.07	.03	96.7	2.4	--	--
<b>Sablatura</b>	9.96	0	0	.21	-30	99.2	1.2	--	--
<b>Sheldon</b>	9.4	0	0	.38	26	93.3	-1.4	--	--
<b>Waller HS</b>	7.2	6.9	160	29.3	35.29	91	6.06	83.3	-14.2
<b>Yes Prep</b>	8.16	0	0	0	0	97.6	2.8	--	--
<b>N &amp; % improved</b>			0		3/8, 37.5%		7/10, 70%		0

<b>Outcomes – Summary of Sites’ overall improvement</b>			
		N	Percent
<b>Academic performance</b>	GPA	4/10	40%
	STAAR Reading	2/7	28.6%
	STAAR Math	2/7	28.6%
<b>School day attendance</b>	Mean Annual Absences	5/10	50%
<b>Student behavior</b>	Criminal referrals	0/1	0%
	Non-criminal referrals	3/8	37.5%
<b>Student Promotion</b>	Promotion rate	7/10	70%
	Graduation rate	0/2	0%

<b>Overall outcome improvement- by site</b>			
<b>Campus</b>	<b>Prog. Struc. Score</b>	<b>N</b>	<b>Percent</b>
<b>Bush</b>	<b>9.3</b>	<b>4/6</b>	<b>66.7%</b>
<b>Carroll</b>	<b>8.3</b>	<b>0/6</b>	<b>0</b>
<b>Galena Park HS</b>	<b>7.6</b>	<b>4/5</b>	<b>80%</b>
<b>Kruse</b>	<b>8.8</b>	<b>2/5</b>	<b>40%</b>
<b>Kujawa</b>	<b>8.4</b>	<b>3/6</b>	<b>50%</b>
<b>Robert Roads</b>	<b>8.6</b>	<b>3 /4</b>	<b>75%</b>
<b>Sablatura</b>	<b>9.96</b>	<b>3/6</b>	<b>50%</b>
<b>Sheldon</b>	<b>9.4</b>	<b>1/6</b>	<b>16.7%</b>
<b>Waller HS</b>	<b>7.2</b>	<b>2/6</b>	<b>33.3%</b>
<b>Yes Prep</b>	<b>8.16</b>	<b>1/5</b>	<b>20%</b>

Compared to 2013 data, sites showed improvement for less than half (43.1%) of the outcomes for Regular students in 2014. The outcomes with the most sites showing improvement were in Student Promotion (70%) and Mean Absences (50%). Highlighted in green, the sites with the most outcomes showing improvement were Galena Park (4/5, 80%) and Bush (4/6, 66.7%). Compared to the previous year, Bush ES had the greatest improvement in annual GPA (14%) and in reduction of non-criminal referrals (-46.6%) along with some improvement in STAAR reading percent met standard and promotion rate.

Linking these results to implementation results shown above, Bush had 9.3, one of the highest overall scores. Students and parents also attended 110% of the hours (738.7 hrs) planned in the Logic model and a balance of activity hours across components with 28.9% in Academic Assistance, 65.8% in Enrichment, 4.3% in College and Career, and 1.6% in Family Engagement. Unfortunately, no Stakeholder surveys were returned for Bush ES so feedback was not available from students, parents or teachers.

### College and Career Readiness

Students from four campus sites answered survey questions about having learned about college and career information. As seen in the table below for students, grades 4 - 8, 38.3% of student respondents at Sablatura Middle school and 88.9% at Sheldon Elementary school reported learning about jobs/careers, and 23.5% of students at Sablatura and 92.6% at Sheldon ES reported learning about colleges/universities. An interesting point that may be related to these differences is that all students enrolled in the Sheldon ES program are assigned to attend College and Career activities vs. others where they are allowed to choose. For the 2 schools with grades 9 – 12 responding, 81.6% at Waller and 100% at YES Prep West reported the program helps them be ready for college, and 76.9% and 100% respectively that the program helps them be ready for the workforce. Less than 20% and 50% respectively reported they were applying for job or internships. YES Prep West has a campus vision for all students to attend college, which may contribute to their higher endorsement of 100% for getting ready for college and the workforce.

#### College and Career Actions Grades 4-8, 2014

Campus		Learned about jobs/careers		Learned about Colleges/Universities	
	N	N	%	N	%
<b>Sablatura MS</b>	81	31	38.3	19	23.5
<b>Sheldon ES</b>	27	24	88.9	25	92.6

(Other sites did not return student surveys)

#### College and Career Actions Grades 9-12, 2014

Campus	N	% student in grades 9-11 reporting program helps to be ready for college	% students in grades 9-11 reporting program helps to be ready for workforce	% students in grades 9-11 applying for job/internship
Waller	80	81.6	76.9	19.8
YES Prep West	6	100.0	100.0	50.0

### VII. Program Impacts

The evaluation did not plan on using a quasi experimental design based on cost and logistics and because a comparative design was not required, one was not done this year. The true impact of the program based on the evaluation metrics therefore, cannot be determined because, as described above in the Evaluation strategy section, only the degree of differences between yearly cohorts and not significance is measured. Due to the mobility of CASE’s campuses, the analyses do not meet the assumptions associated with either matched paired t-tests (resulting in low sample sizes) or independent sample t-tests based on a comparison group similar in characteristics but never having been in an after school program. Also, the evaluation would have needed to collect information that could confound the interpretations, such as other activities or programs the “comparison” group attended after school.

### VIII. Stakeholder Perceptions

Stakeholder surveys are distributed to parents, students, school-day teachers, and campus principals. As described above, students and parents are invited to participate through a purposive convenience sample, where site coordinators invite all available and willing regular students (and their parents) to complete the survey during a selected one-two week period. School-day teachers and principals are invited to participate in online surveys about the program, and regular, classroom teachers (for elementary students) and English Language Arts teachers (for middle and high school students) are provided with the 21<sup>st</sup> CCLC APR Teacher Survey to complete on regular students.

#### *Students*

Students completed surveys on their satisfaction with the program in the spring term during program hours. Only students who have attended programming for 30 days or more at the time of the

survey administration are invited to participate. Four different surveys are available for distribution based on grade level: K-3, 4-8, 9-11, and grade 12 only. Different surveys are given for developmental reasons, issues surrounding reading level, and differing expectations for college and career outcomes. Across three campus sites, 115 students responded to surveys. Results are summarized below.

<b>Student Satisfaction</b>						
	<b>Sablatura</b>		<b>Sheldon</b>		<b>YES Prep West</b>	
<i>At this program...</i>	N	Mean	N	Mean	N	Mean
The activities we do really make me think.	82	3.27	27	3.15	6	3.00
The activities challenge me to learn new skills.	82	3.18	27	3.52	6	3.67
I do things that I don't get to do anywhere else.	82	2.87	27	3.07	6	3.33
I get to do things I like to do.	82	3.24	27	3.04	6	3.83
I get to choose my activities.	81	3.09	27	2.63	6	3.33
I feel safe.	81	3.75	27	3.78	6	3.83
I get help understanding what we are doing in class during the school day.	81	3.12	26	3.46	6	3.33
I get help in keeping up with my homework.	82	3.29	26	3.58	6	3.67
I learn about school subjects in fun ways.	82	3.09	26	3.23	6	3.50
I really like coming to this program.	80	3.44	27	3.07	6	3.83
I have fun at this program.	81	3.42	27	3.11	6	3.83
I miss being in this program when I don't come.	79	2.61	27	2.67	6	3.50
I have made new friends at this program.	81	3.58	26	3.35	6	4.00
The adults and teachers working in this program really care about us.	79	3.72	27	3.85	6	3.83
My parents like to come to classes or events sponsored by this program.	80	2.64	27	3.15	6	2.83

The items with highest ratings (highlighted in green) across the three campus sites are *The adults and teachers working in this program really care about us* and *I feel safe*. Items that rate less than satisfied (< 3.0) (highlighted in yellow) include *My parents like to come to classes or events sponsored by this program* and *I get to choose my own activities*. The latter are students at Sheldon who are assigned

College and Career activities. Family Engagement activities have the least hours attended. It is difficult to plan activities for adults because they have more issues with the logistics of getting there (need to make dinner for family, work, etc.) in addition to finding a topic that would be interesting enough for them to make the arrangements.

### Parents

Parents/guardians (one per household) are invited to complete surveys on their satisfaction with the program in the spring term. Parent surveys are sent home with students, or were administered during adult class time or family events. Only parents with students who attended programming for 30 days or more at the time of the survey administration are invited to participate. A total of 86 parents from three schools responded to the survey. Results are summarized in the table below.

Parent Satisfaction with Program						
	Sablatura		Sheldon		YES Prep West	
	N	Mean	N	Mean	N	Mean
Variety of activities available for students	42	3.74	37	3.51	7	3.57
Quality of activities for students	42	3.64	37	3.59	5	3.40
Variety of family activities	42	3.48	37	3.57	6	2.67
Quality of family activities	42	3.60	37	3.59	7	3.00
Quality of program staff	42	3.81	37	3.73	7	2.86
Quality of program overall	42	3.74	37	3.78	6	3.17
<i>My child(ren):</i>	N	Mean	N	Mean	N	Mean
Enjoy attending the afterschool program	42	3.88	36	3.78	7	3.29
Have friends in the afterschool program	42	3.88	37	3.62	6	3.33
Have an improved attitude toward school since attending the program	42	3.69	37	3.46	6	3.00

Parents liked the quality of the staff and the program for two schools but not the staff at the third.

Parents at the third did not like the family activities much either.

Parents were also asked about their perceptions of the academic impact of the programs. The results are summarized in the table below.

Parent Perception of Program Effectiveness						
Degree of positive influence of program on:	Sablatura		Sheldon		YES Prep West	
	N	Mean	N	Mean	N	Mean
My child(ren)'s desire to attend school regularly	42	3.69	37	3.68	6	2.50
My child(ren)'s academic performance (grades, test scores)	40	3.55	37	3.24	7	2.86
My child(ren)'s homework quality/completion	41	3.73	37	3.27	7	2.57
My child(ren)'s behavior	39	3.59	37	3.46	6	2.33
My child(ren)'s motivation to do well in school	41	3.66	37	3.49	5	2.40

Parents at two schools felt the quality of their children’s homework had been improved by the program and the other school parents felt their children desire to attend school was positively influenced by the program. On the other hand, parents at the third school did not feel their children were positively influenced for any of the issues asked.

### Teachers - Perceived program effectiveness for students

During the spring of 2014 teachers at schools completed surveys of students that rated their academic behaviors and social behaviors. First, they decided whether they needed to improve and if so whether they improved, showed no change, or declined on a 7 point scale. Teachers completed surveys for 458 students across seven sites. The following table contains ratings on the degree of improvement for students who needed to improve.

Teachers: Student Outcomes “Improved”														
Academic Behavior	Carroll		Galena Park		Robert Roads		Sablatura		Sheldon		Waller		YES Prep West	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%

Turning in his/her homework on time	24	38	9	15	60	41	64	80	17	65	6	86	3	60
Completing homework to your satisfaction	24	38	8	13	74	50	66	83	17	65	7	100	6	100
Participating in class	22	45	8	12	87	48	61	77	16	59	7	88	4	100
Attending class regularly	14	22	9	15	47	31	36	69	6	33	10	100	1	25
Academic performance	33	52	10	17	90	61	61	76	17	61	11	100	5	100
Coming to school motivated to learn	25	39	10	17	71	48	61	77	15	56	8	89	5	83

Students at several schools showed the most improvement for *Completing homework to teacher's satisfaction* and *Academic Performance* and the least improvement (in comparison for that school) for *Attending class regularly*, the latter most likely had the most students who did not need to improve for attendance.

Teachers: Student outcomes "Improved"														
Social Behavior	Carroll		Galena Park		Robert Roads		Sablatura		Sheldon		Waller		YES Prep West	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Volunteering (e.g. for extra credit or more)	17	27	9	15	55	37	45	53	11	48	8	73	4	100
Being attentive in class	33	52	8	13	80	55	64	74	15	57	10	100	5	100
Behaving well in class	27	42	11	18	55	37	52	73	8	40	8	89	5	100
Getting along well with other students	24	38	10	17	44	30	48	73	10	50	5	83	3	75

Students at several schools showed the most improvement for *Being attentive in class* and the least improvement for *Volunteering*.

### *School Day Teacher Satisfaction/Perception of program effectiveness Results*



The evaluator sent out online surveys to school day teachers at each of the Cycle 7 schools. The results are displayed in the following table:

<b>Teacher Satisfaction with Program</b>			
	N	Mean	SD
There is a strong partnership between the afterschool program and my school.	169	3.34	0.75
Teachers in my school are willing to collaborate with the afterschool program staff.	162	3.38	0.65
Afterschool staff reach out to teachers in the school to identify the needs of students.	167	3.13	0.84
School staff are encouraged to visit the afterschool program.	162	3.15	0.83
I see the afterschool program as a partner in educating my students.	166	3.40	0.73
I am well informed about the afterschool program and what happens there.	169	3.08	0.91
Curriculum and instruction in the afterschool program reinforce concepts being taught during the school day.	140	3.35	0.78
The afterschool program offers a variety of meaningful activities for students.	167	3.53	0.61
Students are properly supervised by afterschool program staff.	164	3.41	0.67
The afterschool program provides students with opportunities not otherwise available to them.	167	3.54	0.60
The afterschool program has enough capacity to serve all interested students.	156	3.23	0.79
The afterschool program is well coordinated with other programs at the school.	152	3.38	0.70

In general, school day teachers are satisfied with the program. The top rated items include *The afterschool program provides students with opportunities not otherwise available to them*, *The afterschool program offers a variety of meaningful activities for students*, and *I see the afterschool program as a partner in educating my students*. The lowest rated item was *I am well informed about the afterschool program and what happens there*.

<b>Teacher Perception of Program Effectiveness</b>			
	N	Mean	SD
<i>In your judgment, to what extent does the afterschool program:</i>			
Enhance the overall effectiveness of the school?	159	3.46	0.79
Enhance students' motivation to learn?	157	3.35	0.84

Contribute to improved student skills in reading?	144	3.31	0.88
Contribute to improved student skills in math?	141	3.33	0.87
Contribute to improved student skills in science?	140	3.29	0.89
Enhance students' attitudes toward school?	159	3.37	0.78
Enhance homework quality and completion?	160	3.40	0.86
Improve student behavior?	154	2.95	1.03
Improve student safety afterschool?	159	3.52	0.74
Improve student social skills?	160	3.42	0.82
Improve student attendance?	140	3.29	0.89
Prevent youth crime or mischief?	144	3.47	0.76
Increase parent attendance at teacher conferences or school events?	133	3.02	1.07
Increase parent interest in their child's education?	139	3.14	0.99

Teachers feel the ACE program has the most effect on student safety after school and the least effect on improving student behavior.

### ***Principal Satisfaction/Perception of program effectiveness Results***

Principals completed online surveys. The results are seen in the following table:

<b><i>Principal Satisfaction- Cycle 7</i></b>			
	N	Mean	SD
There is a strong partnership between the afterschool program and my school.	14	3.64	0.50
Teachers in my school are willing to collaborate with the afterschool program staff.	14	3.29	1.14
Afterschool staff reach out to teachers in the school to identify the needs of students.	14	2.86	1.51
School staff are encouraged to visit the afterschool program.	14	2.93	1.64
I see the afterschool program as a partner in educating our school's students.	14	3.14	1.23
Curriculum and instruction in the afterschool program reinforce concepts being taught during the school day.	14	3.64	0.50
<i>Afterschool program staff are responsive to my</i>	14	2.86	1.66

<i>ideas and suggestions.</i>			
The afterschool program staff keeps me informed of important decisions and issues.	14	3.21	1.19
I am satisfied with the extent to which the afterschool program involves me in decisions about program operations.	14	2.93	1.54
The afterschool program offers a variety of meaningful activities for students.	14	3.14	1.41
Afterschool program staff takes care of the space and equipment the school provides.	14	3.29	1.14
Students are properly supervised by afterschool program staff.	14	2.93	1.49
The afterschool program provides students with opportunities not otherwise available to them.	14	3.07	1.44
The afterschool program has enough capacity to serve all interested students.	14	3.36	1.15
The afterschool program is well coordinated with other programs at the school.	14	2.86	1.66

The items that principals are most satisfied with include, *There is a strong partnership between the afterschool program and my school* and *Curriculum and instruction in the afterschool program reinforce concepts being taught during the school day.*

Principals are least satisfied with:

- *Afterschool staff reach out to teachers in the school to identify the needs of students,*
- *School staff are encouraged to visit the afterschool program.*
- *Afterschool program staff are responsive to my ideas and suggestions.*
- *I am satisfied with the extent to which the afterschool program involves me in decisions about program operations.*
- *Students are properly supervised by afterschool program staff.*
- *The afterschool program is well coordinated with other programs at the school.*

The latter are issues that programs need to consider for their program and campus.

The principals were also asked for their perception of what the afterschool program has the most effect.

<b>Principal Perception of Program Effectiveness</b>			
	N	Mean	SD
<i>In your judgment, to what extent does the afterschool program:</i>			
Enhance the overall effectiveness of the school	14	3.00	1.47
Enhance students' motivation to learn?	14	3.07	1.33
Contribute to improved student skills in reading?	14	2.79	1.72
Contribute to improved student skills in math?	14	2.86	1.75
Contribute to improved student skills in science?	14	2.86	1.66
Enhance students' attitudes toward school?	14	3.21	1.25
Enhance homework quality and completion?	14	3.07	1.49
Improve student behavior?	14	2.64	1.91
Improve student safety afterschool?	13	3.38	1.33
Improve student social skills?	14	2.79	1.72
Improve student attendance?	14	2.86	1.75
Prevent youth crime or mischief?	14	3.07	1.54
Increase parent attendance at teacher conferences or school events?	14	2.57	1.87
Increase parent interest in their child's education?	14	2.71	1.82

Principals feel the ACE program has the most impact on student safety at school and the least impact on increasing parent attendance at school day events.

### ***IX. Evaluator Recommendations/Site Coordinator Next steps***

From a best practice perspective, at the macro level guided by TEA's and CASE's requirements for delivering 21<sup>st</sup> CCLC TX ACE programs, campus sites under CASE's Cycle 7 grant have high overall implementation fidelity with a range of 7.2 – 9.96 and an average overall score for the grant of 8.6, which reflects "strong implementation with consistent high quality". These scores are based on evidence of qualitative programming elements theorized to be associated with successful implementation of after-school programs that result in positive outcomes for youth. Each campus program had a logic

model as their primary planning document for what the program was going to use, implement, and measure to ensure optimal programming and results desired. During the year, each campus submitted Interim Reports (1 & 2) that provided information on how they operationalized the elements required for these programs. Our evaluation team reviewed these documents, the campus plan, Principal walkthroughs, CASE's Observation feedback with the APT-O, Site Coordinator interview, and along with analysis of student data, TEA's summary reports, and survey and indicator data, produced ten campus reports and this overall grantee report that detail as much as possible what happened. The goal is to eventually say what worked and what did not for these programs.

**Strengths of implementation.** The majority or all sites used based on what TEA, Edvance, and CASE promote and require for strong implementation of their after- school programs are documented as follows:

- strong program alignment with the school day that includes shared understanding, activities aligned with TEKS, regular communication with school staff and administration, and CASE
- planned recruitment and retention strategies that use data to at least help prioritize; target the population of need; and include roles for school day staff, administration, and community support group in Recruitment and retention efforts
- intentionally create opportunities for students and families to give input, use methods that document and collect input (surveys, meetings, etc.), integrate their voice and choice in the delivery of the program, and work at the student level to engage them in thinking about their involvement in the activities
- a culture of compliance that uses standardized practices (i.e. APT-O) for monitoring of daily/monthly program participation and grant compliance, and to provide feedback for continuous improvement; uses online After school Zone to share information on program effectiveness; and communicates results to families, school staff, and stakeholders
- has required professional development that ACE program and school day staff (and vendor staff) can share in
- provides activities targeted to student needs and interests that are hands on and different from regular school day, and monitor attendance and student interest to guide decisions on activities
- documents and promotes high/regular student participation

Feedback from teachers and principals that support the strengths of program implementation include:

- Teachers: *“The afterschool program provides students with opportunities not otherwise available to them”, “The afterschool program offers a variety of meaningful activities for students”, and “I see the afterschool program as a partner in educating my students.”*
- Principals: *“There is a strong partnership between the afterschool program and my school” and “Curriculum and instruction in the afterschool program reinforce concepts being taught during the school day.”*

**Opportunities to improve implementation** based on “No or Not Evident” and feedback from Teachers and Principals include:

- Give formal role to community support group in recruitment and retention efforts
- Use data to guide and prioritize recruitment and retention practices
- Use data to prioritize and design skill development for staff
- Measure effectiveness of professional development in improving staff skills
- Communicate regularly with school day staff and administration, making sure all are well informed about “what happens there.”
- Ensure activity lesson plans are aligned with TEKS
- Reach out to teachers in the school to identify the needs of students
- Encourage School staff to visit the afterschool program
- Be responsive to Principals’ ideas and suggestions
- Involve the principal in decisions about program operations
- Ensure that program has sufficient staff to properly supervise students
- Improve coordination of the afterschool program with other programs at the school

Despite delivering strong programs from an implementation perspective, formulating “what works where” is challenging as each campus has its own context considering location in the Houston/Harris county area, unique target population of students and parents with different interests and needs, unique communities of support, staff differences as deliverers of the program, and allowance for school site based decision making.

**To determine the overall success of the program, we now look at the level of achievement of their goals – outputs and outcomes:**

**Strong level of Student and Adult Participation:** All sites met their student and adult service targets by serving or surpassing the required numbers of regular students and parents. Enrollment at the ten campus sites ranged from 156 to 701 for a total of 2,369 students. Regular students served ranged from 102 to 205 for a total of 1,502, which is 109.2% of the required number. The number of adults served across all sites was 790, which is 173.6% of the required number.

**Intermediate Outcomes:** Compared to 2013 data, sites showed improvement for less than half (43.1%) of the outcomes for Regular students in 2014. The outcomes with the most sites showing improvement were in Student Promotion (70%) and Mean Absences (50%). The sites with the most outcomes showing improvement were Galena Park (4/5, 80%) and Bush (4/6, 66.7%). Bush ES had the greatest improvement in annual GPA (14%) and in reduction of non-criminal referrals (-46.6%) along with some improvement in STAAR reading percent met standard and promotion rate.

Linking these results to implementation scores, Bush had an average score of 9.3, one of the highest. They served 165 students, with 160 regular as planned. Students and parents also attended 738.7 hrs, which were 110% of the hours planned in the Logic model and a balance of activity hours across components with 28.9% in Academic Assistance, 65.8% in Enrichment, 4.3% in College and Career, and 1.6% in Family Engagement. Unfortunately, no Stakeholder surveys were returned for Bush ES, so feedback is not available from students, parents or teachers.

College and Career readiness was also explored through surveys. Students from four campus sites answered survey questions about having learned about college and career information. Sheldon ES had the most students who reported they learned about jobs/careers (88.9%) and colleges/universities (92.6%). It is possible that these responses are high because Sheldon assigns all students in the ACE program to attend College and Career activities while others allow them to choose. Also, 100% of YES Prep West students (grades 9-10) also reported that they felt ready for college and the workforce, which may also be jointly associated with their campus vision for all students to attend college.

### **Strengths of the program:**

- Students reported: *“The adults and teachers working in this program really care about us”* and *“I feel safe”*.
- Teachers and principals agree that the ACE program helps students be safe after school.
- Teachers: Students at several schools showed the most improvement for *“Completing homework to teacher’s satisfaction, Academic Performance, and Being attentive in class”*

### **Opportunities for improvement:**

- Students thought their Parents did not like *“coming to classes or events sponsored by this program”* and that they did not *get to choose their own activities”*.
- Teachers feel that the program has little effect on student behavior
- Principals feel that the program has little effect on parents attending school events or conferences.

## **Themes**

- CASE has high overall implementation fidelity but areas in need of improvement may possibly be related to stakeholder perceptions (principals & teachers) about the program’s impact. CASE needs to create increased opportunities for the afterschool program to align with the school day and find ways to support existing school day programs without supplanting. The afterschool program needs to have become more integrated into the campus culture instead of being seeing as a separate entity.
- CASE has created a strong ‘culture of compliance’ where sites are clear about grant guidelines and expectations and processes in place to ensure accurate information is being reported.
- More emphasis needs to be placed on offering activities that are directly intended to support student academic performance beyond homework help and tutoring as well as be associated with promoting the desired the outcomes.
- College and Career readiness activities need more attention and innovation. High schools do not seem to have any more emphasis on these than elementary schools.
- Family Engagement activities could also use more attention and innovation.



Campus	Evaluator recommendations	Site coordinator
<p>Bush Elementary</p>	<p>Use data to inform decision making about program staff development.</p>	<p>My goal is to offer more family engagement activities, increase college and career readiness activities, promote voice and choice for our families, work closely/partner with the parent liaison, and require surveys to be completed. In reference to the “Areas of Improvement” reported, STAAR test scores need to improve among students in 3rd &amp; 4th grade, as well as obtaining grades in a timely manner to be able to determine student achievement. To also continue working with the administrative team to address the overall needs of the student body. Some evidence within the report showed that students did not improve since being enrolled in the program.</p>
<p>Carroll ES</p>	<p>Program schedules can be more flexible.            Finding external resources for program activities remains a challenge.            Space for program activities is not always available.            Program outcomes have been limited.</p>	<p>I want to ensure that all students that enter into my program reach their academic potential by addressing the diverse needs of students. My staff and I have a shared vision of providing quality programming for our students so that we can help develop well rounded students and remind them that they can be and do anything that they set their mind to. I want to be able to offer opportunities to them that they otherwise would not be able to participate in but are now getting the chance too because they are in my program. The ACE program will provide opportunities that will inspire the students to set future goals and work hard for what they want and create pathways to obtain their goals. I want my program to set the tone for making a difference. After reading the areas of improvement I am already thinking of ways to address them for future success of my program. I intend to continue to make this program safe for all students and also engaging so</p>

		that students will want to be involved and excited to return each day wondering what's next.
Galena Park	<p>Program organization could be improved.</p> <p>There are limitations to professional development in the ACE program.</p> <p>Academic activities were limited.</p>	<p>I believe the information reported in the Final Yearly Evaluation is a true depiction of all aspects of ACE programming at Galena Park High School. It accurately reflects our program in the way that it is implemented and executed on campus. It gives a clear and concise overview of how we run the program and the reason why we have an afterschool program on campus. At this time there is nothing I feel that needs to be added to the report to clarify how the ACE program was implemented. This year a goal that I have is to think more out of the box, and implement new and exciting activities for our students to be a part of. I am also aiming to recruit students that have not participated before in our program. One of my personal goals as the site coordinator is to improve the overall program organization. With better communication to with campus teachers and staff, this will be focal point moving forward. An additional goal is to create a Community Support Group on campus that will specifically target the ACE Program. This year I focusing on the community and putting together an actual group that can meet will be a priority. At this time the ACE program is looking into new ways to implement academic activities that are fun and interesting for high school students</p>
Kruse ES	<p>The program may have relied too heavily on its school day teachers.</p> <p>The program was affected in</p>	<p>I believe it reflects the balance we have between the four components of the 21<sup>st</sup> CCLC Grant. I think we can improve in our College and Career Readiness in the younger grades but I believe that, with staff changes</p>

	<p>the fall by "teacher burn-out" and required a staffing change.</p> <p>It was difficult for teachers and part-time staff to take advantage of training and professional development opportunities.</p>	<p>that were made, the students were much more engaged in the classes that were previously offered. I would like to note that this neighborhood's need for a program such as this cannot be overly emphasized.</p> <p>These students literally live in the shadows of Pasadena's refineries. Even though we have 6% of our population that is not considered economically disadvantaged, our "poor" is extremely poor. These students have absolutely no supplies at home to work on anything. I realize that academics are extremely important, but I also realize that enrichment opportunities such as art and music have been cut from our school day. I feel that a good balance between the two is being achieved in our program. For the 2014-2015 school year I need to address school day attendance issues at Kruse. I also need to address the students that are in academic intervention classes. I have met with our campus reading facilitator about her providing assistance to our students during programming and pulling out small groups of "academically at-risk" students for small blocks of time for that extra support. In response to the "Areas of Improvement" I need to provide more opportunities for front line staff training. I also need to make sure that teachers are extremely comfortable with the class they are teaching and feel they have my complete support in order to mitigate teacher burnout.</p>
Kujawa	<p>Finding resources for program activities remains a challenge.</p> <p>Student outcomes remain limited.</p>	<p>Everything in the report is accurate and reflects Kujawa's ACE program. This reports states what is implemented here on our campus and how data is collected here, and what programs and activities are on our campus. My goal for the 2014-2015 school year is</p>

		<p>to see growth in our students and providing more innovative activities that will enhance student learning. Also I would like to see more parent involvement which benefits student's growth as well. Our area of improvements was to have more innovative activities for the students. I will collaborate more with my academic liaison to see how we can improve in this area to provide these activities. Also college/career needs improving here on our campus. I will continue to research resources for this area and get in more speakers to come out and encourage the students on perusing college.</p>
<p>Roberts Road</p>	<p>Relationships with vendors need work. Transportation is a challenge for some students in the program. School day staff members were an important but overused resource for the program. Teachers have not found sufficient time to research and plan field trips and speakers for the program. Teacher burnout is an issue.</p>	<p>The information provided in this report is a true reflection of the program and activities offered on campus. The report points out that the program reflects alignment with the school day. I invest much time and great effort in ensuring that the students selected to participate in the afterschool program are the ones that will benefit the most from its' services. A strength reported from CASE staff is notable respect between staff members and between staff members and students. Selection of the staff members is not taken lightly. I communicate and expect that all staff members conduct themselves professionally. Teacher students relationship is to be nothing less than cordial and demonstrating mutual respectful. Another strength the report reported was that students connect with other students in other grade levels. Assigning older students tasks to help in the program promotes leadership skills and helps build a sense of service and accomplishment. The program goals for the 2014-2015</p>

		<p>school year are to build the most captivating program that meets the needs of my campus, the students and their parents. I will use the CIP and needs assessment data as a guide to improve the program and meet new campus and student needs that have been identified. In regards to the Areas of Improvement identified in this report, some vendors for enrichment activities lacked classroom management skills, which affected the quality of classroom instruction. There were misunderstandings regarding vendor services. ACE staff members were unhappy with many of the vendors' staff quality and lesson plans; they reported that the actual services sometimes did not meet the expectations set by the contracts. In order to clarify expectations and avoid misunderstandings, I plan on delivering a summary of services agreed upon to vendor staff. Negotiating travel expenses might help in bring more vendors to my program. When vendors cancelled, school day staff often filled in for the scheduled activity with a modified lesson plan. When this occurred teachers were not able to find time to plan more engaging, hands-on activities that address student needs. The program's academic liaison is currently working on this issue for the new school year. The academic liaison will work with teachers and assist in research to help provide field trips and speakers for the program. Morning programming is affected more by this dilemma because bus service arrives to school too late for morning sessions. Many times lack of personal transportation affects parent participation.</p>
Sablatura	The program was challenged	The Final Yearly Evaluation is reflective of the ACE

	<p>to find appropriate certified staff to teach the activities, as most staff only taught what they taught during the day.</p> <p>Students are assigned classes based on their needs and interests. Even though participation increased in the spring, the program found it challenging to “continuously” offer activities that would meet the need of middle school student interests</p> <p>Some families lack of personal transportation and limited or no late busing prevents their children from staying in the program.</p> <p>Non regular student group is comprised of higher number of Hispanic students and fifth graders, which may be in the targeted group the program is to serve. Program is challenged to find ways to help them continue with the program. Reason may be tied to lack of transportation in the afternoon.</p> <p>- Even though Family participation in their</p>	<p>Program at Sablatura MS in Pearland ISD. The Academic class in the morning had low attendance due to students arriving to school by a various forms of transportation. If students arrived by bus the busing schedule had students arriving at different times, some of which would arrive when class was completed. Another student population that attended the ACE Programs morning problem was students would have rather socialize with peers in the mornings. It is my opinion that I don’t believe there is data to support that the program hinders or enhances STAAR performance, or attendance. I would like to believe it does. The students begin the program the first day of school, so the grade base line is high due to the fact that the first nine weeks is a re-teach opportunity from the year before. When students are being taught new concepts, at times their grade go down, so when it is reporting time my students grades may be lower. Also, about attendance of program, it does not show that students are also involved in other school activities, FPS, Quiz Bowl etc. it only shows the student not participating in program class they were scheduled for. Also, in the fall and spring several students play football and baseball which would show low numbers. I only had two classes, which had the same teacher, which was not good fit.</p>
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	<p>activities was higher than planned, explore reasons why students did not feel <i>their parents liked to come to classes or events sponsored by the program</i>. Parents also noted they were the least satisfied with the <i>“variety of family activities”</i>.</p>	
<p>Sheldon</p>	<p>Only 28% (462.8 hours) of the logic model hours (1,656 hours) were attended by students, leading to question the program delivery and dose, especially as only a small percentage of students improved in STAAR tests and no overall improvements in other student outcomes. Site Coordinator does not accept volunteers or parents to visit the program. This may limit possible staffing resources as well as parent voice.</p> <p>Align materials for the academic classes more with the school day skills.</p> <p>Site Coordinator does not regularly attend campus faculty meetings, and concerns were made she may not have the full campus</p>	<p>I believe the report is for the most part reflective of my program, but I do have concerns as to how the academic portion of the program was reported. It is actually the greater percentage of my program, but the way the academics were combined each day in TX21 was misleading. I will be separating each academic class in TX21 to represent a truer picture of my program. I believe the portion about the parent volunteers is a little misleading as well. Parents would be allowed to volunteer if they were willing to be background checked and attend training with the district. Our priority has to be the children’s safety. We do invite parents in to discuss their jobs, but few if any are willing to come. I believe this all may be because a majority of our parents are working parents. My goals for this year are to work with our new academic liaison to further connect the afterschool programming to the school day and assist our students in achieving the skills they need. I am working to find vendors and activities that interest students and promote the desire to become lifelong learners of new skills and strive for new opportunities. I want parents to look to the afterschool program as a resource for academic assistance, family learning and networking</p>

	<p>vision and not as aware of resources available for the program.</p> <p>The program wants to expand enrichment activities, but few vendors want to travel to campus' remote suburban location.</p>	<p>opportunities and as a partner for their family. I would also like to see us work with more Kids Day projects that promote learning with real life applications. We will need to work more closely with the academic liaison and the school to use hands on learning to increase skills lacking in our students. We will report daily attendance for each academic class by grade level. We will continue to ask parents to share skills and careers with the students and will work with the district to provide a more convenient way for the parents to attend volunteer classes. The academic liaison will work to connect us with the materials needed to align with teaching the needed school day skills. I and or our academic liaison will attend all staff meetings that pertain to academics to help improve our awareness of what our campus needs and resources are. I am working on new partnerships with the YMCA and other vendors to bring in more quality enrichment activities for my students.</p>
<p>Waller HS</p>	<p>An area for concern in the logic model is the Resources segment. While the ratio of regular students to instructors is adequate, students were not able to receive the activities that they should have. Limited space and availability prevented sports/physical activities for the fall, but the Interim Report II indicated</p>	<p>I believe the report is for the most part is reflective of my program. Administrators, teachers and parents also provide recommendations on potential attendees, not only counselors. We will be offering health and fitness activities during the Fall term this school year. Although space is limited, we are going to utilize the areas that we can as best possible. The students will create a workout plan with their trainers (teachers) and set a goal. Additionally, only experienced and certified vendors will be able to provide services to our students and parents. Staff will be required to attend at least 1 professional development training per semester. To</p>



	<p>that it would be provided in the spring. Furthermore, the vendors were not appropriately prepared to instruct high school students as most of them were college students. By providing better resources, the ACE program at Waller HS can increase retention of participants and also better align their objectives to meet the needs of the students.</p>	<p>keep students and parents updated, we are utilizing Remind101 this year. Furthermore, “the vendors were not appropriately prepared to instruct high school students as most of them were college students.” In addressing the above statement, being a college student does not depict your capability to instruct a class as there is no set age of a college student. The reason why the vendors were unable to instruct our high school students were due to them not being trained by their employer. To avoid this we will receive recommendations from various site coordinators and observe the vendor in a classroom setting.</p>
<p>YES Prep West</p>	<p>Even though the amount of funding seems to be sufficient for success, based on the TEA’s Activity Attendance Percentage report, the hours attended per student averaged 150.5 for the year which may not be much dose for the cost (and only 17% of Logic model hours planned). The Coordinator reported that attendance starts out high at the start of each semester but wanes as the semester goes along. With a student to staff ratio of 5:1, (low in comparison to other</p>	<p>Due to the fact that this report was finalized after the end of the grant year, the site coordinator that provided the programming reported on in this evaluation is no longer available to provide feedback. The following is the Project Director’s assessment of the program. The 21<sup>st</sup> CCLC program at Yes Prep West is accurately reflected in the Final Evaluation Report presented in this document and there is nothing additional that needs to be added to provide a more accurate description of services or programming. The goals for the ACE Program at Yes Prep West for the 2014-2015 school year are to give the students opportunities to pursue interests that will impact them in their current interests and transition them into new areas that will catapult a lifelong career of learning and experiment with new academic pathways. With the new leadership of the program the site coordinator has unique ideas and is able to shed some new insight on</p>

	<p>programs), the program may want to reconsider raising the number of students required (to keep them 30 days or longer) and/or reconsider the cost they are paying vendors for the services (to have more innovation). Visiting CASE's Partnership Fair offers Site coordinators more options for vendors and an opportunity to compare costs.</p> <p>The Site Coordinator reported difficulty in supporting the Academic activities, especially aligned to the needs of middle to high school students. As they are guided by campus teachers who are not always available, we suggest the program focus on hiring an Academic Liaison to help develop more accessible academic activities for students.</p> <p>Site Coordinator recognized the need for more activities and hours for College and Career Readiness that middle</p>	<p>after school programming and how the activities in the ACE Program will cater to the students and parent interests. The campus has re-evaluated the type of vendors used for the program. The new vendors have been recruited with greater intentionality of aligning the activities with the school day and a greater focus has been granting the students what they would like to see in the upcoming year of programming. The academic assistance offered in programming has also been re-evaluated for year four and the campus teachers have committed to serving the program during this component of the program weekly and/or daily. The interim site coordinator has devoted herself to focusing on the needs of the campus and striving to foster more support from the school day staff to support the areas where students have the greatest need. College and Career Readiness activities have traditionally been a challenge for many sites and therefore are a priority for this campus. As previously stated the interim site coordinator will collaborate with the campus to bring additional support and activities into the program to promote College and Career Readiness in the ACE program and provide the students with a greater variety of exposure to these types of activities.</p>
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	<p>and high school students will attend and was working on different strategies to encourage students' interest and commitment. Suggest bridge/align with the campus' overall commitment of preparing students for college.</p> <p>The program may want to review the activities for families as parents liked the <i>Variety of family activities</i> (M 2.67) the least.</p>	
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Based on recommendations and final evaluation assessment of HCDE's Cycle 7 programs, the following steps will be taken to increase the effectiveness of the afterschool programs, create a stronger linkage between school day, and improve stakeholders' perception of the programs:

- CASE Program Coordinator increase level of visibility and support at each campus;
- CASE Quality Support Specialist will work closely with secondary sites to develop unique programming with emphasis on college & career readiness and technology;
- Center Academic Liaison will develop stronger relationships with teachers and administration to ensure that activities align with school day and the specific needs of targeted students;
- All site coordinators will be encourage to improve efforts to promote program's effectiveness to parents, teachers, and community and;
- CASE Family Engagement Specialist will work closely with sites to evaluate existing family activities and determine their effectiveness and identify possibly new activities to engage families.

## **X. Evaluator Information**

**Jeannette B. Truxillo, Dr.P.H.**, is the Director of the Research and Evaluation Institute of Harris County Department of Education. Dr. Truxillo holds a doctorate in public health from The University of Texas, School of Public Health and has been actively engaged in program evaluation and social science research for the past 20 years. She has conducted studies of various subjects such as community needs assessments, child mental health, educational interventions, professional development, human services, and organizational assessment. Her specialties include evaluation design, participatory evaluation, survey research, accountability, and measurement and has presented at various conferences - locally, nationally, and internationally.

## **XI. Appendix - TX 21<sup>st</sup> Data Checks**

# TX21ST DATA CHECKS

Data Check	What to look for?	Purpose	How to check?
Student Data	C#s	Verify that the student is not a duplicate in the system	<b>Steps:</b> <ol style="list-style-type: none"> <li>1. Select Export/Import&gt;Students</li> <li>2. Select appropriate grant cycle</li> <li>3. Review data</li> <li>4. Note any inconsistencies and notify site to make corrections or provide clarification</li> </ol> <b>Tips:</b> <ul style="list-style-type: none"> <li>▪ Use data filters to look at grade level/DOB match</li> <li>▪ Use data filter to check for C#s</li> <li>▪ When looking at multiple terms, filter to remove duplicate students</li> </ul>
	Mismatch grade level/DOB	Verify that student is in the correct grade level	
Parent Data	Duplicates	Verify that parents are not duplicated in system	<b>Steps:</b> <ol style="list-style-type: none"> <li>1. Select Export/Import&gt;Parents</li> <li>2. Select appropriate grant cycle</li> <li>3. Review data</li> <li>4. Note if any parents with similar names are linked to same students</li> <li>5. Note if any parents have been selected to earn adult certifications</li> </ol>
	Adult Certification	Verify adult certification selection	
Participants with no Attendance	Participants with no recorded attendance	Verify that all participants have recorded attendance for at least one day of programming	<b>Steps:</b> <ol style="list-style-type: none"> <li>1. Select Reports&gt;Exception Reports&gt;Participants with no attendance</li> <li>2. Select appropriate grant cycle</li> <li>3. Export report as an Data Only Excel document</li> <li>4. Highlight sites that have participants with no attendance</li> </ol>
Grade level Discrepancies	Grade levels not served	Verify if site is serving required grade levels	<b>Steps:</b> <ol style="list-style-type: none"> <li>1. Select Reports&gt;Exception Reports&gt;Grade Level Discrepancies</li> <li>2. Select grant cycle and year</li> <li>3. Review data</li> <li>4. Identify sites that are not serving approved grade levels</li> <li>5. Identify sites that are serving beyond approved grade levels</li> </ol>
	Grade level served beyond approved levels	Verify if site is not serving grade levels beyond required grade levels	
Missing Attendance	Missing activity attendance	Determine if site is missing attendance for any activity	<b>Steps:</b> <ol style="list-style-type: none"> <li>1. Select Reports&gt;Exception Reports&gt;Center with Insufficient Activities</li> <li>2. Export report as an Excel document</li> <li>3. Review data</li> </ol>

			<p>4. Note any inconsistencies</p> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>▪ Highlight any outstanding attendance beyond 7 days</li> </ul>
<b>Cancelled Activities</b>	Number of activity timeslots that have been cancelled	<p>Verify that any cancelled activities were approved or documented.</p> <p>Identify any site programming trends</p> <p>Determine if site is on track to meet minimum hours/days requirements.</p>	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Select Reports&gt;Center Reports&gt;Cancelled Timeslots</li> <li>2. Select appropriate grant cycle year, term, time range</li> <li>3. Review data</li> <li>4. Note any inconsistencies or reasons for concern</li> </ol> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>▪ Check for frequency of activity cancellations</li> <li>▪ Check that cancellation reasons are documented</li> <li>▪ Verify that documentation was submitted to Program Coordinator</li> </ul>
<b>Activity Setup</b>	Activity categorization	Review activity categories to determine if correct activity components, target audience and subject areas are aligned with activity description.	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Select Import/Export&gt;Export&gt;Activities</li> <li>2. Select appropriate grant cycle and cycle</li> <li>3. Save file as Excel document</li> <li>4. Review data</li> </ol> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>▪ Use 'Defining activities in TX21st system' handout to determine whether activities are being coded appropriately</li> </ul>
<b>Activity Schedule</b>	Activity schedule alignment with grant requirement	<p>Verify that site operations align with grant requirements</p> <p>Identify any inconsistencies</p>	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Select Reports&gt;Center Reports&gt;Activity Calendar</li> <li>2. Select appropriate center, year, term, time range</li> <li>3. Review data</li> <li>4. Note any inconsistencies</li> </ol> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>▪ Verify program schedule aligns with grant requirements</li> <li>▪ Verify that there are no program time gaps in schedule</li> </ul>
<b>Student Count</b>	N/A	Determine overall student count (regular/non- regular) per site	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>6. Select Reports&gt;Grantee Reports&gt;Year End Summary</li> <li>7. Select grant cycle and year</li> <li>8. Export file as a 'Data Only' Excel document</li> </ol> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>▪ Delete Student Counts by Ethnicity rows</li> <li>▪ Delete Columns B, D, and F</li> <li>▪ Add headers Total Enrolled, Total Regular, Total Non-Regular to columns, C, E, G respectively</li> </ul>
<b>Overall Student</b>	N/A	Determine student count per month per site	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Select Exports&gt;Activity Attendance</li> </ol>

## Attendance

2. Select appropriate grant cycle, center, year, term, time range
3. Export file as a 'Data Only' Excel document
4. Filter data: Participants by students
5. Remove duplicates by Center Name & SSN
6. Calculate student count

**Tip:**

- This report is used to collect data for HCDE Board Report