



Final Evaluation Report

YES Prep Texas ACE Program, AY2021-22

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Durand Research and Marketing Associates, LLC

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Introduction to the Report

In this document, a final evaluation report is presented on the 2021-22 academic year (hereafter AY) YES Prep Public Schools' afterschool program (hereafter referred to by its acronym, "ACE," shorthand for Afterschool Centers on Education.). This program itself was authorized by the Federal Title IV, Part B, Elementary and Secondary Education Act as amended by the "Every Student Succeeds Act" (ESSA) passed in 2015. The purpose of this program is to implement community learning centers that provide opportunities in non-school hours, especially for students who attend low-performing schools with a high prevalence of poverty. The program also provides the families of such students with opportunities for involvement in their children's education as well as for their own literacy and educational development. The funding of the Texas ACE program is provided by Federal government resources, which are provided as a "pass-through" grant to the State, a grant administered by the Texas Education Agency (hereafter TEA). The Texas ACE program is particularly intended to improve students' performance on standardized tests (e.g., STAAR); in their course grades; grade level advancement; school day attendance; graduation rates; and school discipline as well as to prepare students for college and career readiness. (Additional information about the goals, guidelines, and operations of Texas ACE will be found online in the Texas ACE Blueprint at mytexasace.org.)

Following this introduction and a brief description of the grantee, this document follows a reporting format recommended by TEA, by the American Institutes for Research, a consultant to TEA, by two local Texas evaluation advisory groups – the Local Evaluation Advisory Group (LEAG) and the Local Evaluation Support Initiative (LESI) – and by a well-known data visualization professional, Stephanie D.H. Evergreen. The format itself is commonly referred to as the "1-3-25 plus appendices reporting model." The name derives from a report organization consisting of a one-page handout of "key messages," a three-page executive summary, a 25 -page report, plus appendices to amplify and provide detailed evidence for the report. The purpose of this format, and the reason for its adoption here, is that it has been found to ease reading complicated materials, promote understanding, and avoid overwhelming the reader who has little interest in particular topics. (For further information about this format please See <https://stephanieevergreen.com/the-1-3-25-reporting-model/>)

Brief Description of the Grantee

In 2018 the Yes Prep Public Schools, an open-enrollment public charter school system providing education to students in grades six (6) through 12 (retrieved July 5, 2022, from <https://www.yesprep.org/about>), received grant funding from the Texas Education Agency (TEA) for an afterschool program under the provisions of the Federal “Every Student Succeeds Act.” More specifically, YES Prep received a funding Cycle 10 grant to provide 21st Century Community Learning Centers’ (21st CCLC), afterschool programming at 10 (ten) campuses or “program center sites.” These ten program center sites included Southside, Brays Oaks, Southwest, East End, Gulfton, North Forest, Northside, Fifth Ward, White Oak, and West. (Appendix 7 to this report contains executive summaries, including descriptions, of each of these centers.)

All of these ten afterschool sites were and are located in Harris County, Texas, in the greater Houston metropolitan area. Further, all of these sites are on school campuses that had and continue to have a majority of students who are “at risk” of dropping out of school and even larger student proportions who are “economically disadvantaged.”

In developing its afterschool program, YES Prep designed and implemented activities in furtherance of the following purposes of the Federal program legislation: “...to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” (Section 1001, Every Student Succeeds Act). As noted on its Web site, the ACE afterschool program at YES Prep is “intended to serve low-income, at-risk students by providing rigorous out-of-school learning programs.” (Retrieved July 5, 2022, from <https://www.yesprep.org/departments/ace>).

Important to an understanding of YES Prep Public Schools and its ACE program are the mission and core values of the school system, including its afterschool offerings. The mission of the YES Prep Public schools is to “empower all Houston students to succeed in college and to pursue lives of opportunity.” Further, the following core values of YES Prep illuminate well both the overall context and focus of this Texas ACE grantee:

- Grow Authentic Leadership
- Eliminate Educational Inequity to Advance Social Justice
- Grow Humble Leaders
- Achieve Jaw-Dropping Results
- Build Transformative Relationships
- Create Pathways to Opportunity

YES Prep ACE Program

Key Evaluation Messages

Programmatic and Managerial Context

When children and youth are exposed to safe, quality, out-of-school-time education, they achieve more in school, do better in class, are culturally enriched and exposed to new ideas, are less likely to engage in risky behavior, and are more likely to succeed in life. Quality after-school education, in turn, requires the commitment of sufficient resources, leadership and effective program implementation, a range of appropriate activities, including ones that engage and assist families, and an emphasis on continuous quality improvement.

- Exceptionally talented, experienced leaders in the key positions of Director of After School Programming; Manager of ACE Programming; and site coordinator made possible the *excellent success* of the program.
- Throughout AY 2021-22 YES Prep ACE engaged in a process of *continuous quality improvement* (hereafter abbreviated as CQI which appears to have enriched formatively both the processes and outcomes of the program.
- A needs assessment was conducted for each of the 10 YES Prep ACE sites, which enhanced program planning, Logic Model development, and the engagement of the program, schools, and community.
- Site coordinator evaluations of the ACE program supplemented by site visits conducted by the program director and the independent evaluator revealed a rather strong alignment between the afterschool program at ACE centers and their respective day schools.
- Student participation in the grantee-level program increased substantially over the previous (AY 2020-21) year, but adult participation declined over this same period. This decline for adults may have resulted from a post-pandemic return to work.
- All centers of the YES Prep ACE program offered activities for all the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
- "School climate" surveys revealed substantial percentages of students who reported that the ACE program (or its in-house sister, known as ASPIRE) allowed them to "learn new things" and helped them "to do better in school." Large percentages of students also indicated they would recommend ACE and ASPIRE to a friend.

Executive Summary

In this document a final evaluation report is presented on the 2021-22 academic year (AY) YES Prep Public Schools' afterschool program (hereafter "ACE," shorthand for Afterschool Centers on Education). As authorized under the Federal government's "Every Student Succeeds Act" and administered by the State of Texas Education Agency (TEA), the purpose of this program is to implement community learning centers that provide opportunities in non-school hours, especially for students who attend low-performing schools with a high prevalence of poverty. It also offers the families of such students opportunities for involvement in their children's education as well as for their own literacy and educational development.

During AY2021-22 the YES Prep ACE program operated at ten program center sites located on school campuses, sites that included Southside, Brays Oaks, Southwest, East End, Gulfton, North Forest, Northside, Fifth Ward, White Oak, and West. At its ten sites, the program served a total of 2,863 students and 1054 adults with activities that provided participants with academic assistance, enrichment, college & workforce readiness, and family and support services.

The *principal findings* of this final evaluation, an evaluation conducted by the independent, external evaluation firm of Durand Research and Marketing Associates, LLC, include the following –

- YES Prep ACE planned and implemented *quite an excellent* program, one that met significant needs and resulted in important results both for participants and other community stakeholders;
- This program success was largely attributable to the work and dedication of exceptionally talented, experienced leaders in the important positions of Director of Afterschool Programming, Manager of ACE Programming, and site coordinator;
- Much of this success also derived from program leaders implementing a well thought-out process of Continuous Quality Improvement (CQI);
- All ten YES Prep ACE centers served student participants diverse in ethnicity, gender, and grade level;
- The centers were located on YES Prep school campuses with a majority of students "at risk of dropping out" and high proportions of economically disadvantaged families;
- Alignment and important linkages were found between the ACE program centers and their respective day school. This alignment and these linkages appeared to result in large measure from a campus-center-community needs assessment that formed the bases of centers' logic models;
- All ten ACE centers implemented programs that either *largely met or even exceeded* the quality performance standards recommended by the Texas Education Agency's consultant (the American Institutes for Research) and by its

two professional evaluators' advisory groups (the Local Evaluation Advisory Group and the Local Evaluation Support Initiative).

- Important elements of the ACE centers' environment had key impacts on programming, elements that included but were not limited to the continued but lessened incidence and prevalence of COVID-19 in the greater Houston area; social-political pressure to abandon activities delivered online; the appearance and impact of Hurricane Harvey during the fall of 2021; State legislation requiring small group tutoring for those experiencing problems with Texas' STAAR testing; violence and school shootings; and growing inflation and elevated family financial problems. These environmental elements seemingly affected the manner of program delivery at YES Prep ACE, the levels of student and particularly adult participation, and concerns over school safety security at afterschool centers.
- Student participation, including "regular participation of 45 days or more" in the ACE program in the current academic year increased considerably over that of the previous year; but adult program participation declined.
- Student responses to a "school climate survey" revealed high and overtime increases in agreement that ACE or ASPIRE (an in-house sister program) "allowed the learning of new things" and "helped one to do better in school." Further, there was an increase in reported willingness to recommend ACE or ASPIRE to a friend, an indicator of greater diffuse satisfaction with afterschool programming over last year.
- An analysis of data available in YES Prep reports revealed that (after controlling for background factors) greater participation in ACE resulted in fewer days absent from the regular school day, higher STAAR test scores in science, and fewer criminal referrals.
- Variations across identified needs at the 10 centers manifested themselves in differential activity programming during the year.

Principal findings aside, the Durand Research and Marketing Associates, LLC, evaluation *recommended* several "*next steps*" –

1. Even though the Texas Education Agency's requirements for adult participation were met, a decline in such participation was observed in the current academic year (AY 2021-22) over the previous one (AY 2020-21). This decline in adult participation may well have resulted from a post-pandemic return to work, especially as a result of economic inflation and its attendant family financial cost increases, including sharp increases in gasoline prices. Nonetheless, adult surveys or focus groups could further illuminate this situation and provide solutions in order to enlist more adult participants in future Texas ACE programs.
2. In completing a self-assessment of their respective ACE centers, some site coordinators expressed the need for improved after school safety and

security. Of course, events in Uvalde, Texas, and other locations have elevated concerns. As a minimum YES Prep needs to review its existing standards and, if found unsatisfactory, consult professionals about improvements in them as well as in existing safety and security measures for after school programming.

3. Several ACE site coordinators indicated a need for improving internal methods for assessing student engagement levels. Since teacher-reported engagement in learning on the part of students is one of the new, required Federal program performance measures, YES Prep together with its ACE leaders need to invest time and resources into *further developing* such measures. Not only will this meet Federal requirements, but likely will also enhance program outcomes.
4. As was so in previous years, several site coordinators were critical of the lack of ACE program representation on their respective day school curriculum committees. This lack of representation should be corrected **immediately** since such a correction will almost certainly enhance the alignment between ACE sites and their respective day schools.
5. The design of Texas ACE programming appears to vary considerably across sites even within the same grantee setting, often in contradiction to an expressed desire to maintain cross-center consistency. (This problem certainly is not unique to YES Prep, but rather extends throughout Texas.) Visitors, school leaders, evaluators, and other observers of ACE program sites may be especially unsure of ***how program environments differentially impact program processes and outcomes***. Accordingly, Texas Education Agency officials need to be advised to develop appropriate training and materials. Such training and materials should serve to improve professional, actionable knowledge as well as guidance for *dealing with cross-site program variability, and, especially, the influences of a program's environment shaping such variability*. For further information and evidence on this point, see Barnow, B.S. and D.H. Grfeenberg, "Conducting Evaluations Using Multiple Trials, *American Journal of Evaluation*, Vol. 41 (4), 2020.

Overall Program Assessment

YES Prep planned and implemented a *quite successful afterschool program* in the form of Texas ACE. This was so in spite of a lingering incidence and prevalence of COVID-19 in the greater Houston area, disagreements in the community about wearing masks for disease prevention, the worries of parents about school shootings in Texas, growing economic problems facing families, and the necessity of recovering from Hurricane Nicholas that devastated sections of the metropolitan area early in the 2021-22 school year.

This success of Texas ACE at YES Prep stemmed in a major way from its talented, experienced school and program leadership; well thought-out logic models premised on a constructive theory of change; alignment between YES Prep's Texas ACE centers and their respective day schools; a thorough assessment of needs that engaged the program with school campuses and the community; a detailed self-assessment completed by Texas ACE site coordinators; and a multi-faceted continuous quality improvement (CQI) process.

The markers of this program success were many, including –

1. Operating ten (10) Texas ACE centers throughout the academic year that served students diverse in ethnicity, gender, age, grade level, and needs as well as having served adults and parents;
2. Providing important afterschool programming in academic assistance, cultural enrichment, college and workforce readiness, and adult/parental support at schools with high proportions of “at-risk” and economically disadvantaged children and youth;
3. A considerable increase in student program participation, especially in the number of “regular student participants,” over the preceding (2020-21) academic year;
4. Substantial percentages of students reported on a “school climate” survey conducted by YES Prep that the ACE program (or its in-house sister, known as ASPIRE) allowed them to “learn new things” and helped them “to do better in school.” Large percentages of students also indicated they would recommend ACE and ASPIRE to a friend.
5. Considered cumulatively, “regular ACE students” were present in school for quite a number of days more than either non-ACE or “non-regular ACE” students;
6. Greater participation in ACE was also found to be related to higher STAAR test scores in science, and to fewer criminal referrals;
7. Adult participation met the Texas Education Agency requirements for such participation at each of the ten (10) program centers;
8. Self-assessment results that revealed nearly all program quality standards of the Texas Education Agency's Local Evaluation Advisory Group (LEAG) were met or exceeded at each Texas ACE center.

These substantial markers of program success aside, a few improvements appear to be needed. Such improvements are set forth below as “Recommended Next Steps.”

Recommended Next Steps

1. Even though the Texas Education Agency's requirements for adult participation were met, a decline in such participation was observed in the current academic year (AY 2021-22) over the previous one (AY 2020-21). This decline in adult participation may well have resulted from a post-pandemic return to work, especially as a result of economic inflation and its attendant family financial cost increases, including sharp increases in gasoline prices. Nonetheless, adult surveys or focus groups could further illuminate this situation and provide solutions in order to enlist more adult participants in future Texas ACE programs.
2. In completing the self-assessment of their respective ACE centers, some site coordinators expressed the need for improved afterschool safety and security. Of course, events in Uvalde, Texas, and other locations have elevated concerns. As a minimum YES Prep needs to review its existing standards and, if found unsatisfactory, consult professionals about improvements in them as well as in existing safety and security measures for afterschool programming.
3. Several ACE site coordinators indicated a need for improving internal methods for assessing student engagement levels. Since teacher-reported engagement in learning on the part of students is one of the new required Federal program performance measures, YES Prep together with its ACE leaders need to invest time and resources into further developing such measures. Not only will this meet Federal requirements, but likely will also enhance program outcomes.
4. As was so in previous years, several site coordinators were critical of the lack of ACE program representation on their respective day school curriculum committees. This lack of representation should be corrected **immediately** since such a correction will almost certainly enhance the alignment between ACE sites and their respective day schools.
5. The design of Texas ACE programming appears to vary considerably across sites even within the same grantee setting, often in contradiction to an expressed desire to maintain cross-center consistency. (This problem certainly is not unique to YES Prep, but rather extends throughout Texas.) Visitors, school leaders, evaluators, and other observers of ACE program sites may be especially unsure of ***how program environments differentially impact program processes and outcomes***. Accordingly, Texas Education Agency officials need to be advised to develop appropriate training and materials. Such training and materials should serve to improve professional,

actionable knowledge as well as guidance for *dealing with cross-site program variability, and, especially, the influences of a program's environment shape such variability*. For further information and evidence on this point, see Barnow, B.S. and D.H. Grfeenberg, "Conducting Evaluations Using Multiple Trials, *American Journal of Evaluation*, Vol. 41 (4), 2020.

Program Environment

In recent evaluation research, the importance of the “environmental conditions” of programs, and especially of the interactions between such conditions and programs at multiple sites, have been reemphasized (see for example Barnow and Greenberg, 2020). In this report section, the environmental conditions of the AY2021-22 YES Prep ACE Program and its 10 sites are briefly discussed. Then, the likely impacts of such conditions are considered.

Of course, there were a myriad of environmental conditions that appear likely to have influenced the implementation of the AY2021-22 ACE program at YES Prep: the continued but lessened incidence and prevalence of COVID-19 in the greater Houston area together with disagreements in the community about wearing masks for protection; the almost complete abandoning of virtual programming, often for popular political reasons; the academic rebound of reading pass rates on STAAR testing following the pandemic, but the continued lag in math throughout Texas; the passing of a law by the Texas legislature, popularly known as HB4545, mandating school districts to make a list of every student who did not pass the STAAR accountability test, or who did not take the test, and provide them with more tutoring in smaller groups; school shootings in the State that have focused increased attention on school safety and security; nationwide growing economic inflation causing elevated, school and family financial costs; and a growing statewide school enrollment are only a few. (Details of the ACE program environment by school campus are shown in Appendix 1 to this report.)

Key Impacts on Programming

Manner of activity delivery. Probably the greatest impact of the environment of the ACE program in AY2021-22 was on the manner by which activities for students and adults were delivered. *Nearly all activities at each of the centers were delivered in-person.* This was a considerable change from AY2020-21 during which a considerable majority of activities were offered virtually (for more detailed information please refer to Appendix 1 of this report). During the current year, only a handful of online virtual activities, frequently those involving one or only a few adults in a student-parent meeting, were conducted. (One noteworthy exception to this, however, occurred at Northside in which 13 adults participated in a “synchronous” online driver’s ed orientation along with 10 students.)

Levels of program participation. Another environmental impact of important consequence was on levels of demand for ACE program activities. Demand for student afterschool programming at YES Prep ACE centers increased from AY2020-21 to AY2021-22 by about 24%. At the same time, however, the demand for adult activities fell by about 17%. (See the details in the report on participation later in this report and in Appendix 3.) The increased demand for student programming in YES Prep ACE coincided with the general increase statewide in student enrollments as well as with a decline in afterschool activities provided virtually. The reasons for the decline in adult

participation, on the other hand, are unclear. Speculatively, this adult decline may have resulted from a post-pandemic return to work, especially as a result of economic inflation and its attendant family financial cost increases, including sharp increases in gasoline prices.

Concerns over school safety and security. The school shootings in Uvalde, Texas, and in other parts of the United States, have heightened concerns for improved safety and security measures. In a program self-assessment completed in AY2021-22 by the YES Prep ten site coordinators, an assessment completed by means of an instrument known as the NYSAN (reported below in this report and in Appendix 4), safety and security matters were cited as “approaching an appropriate standard, but not yet satisfactory.” Additionally, these heightened concerns were perceived and experienced by the YES Prep ACE external evaluator (and author of this report) during scheduled site visits to program sites. Special precautions were taken regarding access to buildings and to YES Prep site coordinators.

Logic Models and Theory of Change

In this report section, the “Theory of Change,” which was the basis for the AY 2021-22 YES Prep ACE program, is discussed. Also, this report section provides information about fall and spring logic models for the YES Prep ACE centers.

The theory of change underlying this year’s (AY2021-22) ACE program was as follows –

Students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on four activity components (academic achievement, college and career readiness, enrichment, and family and parental support service) will experience and demonstrate improvement in academic performance, attendance, behavior, as well as in their grade level promotion and graduation rates.

This theory was adopted by the YES Prep ACE program after reviewing previous research and “best practices” from professional materials on out-of-school time education. These professional materials included evaluation findings and recommendations from both the [Texas ACE Evaluation Guide](#) and the [Texas ACE Local Evaluation Toolkit](#). These latter two documents were prepared in 2021-22 by local evaluation professionals (of which the author of the present report was one) from the Local Evaluation Advisory Group (LEAG) and the Local Evaluation Support Initiative (LESI) working collaboratively with the Texas Education Agency, and the American Institutes for Research.

Logic models for each of the 10 YES Prep centers were developed and implemented based on this theory of change, on the work of LEAG and LESI just noted, and on the results of campus and community needs assessments (detailed below in this report). Two logic models were created for each YES Prep ACE center. One logic model was created and implemented for the fall 2021 term while a second model was developed and put into operation for the spring 2022 academic term. Both sets of logic models were reviewed by the evaluator of the present program. The evaluator’s review comments were then sent as feedback to the YES Prep ACE program director.

Each of the models for a center was separate and distinct, especially in presenting a different set of programmatic inputs, outputs, and outcomes. While each logic model for a center was separate and distinct, they all followed the same template shown immediately below –

Logic Model				
Needs	Center Goals	Implementation (Process Evaluation)		Outcomes (Outcome Evaluation)
		Inputs (Resources/Assets)	Outputs (Activities Provided and Implementation Fidelity)	

In examining the logic model template above, the reader should note how **needs** (the left-most column above) identified for the campus, ACE center, and the community “drive” or form the bases of a logic model. **Needs** refer to the underlying problem(s) to be addressed through the program and center activities. The reader should also note that center goals, inputs, activity outputs lead to the “outcomes” identified and evaluated for the program (see the final column).

Each of the models for an ACE center is quite lengthy – one might say voluminous -- and detailed such that the inclusion of all of them in printed form would have appreciably added pages and to the task of digesting this report. Consequently, the decision was made by the Durand Research and Marketing Associates evaluation team to make each logic model available to the interested reader by means of a Cloud-based (Google Drive) folder. The folder itself is accessible via the following shared link –

https://drive.google.com/drive/folders/19v_M1sqfRS9LPowwXs9_bR2Ya2KtLUI?usp=sharing

(Note: in this cloud folder the fall logic models precede in order those for spring.)

Additional evaluator comments:

The review of each center’s logic model by the evaluator revealed –

- All centers’ logic models were based on the needs assessment discussed in the section of this report that follows below;
- Since needs are likely to change over time, they have been continually monitored over the Texas ACE grant cycle (Cycle10). (Needs and logic models from previous academic years are available for review on the YES Prep Web site at <https://www.yesprep.org/departments/ace>);
- As expected, variations in logic models’ inputs, including activities, outputs and outcomes were found between ACE centers and from fall and spring within the same center.

Program Center, Campus, and Community Engagement: Needs Assessment

In late spring of 2021, in advance of the YES Prep AY2021-22 program, a community, campus, and center needs assessment was conducted for each of the 10 YES Prep ACE sites. As discussed in the preceding section of this report, a major purpose of the these needs assessments was to inform the development and implementation of program logic models for the spring and fall terms. (In the terminology used in the preceding report section, needs “drive” or form the bases of a logic model.) Needs assessments are particularly invaluable in program planning and in the selection of activities for ACE participants. An additional major purpose of the needs assessment is to further program, school and community engagement (see Texas ACE Blueprint, p.2 at myTexas ACE.org).

In preparing this evaluation report, a needs assessment for each center was submitted by the center’s site coordinator to the ACE Program Director and forwarded to the independent external evaluator. After being reviewed by the Program Director and evaluator, feedback was sent to the site coordinator for identified changes and updates.

An example of the instrument utilized at each of the 10 YES Prep centers to conduct such an assessment well as of findings obtained from utilizing the instrument is shown below. (The example shown is the needs assessment completed at the **Brays Oaks center of YES Prep ACE.**)

IMPORTANT: The revised and updated results from all other 9 centers are shown fully in Appendix 2 of this report.

**YES Prep Campus: YES Prep Brays Oaks
Campus and Community Needs Assessment
21st CCLC Grant – Cycle 10 Year 5 (2022-2023)
DUE DATE: May 11, 2022**

Please contact Carnetta Carnetta.Griffin@yesprep.org and Maria at Maria.Maradiaga@yesprep.org if you have any questions.

Instructions: Please answer all questions. You may add or expand cells as needed.

Chart 1: Campus Needs	
1. Identify and describe any existing non-ACE after-school activities or services you currently provide on campus.	<ul style="list-style-type: none">• Sports- Volleyball, Soccer, Basketball, Cheer, Dance, Track (High school and middle school)• Tutoring
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school’s current needs.	

- These activities do not provide support for students who may enjoy the arts.
- Many students do not want to be part of sports or tutoring and are looking for other activities to join.
- We need classes that will prepare student's life after high school, including driver's ed.
- Our current club offerings primarily are open to high school students. We have few opportunities for middle school sports or sustainable offerings outside of the classroom.
- In general, we do not have additional funds to support extra-curricular activities, nor the fund to support them with their purchases of supplies.
- We have limited budget to offer academic intervention outside of the classroom. Currently, we particularly struggle with 6th and 7th grade Math and English (students on track to earn an approaching score or higher on STAAR – 49% 6 ELA, 54% 7 ELA, 54% 6 Math, 55% 7 Math). We do not provide regular compensated after school tutorials in these subjects, and as a result, our teachers are not consistent in providing offerings.

3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?

- Structured academic interventions in high priority subjects. We have limited budget to provide tutorials and interventions for our highest priority subjects (6 and 7 math and English, Algebra I) and as a result, we have not seen the growth in student achievement that we would like to see. By providing structured remediation from certified teachers starting the beginning of the year, I believe we would see more dramatic increased in achievement.
- Diverse enrichment activities/clubs, particularly for our high school students. Most of our clubs and organizations have a low high school attendance. I believe that more structured offerings and high school students only clubs could lead to greater investment in school.
- Lack of student pride. In school systems like charter schools, it is hard to obtain school pride without the "typical" high school experience. Afterschool activities provide students with the opportunity to feel like they are a part of an organization and increase their school pride.

4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?

- Increased academic achievement in middle school Math and English
- Increased academic achievement in Algebra I
- Increasing the number of students who strongly agree/agree with "I feel a sense of community at my school" and "I am proud to be a YES Prep student."
- Students on track to earn an approaching score or higher on STAAR – 49% 6 ELA, 54% 7 ELA, 54% 6 Math, 55% 7 Math
- Students on track to earn an approaching score or higher on STAAR – 79%
- We are below the YES Prep system average in questions on our student survey related to "Sense of Belonging." We know that these questions/perceptions have a tremendous impact on students' ability to persist in school.
- Structured tutorials and remediation opportunities from the beginning of the year with a certified teacher
- Increased time to use computer-based software (ST Math, Khan Academy) that is adjustive to student's immediate need
- Increased clubs that cater to a diverse subset of students

Directions - Please read each section carefully, and **provide details requested.**

1. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).

Crime Stoppers, Legacy Health, Preferred Meals, Bee Busy Wellness Center

2. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. See examples below...

- **Academic**

Mad Scientist - Students will receive academic assistance in English Language Arts. The students will engage in fun and educational practices to prepare for the STAAR test. Students who have failed the recent 6 weeks of ELA or are at the brink of failing are required to attend.

Homework Help- Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects.

- **Enrichment**

Dance Team- Dance team composed of 6th-12th graders. This group meets twice a week and is lead by two yes prep staff members with a background in dance. The group is meant to foster teamwork, partnership, a safe space for girls, and promote exercise.

Video Games Club- Students will have the opportunity to play video games and board games. They will learn strategies and good sportsmanship. The students will learn to cooperate with one another. The students will be rewarded with certain games and activities for maintaining good behavior during the school day. For example, getting positive points on HERO (behavior application), not demerits or detentions.

Art Club

Students will learn about the different forms of art, from digital design, to sketching, earring making, sewing, photography, etc to provide an avenue for students to express their creative talents. Tuesday, Wednesday, Thursday, 2 hours daily

- **College & Workforce Readiness**

Driver's Education- This club allows juniors and seniors to participate in an online Driver's Ed. program that will prepare the student to obtain a driving permit.

Student's must meet ACE participation required of 45 days and complete all program online modules prior to receiving completion certificate.

Student Council - Students will participate in community practices by organizing school events. Students will practice organizational and collaborative skills.

- **Family Engagement**

Cyber Safety- Crime Stoppers will hold a session to inform adults on cyber safety. Discussion on social media apps, hidden apps, live streaming, games, online challenges, dating apps, online dangers, how to spot, what to watch for, stages of grooming, safety settings & laws.

Black History Month Potluck- Parents, staff and students are invited to celebrate Black History Month. Everyone is invited to provide a dish and/or drinks to provide to the potluck. The art club will display an art wall with paintings to support BHM. Staff and students will perform to celebrate black heritage.

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below
- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below
 - ACE Banquet
 - Fall Festival
 - Zumba Night
 - Nutrition Night
 - Crim Stoppers
 - Planned Parenthood Workshop
 - Black History Month Potluck
 - Art Showcase
 - Loteria Night

{End of needs assessment example document}

Evaluator comments:

As can be seen from the above example, needs assessments are based on specific findings and evidence from **a variety of sources** ranging from previous evaluations to

current student grade and behavior reports, to family surveys, to focus group discussions, to environmental conditions, and more.

The needs assessments conducted for AY 2021-22 were reviewed by this evaluator the results of which were sent as feedback to the YES Prep ACE program director.

Variations across the 10 YES Prep ACE sites were found in the results. Particularly noteworthy were variations across sites in the responses to Chart 1, question 4:

“What are your school’s top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?”

An example of the quite useful information gathered from this question and used as a basis for logic model development is found in this response from the North Forest ACE Coordinator:

Through our annual campuswide survey, results directed our priority to ensure the mission to increase the number of college ready students is met by using ACE and any afterschool programming to promote college readiness, reinforce skills students will need to be ready for the next grade level. First, we will encourage community, positive self- concept and strong support systems for our 6th and 7th grades. Secondly, we will prioritize long-range goals, non-traditional knowledge, and strong support systems for our 8th and 9th graders. Lastly, we will nurture leadership and realistic self-appraisal for our 10th, 11th, and 12th grade students. These goals can be met through a variety of activities offered out of regular school day hours.

Our Average Daily Attendance will continue to be a top priority to address the needs to get students to school on time every day by offering AM activities before the school day begins.{End of quote}

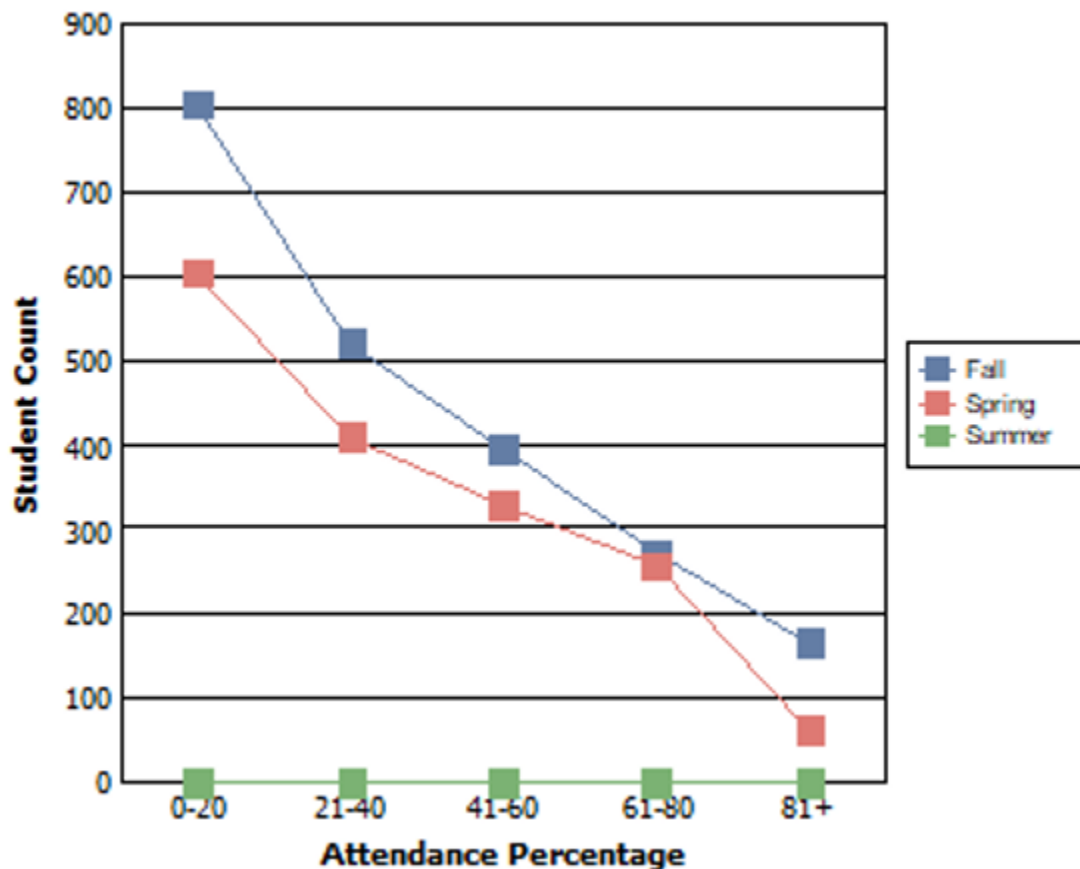
Program Participation

In this report section, student and adult participation in the current YES Prep ACE program at the **grantee level**. Participation at each of the 10 ACE sites is considered further in the report section following as well as in Appendix 3 and in Appendix 6; the latter appendix presents executive summaries of center-level evaluations.

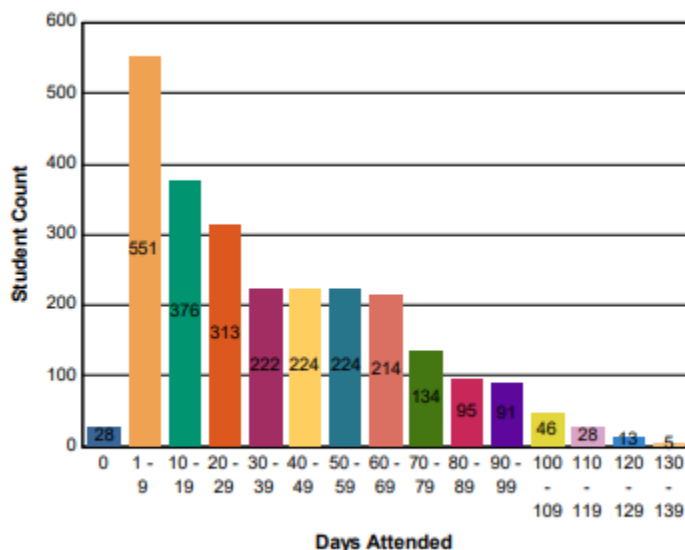
Total grantee-level participation

The charts and table immediately below show the student count by days attended percentage, the student count by number of days attended and (the table) the number of participants by attendance percentage for the fall and spring terms **for ACE at the grantee level**. (Note: summer data are not included in these charts since they were not complete as of this writing.)

Student Count by Days Attended Percentage –Grantee Level



Student Count by Days Attended – Grantee Level



Student Count by Attendance Percentage

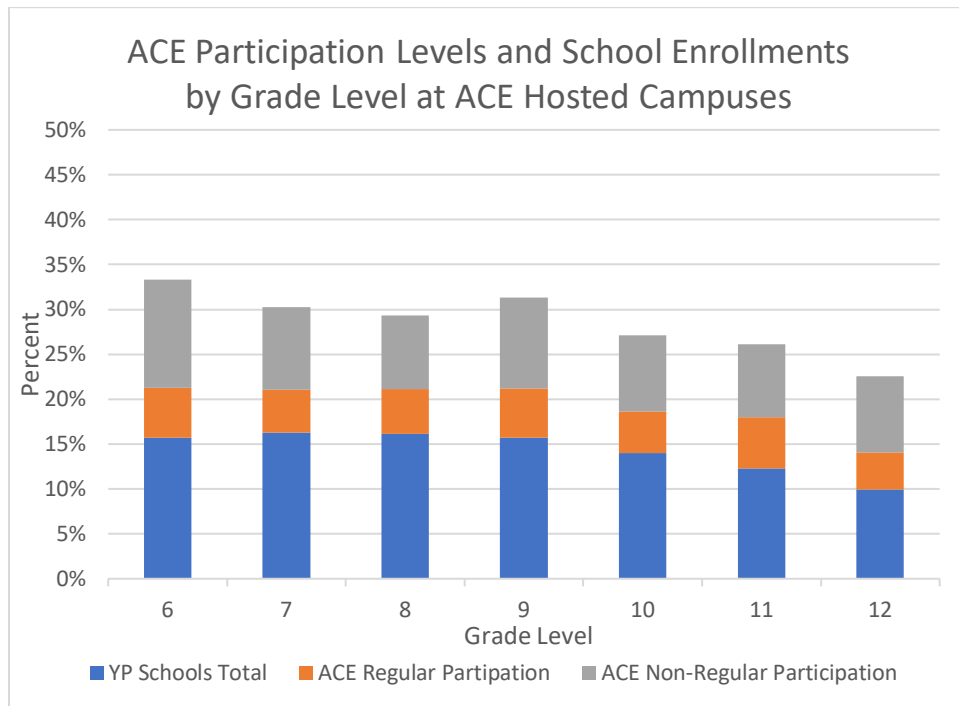
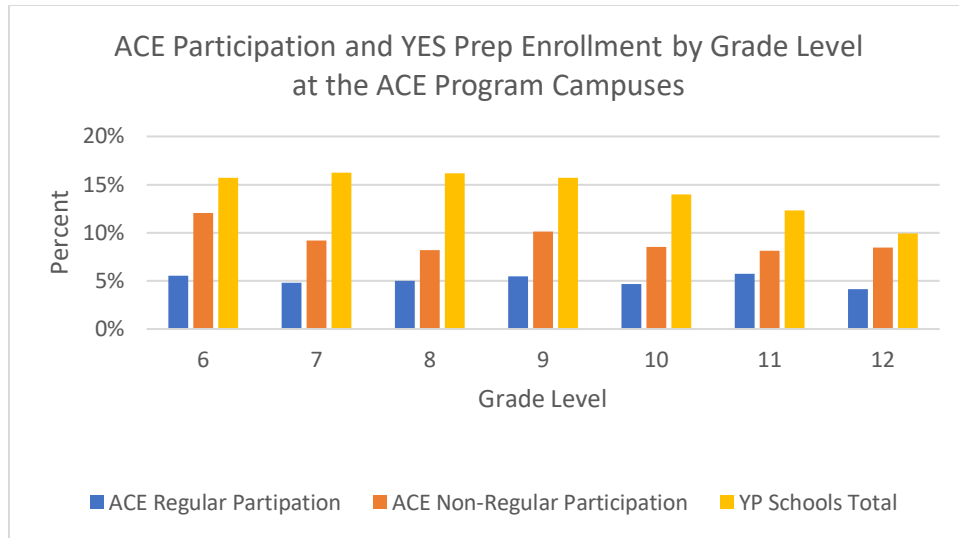
Attendance %	Fall	Spring	Summer
0-20	801	602	0
21-40	519	408	0
41-60	394	328	0
61-80	271	256	0
81+	166	61	0
Total	2,151	1,655	0

Source for all of the preceding: TEAL data system, Student Attendance Percentages, retrieved July 2, 2022.

Evaluator comment: Whether considered by percentages or counts, student attendance was higher during the fall term compared to the spring.

Student participation in ACE by school grade – grantee level

In the following charts, **grantee level student participation in ACE** by school grade level is displayed. Both charts show regular (45 days or more) and non-regular participation (44 or fewer days). Because total YES Prep enrollments differ by grade level, the total grade enrollments for the 10 school campuses which hosted ACE programs are also shown. The latter, YES Prep campus enrollments, are presented so that the reader can consider the “total pool” of possible ACE student enrollments by grade. The two charts display the same data, but do so differently to enhance readers’ understanding.



Sources: TEAL data system, Year End Demographic Summary; TEA, Texas Accountability Reports by School. Retrieved July 2, 2022.

Evaluator Comments:

The highest percentage of *regular* ACE participants (with 45 or more days) were students enrolled in grades six (6) and eleven (11) at the ten (10) YES Prep schools hosting ACE programs. On the other hand, total participation in ACE (combined regular and non-regular) in grade six (6).

Question: Who were the most frequent individual ACE program participants?

Another way of framing this question is, what were the social-demographic characteristics of the most active grantee-level ACE participants? (Statisticians interested in formal modeling might prefer to put this matter as, what are the best predictors of active participation in the ACE program during AY 2021-2022?) *Answers to however the question is framed have important implications both for future student program recruitment and ACE activity adoption.*

This question (or these questions) proved rather difficult to address as a result of the limitations and of the organization of data available in TEA's TEAL data system. At base it was necessary to draw a representative, random sample of student participants across the ten ACE sites and to merge two different data files. (The details of doing so and the statistical modeling procedures employed to obtain answers to the question(s) will be found in Appendix 3 to this report.)

When the *total number of days of attendance in ACE* were studied, students enrolled at Braes Oaks and students of African American descent were found to have been the most frequent program attendees. These results suggest that the activities available to students at Braes Oaks and that activities of greater interest to Black students might well have encouraged more frequent ACE program involvement. Of course, the Braes Oaks' culture and the unique elements of African American culture might also have played a role.

In addition to the total attendance days, *regular participation (45 days or more) in ACE* was also analyzed. (The same student representative sample was analyzed in doing so, but different measures and statistical modeling procedures were utilized. Once again the reader interested in the details should consult Appendix 3 of this report.) The results of this analysis showed that ACE participants of African American background as well as those from higher school grade levels tended to be the most frequent regular program participants. These findings also suggest that the adoption of especially appealing activities may have been involved – activities of greater interest to Black students as well as those attractive to participants feeling the need for college or workforce preparation.

Meeting of Activity and Operations Requirements

In this report section the meeting of student and adult activity program requirements as well as the meeting of operations requirements (hours per week and weeks in service) are reported.

Meeting of participation requirements

The number (count) of regular and non-regular student participants are shown in the table below ACE center along with their respective program requirements. Also shown for each center are the number of participating adults and the requirements for adult participation.

Participation[@] by Students and Adults in the ACE program by Center– 2021-22, Fall and Spring Terms

ACE Site	Total Students Served	Regular* Student Participants	Regular* Participants Number Required	Non-Regular Participants	Adults	Adults Required**
Southside	308	110	85	198	91	50
Brays Oaks	337	153	85	184	193	50
Southwest	269	120	85	149	95	50
East End	324	112	85	212	78	50
Gulfton	330	135	85	195	99	60
North Forest	321	57	85	264	97	60
Northside	204	89	85	115	92	60
Fifth Ward	234	87	85	147	124	50
White Oak	216	100	85	116	70	60
West	320	91	85	229	103	60
Totals	2863	1054	850	1809	1042	550
Mean (avg)	2863	105.4	85.0	180.9	104.2	55.0
Standard Deviation	51.06	27.09	0	48.77	34.35	5.27

Source: State of Texas Education Agency, TEAL Data System, Participant Attendance, Retrieved 6/26/2022

Notes:

@ Tabular entries show number (count) of participants.

* Regular student participation is defined by the Texas Education Agency as those with 45 days or more of participation throughout the academic year.

**Number of adults required as participants at each center by the Texas Education Agency

ACE program requirements not met are highlighted in red.

Evaluator comments:

As shown in the above table, participation requirements for students and adults were met at all of the centers with the exception of North Forest. As suggested by the ACE program director, the numbers at North Forest are explained in a major way by the Covid pandemic and its aftermath. Additionally, the tutorials at YES Prep that were mandated by the state legislative requirement (HB4545 discussed above in the “program environments” section of this report) also contributed. The required tutorials seem to have resulted in a reduction in teacher as well as student commitment and interest.

The variation shown in the above table across the 10 centers in non-regular, student participation seems particularly striking. The reader will note the especially high number of non-regular participants at North Forest. (Please see the comment in the preceding paragraph.)

Finally, the total numbers of student participants in the ACE program increased since the previous, AY2020-21 year while the number of adults declined. These changes over the preceding year were discussed briefly above (in the report section on “program environments”) and are further detailed in Appendix 3.

Meeting of state “type of activity” requirements

The table below displays the meeting by ACE centers of TEA requirement for offering activities that provide academic assistance, enrichment, college and workforce readiness, and family and parental support services. The table shows the meeting of requirements for both the fall and spring terms.

Center	Fall Academic Assistance	Fall Enrichment	Fall College & Workforce Readiness	Fall Family & Parental Support Services	Spring Academic Assistance	Spring Enrichment	Spring College & Workforce Readiness	Spring Family & Parental Support Services
Southside	Met	Met	Met	Met	Met	Met	Met	Met
Brays Oaks	Met	Met	Met	Met	Met	Met	Met	Met
South-west	Met	Met	Met	Met	Met	Met	Met	Met
East End	Met	Met	Met	Met	Met	Met	Met	Met
Gulfton	Met	Met	Met	Met	Met	Met	Met	Met
North Forest	Met	Met	Met	Met	Met	Met	Met	Met
North-side	Met	Met	Met	Met	Met	Met	Met	Met
Fifth Ward	Met	Met	Met	Met	Met	Met	Met	Met
White Oak	Met	Met	Met	Met	Met	Met	Met	Met
West	Met	Met	Met	Met	Met	Met	Met	Met

Source: TEAL data system. Data retrieved on July 29, 2022.

Evaluator comments:

As noted in the table above, TEA “type of activity” requirements were met at all YES Prep sites. *Note:* Originally the data for Gulfton could not be retrieved from the TEAL data system. The error message provided in TEAL, “Failed to retrieve data from the database,” suggested either a data entry error or a problem with the TEAL data retrieval software. As of this writing the problem appears to have been corrected.

Operations requirements

In addition to program participation and to TEA requirements about the types of activities to be provided, each center was required to meet operations requirements. In the table below the meeting of these latter requirements are shown by center.

Meeting of ACE Program Operations Requirements by Center for the Spring and Fall Terms, AY2021-22

Site	Hours/Week in Fall –15 required	Hours/Week in Spring – 15 required	Weeks in Service Fall – 13 required	Weeks in Service Spring 16 required
Southside	Met	Met	Met	Met
Brays Oaks	Met	Met	Met	Met
Southwest	Met	Met	Met	Met
East End	Met	Met	Met	Met
Gulfton	Met	Met	Met	Met
North Forest	Met	Met	Exceeded	Exceeded
Northside	Met	Met	Exceeded	Met
Fifth Ward	Met	Met	Met	Met
White Oak	Met	Met	Met	Met
West	Met	Met	Met	Met

Source: TEAL Data System: Center Operations, retrieved 6/30/22 and re-examined on August 4.

Evaluator comment:

As of this writing, the incidence and prevalence of Covid-19 has once again increased in the greater Houston area. Further, this same incidence and prevalence was also high, especially early during the fall term of 2021. Notice from the table that operations were met even in the fall despite Covid-19 and a hurricane. YES Prep is to be commended for meeting operations requirement in the face of such difficult conditions.

According to widely reported CDC data, “spikes” occurred in Harris County, Texas, both in the number of reported Covid cases as well as in the number of individuals hospitalized for Covid in late August and in early September 2021 at about the time

ACE programming commenced (see <https://www.nytimes.com/interactive/2021/us/harris-texas-covid-cases.html> for data reported to CDC about Harris County, Texas).

COVID aside, during mid-September of 2021 the Houston area experienced Hurricane Nicholas which forced a number of closings. YES Prep welcomed students to return to school and ACE several days after Nicholas moved out of the area (see <https://www.yesprep.org/schools/elementary/news/featured/~board/school-news-family-comms/post/family-update-actualizacin-para-familias-09-17-2021>)

Continuous Quality Improvement (CQI)

Throughout AY 2021-22 YES Prep ACE engaged in a process of *continuous quality improvement* (hereafter abbreviated as CQI) the purpose of which is to enhance formatively both the processes and outcomes of the program. Those most directly involved in this process included the Director of Afterschool Programming for YES Prep, the Manager of ACE Programming, the program's site coordinators, and other staff, as well as the independent, external evaluator. Also involved was the Texas Education Agency (TEA) and its consultants, professional members of which provided considerable support, encouragement, and helpful guidance.

The CQI itself involved a number of important documents, actions, activities, and results discussed below --

(IMPORTANT: Specific details and supporting documents as well as commentary by the independent external evaluation about the YES Prep ACE Continuous Quality Improvement Process or CQI are provided for the interested reader in Appendix 4 to this report.)

Texas ACE Kickoff Meeting with associated Power Point slides. (August 2021) The meeting and slides provided important program guidance, including COVID-19 guidance, and program requirements. Arguably, one of the important impacts of this meeting and slides was the presentation of *new performance measures* which federal programs like ACE are to implement beginning this program year. These new measures include –

- Growth in reading/language arts on state assessments,
- Improved grade point averages,
- Improved attendance rates
- A decrease in in-school suspensions compared to the previous year, and
- An improvement in teacher-reported engagement in learning.

All of these measures, of course, were included as a part of the assessment of the YES Prep ACE program for AY 2021-22.

The Texas ACE Blueprint (September 2021 ed.), a guide for grantees to implement high-quality programming, is a document provided by TEA that includes materials on Quality Assurance, quality indicators, and a recommended schedule. The Blueprint was implemented as discussed immediately below,

The Quality Assurance Process or QAP, was conducted collaboratively with TEA during the fall, spring, and summer, on topics ranging from vision, mission, and goals to school community engagement, to program operations. A central theme of the QAP was continuous quality improvement. Feedback was provided to YES Prep ACE's Program Manager, to site coordinators, and to the independent external evaluator. Such

feedback formed the bases for the Texas ACE Action Plan briefly discussed in the paragraph that follows.

The Texas ACE Action Plan was originally developed in May in collaboration with TEA for YES Prep's ACE program. The original plan was based upon previous program assessment results and subsequently updated in December of 2021. This updated plan set forth a number of improvement strategies, attainable action steps, responsibilities for plan implementation and a calendar of such steps to guide program quality improvement throughout the year. In the judgment of this independent external evaluator, chief among the process improvements resulting from the YES Prep ACE Action Plan were –

- Improvements in how to track and record attendance to ensure that participation SMART goal targets were met or exceeded,
- The use of a lesson plan tool used by site coordinators to ensure alignment with the program,
- The development of staff onboarding processes.

Moreover, as called for the plan itself culminated at the end of the fall and spring program terms with the completion of a comprehensive evaluation conducted collaboratively by ACE site coordinators, the ACE Manager, the independent external evaluator, and other YES Prep leaders.

Site Visits. Visits to program sites were conducted during the summer 2021 and spring 2022 terms by the ACE Program Manager and the independent external evaluator. While confirmatory of decisions reported by site coordinators, the primary purpose of the visits was to assist in resolving issues involving program quality. In the professional judgment of this independent external evaluator, these site visits especially assisted greatly newly hired program site coordinators, particularly those new coordinators at Fifth Ward and Northside.

“Content Day Meetings” were held online throughout the academic year by means of Microsoft Teams. These meetings, led by YES Prep's Director of ACE Programming, included program site coordinators and the independent evaluator. featured attendant notes, slides, and directed discussions. The purpose of these meetings was to promote quality improvement, resolve problems, and to foster additional accountability.

Completion of the NYSAN Self-Appraisal Instrument and process by site coordinators with a subsequent review by the ACE Program Manager and independent external evaluator. The use of the NYSAN (an acronym for “New York State Afterschool Network”) followed strong recommendations for its adoption from TEA, TEA's Local Evaluation Advisory Group (LEAG) and TEA's consultant, The American Institutes for Research. In the view of TEA, “improving afterschool program quality must begin with a commitment on the part of practitioners to examining their programs with a critical eye. A quality program is one that is that is reflective, willing to continue to improve, change and grow, and believes in successful outcomes for its participants.” These latter ideas

are the bases for the NYSAN, which is fundamentally a self-assessment tool to be completed by site coordinators.

The instrument itself covers a range of program quality topics including the program's environment/climate; administration; relationships between staff, participants, families, and the community; staffing and professional development; program activities; linkages between ACE and the day school; youth engagement; program sustainability and growth; program outcomes; and evaluation. In doing so it provided important insights about areas possibly needing improvement, especially in subsequent (i.e., next year's) afterschool program. Each program topic also contains a list of quality indicators that are intended to guide the achievement of quality program outcomes.

After reviewing the self-assessments provided by the 10 YES Prep ACE coordinators, the independent local evaluator summarized the key findings as follows –

- ***The most salient finding from the results of the NYSAN self-assessment is that all of the coordinators reported a close, strong alignment between the afterschool program at all ACE centers and their respective day schools,***
- Areas cited by coordinators as needing improvement were relatively few and widely scattered by assessment element.
- ACE representation on a school's curriculum committee was again – as last year -- mentioned as a need by a few coordinators.
- Safety and security matters were cited a few times as “approaching an appropriate standard, but not yet satisfactory.” Such citing is probably not surprising given the violence in schools widely reported by news media in the United States.
- The need for an improved “internal method for assessing student engagement levels” was cited by a few site coordinators as necessary.

Detailed, complete assessment reports on all 10 YES Prep ACE centers will be found in a “Cloud-based” file at --

https://drive.google.com/drive/folders/1bt1uNezrtIG5M3Z_L6qT8LccxNty1mFU?usp=sharing.

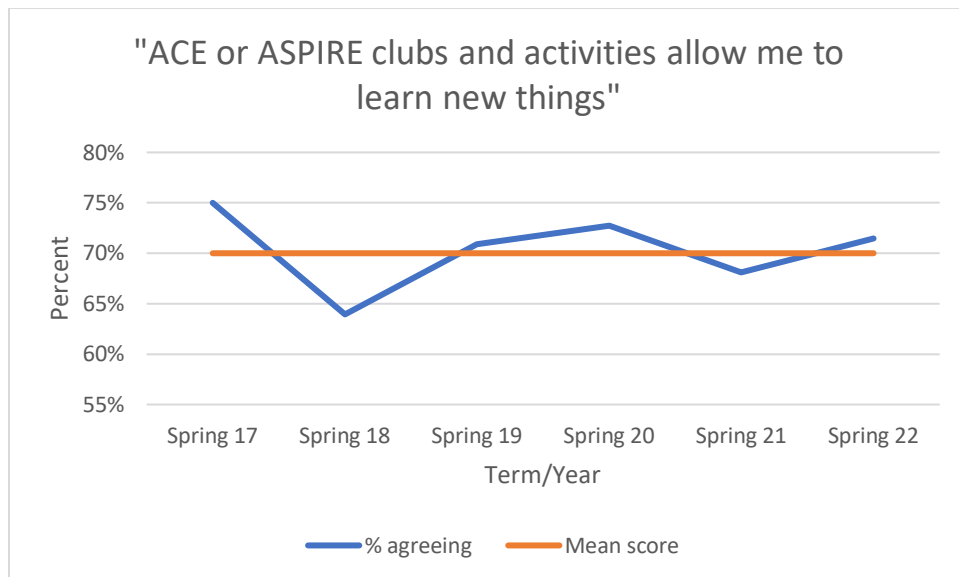
The culmination of the CQI process as called for the Texas ACE Action Plan for YES Prep is this present *final evaluation report*.

Outcomes Assessment

In this report section, findings from an assessment of the YES Prep ACE program *outcomes* are reported. As result of recent changes in Federal program reporting requirements (see *Government Performance and Results Act*, as cited in the *ACE Kickoff Day Meeting*, myTexasACE.org), performance outcomes have been altered from previous years. This alteration has resulted in a more circumscribed set of outcomes about which data have been gathered and reported by TEA and by YES Prep. For example, no changes in student subject grade reports over the year were available and thus not reported here.

Perceptions and assessments of ACE and ASPIRE¹ at YES Prep

As part of a “climate survey” of students at YES Prep conducted over the period from 2017 through 2022, respondents were asked to agree or disagree with the statement, “ACE or ASPIRE clubs and activities allow me to learn new things.” Results are shown in the chart immediately below along with the overtime (2017 through 2022) average or mean. (The reader should exercise caution in interpreting results since the vertical scale does not begin with zero.)



Source: YES Prep student climate survey. Retrieved July 11, 2022.

Notes: Observe that the vertical scale does not begin at zero.

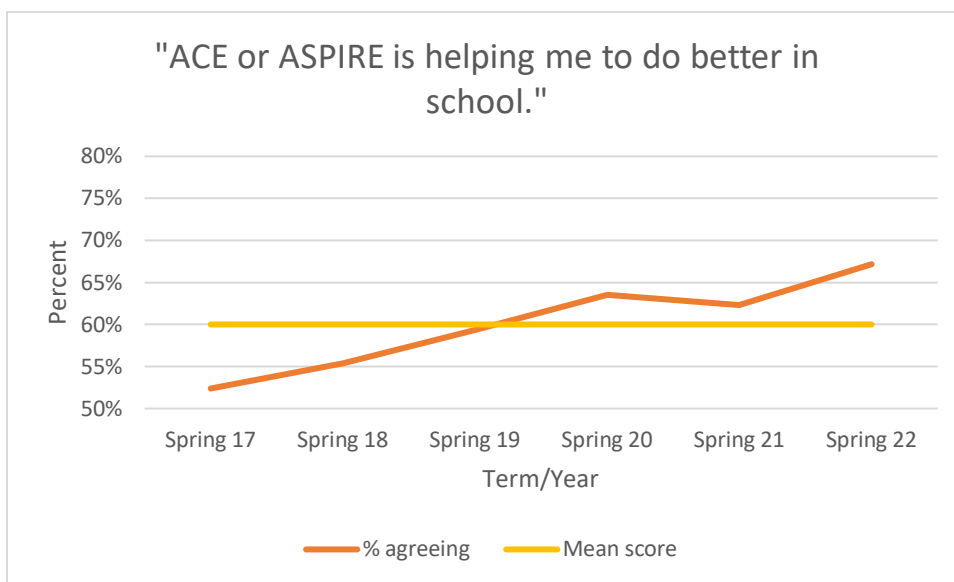
¹ASPIRE is the in-house sister program of ACE at YES Prep. Note that the questions asked as part of the reported “climate survey” results did not distinguish the two programs.

Evaluator comment:

There was variation around the average or mean score over the time period, 2017-22. It is presently unclear why the response to this question was lowest in the spring of 2018. The highest affirmative response to the question was in the survey conducted in the

spring of 2017. The percentage of students responding affirmatively to this question in the current year (2022) was above the average of mean of the time series; more than seven of 10 responding students provided a positive answer.

A second question posed to students on the YES Prep climate survey was, “ACE or ASPIRE is helping me do better in school.” The results over time are shown in the following chart –



Source: YES Prep student climate survey. Retrieved July 11, 2022.

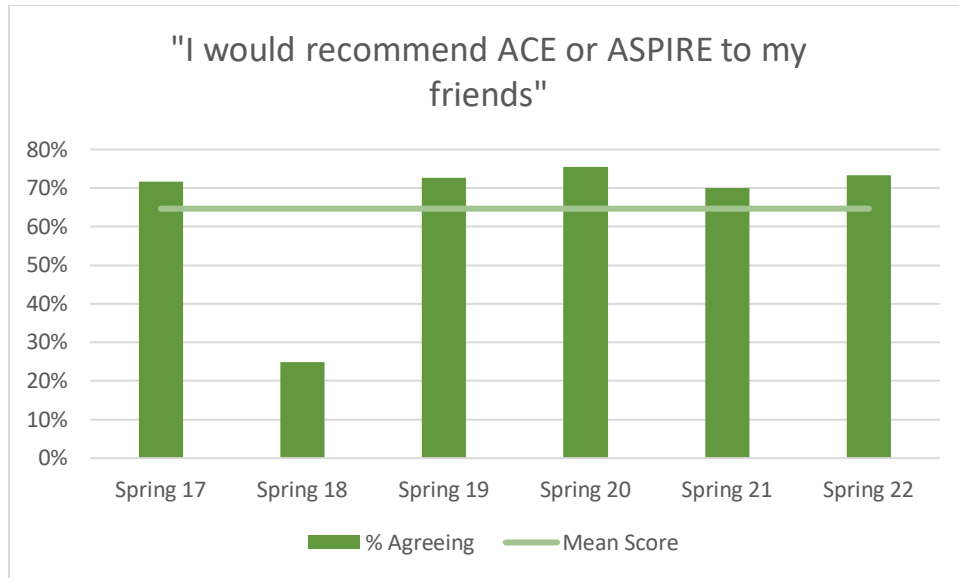
Notes: Observe that the vertical scale does not begin at zero.

Evaluator comments:

Over the time period shown, an increasing percentage of students reportedly assessed the YES Prep afterschool programs (ACE and its sister program) as helping them to do better in school. The highest percentage of students – near two out of three – in agreement with the statement occurred during the spring of 2021-22.

A final question on the YES Prep climate survey was one measuring “diffuse satisfaction” with ACE and ASPIRE: “I would recommend ACE or ASPIRE to my friends.”

{A chart displaying the responses to this question is shown on the next page.}



Source: YES Prep student climate survey. Retrieved July 11, 2022.

Notes: Observe again that the vertical scale does not begin at zero.

Evaluator comments:

The reader will observe that with the single exception of the spring 2018, 70% (or seven out of ten) or students agreed with the statement. The current year (2022) evinced the second highest level of willingness among students to recommend the afterschool programs to a friend.

Test grade, school absence, and behavioral outcomes

In addition to students' perceptions and assessments, the impact of the YES Prep ACE program on students' accountability test scores, school day absences, and behavioral outcomes also were analyzed and evaluated.

Note: The methods and detailed results of the analysis and evaluation of these outcomes will be found in Appendix 5 to this report.

The principal findings are summarized as follows –

- Only slight differences in test scores for reading, math, science, and social studies were found between non-ACE students, “non-regular ACE participants,” and “regular ACE participants”;
- “Regular ACE participants” were found to have fewer days absent from school than either non-regular ACE participants or non-ACE students. Considered cumulatively, “regular ACE students” were present in school for quite a number of days more than either non-ACE or non-regular ACE students;

- Two non-ACE students were found to have three or more criminal referrals each during the year while just one (1) “regular ACE” student was found to have three or more.
- A comparison of the distributions of non-criminal referrals revealed a higher-end “tail” for non-ACE students compared to “regular ACE participants.” One (1) “regular ACE participant” was found to have more than six non-criminal behavioral referrals (1.9% of the total of such students) while six (3.6% of the total of such students) were found to have more than six non-criminal ones. The non-criminal referrals found among non-ACE students reached as high as 22. The highest number for “regular ACE participants” was 16.

An important caveat: The reader should note especially that no “cause and effect” is implied in the above findings. Indeed, the true cause of the above results may be attributable to differences between the categories of students in gender, ethnicity, parental education levels, or any other antecedent student conditions, rather than to ACE participation or the absence of it. No evidence bearing on this was available for the analysis.

Appendix 1: The Environments of the YES Prep ACE Program

This appendix includes detailed data and related information about –

- Structural characteristics (e.g., grade levels) of the schools hosting ACE
- Student mobility, attrition, and norms of school attendance.
- School accountability ratings by the Texas Education Agency
- Demography of the YES Prep campuses with ACE

Characteristics of YES Prep Schools with ACE Programs by Center (2020-21)

Site	Grades Served by School	Students Per Teacher (School)	TEA School Accountability Rating	School Attendance Rate (% for 2020-21)	Student Attrition (% for 2020-21)*	% of Mobile Students (AY2018-2019)**
Southside	6-12	14.7	Not Rated: Declared State of Disaster	98.1	15.1	8.0
Brays Oaks	6-12	16.7	Not Rated: Declared State of Disaster	99.1	4.5	3.9
Southwest	6-12	17.4	Not Rated: Declared State of Disaster	99.1	2.9	2.1
East End	6-12	16.8	Not Rated: Declared State of Disaster	98.9	6.5	3.6
Gulfton	6-12	17.6	Not Rated: Declared State of Disaster	99.0	5.3	3.7
North Forest	6-12	17.7	Not Rated: Declared State of Disaster	98.3	5.1	3.0
Northside	6-12	17.7	Not Rated: Declared State of Disaster	98.9	6.3	3.6
Fifth Ward	6-12	17.4	Not Rated: Declared State of Disaster	98.7	8.4	4.0
White Oak	6-11	16.1	Not Rated: Declared State of Disaster	98.4	12.4	9.2
West	6-12	16.1	Not Rated: Declared State of Disaster	98.9	8.7	5.0

Source: Texas Education Agency, Texas Academic Performance Reports for 2020-21.

Notes: These data are the most recent official data available.

*The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21

**Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

YES Prep ACE Demographic Characteristics by Center

Site	% African American (School)	% African American in ACE	% Hispanic/Latino (School)	% Hispanic/Latino in ACE	% English Learners (campus)	% Female (campus)	% Female in ACE	% Economically Disadvantaged (campus) **	% At-Risk of dropping out of school*
Southside	44%	56%	54%	30%	27%	53%	60%	94%	54%
Brays Oaks	11%	20%	86%	69%	47%	53%	61%	97%	64%
Southwest	5%	11%	94%	92%	33%	52%	55%	94%	55%
East End	.4%	0%	99%	99%	27%	50%	53%	89%	57%
Gulfton	3%	6%	91%	89%	53%	49%	56%	98%	64%
North Forest	14%	24%	84%	59%	45%	51%	57%	92%	67%
Northside	9%	22%	89%	71%	31%	51%	66%	95%	59%
Fifth Ward	6%	15%	93%	85%	27%	48%	60%	94%	59%
White Oak	11%	17%	87%	72%	46%	47%	59%	96%	62%
West	6%	12%	88%	77%	41%	50%	52%	94%	55%
Avg.	11%	18%	87%	74%	38%	50%	58%	94%	60%
Std. Dev.	12%	15%	12%	20%	10%	2%	4%	3%	4%

Notes: School data are from the Texas Academic Performance Reports for AY2020-21. ACE data, highlighted in green, are derived from each center's enrollment and attendance numbers for AY2021-22, reported in the TEAL data system in "Year End Demographic Summary."

*Identified as at risk of dropping out school/total number of students.

** Percent of students eligible for free or reduced-price lunch or other public assistance

Appendix 2: Needs Assessments by ACE Center

This appendix contains needs assessments for each ACE center. The assessments in this appendix have been reviewed by the ACE Program Manager and independent external evaluator. Based on the review, feedback was sent to each ACE site coordinator who subsequently made appropriate revisions and updates.

Southside

YES Prep Campus: YES Prep Southside

Campus and Community Needs Assessment

21st CCLC Grant – Cycle 10 Year 5 (2022-2023)

DUE DATE: May 11, 2022

Please contact Carnetta Carnetta.Griffin@yesprep.org and Maria at Maria.Maradiaga@yesprep.org if you have any questions.

Instructions: Please answer all questions. You may add or expand cells as needed.

Chart 1: Campus Needs
1. Identify and describe any existing non-ACE after-school activities or services you currently provide on campus.
<ul style="list-style-type: none">• MS/HS Boys Flag Football• MS/HS Girls Volleyball• HS Boys Volleyball• MS/HS Girls and Boys Cross Country• MS/HS Girls and Boys Track• MS/HS Girls and Boys Basketball• MS/HS Girls Cheerleading• MS/HS Girls and Boys Soccer
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.
<ul style="list-style-type: none">• Our most robust extra-curricular activities currently lie within athletics. However, our athletics offerings only target a limited interest level of the population. Due to a huge shift in staff, many of our activities currently offered after school lie within ACE and athletics. Students who have passions outside of athletics have extremely limited avenues for exploring their passions on our campus, and as a result, are at risk of disengagement or transfer to other schools.
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?

- Several students have expressed interest in creating a yearbook for the school year. Although there is a web design class that is offered at the high school level the students are still yearning for the opportunity to capture memories created during the school year. At the middle school level, students have little choice in extra-curricular activities. Even though our students have demonstrated strong interest in visual arts, dance, and music, very few students can explore the arts at the middle school level. As dance is only offered to 7th grade students and Art is only offered to 8th grade students. Those who are academically far behind spend their electives periods in structured academic interventions, and they relish the opportunity to explore their other passions. Struggling students need more access to academic interventions. Even though our math and reading interventions during the day provide some support, students continue to struggle in their content classes when they arrive at our campus more than 2-3 years behind in basic skills. An after-school program would allow us to provide targeted support to students in their core contents as interventions just focus on foundational skills.
- SEL interventions would also cater to majority of our students at SS. Because there can be a high percentage of students that lack basic needs at home, this can cause students to disengage mentally, become physically aggressive, and/or become frequently absent or leave early. Quarterly interest forms could help rectify some issues and can potentially lead students to greater achievement. IC such as girls or boys mentoring groups, extra counseling services (SEL, grievances, etc.), assemblies, outside stakeholders that teach weekly classes that are different and unique such as environmentalist. Once providing different classes to meet student where they are could potentially increase student behavior, academics, and attendance.
- Becoming a community school, tracking needs assessments with students and families, and connecting everyone with nonacademic needs with resources and classes to provide at risk students or underprivileged communities opportunities.

4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?

Priority	How we know it's a priority	How after school opportunities could address this priority
• Becoming an "A" School	• It's a campus goal	• Recruiting teachers to operate tutorials before and after school
•	•	•
•	•	•

ACE Cycle 10 Year 5 Continuation Application Questionnaire

2. Optional: What are the juvenile crime rates in your neighborhood? How have these rates impacted the neighborhood? How have they impacted your school and students?

- 77033 is a D grade and in the 21st percentile for safety, meaning 79% of zip codes are safer and 21% of zip codes are more dangerous. The rate of crime in 77033 is 46.46 per 1,000 residents during a standard year. People who live in 77033 generally consider the northwest part of the zip to be the safest. Your chance of being a victim of crime in 77033 may be as high as 1 in 15 in the northeast neighborhoods, or as low as 1 in 27 in the northwest part of the zip.
- At these rates, our students are more prone to conduct negative patterns and trends of violence or property damage. Students could potentially bring narcotics to campus, become in

gang related activities, and/or students in fear of traveling home or being engaged in community activities.

Directions - Please read each section carefully, and **provide details requested.**

3. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).

Precinct 1 and 2 (external), PVAMU nutrient program (external), Blazin Brooks (external), Houston Food Bank (external), Alar Institute (external), DK High Stepper (external).

Crime Stoppers (external), Houston Food Bank (external), Campus PTO (internal/parent volunteers)

4. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. See examples below...

- **Academic**

Tutorial (MS) and Study Hall (HS)- Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects.

- **Enrichment**

Dance Team- Dance team composed of 6th-12th graders. This group meets twice a week and is lead by two yes prep staff members with a background in dance. The group is meant to foster teamwork, partnership, a safe space for girls, and promote exercise.

Morning Hype- Students will have the opportunity to gather in the gym in the mornings and finish any extra school related/ academic activities, apply life skills, and have open gym for enhance physical performance.

DIY – Students will engage in creating their own personalized crafts and will assist in helping the school with some crafty work for certain programs and events we may have.

- **College & Workforce Readiness**

Precinct 2 – Precinct 2 will host SAT prep, college and career readiness, and military awareness to HS students and their families. They will host classes after school and on weekend if needed.

- **Driver's Education**- This club allows juniors and seniors to participate in an online Driver's Ed. program that will prepare the student to obtain a driving permit. Student's must meet ACE participation required of 45 days and complete all program online modules prior to receiving completion certificate.

- **Family Engagement**

Parent Informational/Kickoff Meetings- Meetings are intended to build program awareness and share overview of program requirements and expectations with parents and students. The parents will have the opportunity to enroll their children into the program and clubs that will be offered.

Cyber Safety- Crime Stoppers will hold a session to inform adults on cyber safety. Discussion on social media apps, hidden apps, live streaming, games, online challenges, dating apps, online dangers, how to spot, what to watch for, stages of grooming, safety settings & laws.

Black History Month Potluck- Parents, staff and students are invited to celebrate Black History Month. Everyone is invited to provide a dish and/or drinks to provide to the potluck. The art club will display an art wall with paintings to support BHM. Staff and students will perform to celebrate black heritage.

Fall Festival – Families will have a chance to gather for festival activities for the fall. Carnival games, inflatables, enjoy challenges and competitions, great food, raffles, etc.

Principal Meeting with Families – Parents will have a chance to connect with our principal during coffee with the principal. This is an important time to deliberate any questions, build a rapport, and plan for the school for parents that would like to volunteer.

*****Description is required for ALL activities*****

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below

North Forest will utilize Barbara Jordan Park, (6400 Winfield Rd. weekly for 25-50 students during summer programming

- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

Southwest – Cultural Enrichment Activities (Dia de los Muertos, Black History Month, Cinco de Mayo), Art Showcase

Northside – Crime Stoppers, parent University, Parent Summit

Fifth Ward – ESCAPE Parenting Classes, ACE Advisory Council

Southside – Parent University, Community Council, Zumba, ESL, GED, Computer Tech

West

YES Prep Campus: YES Prep West
Campus and Community Needs Assessment
21st CCLC Grant – Cycle 10 Year 5 (2022-2023)
DUE DATE: May 11, 2022

Please contact Carnetta Carnetta.Griffin@yesprep.org and Maria at Maria.Maradiaga@yesprep.org if you have any questions.

Instructions: Please answer all questions. You may add or expand cells as needed.

Chart 1: Campus Needs

1. Identify and describe any existing **non-ACE** after-school activities or services you currently provide on campus.

At YES Prep West, we offer the following sports:

- MS and HS Girls Volleyball
- MS and HS Boys Volleyball
- MS and HS Girls and Boys Cross Country
- MS and HS Girls and Boys Track
- MS and HS Girls and Boys Basketball
- MS and HS Girls and Boys Soccer
- MS and HS Cheerleading
- MS and HS Flag Football

Our other clubs are teacher led. Teacher sponsors volunteer to host these activities and do not receive stipends for their sponsorship of these clubs:

- LatinX Club
- Black Student Association
- Asian Cultures Club
- Gender and Sexualities Alliance
- National Honor Society
- Spanish National Honor Society

2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.

- Our most robust extracurricular activities currently lie within athletics. However, the athletic activities offered are limited to certain sports due to space and funding. Students' interest level and participation is therefore limited.
- There are shifts that occur in the staffing at YES Prep West every school year, leading to a lack of instructors interested and available to host extracurricular activities. Therefore, the activities available in previous years may no longer be offered the next year, causing student interest and participation to decrease.
- Certain special interest clubs, like dance or cooking, attract a higher number of students. This does not meet current needs as it limits the number of West students who can participate in programming after school due to space and funding.

<p>3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?</p> <ul style="list-style-type: none"> • Next year, students will have more choices in extra-curricular activities at the middle-school level. Even though our students will be able to choose to participate in arts such as orchestra, theater, art, and computer science, after-school programming can continue to provide programming that is not offered as an elective and still supports students academically. • STEM activities such as robotics and coding are missing from the regular school day. Students do not have the opportunity to be exposed to careers with a foundation in math and science. • Programming related to career and workforce development are missing from the regular school day. Students can participate in programs that will expose them to post-secondary options and career pathways in the after-school setting. Additionally, driver's education is not part of the high school curriculum but is offered as an after school program for high school students for free.
<p>4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?</p> <ul style="list-style-type: none"> • Top priorities are to ensure student attendance is consistent and the program offers quality activities to ensure students commit to returning to West each year. • The program's top priorities are to meet the needs of the students by providing activities in the visual arts, dance, and music departments that are not offered during the school day or athletics. Through visual arts students develop spatial learning, visual memory, and emotional development. Performing arts provides students the opportunities to develop public speaking and verbal skills, literacy, and improve self-esteem. These skills are valuable for students to receive in extracurricular activities and will benefit them in the classroom as well. • The program will seek activities in the STEM field and provide quality and educational courses through the enhanced after school program. • These priorities were identified through student surveys at the end of each semester, the lack of activities provided during the regular school day, student voice and choice, students on the truancy list, and constant monitoring of the program's attendance reports. • The survey responses were evaluated to provide data to demonstrate the high need of music, art, and STEM activities.

ACE Cycle 10 Year 5 Continuation Application Questionnaire

Directions - Please read each section carefully, and **provide details requested.**

- Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).
 - **Houston Food Bank – External, volunteer Services**
 - **Health Corps, Inc. – External, volunteer Services**
 - **Region6 Driver's Education – External, paid services**
- Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. See examples below...
 - **Academic**
Robotics Club - Robotics club is meant to enhance students' math and science skills. Students will build robots and they will have the opportunity to compete against each other

and other programs. Students of various grade levels learn about electronics, programming, and digital fabrication, and to implement their knowledge in various robotics builds.

Athletic Study Hall: Study Hall is mandatory for middle school student athletes. During study hall students can finish homework assignments, projects and receive assistance if needed. Athletes are required to have good grades to be able to maintain their spot on the team, and study Hall is meant to support them and prevent them from losing their spot on the team and/or having academic probation.

- **Enrichment**

Marvel Pep Club (Drumline and Dance Team): The Marvel Pep Club is for students interested in studying music and/or dance personally and professionally are a part of this activity. Pep Club is open to any student in grades 6-12 who would like to join. Additionally, students interested in joining the dance team can also participate in this club. The pep club will perform at home athletic games and all send-offs and other celebrations as requested.

Mural Art Club: Art Mural club is open to 6th-12th graders. Students will be exposed to art history, different mediums, and artists, and will design and create a mural to be housed on campus. This is a fun club for students interested in street art and longer-term art projects.

- **College & Workforce Readiness**

Super Service Marvels/Project Health: This club would allow students to learn the importance of serving others in their community and to provide food to our community. It will also provide students with an opportunity to dive into health education and the importance of a healthy lifestyle. This group will be co-led in partnership with Houston Foodbank and HealthCorps.

Driver's Education- This club allows West high school students to participate in an online Driver's Ed. program that will prepare the student to obtain a driving permit. Student's must meet ACE participation required of 45 days and complete all program online modules prior to receiving completion certificate.

- **Family Engagement**

Drug Awareness Workshop – In collaboration with psychologist Dr. Collier and campus SSCs, ACE will likely host another information session for parents to learn more about drug and substance abuse and its effect on adolescents. Information will be provided on how to spot signs of use, what to watch for, and safety expectations and laws.

Houston Foodbank Mobile Market – West students, parents and families will be invited to participate in the free mobile market twice a month. Students are trained to operate the market, and families are provided fresh food and produce once registered.

*****Description is required for ALL activities*****

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below **N/A**
- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below
West – Cultural Enrichment Events (Hispanic Heritage Month, Black History Month, etc.), Drug Awareness Workshops, Houston Foodbank Market, Student Showcases, Town Hall meetings

East End

**YES Prep Campus: YES Prep [East End]
 Campus and Community Needs Assessment
 21st CCLC Grant – Cycle 10 Year 5 (2022-2023)
 DUE DATE: May 11, 2022**

Please contact Carnetta Carnetta.Griffin@yesprep.org and Maria at Maria.Maradiaga@yesprep.org if you have any questions.

Instructions: Please answer all questions. You may add or expand cells as needed.

Chart 1: Campus Needs
1. Identify and describe any existing non-ACE after-school activities or services you currently provide on campus.
<ul style="list-style-type: none"> • Athletics (Basketball, Soccer, Cross-Country, Track, Volleyball, Cheer (high-school only) • Tutorials (Offered every day) • School Clubs (student council, Spanish honor society, etc)
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.
The existing activities that are currently provided on our campus through Athletics or East End are not targeted towards all students. The activities are either pursued by students through interest or students are permitted to attend (detention). Activities that are sought out by students through interest or lack of existing activities do not sufficiently meet our school's current needs. for example: If a student wishes to pursue robotics and engineering YES Prep does not have the capacity to support programs not in the curriculum. Athletics will offer Cheer to High School without supporting middle school while ACE can introduce and incorporate it with our program.
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?
Activities that are missing from the traditional school day that an expanded or enhanced after-school program would address are the need to infuse more extracurricular activities that we don't have the staff to offer during this school day. This would allow our students to learn new skills and be exposed to additional academic enrichment activities that the school does not currently have the funds to support. An example is having a cheer club for our middle school that can perform and allows males and females to showcase their ability. A need for our high school based on surveys and data show that a strong interest is showed for Drivers Ed and additional college and career readiness programs.

4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use? After-school programs can connect students and families to the school by the promoting of positive relationships. Offering an expanded/enhanced program catering to teaching and guiding students in better decision-making and character building will result in a reduction of behavior problems. YES Prep East End will streamline the afterschool program so that students who may need additional assistance and guidance can do so in a more intimate focused environment after school. Through project based learning and other strategies, the after-school program can help enhance the critical thinking, problem solving, and collaboration skills that are beneficial to the day to day academic Instruction.

Students are more likely to participate in activities that they most want to see. "Student Voice Student Choice" is most used when determining afterschool clubs. This gives students freedom to participate in enrichment activities and other fun clubs that promote student involvement.

To gather the top priorities that would be addressed through an expanded or enhanced after-school program were determined by using several tools/data sets. The Campus needs assessment showed evidence through student and parent surveys. Other tools that were used was the Campus needs assessment and the family needs assessment. Data from the campuses Logic model was also used. Looking at the outcome from some of the existing programs shows evidence that these current and developing programs need to be addressed through the afterschool program.

ACE Cycle 10 Year 5 Continuation Application Questionnaire

Directions - Please read each section carefully, and **provide details requested.**

7. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).

Crime Stoppers (external), Houston Food Bank (external), Campus PTO (internal/parent volunteers)

8. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. See examples below...

- **Academic**

ELA STAAR Prep Club- Students will receive academic assistance in English Language Arts. The students will engage in fun and educational practices to prepare for the

STAAR test. Students who have failed the recent 6 weeks of ELA or are at the brink of failing are required to attend.

Athletic Study Hall- Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects.

- **Enrichment**

Video Games Club- Students will have the opportunity to play video games and board games. They will learn strategies and good sportsmanship. The students will learn to cooperate with one another. The students will be rewarded with certain games and activities for maintaining good behavior during the school day. For example, getting positive points on HERO (behavior application), not demerits or detentions.

- **College & Workforce Readiness**

Driver's Education- This club allows juniors and seniors to participate in an online Driver's Ed. program that will prepare the student to obtain a driving permit. Student's must meet ACE participation required of 45 days and complete all program online modules prior to receiving completion certificate.

- **Family Engagement**

Cyber Safety- Crime Stoppers will hold a session to inform adults on cyber safety. Discussion on social media apps, hidden apps, live streaming, games, online challenges, dating apps, online dangers, how to spot, what to watch for, stages of grooming, safety settings & laws.

*****Description is required for ALL activities*****

- Please list any **CHANGES to adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below

N/A

- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

-Loteria Night

-Trunk or Treat

Fifth Ward

YES Prep Campus: YES Prep Fifth Ward

Campus and Community Needs Assessment

21st CCLC Grant – Cycle 10 Year 5 (2022-2023)

DUE DATE: May 11, 2022 Please contact Carnetta Carnetta.Griffin@yesprep.org and Maria at Maria.Maradiaga@yesprep.org if you have any questions.

Instructions: Please answer all questions. You may add or expand cells as needed.

Chart 1: Campus Needs

1. Identify and describe any existing non-ACE after-school activities or services you currently provide on campus.

- Tutorials
- Athletics
- Community Events /Festival

2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.

Campus Mission: YES Prep Fifth Ward exists to unleash the unique talents of each Titan, empower all students

to thrive in college and redefine possible for themselves and our community.

Our school needs the continuation of after-school activities. There are not enough hours in our school day for students

to receive all the enrichment courses they desire. After-school programming would allow students to further enrich

their education with academic clubs, enrichment clubs and career and college prep clubs.

3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?

We don't have enough class choice built into a student's schedule based on school size and staffing constraints. As a

school, we don't have the finances to offer a variety of elective options. An enhanced after-school program would allow

students to explore career options, continue exploring areas of current interest and try new activities they would not

have access to during a normal school day.

4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school

program? How did you identify these priorities? What tools/data sets did you use?

Campus priorities & goals for 21-22

STAAR Domain I 55%

STAAR Domain III 100% of Targets Met

SAT College Readiness (12th Grade Only) 39%

Student Persistence 93.5%

Average Daily Attendance (ADA) 96.5%

ACE Cycle 10 Year 5 Continuation Application Questionnaire

Directions - Please read each section carefully, and provide details requested.

1. Please list 2-3 partnerships you are certain you will have next year (can be internal/external, paid or volunteer services, please distinguish).

Crime Stoppers (external), Campus TFA (internal/parent volunteers)

2. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use Component Guide to identify activities that meet each component

requirement, please include activity description for each activity you plan to develop/implement. See examples below...

· Academic

Homework Center- Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects.

Chess- This club was designed for students to learn how to play chess. In addition, the chess team will go to different competitions around Houston

High School Study Hall- This club was designed for high school students. Students will work in study groups to finish homework. The teacher is also able to help students out with their homework if they have questions.

· Enrichment

Dance Team- Dance team composed of 6th-12th graders. This group meets twice a week and is lead by two yes prep staff members with a background in

dance. The group is meant to foster teamwork, partnership, a safe space for girls, and promote exercise.

Morning Basketball- Students will have the opportunity to gather in the gym in the mornings and practice drills. Basketball is a popular sport on our campus. Students enjoy playing with students from different grade levels and it also allows for staff interaction with students in a less formal setting.

Gaming Club- Students will have the opportunity to play video games and board games. They will learn strategies and good sportsmanship. The students will learn to cooperate with one another. The students will be rewarded with certain games and activities for maintaining good behavior during the school day. For example, getting positive points on HERO (behavior application), not demerits or detentions.

Open Gym- Students will learn how to play basketball, soccer, football, etc. in the gym. Games will change throughout the semester.

Cheer Team- This club allows students to learn about this unique art form that will also serve as an athletic activity & culture builder. This with also tracks student's behavior and grades.

Anime- This club is an organization that meets to discuss, show, and promote anime in a local community setting and can also focus on broadening Japanese cultural understanding.

Art- The art club is designed to help improve a student's memory and concentration skills, develop decision-making and critical thinking skills, enhance communication and listening skills, but also encourage focus and discipline.

- College & Workforce Readiness

- Driver's Education- This club allows juniors and seniors to participate in an online Driver's Ed. program that will prepare the student to obtain a driving permit. Student's must meet ACE participation required of 45 days and complete all program online modules prior to receiving completion certificate.

- Service Club- High School students conduct several service activities around the school and in the greater Houston Area. Students that achieve 100 hours of community service will receive a special recognition at graduation.

- Yearbook/Photography Club- This program students learn the latest in photo editing, enhancement and presentation and discuss diverse photographic styles. They will also capture memorable events around the campus. Students will

benefit from yearbook and photography just as much as the schools do in creating a positive school spirit.

- Family Engagement

Parent Informational/Kickoff Meetings- Meetings are intended to build program awareness and share overview of program requirements and expectations with parents and students. The parents will have the opportunity to enroll their children into the program and clubs that will be offered.

Drug Prevention- Crime Stoppers will hold a session to inform adults on cyber safety. Discussion on social media apps, hidden apps, live streaming, games, online challenges, dating apps, online dangers, how to spot, what to watch for, stages of grooming, safety settings & laws.

Thanksgiving Potluck- Parents are given the opportunity to enjoy, learn other cultural traditions, and share their own favorite family recipes. Parents are able to engage with the staff, students and ACE site coordinator during this event.

Black History Month Potluck- Parents, staff and students are invited to celebrate Black History Month. Everyone is invited to provide a dish and/or drinks to provide to the potluck. The art club will display an art wall with paintings to support BHM. Staff and students will perform to celebrate black heritage.

Description is required for ALL activities

· Please list any CHANGES to adjunct sites (including address, frequency, number of students) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but no more than 2 total). See examples below

N/A

· Please confirm or adjust the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

Parent Informational/Kickoff Meetings- Meetings are intended to build program awareness and share overview of program requirements and

expectations with parents and students. The parents will have the opportunity to enroll their children into the program and clubs that will be offered.

Drug Prevention- Crime Stoppers will hold a session to inform adults on cyber safety. Discussion on social media apps, hidden apps, live streaming, games, online challenges, dating apps, online dangers, how to spot, what to watch for, stages of grooming, safety settings & laws.

Thanksgiving Potluck- Parents are given the opportunity to enjoy, learn other cultural traditions, and share their own favorite family recipes. Parents are able to engage with the staff, students and ACE site coordinator during this event.

Black History Month Potluck- Parents, staff and students are invited to celebrate Black History Month. Everyone is invited to provide a dish and/or drinks to provide to the potluck. The art club will display an art wall with paintings to support BHM. Staff and students will perform to cele

Gulfton

**YES Prep Campus: YES Prep [Gulfton]
Campus and Community Needs Assessment
21st CCLC Grant – Cycle 10 Year 5 (2022-2023)
DUE DATE: May 11, 2022**

Please contact Carnetta Carnetta.Griffin@yesprep.org and Maria at Maria.Maradiaga@yesprep.org if you have any questions.

Instructions: Please answer all questions. You may add or expand cells as needed.

Chart 1: Campus Needs
<p>1. Identify and describe any existing non-ACE after-school activities or services you currently provide on campus.</p> <ul style="list-style-type: none"> • <u>Athletics:</u> MS consists of 6th– 8th graders. <ul style="list-style-type: none"> ○ 6th graders are able to play but must maintain an 80 or above average in all classes. ○ MS: Girls Volleyball, Boys & Girls Basketball, Boys & Girls Soccer, Boys & Girls Cross Country, Boys & Girls Track ○ HS: Bos & Girls Volleyball, Boys & Girls Basketball, Boys & Girls Soccer, Boys & Girls Cross Country, Boys & Girls Track, Varsity Cheer • <u>School Activities:</u> <ul style="list-style-type: none"> ○ Academic tutorials ○ LatinX Club ○ BSU ○ Credit Recovery ○ Accelerated learning ○ iRide
<p>2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.</p> <ul style="list-style-type: none"> • Most of the programs offered here at Gulfton are catered to HS students and MS students involved in athletics. • Our campus used to have the opportunity to provide outside experiences, field trips, and college trips. However, due to our limited budget these opportunities have been decreasing. • 98% of our students qualify for free/reduced lunch, which lets us know that our families are not able to afford private extracurricular or enrichment programs and rely on school offering these opportunities.
<p>3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?</p> <ul style="list-style-type: none"> • We do not offer sufficient career development and exploration for our students outside of seminar classes. • Budget limitations over the past few years have limited our ability to provide students with additional opportunities. • Our struggling HS attendance over the past few years suggest our campus demonstrated room for opportunity to provide HS students with additional activities and opportunities to engage them and encourage them to attend school. • Lack of art, technology, and additional enrichment programs to offer our students.
<p>4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?</p> <ul style="list-style-type: none"> • Literacy <ul style="list-style-type: none"> ○ A lot of our students are first generation students and are behind 2+ grade levels in reading and writing. • Socio-emotional support

- With over 50% of our students being labeled At Risk, we are in need of additional venues where students can receive socio-economic support.
- Family Engagement
 - When looking at family participation numbers, they demonstrate that about 10% of our parents/families are currently involved or connected with school events/activities.
- College/Career Readiness
 - 12% of adults in the Gulfton community have a college degree and \$25,774 is the median income for families in the Gulfton community.

ACE Cycle 10 Year 5 Continuation Application Questionnaire

Directions - Please read each section carefully, and provide details requested.

9. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).

Legacy Clinic

LatinX

10. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. See examples below...

- **Academic**

- **YA Book Club:** *We will be reading popular YA fiction books that the students vote on. We have journals and create crafts. I had originally envisioned a coffee shop style book club where kids could learn to make their own beverages that we would drink while we discuss our books.*
- **Student Council:** *The main purpose of the student council is to increase the accessibility to opportunities, student development, service, campus joy, and academic achievement. We will have an executive board composed of seniors and juniors.*

- **Enrichment**

- **Insanity Dance Crew:** *This will be a dance team comprised of middle and high schoolers who have a passion for dance. We'll perform at different school events and dance competitions throughout the school year.*
- **Album Review:** *Students will submit their favorite music albums. We will listen to 1 album per week in its entirety, and each student will rate the album in various categories including vocal styling, lyrical content, instrumentation use, etc. Our second meeting will focus on connecting the album to the culture of the time it was released.*
- **College & Workforce Readiness**
 - **Creative Writing Club:** *Allows students to explore writing skills in a variety of genres, such as prose, poetry, and nonfiction. We will discuss the craft of writing as well as practice.*
 - **Chess Club:** *This is a form of connection you can build with others, can learn on youtube, play online, and build strategic skills. I want students to see that Chess is a game of not chance, but strategy.*
- **Family Engagement**
 - **Movie Night:** *Gulfton will host a movie night for students, parents, and families. We will bring out the blow-up screen and show whatever movie the students vote on. It will be an opportunity to watch a movie with loved ones and grab some popcorn while enjoying a movie here on campus.*

*****Description is required for ALL activities*****

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below
- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

North Forest

**YES Prep Campus: YES Prep [North Forest]
Campus and Community Needs Assessment
21st CCLC Grant – Cycle 10 Year 5 (2022-2023)
DUE DATE: May 11, 2022**

Please contact Carnetta Carnetta.Griffin@yesprep.org and Maria at Maria.Maradiaga@yesprep.org if you have any questions.

Instructions: Please answer all questions. You may add or expand cells as needed.

Chart 1: Campus Needs	
1. Identify and describe any existing non-ACE after-school activities or services you currently provide on campus.	
	<ul style="list-style-type: none"> • Afterschool detention • ESSER Tutorials • Athletics: Volleyball, Soccer, Cross Country, Basketball • Legacy Health Services • NHS: National Honors Society • BSU: Black Student Union • Debate Team • Senior Committee • Latin X
Arts	<ul style="list-style-type: none"> • Music • Visual Art • Dance • Theatre
2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.	
<p>Fall 2022 will have the following electives during the school day: cheer, dance, engineering, choir, AP Music Theory, PE, Yoga, Theatre, Photography, and Art. These target electives will be targeted to serve specific grade levels. The need is to support the extracurricular time that will be needed for students who are enrolled in these courses, and to additionally of an introduction version to offer students not eligible to enroll in these courses. For example, school day electives such as AP Computer Science, Spanish, Student Council, and Senior Committee will only be offered to 9-12 grades. High school students who have an interest in the arts will be able to explore those options before and after school. Likewise, during the school day Theater, ART, and P.E. will be offered to 6-8 grades. Options for before and after school clubs that will introduce and support our Computer Science, Spanish and Student Leadership Curriculum will give our Middle School students a jumpstart as they progress to High school.</p>	
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?	
<p>The traditional school day is missing the expanded time needed for students to thrive in their choice electives. It is critical to provide a space where students can practice what they are learning during the school day in spaces that will allow them to Thrive. Engineering has a robust opportunity to engage students in activities such as Drones, Robotics and Video Game Coding & Design. Our AP Music course needs a space to develop our drumline, guitar, piano, and voice performers by having a choir or band or both. Lastly our Computer Science courses need to address everything our students need to be prepared to perform above average in the digital climate.</p>	

Our center is fortunate to be able to offer courses that represent a Fine Arts department; however, our mission is to highlight the talent within these courses offered during the school day at a Fall and Spring showcase. The support of a before and after school space would allow students and teachers to master skills that can be directed into annual performances to market the efforts and talent to be celebrated as a part of our school culture.

4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?

Through our annual campuswide survey, results directed our priority to ensure the mission to increase the number of college ready students is met by using ACE and any afterschool programming to promote college readiness, reinforce skills students will need to be ready for the next grade level. First, we will encourage community, positive self- concept and strong support systems for our 6th and 7th grades. Secondly, we will prioritize long-range goals, non-traditional knowledge, and strong support systems for our 8th and 9th graders. Lastly, we will nurture leadership and realistic self-appraisal for our 10th, 11th, and 12th grade students. These goals can be met through a variety of activities offered out of regular school day hours.

Our Average Daily Attendance will continue to be a top priority to address the needs to get students to school on time every day by offering AM activities before the school day begins.

ACE Cycle 10 Year 5 Continuation Application Questionnaire

Directions - Please read each section carefully, and **provide details requested.**

11. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).

- Crime Stoppers
- Houston Food Bank
- Mental health services, substance abuse, healthy sexuality education
(<https://beebusy.org/sexual-health-education/>)

12. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. See examples below...

- **Academic: Activities that will provide 45-60 minutes of academic enhancement and homework help to support the progress of students throughout the school year.**
- **Enrichment: Activities that will provide 45-60 minutes of enrichment to support the progress of students throughout the school year.**
- **College & Workforce Readiness: Activities that will provide 45-60 minutes of enrichment to support the progress of students throughout the school year.**
- **Family Engagement: Activities that will provide 45-60 minutes of enrichment to support the progress of students throughout the school year.**

*****Description is required for ALL activities*****

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below

N/A for 2022-2023: Due to conflicting concerns we will no longer use the Barbra Jordan Park as a adjunct site.

Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

- **ESL For Parents: Parents will be offered ongoing classes to learn English as a second language.**
- **Enrichment & Cultural events: Special events around all holidays and cultural connections such as Hispanic Heritage Month, Black History Month, Womens Month, etc.**
- **Health & Safety Education: Workshops with Bee Busy organization to address the needs of Healthy Decision Making around Mental health services, substance abuse, and healthy sexuality education.** (<https://beebusy.org/sexual-health-education/>)

Northside

**YES Prep Campus: YES Prep [Northside]
Campus and Community Needs Assessment
21st CCLC Grant – Cycle 10 Year 5 (2022-2023)
DUE DATE: May 11, 2022**

Please contact Carnetta Carnetta.Griffin@yesprep.org and Maria at Maria.Maradiaga@yesprep.org if you have any questions.

Instructions: Please answer all questions. You may add or expand cells as needed.

Chart 1: Campus Needs

1. Identify and describe any existing **non-ACE** after-school activities or services you currently provide on campus.

- Athletic program (cross country, volleyball, basketball, and soccer for middle and high school students)
- Unified Tutorials (MS & HS)
-
-

2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.

- Attendance/persistence is low which then leads to campus connection being low as well and students not feeling "a sense of belonging."
- Transportation – neighborhood is widely disbursed from school; many students can't walk home, because of distance from school; parents unable to pick up or want to pick up students beyond the school hours
- Lack of student activities to support students' interest

3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?

- Variety of elective courses offered— an after-school program would be able to offer opportunities for students to explore and address their lack of access in school and withing the community
- Targeted academic assistance – there are not enough operational hours in the school day to address the academic needs of many students; the after-school program would be able to host programming such as study halls for students to receive additional academic support, especially in subjects not addressed in unified tutorials

4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?

•

Priority	How we know it's a priority	How after school opportunities could address this priority
<ul style="list-style-type: none"> • Academic Intervention 	<ul style="list-style-type: none"> • Based on 2022 Spring STAAR results, 38% of students did not meet grade level, 28% approach GL, 22%, meet GL, and 12% master GL. While this in increase in scores compared to 2020-21, there is still room for growth in helping 	<ul style="list-style-type: none"> • After-school program can offer academic support with a math and ELA teacher to assist students to help close the academic gap and failure rate of the two grade levels in these two courses specifically.

	<p>students approach or meet grade level</p> <ul style="list-style-type: none"> Based on 2021-22 PowerBI reports on grades the overall fail rate for Northside was 18% with the highest number in 8th grade 	<ul style="list-style-type: none"> Afterschool program can provide academic support for students who are on the verge of failing classes
<ul style="list-style-type: none"> Culture Connections 	<ul style="list-style-type: none"> Based on the student climate survey and student SEL data, results are showing that the campus is below the district average in these specific categories that relate to culture connections: Other/DEI, School Belonging, and Sense of Belonging Based on 2021-22 student survey results, Northside has declined in the following areas: emotional regulation, growth mindset, self-management, and social awareness. Additionally, the campus attendance goal is not being met, and data shows that students who feel connected to campus are more likely to attend school. 	<ul style="list-style-type: none"> The after-school program can help address these priorities by creating affinity clubs for students to be part of that relate to their identity. These affinity groups can help students increase their culture and campus connection as well as be used to increase attendance and at the campus. The afterschool program can also embed SEL activities into every club activity or at the beginning of the program to help students learn positive coping strategies and skills
<ul style="list-style-type: none"> Attendance 	<ul style="list-style-type: none"> School day attendance has declined significantly over the past 4 years at Northside Based on PowerBI data, 9th and 12th grade show the highest concerns of meeting ADA 	<ul style="list-style-type: none"> The afterschool program can help to increase campus ADA by providing morning activities for students to attend to ensure they are on time to school

	<ul style="list-style-type: none"> 2021-22 cumulative ADA is 91.85% which is below the daily average goal of 92.5% 	
<p>Data sets used:</p> <ul style="list-style-type: none"> Power BI reports for grades <ul style="list-style-type: none"> Student failures in Math/ELA (quarter and semester) Student Climate Survey Results Panorama Student SEL Survey results (fall/spring) 		

ACE Cycle 10 Year 5 Continuation Application Questionnaire

Directions - Please read each section carefully, and **provide details requested.**

- Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).
 - Girls Empowerment Network (external; paid)
 - Legacy Clinic (internal; volunteer)
 - Parent Fellow (internal; volunteer)
- Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. See examples below...
 - Academic**

Morning Lab & Study Hall- Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects.

Athletic Foundations- student-athletes will work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects. Student-athletes will use this club to remain eligible for athletic sports throughout the school year.

- **Enrichment**

Pom-Squad/Cheerleading- students 6-12th grade participate in this club by learning cheers, chant, and dances to perform at athletic, campus, and community events. Students will learn teamwork, leadership, and presentation skills. This club will help to increase campus morale and build culture and community.

Art- students in this club will learn about the various styles of art and create individual portfolios to share with family and friends. Students will learn different art mediums used to create art as well.

- **College & Workforce Readiness**

SAT Prep— students who are close to being college-ready will participate in a workshop that will guide them through increasing their SAT scores, especially in Math and Reading/Writing. Students who successfully complete should increase their SAT scores.

Driver's Education- This club allows juniors and seniors to participate in an online Driver's Ed. program that will prepare the student to obtain a driving permit. Student's must meet ACE participation required of 45 days and complete all program online modules prior to receiving completion certificate.

National Honors Society- this club is for juniors and seniors who have at least a 3.5 GPA and meet the national organization's requirements. Students will complete community service inside and outside of school, develop leadership skills, and public speaking skills.

National Junior Honors Society- this club is for 7th-9th grade students who have made the honor roll and meet the national organization's requirements. Students will complete community service inside and outside of school, develop leadership skills, and public speaking skills.

- **Family Engagement**

Parent Informational/Kickoff Meetings- Meetings are intended to build program awareness and share overview of program requirements and expectations with parents

and students. The parents will have the opportunity to enroll their children into the program and clubs that will be offered.

Heritage Month Activities: Parents will participate in various activities that relate to the various heritage months such as, but not limited to: Salsa Tasting, Family Cookout, etc.

*****Description is required for ALL activities*****

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below

N/A

- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

Northside – Semesterly enrollment meetings, heritage month activities,

Southwest

**YES Prep Campus: YES Prep [Southwest]
Campus and Community Needs Assessment
21st CCLC Grant – Cycle 10 Year 5 (2022-2023)
DUE DATE: May 11, 2022**

Please contact Carnetta Carnetta.Griffin@yesprep.org and Maria at Maria.Maradiaga@yesprep.org if you have any questions.

Instructions: Please answer all questions. You may add or expand cells as needed.

Chart 1: Campus Needs

1. Identify and describe any existing **non-ACE** after-school activities or services you currently provide on campus.

- Athletics- we have 4 core sports that will be offered next year.
 - Basketball
 - Soccer
 - Volleyball
 - Cross Country

- After-school detention
 - This is currently offered every weekday.
- Tutorials
 - These are currently offered every weekday depending on the core subject.

2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.

- School budget cannot accommodate extra-curricular activities, mostly school-day activities
- Limited elective choice for students in YES Prep system and at SW
- High demand for new activities that the campus cannot afford due to budget limitations.
- High supply of teachers who want to teach electives and advise extra-curricular activities, of whom we cannot afford to pay for their time
- Values:
 - Improving student outcomes (continuous improvement)
 - POC are underrepresented in arts and in STEM (Social justice) of which ACE opportunities providing
 - It provides a sense of community; ACE helps to fill in student culture gaps that we otherwise could not achieve as easily.
 - Students have opportunities for additional support (via ACE) and would not have this without ACE clubs/activities.

3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?

More Elective Classes

Elective classes reveal the skill sets of some students that might not be obvious in their other classes, helping them see their strengths and affording them opportunities to be of value to their classmates. Reaching performance goals or learning a new language requires students to be organized, to set goals, and to evaluate if they are meeting those goals. These after-school electives can be utilized for explorations classes and is also a time when classes made up of mixed grades can meet. Taking an interest in after school electives may enhance a child's general interest in education. Being able to choose which after-school elective they would like to be a part of helps to prepare them for future decision-making with regards to education and employment. After school electives are meant to be fun and interesting with numerous benefits.

Limited Funds/Opportunities

Our school has limited state funding and thus we are unable to offer the robust electives courses during the day and limited after school extracurriculars. This grant would help enhance our options for students during the day and after school. Extended physical activity programs for health and fitness and various after school extracurricular electives are missing from the traditional day. ACE offers cooking classes, Fashion Design class, and other various life skill courses that are not offered during the traditional day. Leadership courses and leadership growth opportunities help mold students into entrepreneurs and productive citizens. Financial literacy is another course that should be taught to HS students learning about credit scores, interest rates, and teaching students about retirement. Students are missing important opportunities to learn supplemental life skills that will spark a new legacy of education for their families. The potential for after school programs to improve all graduation rates, keep students in school longer, and increase daily attendance should lead everyone to adamantly support them.

4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school program? How did you identify these priorities? What tools/data sets did you use?

Student Persistence year to year is a major priority. Students leave our school for multiple reasons, and most often they leave because they fail or are seeking more extracurriculars. When students do not feel they can achieve or being successful they often leave our school. As mentioned above, our kids arrive with major skill gaps, and we work to close those gaps. When our students repeatedly fail grade reports, they might fail a grade level, or a state test needed to be promoted to the next grade. After school remediation through homework help is the best way to help build confidence through small group support. This is identified year after year when we look at retention numbers. Years ago, we would retain 40 kids a year. Over the past 2-3 years, through a data driven support plan, our retentions have declined drastically. Last year at the end of the 19-20 school year we retained 2 students and the year prior we retained 3. Targeted after school tutorials helped this. Additionally, the number of kids we keep each year has increased from 94% 3 years ago to 96% for student persistence over the past 2 years. We use data from report cards and common assessments to set tutorial groups.

The leadership lessons learned in athletics, combined with the knowledge that the students must do well in the classroom to participate in athletics will improve students' persistence and overall chances for success in college. Athletics program participation is a key factor in high student persisting schools. YES Prep Athletics programs supplements the academic curriculum by instilling time management skills, handling expectations from someone in their life like coaches/ teammates, manifesting resilience through adversity, and student-athletes learn lifelong work ethic/discipline. Studies have shown in each subject, student-athletes had higher academic performance than non-student-athletes. Participation in athletics and enhanced after-school programs should be encouraged, especially for high-risk populations, and specifically for minority students.

ACE Cycle 10 Year 5 Continuation Application Questionnaire

Directions - Please read each section carefully, and **provide details requested.**

13. Please list 2-3 partnerships you are **certain** you will have next year (can be internal/external, paid or volunteer services, please distinguish).

Crime Stoppers (external), Houston Food Bank (external), Campus PTO (internal/parent volunteers)

14. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use [Component Guide](#) to identify activities that meet each component requirement, please include an activity description for each activity you plan to develop/implement. See examples below...

- **Academic**

Homework Posse Reload- Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they

are struggling. Students have materials available to them for homework assignments or projects.

National Honors Society- The National Honor Society (NHS) elevates a school's commitment to the values of scholarship, service, leadership, and character.

Athletic Study Hall- This program provides students with the opportunity to obtain assistance with homework and use the computer lab to print work for class assignments.

Spanish Honors Club- Students will study the history, politics, society, ecology, and culture of the Latin American region; advanced language training; and in-depth course work.

Literacy Club- Students will receive 1:1 help from teachers by using the program RAZ-kids, which tracks student fluency practice, that will give us data to show pre/post program progress.

The Food Bloggers- This program mixes the love of science and food together for students. Food science experiments will instruct students about science in the kitchen.

#BlackExcellence- The purpose of the African American Culture Club is to help students of all races celebrate, embrace, and expand their knowledge of African American history and culture.

- **Enrichment**

Folklore- This team is composed of 6th-12th graders. This group meets twice a week and is led by two yes prep staff members with a background in dance. The group is meant to foster teamwork, partnership, a safe space for girls, and promote exercise.

Soccer- A minimal impact class ideal for all levels of fitness and conditioning which introduces students to Soccer.

Art (NAHS)- This program is for those students who have shown outstanding ability in the field of art; serve as an inspiration for students to strive for higher goals in their work; foster excellence and a dedicated spirit in the pursuit of art.

Spirit Club- Students will generate school spirit in the Maverick community by supporting sporting events as well as hosting events that promote school pride.

QSA- The Queer Student Alliance aims to provide support and facilitate a safe environment for LGBTQIA+ students on campus.

Game Stop- Students will have the opportunity to play video games and board games. They will learn strategies and good sportsmanship. The students will learn to cooperate with one another. The students will be rewarded with certain games and activities for maintaining good behavior during the school day. For example, getting positive points on HERO (behavior application), not demerits or detentions.

Magic the Gathering- This program is a complex game of numbers that is being used to improve student's math and vocabulary skills while encouraging sportsmanship and a positive atmosphere after school.

- **College & Workforce Readiness**

Maverick Event Planners- This program will give students a platform to make decisions about high school social and academic events as well as give ownership of their school to upper classmen.

Sports Medicine- This program will show students a broad and highly competitive field that incorporates aspects of many different areas in the sports industry, such as business, marketing, and accounting.

Photography- This program students learn the latest in photo editing, enhancement and presentation and discuss diverse photographic styles. They will also capture memorable events around the campus.

- **Family Engagement**

Dia de los Muertos Celebration- Parents, staff and students are invited to celebrate the day of the dead. Everyone is invited to provide a dish and/or drinks and the Honor Spanish classes will display their day of the dead projects. The folklore dancers will perform in observance of the celebration as well.

Black History Month Potluck- Parents, staff and students are invited to celebrate Black History Month. Everyone is invited to provide a dish and/or drinks to provide to the potluck. The art club will display an art wall with paintings to support BHM. Staff and students will perform to celebrate black heritage.

*****Description is required for ALL activities*****

- Please list any **CHANGES** to **adjunct sites** (including **address, frequency, number of students**) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but **no more than 2 total**). See examples below
- Please **confirm or adjust** the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

Southwest – Cultural Enrichment Activities (Dia de los Muertos, Black History Month, Cinco de Mayo), Art Showcase, Juneteenth Celebration

Dia de los Muertos Celebration- Parents, staff and students are invited to celebrate the day of the dead. Everyone is invited to provide a dish and/or drinks and the Honor Spanish classes will display their day of the dead projects. The folklore dancers will perform in observance of the celebration as well.

Black History Month Potluck- Parents, staff and students are invited to celebrate Black History Month. Everyone is invited to provide a dish and/or drinks to provide to the potluck. The art club will display an art wall with paintings to support BHM. Staff and students will perform to celebrate black heritage.

White Oak

YES Prep Campus: YES Prep [White Oak]

Campus and Community Needs Assessment

21st CCLC Grant – Cycle 10 Year 5 (2022-2023)

DUE DATE: May 11, 2022 Please contact Carnetta.Carnetta.Griffin@yesprep.org and Maria at Maria.Maradiaga@yesprep.org if you have any questions.

Instructions: Please answer all questions. You may add or expand cells as needed.

Chart 1: Campus Needs

1. Identify and describe any existing non-ACE after-school activities or services you currently provide on campus.

- Athletics (Volleyball, Cross Country, Basketball, Soccer, Track)
- Tutorials

- SAT prep courses

2. Explain why existing activities or lack of existing activities do not sufficiently meet your school's current needs.

- I believe that our campus needs groups or organizations where students can have a mentor similar to a model

of "Boys and Girls" Club of America. I believe that our persistence rate will increase when students are paired

with an adult or older student who helps them meet small goals around life skills and not purely academic

related.

- Our campus also needs organization/clubs around their identities (ex: Boys to Men, Brown Girls Club, etc). We

often celebrate the months, but for attendance and persistence rate to increase, students need a space to

learn about their culture and express who they are as black/brown boys/girls.

- I would also like to have a frequent opportunity for parents to learn English on campus after school or a

weekly parent series on various topics. I do not speak Spanish, but I am learning that many of our parents do

not come to school to voice concern because they are self-conscious about the fact that they do not speak

English.

- A parenting group where parents have mentors on how to be better parents is also a great opportunity. Our

students who are retained or have severe academic issues also have parents who do not know how to do

something different or who seek support for help on a consistent basis.

3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?

- SAT prep course – 10th and 11th graders mostly
- Driver's ed – 10th and 11th grades
- Etiquette class for boys and girls
- Dance team –
- National honor society club
- Cheer
- Step
- Choir
- Technology – keyboarding for all grades, digital media class for all grades
- Homework help / STAAR tutorial / extra academic support – both MS and HS
- MS STAAR support – ELA for 6th 7th and 8th grades; math for MS; social studies and science 8th grade
- HS EOC – algebra I, bio I, English I and II
- Creative writing club · Cooking club · Sewing · Spanish club · Theater/improv club
- Humanitarian club – service club · Robotics club · Anime club · Hispanic Girls Group · Black Association Group · Increase literacy opportunities for students · Parent association – ESL classes, GED classes, · Muffins with mom -staff investment because parent engagement betters our school and students · Movie club Events: · Literacy night – event for students to learn about testing and reading content works, family reading night · Math night – teach parents strategies for how testing works and how they can support their students at home · Art showcase – bring parents · Honor Roll Awards

4. What are your school's top priorities that would be addressed through an expanded or enhanced after-school

program? How did you identify these priorities? What tools/data sets did you use?

- Enhancing access to literacy
- Increase book access, engagement with literacy, accelerated reader program
- LEP student support
- ESL, STAAR tutorials, etc.
- Build character in students – push for service club.
- Mentoring opportunities
- Learning how to act in difficult situations
- Girls on the run – African American girls empowerment club
- Lock ins – activities, character building, honor roll celebrations
- Health fair for parents and students
- Culture Identity Opportunities

ACE Cycle 10 Year 5 Continuation Application Questionnaire

Directions - Please read each section carefully, and provide details requested.

1. Please list 2-3 partnerships you are certain you will have next year (can be internal/external, paid or volunteer services, please distinguish).

Crime Stoppers (external), Houston Food Bank (external), Campus PTO (internal/parent volunteers)

2. Please confirm or adjust your intended student activities for the 2022-2023 program year: Use Component Guide to identify activities that meet each component requirement, please include activity description for each activity you plan to develop/implement. See examples below...

- Academic

STAAR Prep Club- Students will receive academic assistance in English Language Arts. The students will engage in fun and educational practices to prepare for the STAAR test. Students who have failed the recent 6 weeks of ELA or are at the brink of failing are required to attend.

Homework Help- Students work on completing daily homework, receive academic assistance for homework, and work with teachers on subjects where they are struggling. Students have materials available to them for homework assignments or projects.

Robotics- Robotics club is meant to enhance students' math and science skills. Students will build robots and they will have the opportunity to compete against other schools. Students of various grade levels learn about electronics, programming, and digital fabrication, and to implement their knowledge in various robotics builds.

· Enrichment

Dance Team- Dance team composed of 6th-12th graders. This group meets twice a week and is lead by two yes prep staff members with a background in dance. The group is meant to foster teamwork, partnership, a safe space for girls, and promote exercise.

Video Games Club- Students will have the opportunity to play video games and board games. They will learn strategies and good sportsmanship. The students will learn to cooperate with one another. The students will be rewarded with certain games and activities for maintaining good behavior during the school day. For example, getting positive points on HERO (behavior application), not demerits or detentions.

· College & Workforce Readiness

Math Club- High school students receive academic assistance in math. They learn about math-based careers, participate in UIL competitions, and peer tutoring.

Students also have opportunities to visit college campuses in the Houston area and visit the math departments.

Driver's Education- This club allows juniors and seniors to participate in an online Driver's Ed. program that will prepare the student to obtain a driving permit. Student's must meet ACE participation required of 45 days and complete all program online modules prior to receiving completion certificate.

Student Council- Students are accepted by teacher recommendations. Students work as a team to plan school related activities and events, (relay for life walk, anti-bullying week, suicide prevention week, etc.). Students will be governed to bi-weekly grade report checks. If a student has a failing grade, he or she must attend tutorial.

Culinary Arts- A club designed for students interested in learning more about the Culinary Arts career field, enhancing their cooking skills, learning new techniques, learning safety procedures and nutritional value, and competing in chef cookoff competitions

· Family Engagement

Cyber Safety- Crime Stoppers will hold a session to inform adults on cyber safety. Discussion on social media apps, hidden apps, live streaming, games, online challenges, dating apps, online dangers, how to spot, what to watch for, stages of grooming, safety settings & laws.

Black History Month Potluck- Parents, staff and students are invited to celebrate Black History Month. Everyone is invited to provide a dish and/or drinks to provide to the potluck. The art club will display an art wall with paintings to support BHM. Staff and students will perform to celebrate black heritage.

Parent Informational/Kickoff Meetings- Meetings are intended to build program awareness and share overview of program requirements and expectations with parents and students. The parents will have the opportunity to enroll their children into the program and clubs that will be offered

Description is required for ALL activities

· Please list any CHANGES to adjunct sites (including address, frequency, number of students) you would like permission to use to hold student/parent activities next year (include any you think you may want to use, but no more than 2 total). See examples below

North Forest will utilize Barbara Jordan Park, (6400 Winfield Rd. weekly for 25-50 students during summer programming

· Please confirm or adjust the parent engagement activities you are certain you will offer next year, please provide descriptions of each. See examples below

Southwest – Cultural Enrichment Activities (Dia de los Muertos, Black History Month, Cinco de Mayo), Art Showcase

Northside – Crime Stoppers, parent University, Parent Summit

Appendix 3: Additional details on participation in ACE

In this appendix, additional details on participation we will be found, including details about –

- changes in participation over the last academic year;
- the most frequently attended activities by center
- the methodology and statistical results of identifying the most frequent ACE participants at the grantee level;

Changes in Participation Levels – AY2020-21 to AY2021-22

As noted in the text of this report (in the section on “Program Environment”), important changes were observed in program participation from AY2020-21 to the current program year, AY2021-22. These changes included increases in levels of student participation along with declines in adult participation.

Compare the participation levels for AY2020-21 in the table below with those reported for AY 2021-22 in Appendix 1 of this report. Also, compare the meeting of participation levels in the two tables.

Participation[@] by Students and Adults in the ACE program at each Center– 2020-21 Fall and Spring

ACE Site	Total Students Served	Regular* Student Participants	Regular* Participants Number Required	Non-Regular Participants	Adults	Adults Required**
Southside	324	87	85	237	115	50
Brays Oaks	196	105	85	91	180	50
Southwest	166	89	85	77	70	50
East End	188	66	85	122	98	50
Gulfton	202	57	85	145	162	60
North Forest	258	59	85	199	87	60
Northside	173	107	85	66	141	60
Fifth Ward	175	82	93	93	117	50
White Oak	212	88	85	124	83	60
West	161	71	85	90	77	60
Totals	2055	811		1244	1130	
Mean (avg)	295.5	81.1		124.4	113.0	
Standard Deviation	50.31	17.6		55.39	37.48	

Source: State of Texas Education Agency, TEAL Data System, Participant Attendance, 2021

Notes:

@ Tabular entries show number (count) of participants. * Regular student participation is defined by the Texas Education Agency as those with 45 days or more of participation throughout the academic year.

**Number of adults required as participants at each center by the Texas Education Agency

ACE program requirements not met are highlighted in red.

As the reader will note, student participation levels were lower in AY2020-21 and that more centers did not meet the requirements for regular participation. than in the current academic year.

Most frequently scheduled and attended activities in AY 2021-22

The most frequently scheduled and attended activities in the fall and spring of AY 2021-22 are shown by site or ACE center in the following table --

Site	Fall Term – Most Frequently Scheduled Activities (in Days)	Fall Term – Activities with Highest Student & Adult Participation (Total Hours Attended)	Spring Term -- Most Frequently Scheduled Activities (in Days)	Spring Term -- Activities with Highest Student & Adult Participation (Total Hours Attended)
Southside	Academic Assistance; Student Athletes Academic Assistance; Society; Strength and Conditioning. Adults' Open House	Student Athletes Academic Assistance; Cooking; Sneaker Society; Dance	Student Athletes Academic Assistance; Giant Mornings; Theater Club; Dance; Beauty School; Sneaker Society	Student Athletes Academic Assistance;Giant Mornings; Dance; Theater Club; Beauty School; Adults' Spring Fest
Brays Oaks	Morning Sports; Braysbucks; Beauty; Gaming; Cheer; Reading; Wellness	Beauty; Gaming; Intro to Art Club; Cheer; Reading; Braysbucks; Fun Friday; Driver's Ed;Dance Adults' Promotion of Involvement	Gaming; Wellness; Dance; Arts and Crafts; Sports	Gaming; Arts and Crafts; Dance; Sports. Adults' Night Cheer
Southwest	Black Excellence; Sports Camp Cheer; Folklorico; Athletic Study Hall; Literacy Camp	Folklorico; Iron Mavs; Literacy Camp; Maverick Event Planners; Sports Camp Cheer	Black Excellence; Folklorico; Literacy Camp; Sports Camp Cheer; Athletic Study Hall	Folklorico; Black Excellence; Literacy Camp; Athletic Study Hall; Maverick Event Planners; Sports Camp Cheer

		Adults Virtual Open House and Day of the Dead Folklorico		Adults Black Excellence Game Night
East End	Morning Study Hall; General Sports; Study Hall; Soccer Conditioning	General Sports; Morning Study Hall; Soccer Conditioning. Adults Fall Drive/Ofrenda Drop	Morning Study Hall; Driver's Ed; Morning Conditioning	General Sports; Morning Study Hall; Video Games. Adults Family Registration for Spring ACE
Gulfton	General Sports; Strength and Conditioning; Anime; Student Council	General Sports; Strength and Conditioning; So you think you can cheer; Anime; Student Council Adults: Parent phone calls	The Breakfast Club; Strength and Conditioning; Chess Club; FORCE Cheer	High Schol Student Council; Volleyball Club; Breakfast Club. Adults: Movie Night
North Forest	Smoothies Level Up & More; Driver's Ed; Walking Taco Champs; Tech Swag	Smoothies Level Up & More; Cheer/Dance KPOP, Anime & Manga; GSA; Driver's Ed Adults: Family Engagement Night	Level Up Sports Fun; Pantherettes Cheer/Dance; Café Conversations; Latin X; Yearbook	DJ Wake Me Up; Café Conversations; Level Up Sports Fun. Adults: Athletics Banquet
Northside	Morning Lab; Pom Squad; Gaming; PRIDE TV; Sports Management	Pom-Squad; Morning Lab; SAT Prep; Sports Management. Adults: ACE Celebration	Morning Lab; Athletic Foundations; Driver's Ed; Pom-Squad	Pom-Squad Athletic Foundations; Driver's Ed; Morning Lab; Step. Adults: ACE Celebration
Fifth Ward	Driver's Ed; Morning Sports; Gaming; Art; National Honor Society; Photography	Gaming; Art; Driver's Ed; National Honor Society; Morning Sports.	Driver's Ed; Morning Sports; Photography; Art; Athletic Study Hall; Yearbook	Driver's Ed; Gaming; Art; Morning Sports; Photography.

		Adults: TFA Parent Meetings		Adults: Cinco de May ACE Fiesta
White Oak	Game Center; Open Gym; Cheer; Humanitarian Society; Debate; Art	Open Gym; Humanitarian Society; Art; Culinary Arts. Adults: Back to School Night	Game Center; Cheer; Prime Engineering Connection; White Oak Nation Dance Team; Art	Cheer; White Oak Nation Dance Team; Humanitarian Society; Art. Adults: PRIDE Town Hall
West	The Cave; Morning Gym; Art Mural Club; Media Club; Ultimate Soccer Club; Piano Club; C.O.M.R.A.C.; Drumline Club	The Cave; Ultimate Soccer Club; C.O.M.R.A.C; Marvel Sports; Athletic Study Hall. Adults: Fall Enrollment Meeting	Morning Gym; Pack Party; Athletic Study Hall; Anime; Art Mural Club; Marvel Pep Club; Piano Club; Robotics; C.O.M.R.A.C; Online Driving Course	Pack Party; Morning Gym; Super Service Marvels Club; Athletic Study Hall Adults: Houston Foodbank Market

Source: Data in the above table were derived from the TEAL Data System, Daily Activity Attendance by Center and Activity Average Daily Attendance, AY2021-22.

Note: **Activities for adults are highlighted in yellow.**

The methodology and statistical results regarding the most frequent grantee participants

In order to determine the frequent grantee-level participants, it was first necessary to merge two separate data files from the TEAL system: the student summary file of participants (SR3), which contained information about the characteristics (e.g., grade level, gender, ethnicity) of ACE participants, and a file of the *total number of days of attendance in ACE by individual students*.

The single, merged data file created in this way constituted a *population of all individual ACE participants* during the current academic year with information that included the frequency of each participant's total activities as well as her/his social characteristics.

The next methodological step was to draw a representative sample of grantee-level participants chosen by random selection methods. This was done by listing all students in the total population, then randomizing a start (i.e., randomly choosing an initial student), and finally choosing from the population listing a total sample size large enough to elicit a sample of participations with a standard error of +/- 5%.

The initial statistical analysis was conducted with individuals' total activity days during the program year as the dependent variable in an ordinary least-squares model with grade level, gender, ethnicity, and ACE center membership used in the analysis. Care was taken to insure the absence of autocorrelated residuals and multi-collinearity. The Statistical Package for the Social Sciences (SPSS) was utilized for the model-fitting

The complete results of this initial analysis are shown below --

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	45.389	2.030		22.357	<.001	41.390	49.387
	BO	22.342	6.358	.216	3.514	<.001	9.821	34.864
2	(Constant)	42.505	2.214		19.202	<.001	38.146	46.865
	BO	21.443	6.265	.207	3.423	<.001	9.105	33.781
	Black	14.048	4.640	.183	3.028	.003	4.910	23.187

Dependent variable: total days of participation in ACE

Notes: BO is an abbreviation for participation in activities at Braes Oaks; "Black" refers to a student with African American descent.

The reader will note in the table that participation in Braes Oaks' ACE activities and being of African American descent were the two most powerful predictors of total days of participation in ACE at statistically significant levels (see "Sig" in the table).

The second analysis conducted concerned "regular participation" at the ACE grantee level. In that analysis, "total days" were encoded into regular (45 or more days of participation) and non-regular. The same independent predictors as above, preceding analysis were included, but this time in a *discriminant analysis model* appropriate to a categorical dependent variable. The

The results of this second analysis are shown below --

Wilks' Lambda				
Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1	.948	14.173	2	<.001

{More results follow on the next page}

Standardized Canonical Function Coefficients

Function	
1	
Grade	.626
Black	.779

Structure Matrix

Function	
1	
Black	.780
Grade	.627
Hispa ^a	-.559
White ^a	-.274
Female ^a	-.008

As seen in the above results, an African American descent (Black) and a higher school grade level (Grade) were found to be the strongest predictors of regular ACE participation at the grantee level. Note in the table immediately above that Hispanic ethnicity, white ethnicity, and a female gender were not positive predictors of such regular participation.

Appendix 4: Details and documents about the YES Prep ACE Continuous Quality Improvement (CQI) process

In this appendix the reader will find either links to or included documents along with selected commentary by the independent external evaluator concerning these components of the YES Prep ACE Continuous Quality Improvement process –

- Power Point slides from the *Texas ACE Kickoff Meeting* conducted by the in August 2021.
- The *Texas ACE Blueprint*, September, 21, 2021 edition.
- TEA's Quality Assurance Process or QaP
- YES Prep's Texas ACE Action Plan
- Examples of slides and notes discussed at "Content Day Meetings"
- Completed NYSAN self-evaluation instruments submitted by YES Prep site coordinators

Power Point slides from the *Texas ACE Kickoff Meeting* conducted by the TEA in August 2021.

These slides, made available as a guidance by the Texas Education Agency, will be found by means of the following Web link:

<https://acrobat.adobe.com/link/review?uri=urn%3Aaaid%3Aascds%3AUS%3A44f8eeb6-cd9f-4bf9-938f-656584cf312a>

Evaluator commentary:

These slides provided the initial AY 2021-22 guidance from TEA concerning ACE. The topics range widely from budget and fiscal requirements to the quality assurance process to TEA review and support. *Of particular importance are details beginning on slide page 54 of new Federal performance measures on which ACE (and other programs) are to report data.*

The *Texas ACE Blueprint*, September, 21, 2021 edition.

This document may be downloaded for review by means of the following link:

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:4cc78a4a-586e-4dc1-9673-4b695e6117b2>

Evaluator commentary:

As stated in the introduction of this document –

The Texas ACE Blueprint (the Blueprint) guides grantees through implementing high-quality programming at the center level. Local grant-funded project directors, site coordinators, and family engagement specialists use the Blueprint – along with a suite of training and support resources – to learn about the components of program quality and set goals to move toward optimal operations and, ultimately, improved outcomes for students. TEA uses the data gathered through the Texas ACE Quality Assurance Process (QAP) to measure implementation and improvement over time. Grantees use the resulting data and feedback in developing **action plans** that specifically address identified areas of improvement.

The document goes on to state –

The Blueprint integrates and organizes evidence-based research, state priorities, stakeholder feedback, and federal program requirements into four broad components: 1) School Community Engagement; 2) Vision, Mission, Goals; 3) Continuous Quality Improvement; and 4) Operations.

{see below the YES Prep Action Plan for the current year.}

YES Prep ACE and the TEA's Quality Assurance Process.

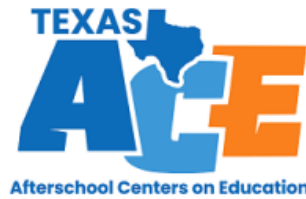
TEA's Quality Assurance Process (or QAP) was outlined above in the paragraph in this Appendix on "The *Texas ACE Blueprint*, September, 21, 2021 edition." This Process can be found in full beginning on page 4 of the downloadable document a

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:4cc78a4a-586e-4dc1-9673-4b695e6117b2>

During the AY 2021-22 TEA conducted its QAP process at four YES Prep ACE centers as well as at the "Grantee Level" during the fall, winter, and spring. The four ACE centers consisted of Southside, East End, Northside, and Fifth Ward. Monitors from TEA reviewed data submissions from YES Prep apropos of a set of quality indicators that varied over the three periods. Feedback from TEA's monitors in the form of scores on each indicator was subsequently sent to YES Prep about each of the selected centers and the grantee for the purpose of identifying action steps and developing an Action Plan. The Action Plan adopted by YES Prep based on fall data submission is discussed immediately below in this appendix.

An example of TE A monitor feedback provided to one of the ACE centers (Southside) during the fall of 2022 is displayed below –

(The example begins on the next page--)



Texas ACE Quality Assurance Process

Center-level Report

Fall 2021





YES Prep Southside

The **Quality Assurance Process (QAP)** is an annual process in which grant programs submit data for required quality indicators (Qis). Trained monitors review the submissions for each Qi so that program staff have the data needed to plan program quality improvements.

Programs submit data to TEA at three points during the program year (fall, winter, spring). Qis are categorized into two types:

- **Process Qis** provide information around programmatic decision making, activities, and internal continuous improvement efforts.
- **Outcome Qis** provide up-to-date information around progress made toward achieving four program goals.

Process and outcome Qis measured by the QAP align with one of four program-wide goals (i.e., improved school day academic performance, increased school day attendance, improved school day behavior, and increased family engagement) shown in the figure below.

	 Improved School Day Academic Performance	 Increased School Day Attendance	 Improved School Day Behavior	 Increased Family Engagement
Fall 2021 Process Quality Indicators November 5, 2021	2. Expanded School Day Learning 8. Academic Activities 13a. Oversight of Academic Support Services 13b. Design of Academic Support Services	9. Enrichment Activities	28. Staff and Student Relationships	20. Family Engagement Activities
Winter 2022 Process Quality Indicators February 25, 2022	11. Oversight of Lesson Planning 12. Oversight of Instructional Delivery 34. Staff Effectiveness 35. Ongoing Staff Learning	48. Attendance Strategies	10. Social and Emotional Learning	21. Family Participation Strategies
Spring 2022 Outcome Quality Indicators May 6, 2022	15. Academic Performance	49. Attendance	7. Behavior	22. Family Engagement

For the Fall 2021 submission, centers submitted documentation and narrative as evidence of implementation of Texas ACE Blueprint subcomponents and Qis shown in the following table.

Center-level Fall 2021 Quality Indicators

Component: Vision, Mission, & Goals			
Blueprint Subcomponent	Quality Indicators (Qi)	Minimum Qi Submission*	Staff Position Responsible
STAFFING	28. Staff and Student Relationships	Evidence of efforts to ensure the emotional safety of students	Site Coordinator
Component: School Community Engagement			
Blueprint Subcomponent	Quality Indicators (Qi)	Minimum Qi Submission*	Staff Position Responsible
CAMPUS AND PROGRAM ENGAGEMENT	2. Expanded School Day Learning	Evidence of access to information about school day learning activities	Site Coordinator
HIGH QUALITY INSTRUCTIONAL MATERIALS AND ENRICHMENT	8. Academic Activities	Evidence of one academic activity that connects to school day learning	Site Coordinator
	9. Enrichment Activities	Evidence of enrichment activities that reflect students' interests (e.g., student voice)	Site Coordinator
	13a. Oversight of Academic Support Services	Evidence of regular oversight of academic support services	Site Coordinator
	13b. Design of Academic Support Services	Evidence of an academic support services plan that targets identified student needs	Site Coordinator

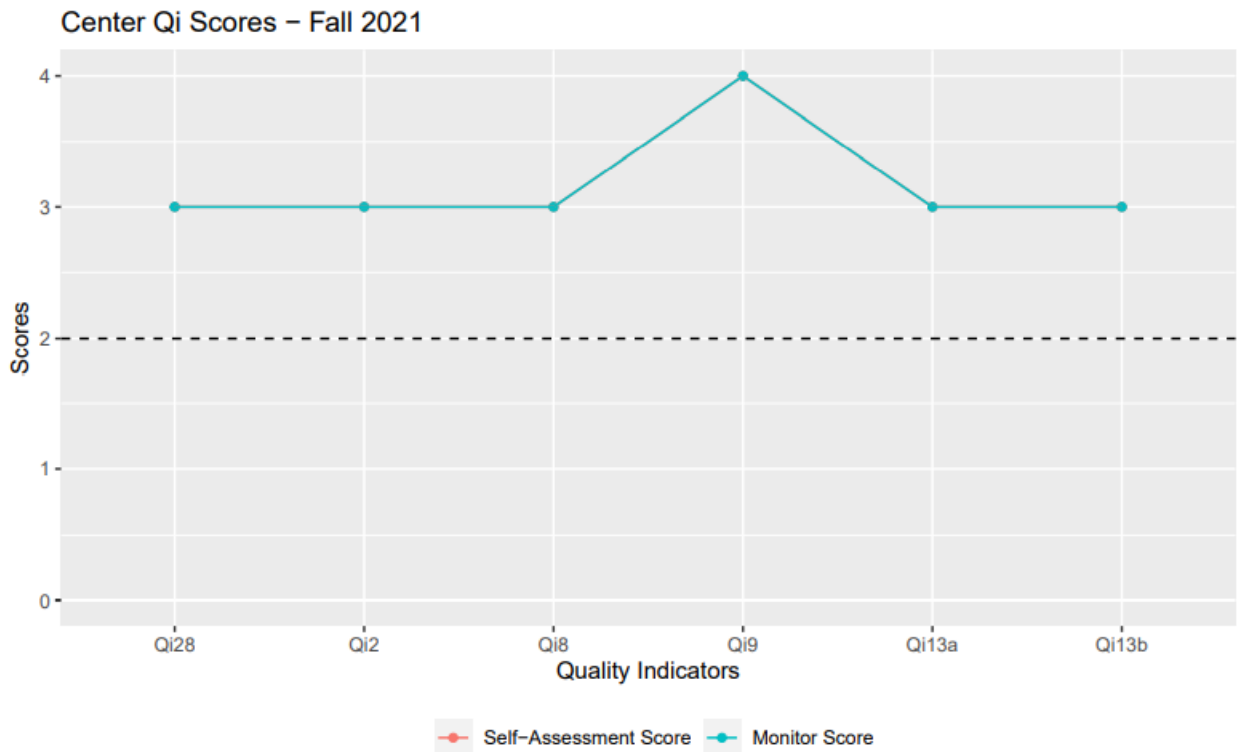
Quality Assurance Process Results

Center Qi scores will be shown on a graph illustrating the following:

- Self-assessment score (light red)
- Monitor scores (blue)
- The Texas Education Agency's minimum score expectation of a 2 (Implementing) for SY2021-22 (dashed black line)

Center-level Fall 2021 Qi Scores by Quality Indicator

The dashed line at 2 indicates the TEA expectation for SY 2021-22.



Quality Indicator	Self-Assessment Score	Monitor Score
Qi28	3	3
Qi2	3	3
Qi8	3	3
Qi9	4	4
Qi13a	3	3
Qi13b	3	3

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

Next Steps

Review the continuums provided in the Texas ACE Guidebook, the Texas ACE Blueprint, and the Texas ACE Quality Assurance webinars available on <https://mytexasace.org/qualityassessment>. Compare your online portfolio submissions to the criteria/expectations outlined in each continuum. Once you have a clear understanding of your scores, you can begin analyzing the results to identify next steps. As you prepare action plans using the guidance provided in the **ACE Action Planning Brief** <https://tinyurl.com/TXACEProgActionPlan> and the **ACE Action Planning Template** <https://tinyurl.com/TXACEProgActionPlanTemplate>, please plan to synthesize QAP and Capacity Development Process (CDP) results to inform your action steps toward optimal programming. Your Westat education specialist (ES) will be in touch to provide additional guidance and support as you engage in the action planning process.

or...

If you need additional help understanding your score, please contact your Westat ES via the Texas ACE help desk at helpdesk@texasace21.org to discuss your questions or concerns.

{End of example of Quality Assurance Feedback}

YES Prep Action Plan for AY 2021-22

On the pages following, the complete, ACE Plan for the YES Prep program as revised in December 2021 is presented. This is the action plan mentioned above that resulted from the Quality Assurance Process, including feedback from the monitor, and the “next steps” noted in the preceding example.

Evaluator Commentary:

The reader will note that the AY 2021-22 action plan shown below is quite a *comprehensive* one that was intended to guide the YES Prep Continuous Quality Improvement process throughout the year. It identifies areas for improvement in the form of SMART goals, the strategies for improvement, the individuals responsible for implementing the strategies, the timetable targets for completion, barriers that might hinder success, and plans to address such barriers.

Of particular note is that the Action Plan calls for an End of Year comprehensive assessment to be conducted by ACE Site Coordinator, ACE Manager, FES, Independent Evaluator, and district leadership. This present final evaluation report is in fulfillment of the of such an assessment and has involved all of the identified individuals. The findings of this report show the program’s accomplishments resulting from the plan’s implementation.

TX ACE ACTION PLAN	
Program Name:	YES Prep Public Schools
Date Plan Created:	Revised 12/3/2021
What successes/assets can support this work?	
<ul style="list-style-type: none"> • SC, DSS, and ACE Manager • Available resources ACE Manager has developed • Westat Ed. Specialist 1x1 planning • Westat ongoing trainings 	
Improvement Area Identified SMART Goal	Rationale / Finding that Showed this as an Improvement Need:
Attendance Target SMART Goal: <ol style="list-style-type: none"> 1. To ensure student and adult attendance targets are met or exceeded by each center we provide step-by-step guidance for how to track and record attendance as required by the Texas ACE Blueprint by the end of the program year. QAP Results SMART Goal: <ol style="list-style-type: none"> 1. To ensure that activities are of high quality as defined by the Texas ACE Blueprint, by end of program year at least 75% of lesson plan assessments will have met or exceeded their established site coordinator approved objectives. 2. By August 20, 2021, 100% of site coordinators will develop a program staff onboarding process for Fall, Spring and Summer to ensure that all staff fully understand program requirements and expectations around program development, implementation and monitoring as defined by the Texas ACE Blueprint by submitting their onboarding materials to the ACE Manager. 	Attendance Target SMART Goal: <ol style="list-style-type: none"> 1. There is a focus to identify attendance gaps and opportunities early on during each program term to ensure centers are on track to meet or exceed program participation requirements as outlined in our grant continuation application. QAP Results SMART Goal: <ol style="list-style-type: none"> 1. There is a need to align ACE programming to district and campus level push to increase student academic achievement, sense of belonging and SEL work. 2. During the 2020-2021 QAP process we were able to identify opportunities to enhance our program staff onboarding and training processes to ensure alignment with grant and district guidelines. Developing a structured and aligned process will allow for greater impact in closing the student achievement gap.

Improvement Strategy	Specific Attainable Action Steps	Responsible Person(s)	Progress Measures	Target Completion Date/Timeline
Attendance Target	<ul style="list-style-type: none"> • Attendance sheets must be used in every ACE activity every time the activity is held • Site Coordinator must collect attendance sheets 	ACE Manager, SC, Campus ACE Staff	<ul style="list-style-type: none"> • Weekly data dives of TX21st Center Reports • Weekly Site Coordinator reminders • 1:1 check-in with Site Coordinators 	Ongoing

{continued on the next page}

	<p>and input the attendance into TX21st weekly by the end of the day each Friday.</p> <ul style="list-style-type: none"> Site Coordinator is responsible for running TX21st center specific reports (Daily Activity Attendance, Attendance Roster and Participant Attendance etc.) on a quarterly basis Site Coordinators will receive notification emails from the ACE Manager regarding missing attendance over one-week old, which ACE Site Coordinators will need to update immediately in TX21st 			
Intentional Activity Development—Lesson Plan Alignment	<ul style="list-style-type: none"> Develop lesson plan tool that Site Coordinators will use and train their staff on during the onboarding process Site Coordinators will review lesson plans to ensure alignment and that all lesson plan components are addressed Site Coordinator will conduct activity observations throughout the program year and provide specific and timely feedback to campus ACE staff 	ACE Manager, SC, Campus ACE Staff	<ul style="list-style-type: none"> Program site visits by PD, Westat Ed. Specialist, and Independent Evaluator 1x1 SC meetings with PD and FES 	<p>PD INTERNAL EVALUATION TIMEFRAME: February- March, 2022</p> <p>SC ACTION PLAN IMPLEMENTATION TIMEFRAME: April- May, 2022</p>

Staffing—Staffing Processes	<ul style="list-style-type: none"> Site Coordinator will review Hiring ACE Staff Standard 	Manager, SC, Campus ACE Staff, DSS	<ul style="list-style-type: none"> Semesterly observations for each club activity 	SC IMPLEMENTATION TIMEFRAME: August 2021- July, 2022
------------------------------------	--	------------------------------------	--	---

	<p>Operating Procedure document</p> <ul style="list-style-type: none"> Site Coordinators will develop a staff onboarding process for Fall, Spring, and Summer Site Coordinator will host at least three staff onboarding trainings for Fall, Spring, and Summer After onboarding trainings, Site Coordinators will develop and host center specific professional development trainings to continue to build capacity among campus ACE staff 			
--	--	--	--	--

What are possible barriers to success?	What could be planned to address barriers?
<ul style="list-style-type: none"> Campus level oversight and consistency to ensure identified improvement areas are intentionally monitored. Potential gaps in our internal monitoring process to evaluate progress measures. 	<ul style="list-style-type: none"> Action plan effectiveness assessment will be an integral part of bi-weekly check-ins with Site Coordinators to identify continuous program quality growth opportunities. ACE Manager and Independent Evaluator will conduct campus compliance visits to provide feedback and adjustment recommendations at minimum once per program term.

Continued on next page

Progress toward SMART Goal:

Beginning of Year	Middle of Year	End of Year
Develop Action Plan after CDP interview with Westat Ed. Specialist.	Revised Action Plan at the end of the Fall term to rollout changes at the start of Spring term.	A comprehensive assessment will be conducted by ACE Site Coordinator, ACE Manager, FES, Independent Evaluator and district leadership.

{End of Action Plan}

Examples of Slides and Notes Presented at “Content Day” Meetings

Example 1: Logic Model Development (Only a few selected slides are shown)



(Continued on next page)



Process for Developing Logic Models

What is a Logic Model?

Importance of Logic Models

Developing your Logic Model

New Federal Government Performance Measures

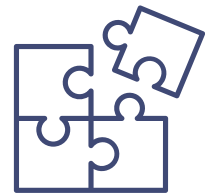
Using the Logic Model Template

Considerations in Developing your Logic Model



What is a Logic Model?

- A visual representation of your program
- It should be regarded as a series of “if/then” statements
- Maps out the Theory of Change behind the program
- Foundation of program planning, management and evaluation




Example:

- If 90% of ACE children wear masks in activities, then other children in that activity will not contract COVID19

NOTE: **Theory of Change** represents the relationship between planned activities and the intended outcomes your campus is working to achieve.

Importance of Logic Models

- A TEA and grant requirement
- Provide help with required QAP process (continuous quality improvement)
- Improve your ability to manage what your ACE program offers to students and families



“How will our program activities lead to the results we are wanting to achieve?”

Developing your Logic Model

Suggestion 1: Think about your program’s “flow chart”

- Think about your program in terms of specific activities, but also in terms of **flows** of people, money, information and the like.

Capture the operations or processes that characterize the program

- Example: Rose, John, and their parents learn about the ACE program through marketing at the school attended by Rose and John → Rose and John are enrolled in the school ACE program by their parents → Rose, John, and their parents exercise “voice and choice” about the available ACE program activities → Rose and John attend the activities → Rose and John are informed and possibly motivated to change their behavior by participating in the activity → Rose and John go on to, say, enrolling in a college.

Developing your Logic Model

Suggestion 2: Think about the key measures of processes and outcomes for your program

- Your flow chart (previous slide) helps to define the points at which measures can be taken and the type of information to be collected
 - In the Rose and John example above, measures can be taken about enrollment (how many students enrolled); about “voice and choice” (did parents and students actually exercise voice and choice); in what activities did they enroll?; how many days did Rose and John actually attend the activities in which they enrolled”; at the end of ACE did Rose and John enroll in a college?
-

Developing your Logic Model

The importance of flow charts and measurements...

- Such measures point out roadblocks in the process (for example, voice and choice did not occur according to the measurements taken or Rose and John stopped attending) or possibly such measures point to a flawed understanding of or gaps in the processes of the program—was there adequate program marketing at the school?
 - They also define for you important management issues: was the program well implemented? How well has it achieved its goals?
-

{Example ends here, but all slides are available on request.}

Example 2: 2021-22 YES Prep ACE Calendar of Deliverables for the Fall



2021 – 2022 YES Prep ACE Calendar of Deliverables



August 2021				
Date	Time	Action Item	Location	Online Link (for virtual)
Aug. 5-6	9am	Content Day and Fall Kick-off meeting	Teams & SS	
Aug. 6	4pm	Campus Operations Plan is Due	Upload to	
Aug. 10	NOON	WAs and PSAs for new IC's are due to Maria	Email	
Aug. 12	10am-12pm	Community Summit	Virtual	Join HERE
Aug. 16-27	---	Market your program and build awareness	Campus	
Aug. 19	NOON	WAs and PSAs for returning pre-approve ICs are due to Maria	Email	
Aug. 23	---	TX21st Opens for Fall Term Program Data (setup your program)	TX21st	
Aug. 23-27	---	Host Enrollment and Kick-off meetings (survey students/parents)	Campus	
Aug. 25-26		1x1 Check-Ins (SC+FES+PD)	Virtual	
Aug. 26	---	Program Newsletter release date		
Aug. 27	NOON	Final Fall Program Schedule and Activity Description is due to Maria	Upload to	
Aug. 30-31	---	Host program staff onboarding meetings	Campus	
Ongoing Deliverables		TX21st Data Management - weekly analysis of program data <ul style="list-style-type: none"> • Run Center Reports • Attendance MUST be entered weekly by EOD each Friday Fall Operation Requirements - review operations schedule <ul style="list-style-type: none"> • 13 weeks • 15 hours each week • 195hrs for the Fall term completed by Dec. 10th Fiscal Management <ul style="list-style-type: none"> • Complete monthly internal budget tracker • Review monthly expenditure report- report discrepancies to Leisa Sanchez's in Finance Reminder: Time and Effort logs to OneDrive campus folder		



2021 – 2022 YES Prep ACE Calendar of Deliverables



Sept 6	---	HOLIDAY	---	
Sept. 7	---	FALL PROGRAMMING MUST START	Campus	
Sept. 9	10am	TX21st Kickoff Training I (Topics = Access, Data Management,	Virtual	CLICK HERE TO REGISTER
Sept. 10	EOD	Analyze and record parent survey data	Virtual	
Sept. 13	10am-11am	Logic Model Training	Virtual	
Sept. 13-17	EOD	Fully setup your program in TX21st- create activities, rollover/enroll participants	TX21st	
Sept. 15 & 16	10am	1x1 Check-Ins	Virtual	
Sept. 15	10am	Site Coordinator Shop Talk (Topics = Homework Help & Activity Alignment)	Virtual	TBD
Sept. 20	EOD	Fall Student Roster is due to Maria	Upload to	
Sept. 21	10am	TX21st Kickoff Training II (Topics = Access, Data Management,	OneDrive Virtual	CLICK HERE TO REGISTER
Sept. 28	EOD	Family Engagement Plan and Fall Adult Schedule of Activities is due to Maria	Upload to OneDrive	
Sept. 29	10am	Maria's office hours	Virtual	
Sept. 30	EOD	Fall 2021 Program Logic Model is due to Maria	Upload to	
October 2021				
Date	Time	Action Item	Location	Online Link (for virtual)
Oct. 1	---	Early Dismissal	---	
Oct. 4	---	Family Engagement Activities MUST start	---	
Oct. 6-29	10am	Program Quality Assurance Process is due	mytexasace.org	
Oct. 13	10am	Fall Virtual Training I (Topics = Summer Planning & Leadership)	Virtual	TBD
Oct. 14	---	Program Newsletter release date (EE, SS, BO, and SW)	---	
Oct. 15	8am-4pm	District Staff Development/ACE Content Day	Virtual- Teams	Click here to join the meeting



2021 – 2022 YES Prep ACE Calendar of Deliverables



November 2021				
Date	Time	Action Item	Location	Online Link (for virtual)
Nov. 1-4	---	Program Site Visits	---	
Nov. 10	10am	Fall Virtual Training III (Topics = Accelerated Learning & Recruitment)	Virtual	TBD
Nov. 11	10am- 1pm	Campus Staff Development/ ACE Content Day	Virtual	Click here to join the meeting
Nov. 11-30	---	SPRING PLANNING STARTS	---	
Nov. 15-19	---	1x1 Budget and Expenditure Review	Virtual	
Nov. 22-26	---	THANKSGIVING BREAK	---	
Nov. 30	10am	Fall Virtual Training IV (Topics = Resource Development & Capacity	Virtual	TBD
December 2021				
Date	Time	Action Item	Location	Online Link (for virtual)
Dec. 1	10am-2pm	ACE Content Day	Virtual	Room: TBD
Dec. 1	---	Mid-Year Teacher Stipends are due	Payroll	
Dec. 3	---	EARLY DISMISSAL	---	
Dec. 8	EOD 10am	Spring Operation Program Plan is due to Maria Site Coordinator Shop Talk (Topics = Team Building & Staff Development)	Upload to OneDrive	TBD
Dec. 9	EOD 10am	Spring IC WAs are due to Maria TX21st Town Hall (Topics = End of Term Reporting & Troubleshooting)	Email Virtual	TBD
Dec. 10	---	LAST DAY OF FALL PROGRAMMING	---	
Dec. 13	10am	Fall Close-Out Meeting	In-Person @	Room: TBD
Dec. 13-17	---	Host Spring student enrollment meetings (survey students and parents)	Campus	
Dec. 14	NOON	All program data must be entered in TX21st by noon Run ALL Exception Reports/correct errors by noon	TX21st	
Dec. 15	EOD	Fall Program Supply Inventory is due to Maria	Upload to	
Dec. 16	---	Program Newsletter (NS, WO, and NF)	---	
Dec. 17	EOD	Spring Program Schedule is due to Maria	Upload to	
Dec. 17		FALL APPROVALS ARE DUE TO TEA	TX21st	
Dec. 20-31		WINTER BREAK	---	



2021 – 2022 YES Prep ACE Calendar of Deliverables



May 20	---	End of Year Teacher Stipends are due	Payroll	
May 24	---	Spring Approvals are due to TEA		
May 26	10am	TX21st Town Hall (Topics = End of Term Reporting & Troubleshooting)	Virtual	TBD
May 30	---	HOLIDAY	---	

Ongoing Deliverables	<ul style="list-style-type: none"> • TX21st Data Management- weekly analysis of program data • ALL Spring Attendance MUST be entered by EOD Friday, May 20. • Run ALL Exception Reports and correct errors • • Spring Operational Requirements- review operations schedule • 16 weeks • 15 hours each week • 240hrs for the Spring term completed by May 6th • Fiscal Management • Complete monthly internal budget tracker • Review monthly expenditure report- report discrepancies to Leisa Sanchez's in Finance <p>Reminder: Time and Effort logs to OneDrive campus folder</p>		
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June 2022				
Date	Time	Action Item	Location	Online Link (for virtual)
June 1	10am	Closing out Summer Program and Fall Planning Meeting	In-Person @ HO	Room: TBD
June 6	---	Summer Programming MUST start	---	

Example 4: Selected recommendations from external evaluator and team for ACE Web site changes.

Recommendation 1: Consider the audience for the ACE Web site, especially ethnicity and language, gender, parents of at-risk students, grade levels served at a school.

Specifically, this means –

- ❖ More Spanish language content at selected schools (e.g., Fifth Ward, White Oak)
- ❖ Emphasize the program is a “no-cost” one
- ❖ Include the “elevator speech” -- see below about the opening ACE page
- ❖ Include the discussion of “The results of participating in ACE” shown below for the opening page.

Recommendation 2: The Opening ACE Page

The following **additional** information should be included –

- The program is no-cost
- According to TEA, the following statement **MUST** be included:

The ACE program at YES Prep is funded by a grant from the US Department of Education’s 21st Century Community Learning Centers program

- Texas ACE aims to improve academic performance/grades, school attendance, positive behavior, and student engagement by providing students with a safe place to go during non-school hours for extended learning and enrichment activities.
- Texas ACE provides thousands of students with: • Interactive, hands-on learning disguised as fun and aligned to the school curriculum • Sports, clubs, and other enrichment activities • Homework help, tutoring, study strategies, time management, and other targeted, needs-based academic assistance • Youth development and project” based activities that build character, confidence, and leadership skills • Support for college and career readiness, such as career planning, SAT/ACT prep, and help with college applications and financial aid.
- The TEA logo needs to be included on the opening page.
- The following “elevator speech” from the brand guide could be included instead of the paragraph above on Texas ACE–

School only occupies about one-third of a child’s life. ACE provides a safe, reliable place for kids and teens to go the rest of the time—so they can stay on track in school and in life. They get homework help, personalized academic support, and other enrichment like clubs and sports. Parents can feel secure knowing their kids are getting academic support at no cost while building relationships with friends and trusted adults. The program is led by teachers, who love seeing their students succeed and thrive. Kids show up for the fun and hardly notice they’re learning. Teens preparing for the future gain leadership opportunities and essential skills for life.

- The Results of Participating in ACE (see below)

YES Prep ACE has resulted in –

- ◆ Increased grade promotion
- ◆ Fewer absences
- ◆ Improved grades
- ◆ Higher test scores in English and math
- ◆ Fewer disciplinary incidents

Add the Texas ACE logo (shown in the TEA brand guide) on this page

The NYSAN Self-Assessment

Complete, detailed results from the self-reports of ACE site coordinators will be found on an Cloud (Google Drive) folder by means of the following link:

https://drive.google.com/drive/folders/1bt1uNezrtIG5M3Z_L6qT8LccxNty1mFU?usp=sharing

Evaluator commentary:

It is critical for improvement that the evaluation of the YES Prep ACE program be an on-going process that is based on a self-assessment by those closest to it, especially the coordinators of each site. Site coordinators must continually examine their programs critically, reflectively, and from a posture of a willingness to change. As TEA has found the NYSAN is an excellent instrument for those purposes.

Appendix 5: Test grade, school absence, and behavioral outcomes

In this Appendix the reader will find a discussion of the *methods* used in analyzing the outcomes of students' test grades, school absences and behavioral outcomes. Additionally, the reader will also find detailed tables of the results of the analysis.

In order to analyze the outcomes of accountability testing, school attendance – actually school absences -- and behavioral outcomes, a YES Prep internal data file and system known as SKYWARD was utilized. The use of this file and system were necessitated by the absence of data on these outcomes in the TEAL data system of the Texas Education Agency. Complete data on grade 8 students were found to be available in SKYWARD.

In order to examine the impact of the ACE program outcomes, it was first necessary to merge data on ACE participation with the YES Prep SKYWARD. However, since not all students in the data file were participants in ACE, three different categories of YES Prep students were identified –

- Students who were not found to be participants in ACE. These students are categorized below as “Non-ACE students”;
- Students with 1 to 44 days of participation in ACE who are categorized as “Non-Regular” ACE participants in the table below; and
- Students with 45 days or more of ACE participation, categorized below as “Regular ACE Participants.”

These three categories of students were then compared on the outcomes of accountability testing, school absences, and behavioral referrals.

The means and standard deviations for each of the three categories of students are shown in the tables immediately below –

Accountability test results

Outcome:	Reading Grade	Math Grade	Science Grade	Social Studies Grade
Non-ACE students (N=193)*	Mean = 26.87 Std dev = .847	Mean = 27.10 Std dev = .937	Mean = 27.21 Std dev = .767	Mean =28.00 Std dev = .000
ACE non-regular participant (N=89)*	Mean = 26.76 Std dev = .840	Mean = 26.91 Std dev = .937	Mean = 27.11 Std dev = .832	Mean =28.00 Std dev = .000
ACE regular participant (N=53)*	Mean = 26.83 Std dev = .840	Mean = 26.96 Std dev = .937	Mean = 27.19 Std dev = .832	Mean =28.00 Std dev = .000

Source: YES Prep SKYWARD data table.

Note: *The data shown here are from a *population* of students; they are not a sample. Hence, tests of statistical significance are not relevant.

Evaluator Comment:

Differences between the three categories of students in the test results are obviously slight.

But because means and standard deviations alone may be deceptive, the Durand Research and Marketing Associates, LLC, evaluation team conducted a further analysis of the data, including an analysis of the data distributions, the data ranges, data skewness, and kurtosis.

(Note: Skewness is a measure of symmetry, or more precisely, the lack of symmetry. A distribution, or data set, is symmetric if it looks the same to the left and right of the center point.

Kurtosis is a measure of whether the data are heavy-tailed or light-tailed relative to a normal distribution. That is, data sets with high kurtosis tend to have heavy tails, or outliers. Data sets with low kurtosis tend to have light tails, or lack of outliers. A uniform distribution would be the extreme case.)

The results of these analyses are summarized below –

- Math grades among regular ACE participants had a smaller percentage of high (“28”) scores than did non-ACE students (28.3% vs. 39%)
- The same was true of reading grades.
- Test grades for science and social studies were identical for regular ACE and non-ACE students.

School Absences and Behavioral Referrals

Outcome:	School Days Absent	Criminal Referrals	Non-Criminal Referrals
Non-ACE students (N=193)*	Mean = 18.44 Std dev = 18.18	Mean = .09 Std dev = .547	Mean = .82 Std dev = 2.41
ACE non-regular participant (N=89)*	Mean = 18.96 Std dev = 17.15	Mean = .19 Std dev = .937	Mean = 1.33 Std dev = .877
ACE regular participant (N=53)*	Mean = 16.06 Std dev = 12.4	Mean = .17 Std dev = .643	Mean = 1.42 Std dev = 2.65

Source: YES Prep SKYWARD data table.

Note: *The data shown here are from a *population* of students; they are not a sample. Hence, tests of statistical significance are not relevant.

Evaluator comment:

The reader will note that regular ACE participants had far fewer days absent during the year than did non-ACE participants. Two fewer days absent per student on average represents quite a number of days for the total number of regular ACE participants.

Once again, the Durand Research and Marketing Associates, LLC, evaluation team conducted a further analysis of the data distributions including ranges, skewness, and kurtosis. The results are summarized below –

- Two non-ACE students were found to have three or more criminal referrals each during the year while just one (1) “regular ACE” student was found to have three or more.
- A comparison of the distributions of non-criminal referrals revealed a higher-end “tail” for non-ACE students compared to “regular ACE participants.” One (1) “regular ACE participant” was found to have more than six non-criminal behavioral referrals (1.9% of the total of such students) while six (3.6% of the total of such students) were found to have more than six non-criminal ones. The non-criminal referrals found among non-ACE students reached as high as 22. The highest number for “regular ACE participants” was 16.

An important caveat: The reader should note that no cause and effect is implied in the above findings. Indeed, the true cause of the above results may be attributable to differences between the categories of students in gender, ethnicity, parental education levels, or any other antecedent student conditions, rather than to ACE participation or the absence of it.

But see the following subsection about “dose-response: relationships and the resulting conclusions..

“Dose-Response” Relationships: Academic and Behavioral Outcomes

As reported in the preceding section immediately above, utilizing the resulting merged data, the *simple, bivariate relationships* between individual students’ activity days, on the one hand, and total school days absent, non-criminal behavioral referrals, criminal behavioral referrals, and reading, math, science, and social studies accountability test (STAAR) scores, on the other, were analyzed initially.

However, as just noted the simple bivariate relationships (discussed in the preceding subsection above) after all may be “spurious.” “Spurious relationships” are merely *coincidental* ones in which two variables are associated but not causally linked even though they appear to be so. (“Correlation is not causation” is the well-known cliché about this.) Such relationships commonly arise when an “antecedent” variable or condition (in point of time) is the true, underlying cause of both variables and, thereby, creates the false impression of one of the variables causing the other.

Spurious relationships can also arise in another way: antecedent variables or background conditions may operate to “suppress” or give the appearance of no, or only a weak, causal relationship while a relatively strong one actually exists. For example, only a weak relationship was found initially between level of ACE program participation and absences from day school. But a background characteristic (e.g., being a male

teenager) could cause one to skip daytime school in favor of choosing to participate in an athletic activity after school at ACE. In this example, a background characteristic has reduced a true causal program impact on school attendance.

The lesson should be clear: to determine whether the ACE program is a cause of desired outcomes, it is necessary to remove the effects of antecedent background characteristics on the participation-outcomes relationship. This removal is normally done by means of statistical controls.

But spuriousness is not the only concern in establishing program causes and outcome effects. Time ordering of the program is important as well, as in cause must precede effect in point of time (ACE participation precedes final school grades). The same is true of an association between the presumed cause and presumed effect (ACE participation is associated with final course grades). Happily, both of these latter conditions were generally met by the data available for this outcomes analysis.

In order to determine whether the ACE program had a true influence on outcomes, then, a statistically modeling procedure, known as Ordinary Least Squares (OLS) estimation, was employed by the Durand Research and Marketing Associate, LLC, evaluation team. The relationships between ACE participation – especially “regular participation” in ACE (of 45 days or more) -- and each outcome of interest (behavioral referrals, school absences, STAAR test scores) were examined after controlling for the effects of individual participants’ background (antecedent) characteristics. Unfortunately, the background characteristics available in the matched data file for this analysis were limited just to gender, ethnicity, and race.

Nonetheless, there was ample reason from previous evaluation and research studies to consider these three antecedent variables as plausible sources of spuriousness in the present analysis. For example, an investigation of gender differences in GRE and GMAT scores among students at a local university revealed that females were less likely than males to do well on math and logical abilities’ scores, but to do better in English and reading. Additionally, English as a second language, limited English proficiency as well as strong Spanish language use and familiarity with Hispanic/Latino culture in the home were found in another Houston area school district to influence school grades as well as participation in out-of-school time activities. Similarly, in a previous evaluation of a program known as “Houston’s Kids,” race was found related both to involvement in extracurricular activities and to a range of outcomes (e.g., math improvement, school attendance).

Important results from the OLS modeling procedure – those particularly important to deriving conclusions about ACE program “dose-response” relationships -- are shown below. (Complete modeling results are available upon request from the principal author of this report.) The results shown were derived from utilizing the Statistical Package for the Social Sciences (SPSS).

School Days Absent

		Unstandardized Coefficients		Coefficients*			Correlations		
Model		B	Std. Error	Standardized Coefficients Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	20.175	8.691		2.321	.025			
	Gender1	-1.909	3.503	-.077	-.545	.588	-.067	-.080	-.077
	Black	7.584	6.947	.289	1.092	.281	.211	.159	.155
	Hispanic	2.171	6.653	.086	.326	.746	-.155	.048	.046
	Extracurricular	-.094	.083	-.160	-1.128	.265	-.153	-.164	-.160

a. Dependent Variable: SchoolDaysAbsent

STAAR Science Grades

		Unstandardized Coefficients		Coefficients*			Correlations		
Model		B	Std. Error	Standardized Coefficients Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	27.217	.551		49.395	<.001			
	Gender1	.476	.222	.291	2.142	.038	.283	.301	.291
	Black	-.771	.440	-.445	-1.751	.087	-.170	-.250	-.238
	Hispanic	-.521	.422	-.314	-1.235	.223	.055	-.179	-.168
	Extracurricular	.004	.005	.110	.813	.421	.098	.119	.110

a. Dependent Variable: ScienceGrade

Criminal Referrals

		Unstandardized Coefficients		Coefficients*			Correlations		
Model		B	Std. Error	Standardized Coefficients Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	.639	.454		1.850	.071			
	Gender1	-.128	.183	-.099	-.701	.487	-.096	-.103	-.099
	Black	-.174	.363	-.127	-.481	.633	-.128	-.071	-.068
	Hispanic	-.010	.347	-.007	-.028	.978	.105	-.004	-.004
	Extracurricular	-.008	.004	-.247	-1.753	.086	-.247	-.250	-.247

a. Dependent Variable: Criminal Referrals

Explanatory notes about the above tables –

“Gender 1” is the recoding of gender to a numerical instead of nominal variable for purposes of statistical analysis.

“Black” refers to having an African American background

“Hispanic” refers to having a Hispanic/Latino ethnicity

“Extracurricular” refers to the number of days in attendance at the YES Prep ACE after school program.

In interpreting the results, the reader should pay particular attention to the “partial correlations” in the tables. The partial correlation is a number representing the strength of association between ACE participation level and a dependent variable (e.g., total school absences) after the effects of antecedent variables (gender, Hispanic/Latino descent, and race) were controlled statistically. The reader should also be advised that “significance levels” are irrelevant in the analysis since the data constitute a population, not a sample.

To summarize, the evidence presented in the tables above is consistent with the conclusion that the YES Prep ACE program caused important student participant outcomes. That is, the data point to ACE Yes Prep program effects that were a result of participation in the program and not of the students’ background characteristics. i.e., gender, race, or ethnicity. In particular, the analysis presented shows that greater participation in ACE resulted in --

- Fewer days absent from regular school day attendance, and
- Higher STAAR test scores in science, and
- Fewer criminal referrals.

APPENDIX 6: Executive summaries of the YES Prep ACE centers

Note: In this appendix, executive summaries of all 10 YES Prep ACE Centers will be found.

APPENDIX 6.A SOUTHSIDE CENTER EXECUTIVE SUMMARY

KEY MESSAGES

Programmatic and Managerial Context

When children and youth are exposed to safe, quality, out-of-school-time education, they achieve more in school, do better in class, are culturally enriched and exposed to new ideas, are less likely to engage in risky behavior, and are more likely to succeed in life. Quality after-school education, in turn, requires the commitment of sufficient resources, leadership and effective program implementation, a range of appropriate activities, including ones that engage and assist families, and an emphasis on continuous quality improvement.

-
- The Southside Center of the YES Prep ACE program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
 - State-mandated student and adult participation requirements were met.
 - The hours per week centers' requirement and the weeks per was not met owing principally to the COVID-19 pandemic and its health risk in the fall.
 - Southside conducted a comprehensive needs assessment the results of which were incorporated into the center's logic models for fall and spring.
 - This center participated actively in action planning for continuous quality improvement.
 - Results from administering the NYSAN process evaluation instrument, modified to meet Texas requirements, revealed many topical areas in need of improvement.

II. Executive Summary

A. Overall Strengths and Next Steps

Southside met both regular and adult program participation requirements as well as requirements for State activity components. Based upon the results of site visits and the Program Quality Self-Assessment (QSA) Tool Planning for Ongoing Program Improvement ("NYSAN") Southside was

found to have achieved either satisfactory or excellent performance levels in linkages between day and after-school programming and in some areas of staffing and professional development.'

Recommended next steps –

- The site needs to improve its operations in order to meet the TEA standard for “hours per week.”
- Hispanic/Latino students were underrepresented in ACE relative to the percentages of these students in the day school This is a recruitment issue that needs to be addressed.
- The ACE program needs to work particularly on improving its performance on the following program quality components: a safe, nurturing, health environment for participants; positive relationships among staff, participants, and families ;the engagement of participants in the program; and on its partnerships with families and its community.

B. Brief Center Overview

YES Prep’s Southside Center is located on the South Loop East Freeway within the City of Houston. As detailed in **Appendix 1** of this report, the ACE program included school grade levels from six (6) through 12.

Demographically, about 56% of students enrolled in the ACE Program were of African American descent while 30% were of Hispanic/Latino backgrounds. Further, about 60% of program enrollees were males.

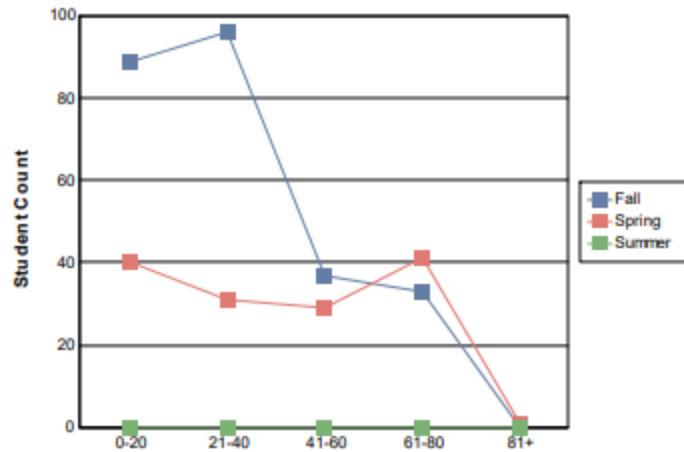
C. Implementation

The ACE Program at Southside offered activities for all of the State’s mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

During the fall semester, the activities eliciting the highest levels of average daily student attendance were -- Student Athletes Academic Assistance; Cooking; Sneaker Society; and Dance.

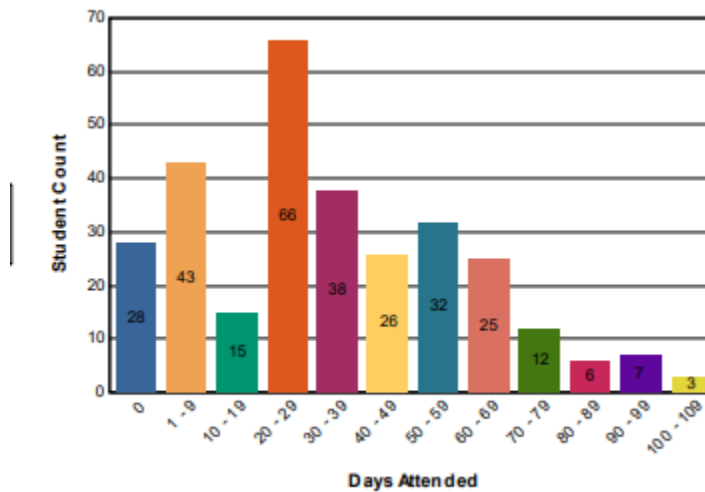
During the spring semester, the activities eliciting the highest levels of average daily student attendance included Student Athletes Academic Assistance; Giant Mornings; Dance; Theater Club; and Beauty School.

The charts and the table immediately below provide more attendance details about student participation – (Note: Summer enrollment and attendance data were not available for the summer at the time of this writing; due date is 8/5/2022.)



Attendance Percentage

Attendance %	Fall	Spring	Summer
0-20	89	40	0
21-40	96	31	0
41-60	37	29	0
61-80	33	41	0
81+	0	1	0
Total	255	142	0



D. Local Needs and Logic Model

The independent external evaluator found that the Southside center did an effective job of addressing identified local needs. Details of the identified needs will be found in

Appendix 2 above. The manner by which Southside addressed identified needs will be found by means of the following link:

https://drive.google.com/drive/folders/19v_M1sqfRS9LPowwXs9_bR2Ya2KtKtLUI?usp=sharing

E. Outcomes

On a school climate survey, slightly more than 6 of 10 students responding at Southside indicated a generalized satisfaction with the ACE program.

APPENDIX 6.B BRAYS OAKS CENTER EXECUTIVE SUMMARY

KEY MESSAGES

Programmatic and Managerial Context

When children and youth are exposed to safe, quality, out-of-school-time education, they achieve more in school, do better in class, are culturally enriched and exposed to new ideas, are less likely to engage in risky behavior, and are more likely to succeed in life. Quality after-school education, in turn, requires the commitment of sufficient resources, leadership and effective program implementation, a range of appropriate activities, including ones that engage and assist families, and an emphasis on continuous quality improvement.

- The Brays Oaks Center of the YES Prep ACE program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
- The Brays Oaks center met all State participation requirements for ACE. The participation numbers for AY 2021-22 represented a substantial increase for students and a modest increase in adults over the previous academic year.
- The Brays Oaks center operations requirements were met for both the fall and spring terms.
- Results obtained from administering a process evaluation instrument (the NYSAN) revealed that the implementation of ACE at Braes Oaks met or exceeded all quality implementation standards *with only a few minor exceptions*.
- The independent external evaluator confirmed the alignment of the Brays Oaks ACE with its respective day school.
- As part of a continuous quality improvement process, local needs identified by an assessment instrument were addressed in program activities.

II. Executive Summary

A. Overall Strengths and Next Steps

Key accomplishments for this center included the implementation of an ACE program that identified and addressed local needs. In addition, Brays Oaks met State program participation requirements; in doing so, it increased student and adult participation over the previous year. In addition, it also met requirements for State activity components. Based upon the results of site visits and the NYSAN self-assessment tool, Brays Oaks was found to have achieved satisfactory to excellent performance levels in providing a safe, healthy and nurturing environment for participants, in providing a variety of activities and learning opportunities that support the development of participants, in providing a program aligned with school standards and curricula, engaging youth, and in planning for continuing growth.

Recommended next steps:

- The continuous program quality improvement process needs to continue. As a part of this process, an initial review by Brays Oaks program staff of the findings of this report should take place at the start of the next ACE academic year.
- As a consequence of new Federal performance measures, conversation needs to continue about the valid and reliable assessment of student engagement in the program.
- Even though participation requirements were met, the evaluation team recommends that incentives be adopted to increase further adult attendance levels in the Brays Oaks' ACE program. Such incentives should particularly emphasize "internal or intrinsic" ones such as attendance awards, recognition, and honor ceremonies. This should be done in collaboration with adult participants in ACE, most especially those that "early exited" the program from whom much can be learned.

B. Brief Center Overview

The Brays Oaks Center of YES Prep is located on the far west side of the City of Houston. As detailed in Appendix 1 of this report, the ACE program included school grade levels from six (6) through twelve (12).

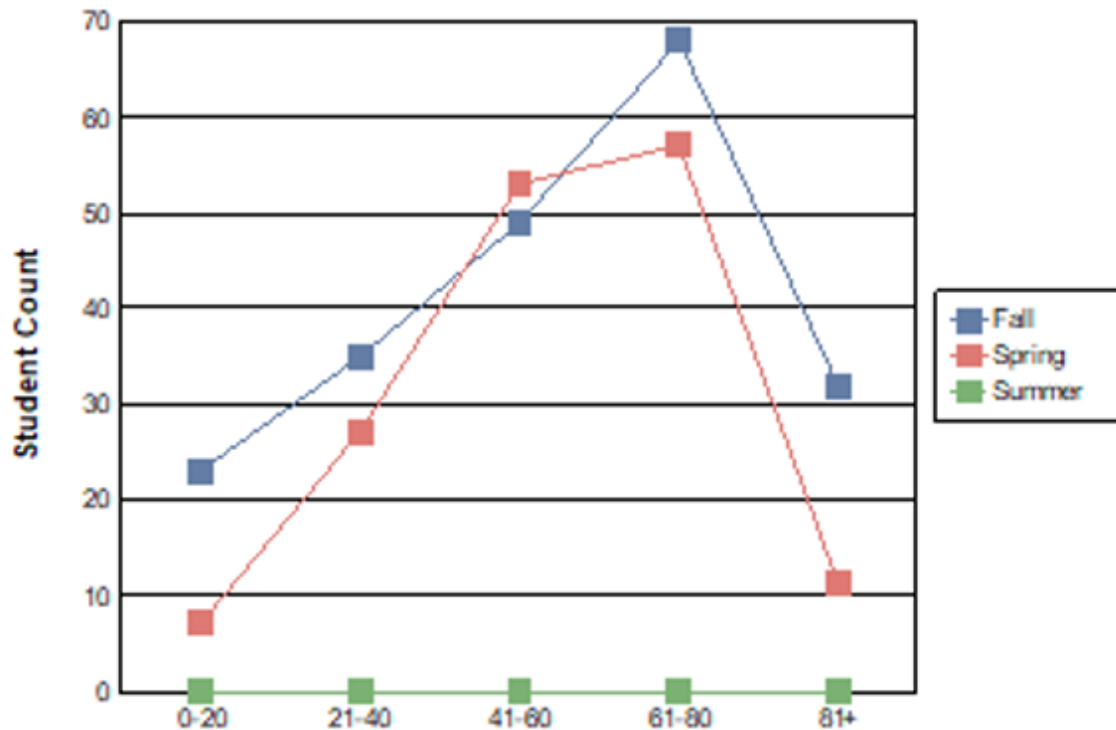
At Brays Oaks about 7 in 10 ACE participants were of Hispanic/Latino descent while about 1 in 5 was African American in background. Approximately 60% of ACE participants were female.

The ACE Program at Brays Oaks offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

C. Implementation

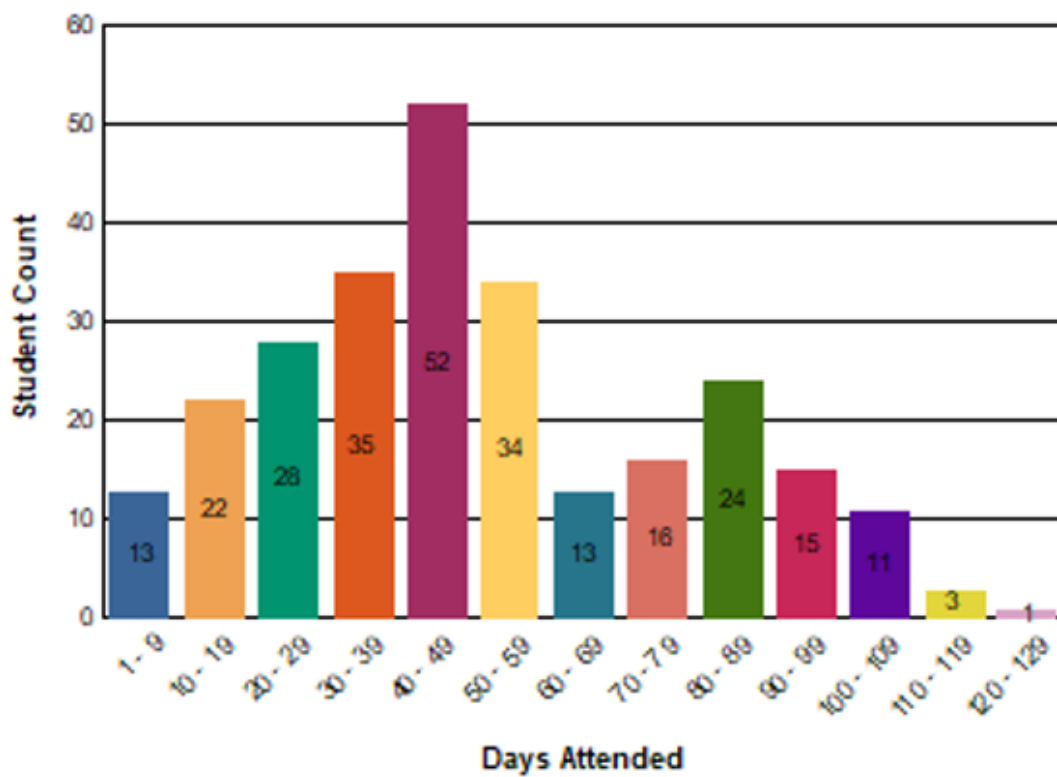
The total number of ACE students served during the academic year was 267 of whom 145 were regular participants. In addition, 191 adults participated at Brays Oaks, the highest number in any of the 10 centers

The charts and the table immediately below provide more attendance details about student participation – (Note: Summer enrollment and attendance data were not available for the summer at the time of this writing; due date is 8/5/2022.)



Attendance Percentage

Attendance %	Fall	Spring	Summer
0-20	23	7	0
21-40	35	27	0
41-60	49	53	0
61-80	68	57	0
81+	32	11	0
Total	207	155	0



As already mentioned above in this appendix, the independent external evaluator confirmed the alignment of the Brays Oaks ACE with its respective day school.

As also mentioned above, results obtained from administering a process evaluation instrument (the NYSAN) revealed that the implementation of ACE at Braes Oaks met or exceeded all quality implementation standards *with only a few minor exceptions*.

D. [Local Needs and Logic Model](#)

The independent external evaluator found that the Bays Oaks site did an excellent job of addressing identified local needs. Details of the identified needs will be found in Appendix 2 above. The manner by which Brays Oaks addressed identified need as evidence by its logic will be found by means of the following link:

https://drive.google.com/drive/folders/19v_M1sqfRS9LPowwXs9_bR2Ya2KtLUI?usp=sharing

E. Outcomes

On a school climate survey, nearly 6 of 10 students responding at Brays Oaks indicated a generalized satisfaction with the ACE program.

APPENDIX 6.C SOUTHWEST CENTER EXECUTIVE SUMMARY

KEY MESSAGES

Programmatic and Managerial Context

When children and youth are exposed to safe, quality, out-of-school-time education, they achieve more in school, do better in class, are culturally enriched and exposed to new ideas, are less likely to engage in risky behavior, and are more likely to succeed in life. Quality after-school education, in turn, requires the commitment of sufficient resources, leadership and effective program implementation, a range of appropriate activities, including ones that engage and assist families, and an emphasis on continuous quality improvement.

-
- The Southwest Center of the YES Prep ACE program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services, during the fall and spring terms.
 - The program met all State-mandated student and adult participation requirements.
 - Results from administering the New York State Assessment (NYSAN) process evaluation instrument, modified for Texas and for YES Prep, revealed that the implementation of ACE at Southwest met or exceeded all quality standards. Particularly noteworthy were the excellent assessments of engagement of youth; programming and activities; and linkages between the ACE program and the day school.
 - This center aptly assessed needs and made them the bases for the development and implementation of its logic model.
 - Surveys of students revealed rather high levels of satisfaction with the ACE program.

II. Executive Summary

A. Overall Strengths and Next Steps

Key accomplishments for this center include the implementation of an ACE program that met both quality standards and addressed important local needs. These accomplishments were facilitated greatly by a talented, experienced site coordinator. The ACE Program at Southwest offered activities in all of the State's mandated program components. It also met all State participation requirements for students and adults despite the lingering of COVID-19 in Houston and problems resulting from the intrusion of Hurricane Harvey at the start of the school year.. The staff at this center participated fully in the YES Prep ACE continuous quality improvement process. High percentages of students reported satisfaction with Texas ACE at this center.

Recommended next steps –

- Continuous program quality improvement requires an initial review by program staff of the findings of this report at the start of the next ACE academic year. Particularly important in this regard is to review the results of the local needs assessment and the successful manner by which the center addressed such needs.
- Efforts to improve the percentage of students from African American backgrounds and males appear to be needed.

B. Brief Center Overview

YES Prep's Southwest ACE center is located in the southwestern part of Houston adjacent to the cities of Sugar Land and Pearland. As shown in Appendix 1 of this report, the ACE program included school grade levels from six (6) through twelve (12).

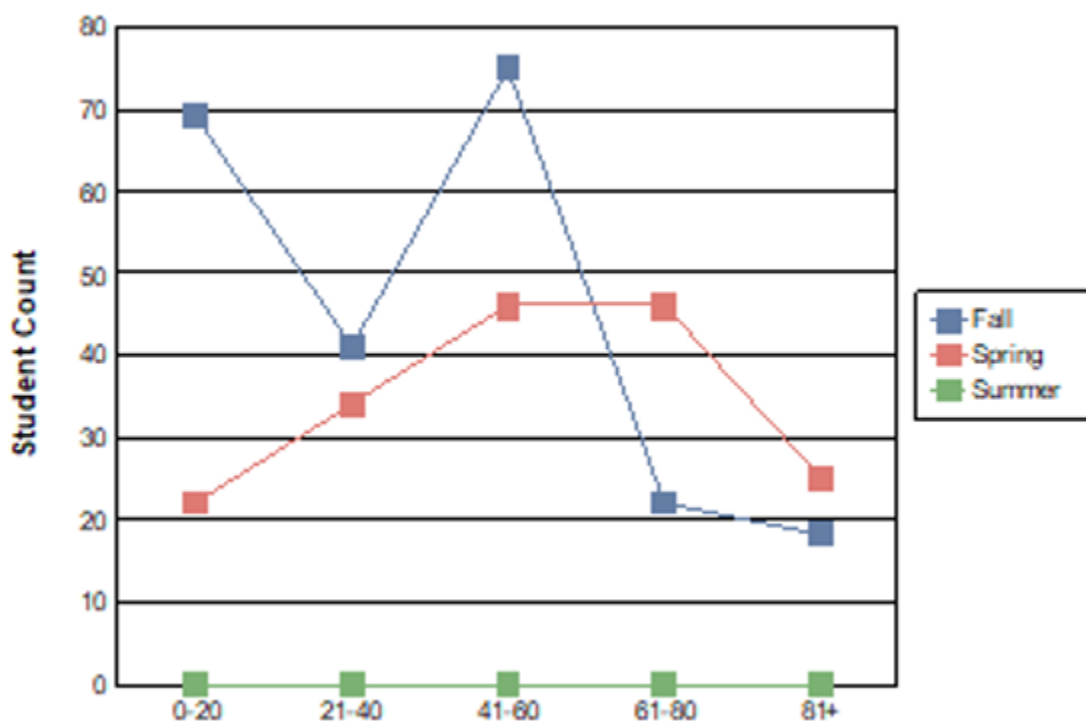
Demographically, about 92% of participating students in the ACE program were of Hispanic/Latino descent while eleven (11) percent were of African American background. Further, about 55% of ACE participants at Southwest were females.

The ACE Program at Southwest offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

C. Implementation

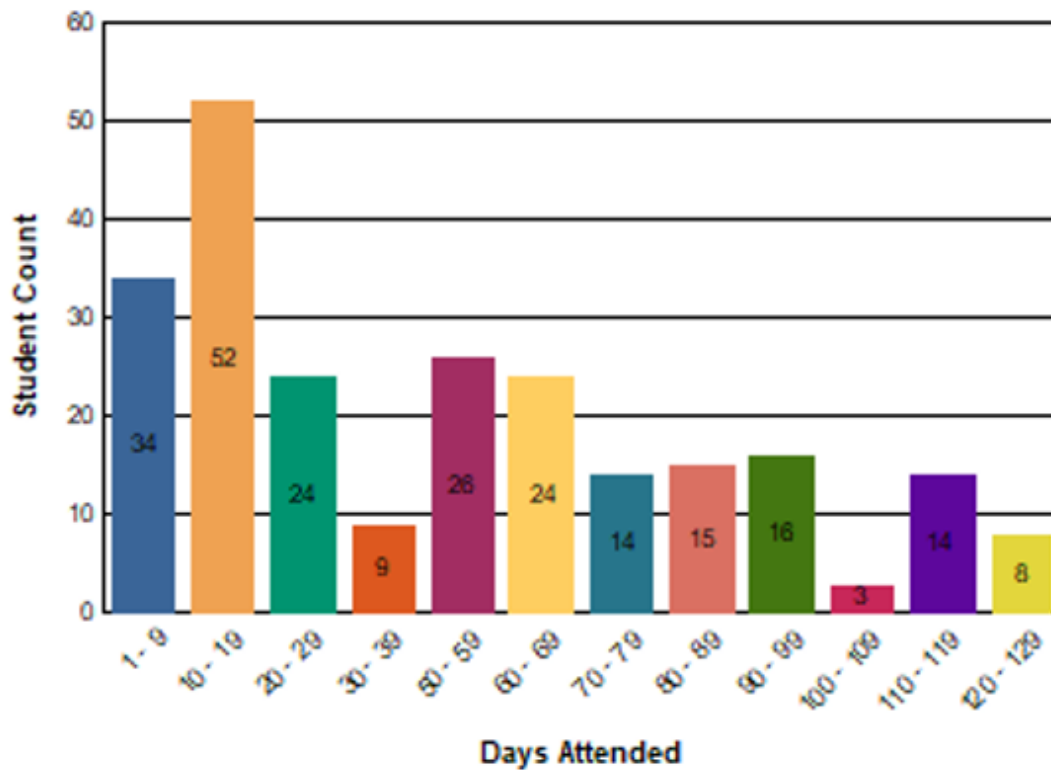
The total number of students served by the ACE program during AY2021-22 was 239, a number that included 120 regular participants. The program also served 90 adult participants. All of these participation numbers represent an increase over comparable ones in the preceding program year.

More information about student participation, particularly about the nature of attendance levels, is shown in the charts and table immediately below – (Note: Summer enrollment and attendance data were not available for the summer at the time of this writing; due date is 8/5/2022.)



Attendance Percentage

Attendance %	Fall	Spring	Summer
0-20	69	22	0
21-40	41	34	0
41-60	75	46	0
61-80	22	46	0
81+	18	25	0
Total	225	173	0



As discussed above, results obtained from administering the NYSAN self-evaluation instrument revealed that the implementation of ACE at Southwest met or exceeded all quality standards.

D. Local Needs and Outcomes

Local needs that were identified and addressed at Southwest are shown in Appendix 2 of this report. Among these needs were the following –

- More elective courses
- Adjustments to academic assistance, enrichment, college and workforce readiness, and family engagement activities.

These needs were found to be well-addressed in the program’s fall and spring logic models as well as through action planning (discussed in Appendix 4 and at the following sharable link):

https://drive.google.com/drive/folders/19v_M1sqfRS9LPowwXs9_bR2Ya2KtLUI?usp=sharing

E. Outcomes

In response to a school climate survey, more than 7 of 10 students responding about the Southwest ACE program indicated a generalized or diffuse satisfaction with the ACE program.

APPENDIX 6.D EAST END CENTER EXECUTIVE SUMMARY

KEY MESSAGES

Programmatic and Managerial Context

When children and youth are exposed to safe, quality, out-of-school-time education, they achieve more in school, do better in class, are culturally enriched and exposed to new ideas, are less likely to engage in risky behavior, and are more likely to succeed in life. Quality after-school education, in turn, requires the commitment of sufficient resources, leadership and effective program implementation, a range of appropriate activities, including ones that engage and assist families, and an emphasis on continuous quality improvement.

- The East End Center met all Texas ACE program participation requirements, student and adult.
- With one exception, College & Workforce Readiness during the fall term, the center met all State program activity requirements.
- Apparently as a result of the lingering of COVID-19 and Hurricane Nicholas during the fall term, East End did not meet the hours/week operations requirement. However, it did exceed the requirement during the spring term.
- East End participated actively in the YES Prep ACE Continuous Quality Improvement Process (CQI).
- On the NYSAN program self-assessment, this center received nearly all ratings of “excellent” on the quality indicators. Particularly noteworthy was the “excellent” performance level ratings on linkages between the day school and the afterschool program.
- In completing a “school climate” survey, nearly 70% of the students responding indicated satisfaction with the East End ACE program.

II. Executive Summary

A. Overall Strengths and Next Steps

Important accomplishments of the East End center include the implementation of an ACE program that met all program participation requirements, with a single exception provided all TEA-mandated activity components, and addressed important local needs. Students expressed high levels of satisfaction with the program's implementation and outcomes. Self-assessment scores on the NYSAN were almost all "excellent" on all program quality components.

Recommended next steps:

- Continuous program quality improvement requires an initial review by program staff and site coordinator of the findings of this report at the start of the next ACE program year. Particularly important in this regard is to review the results of the local needs assessment and the manner by which such needs will be addressed in future program years.
- The East End site coordinator will be transitioning to a new role at YES Prep for next year. Thought needs to be given to the on-boarding of a new coordinator. Particularly important in this regard will be the development of next year's logic model based on local needs (see the preceding paragraph).

B. Brief Center Overview

YES Prep's East End ACE center is located somewhat east and slightly south of downtown Houston. Nearly 90% of the students enrolled on the host school campus for the center are considered economically disadvantaged students while more than half of the student population (57%) is categorized as "at-risk."

As detailed in Appendix 1 of this report, the ACE program included school grade levels from six (6) through twelve (12). Demographically, 99% of student participants in ACE were of Hispanic/Latino decent while 53% were females.

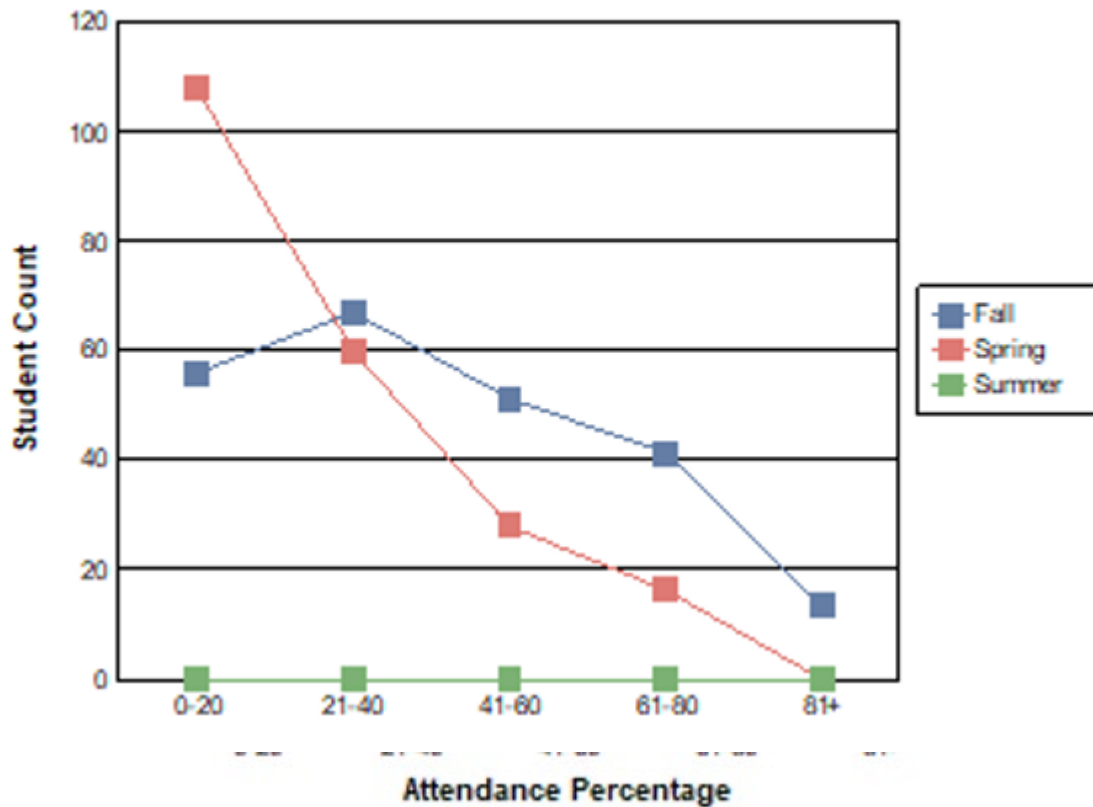
C. Implementation

The ACE Program at East End offered activities for all State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services. The single exception to this seems to be that no college and workforce readiness was offered during the fall term.

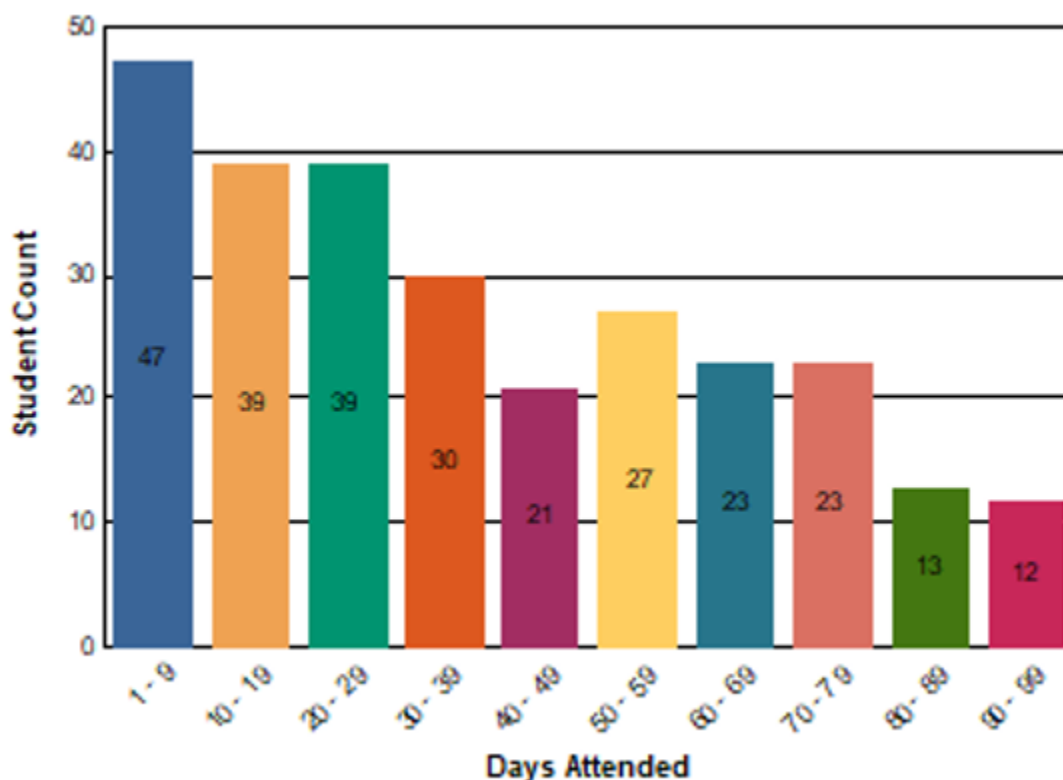
The total number of ACE students served during the fall and spring terms was 274 of which 107 were regular participants and 122 were non-regular ones. These numbers were increases over comparable ones for the previous academic year, AY2020-21.

Additionally, East End served 68 adults, which represented a decline over the previous year.

Further information about participation is provided in the charts and tables immediately below (Note that summer enrollment and participation data were not available at the time of this writing....)



Attendance %	Fall	Spring	Summer
0-20	56	108	0
21-40	67	60	0
41-60	51	28	0
61-80	41	16	0
81+	13	0	0
Total	228	212	0



The most frequently attended student activities were General Sports; Morning Study Hall;; and Soccer Conditioning in the fall while General Sports; Morning Study Hall; and Video Games were most frequently attended in the spring term.

Detailed findings of the NYSAN self-assessment at East End will be found by means of the following Cloud (Google) link:

https://drive.google.com/drive/folders/1bt1uNezrtIG5M3Z_L6qT8LccxNty1mFU?usp=sharing.

As noted above, particularly noteworthy was that in the results of using the New York State Afterschool Network process evaluation instrument as modified for YES Prep ACE, close linkages were found between the program and the day school. This finding indicates a close program-day school alignment.

F. Local Needs

Local needs that were identified and addressed at East End are shown in Appendix 2 of this report. These needs included –

- If a student wishes to pursue robotics and engineering YES Prep does not have the capacity to support programs not in the curriculum.

- More extracurricular activities
- More driver's education and college and workforce readiness.

G. Outcomes

As noted above, nearly 70% ACE students at East End reported that they satisfied with the program.

APPENDIX 6.E GULFTON CENTER EXECUTIVE SUMMARY

KEY MESSAGES

Programmatic and Managerial Context

When children and youth are exposed to safe, quality, out-of-school-time education, they achieve more in school, do better in class, are culturally enriched and exposed to new ideas, are less likely to engage in risky behavior, and are more likely to succeed in life. Quality after-school education, in turn, requires the commitment of sufficient resources, leadership and effective program implementation, a range of appropriate activities, including ones that engage and assist families, and an emphasis on continuous quality improvement.

-
- TEA's TEAL data system contained no data on the State-mandated activities during the fall term at Gulfton. During the spring term, however, the evidence shows that Gulfton offered activities for students in academic assistance, enrichment, college & workforce readiness, and family& parental support.
 - Gulfton met all ACE program operations requirements during the fall and spring terms.
 - Gulfton met all participation requirements during the year for students and adults.
 - This center participated actively in the YES Prep Continuous Quality Improvement (CQI) process.
 - Results from administering the New York State Assessment (NYSAN) process evaluation instrument, modified for Texas and for YES Prep, revealed that the implementation of ACE at Gulfton met or exceeded many quality standards. Particularly noteworthy were strong, positive assessments for engagement of youth; staffing and professional development; programming and activities; and (with one exception) linkages between the ACE program and the day school.
 - Some progress appears to have been made in addressing identified local needs, especially in enrichment.
 - Surveys of students revealed rather high levels of satisfaction with the ACE program.

II. Executive Summary

C. Overall Strengths and Next Steps

Key accomplishments of this center include the implementation of an ACE program that met a number of quality standards specified in the New York State Assessment (NYSAN) process evaluation instrument (as modified for Texas and YES Prep ACE. Students at Gulfton expressed high levels of satisfaction with the ACE During AY2020-21. During the spring term, the Gulfton Center of the YES Prep ACE program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services. Student participation increased over the previous year.

Recommended next steps:

- Incentives should be adopted to increase adult participation levels in the Gulfton ACE program; these levels declined from the previous year. Such incentives should particularly emphasize "internal or intrinsic" ones such as attendance awards, recognition, and honor ceremonies. This should be done in collaboration with adult participants in ACE.
- An initial review by program staff of the findings of this report at the beginning of the next ACE academic year needs to be conducted.
- Further attention needs to be given to the on-boarding of relatively new staff.

D. Brief Center Overview

The Gulfton ACE Center is located on Houston's west side not far from the IH610 loop in a community of the same name. As detailed in Appendix 1 of this report, the ACE program and its host campus included school grade levels from six (6) through twelve (12). The school served the highest proportion of economically disadvantaged students (98%), and a high proportion of at-risk students (64%) among campuses hosting a YES Prep ACE program.

Demographically, almost 90% of ACE student participants at Gulfton were of Hispanic/Latino decent. The female proportion of student participants was about 56%.

E. Implementation

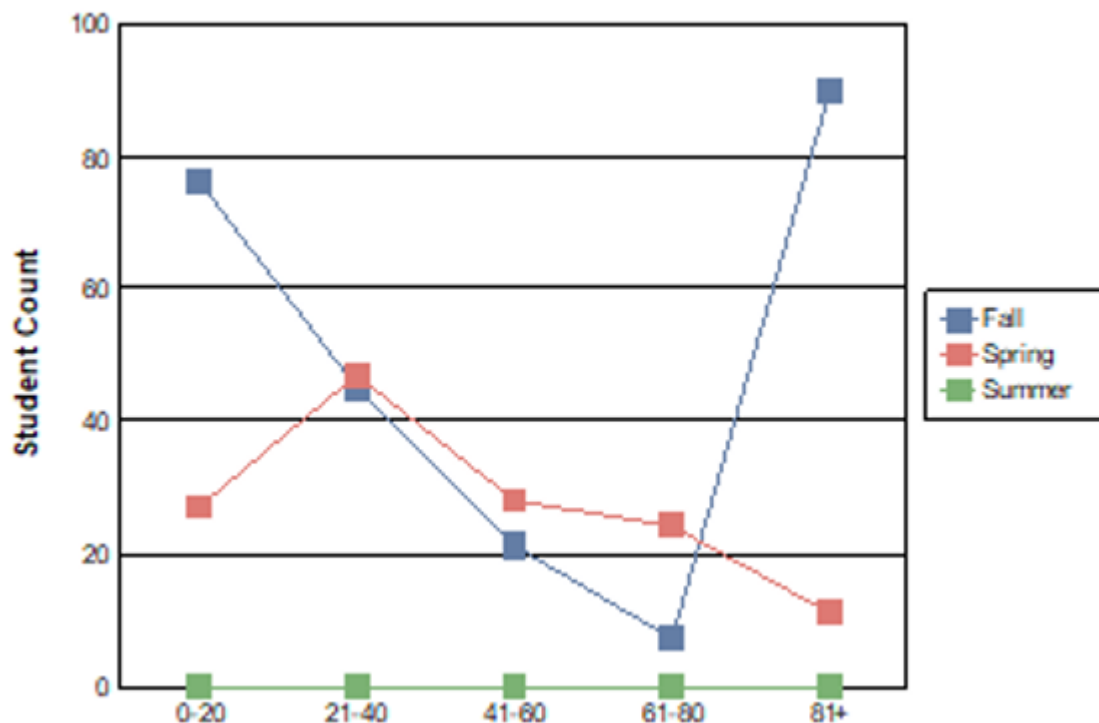
The ACE Program at Gulfton offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services during the spring term. But data were not available in TEAL for the fall term.

Gulfton met all ACE program operations requirements both in the fall or spring terms.

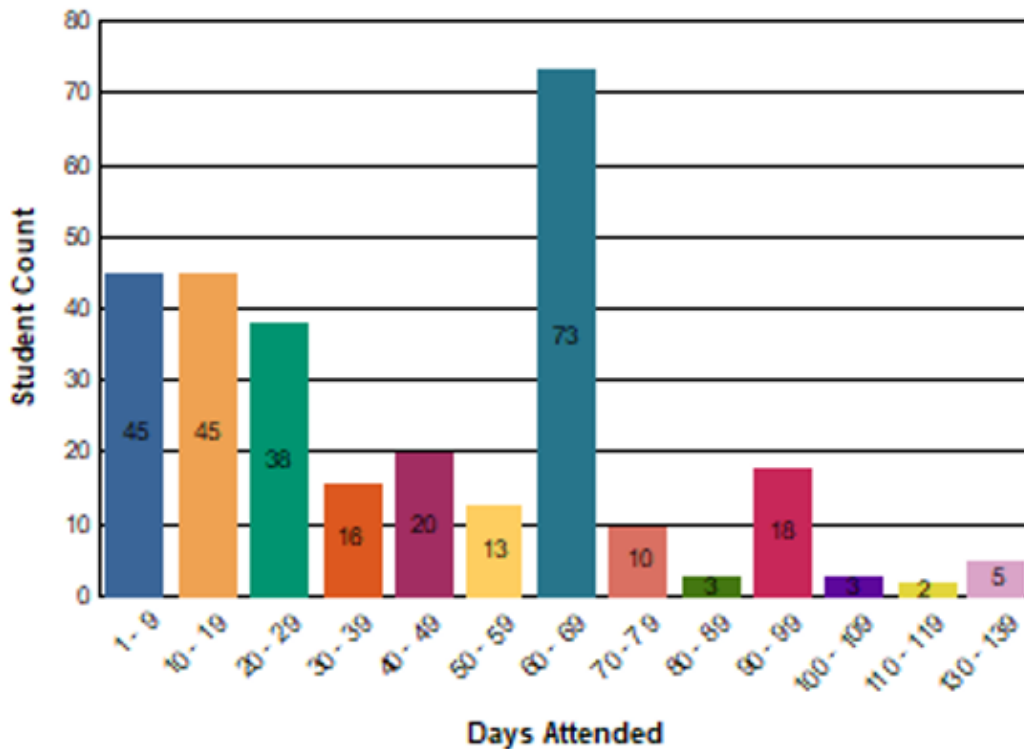
As noted previously above, Gulfton met all student and adult participation requirements throughout the academic year.

During the spring term the most frequently attended student activities were High School Student Council; Volleyball Club; and Breakfast Club. For adults, Movie Night was most frequently attended. Fall data on such activities were not available in TEAL.

Additional student participation information is provided in the table and two charts below –(Note that summer information was not available at the time of this writing.)



Attendance %	Fall	Spring	Summer
0-20	76	27	0
21-40	45	47	0
41-60	21	28	0
61-80	7	24	0
81+	90	11	0
Total	239	137	0



As noted at the outset of this appendix, Results from administering the New York State Assessment (NYSAN) process evaluation instrument, modified for Texas and for YES Prep, revealed that the implementation of ACE at Gulfton met or exceeded many quality standards. Particularly noteworthy were strong, positive assessments for engagement of youth; staffing and professional development; programming and activities; and (with one exception) linkages between the ACE program and the day school.

Detailed findings of the NYSAN at Gulfton will be found by means of the following Cloud-based link:

https://drive.google.com/drive/folders/1bt1uNezrtIG5M3Z_L6qT8LccxNty1mFU?usp=sharing.

D. Local Needs

Local needs that were identified and addressed at Gulfton are shown in Appendix 2 of this report. These needs included –

- a lack of art, technology, and other enrichment programs for students
- more extracurricular activities

The Gulfton Logic Models to address needs will be found at –

https://drive.google.com/drive/folders/1bt1uNezrtIG5M3Z_L6qT8LccxNty1mFU?usp=sharing.

E. Outcomes

The results of a school climate survey showed that 2 out of 3 students at Gulfton expressed satisfaction

APPENDIX 6.F NORTH FOREST CENTER EXECUTIVE SUMMARY

KEY MESSAGES

Programmatic and Managerial Context

When children and youth are exposed to safe, quality, out-of-school-time education, they achieve more in school, do better in class, are culturally enriched and exposed to new ideas, are less likely to engage in risky behavior, and are more likely to succeed in life. Quality after-school education, in turn, requires the commitment of sufficient resources, leadership and effective program implementation, a range of appropriate activities, including ones that engage and assist families, and an emphasis on continuous quality improvement.

-
- The ACE program at North Forest embraced continuous quality improvement by utilizing the NYSAN self-appraisal tool and by basing a logic model on a needs assessment.
 - The North Forest Center of the YES Prep ACE program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
 - Results obtained from administering the NYSAN process evaluation instrument, modified for Texas and YES Prep, revealed that the implementation of ACE at North Forest met or exceeded quality standards for administration and organization; relationships among staff, participants, families and its community; staffing; programming and activities; and student engagement.
 - The North Forest center was not able to meet ACE program operations requirements for week in service during the fall and spring terms but exceeded considerably the hours per week requirement.
 - A high proportion of students at North Forest reported being satisfied with the ACE program.

II. Executive Summary

A. Overall Strengths and Next Steps

Key accomplishments of this center include the implementation of an ACE program that effectively identified and addressed local campus and community needs. The program was also found to have or exceeded nearly NYSAN program quality standards. The North Forest Center of the YES Prep ACE program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services. Finally, the program exceeded adult participation requirements.

Recommended next steps:

- Incentives need to be adopted to increase student participation levels, especially regular participation levels in ACE. Such incentives should particularly emphasize “internal” ones such as attendance awards, recognition, and honor ceremonies. This should be done in collaboration with students in ACE, most particularly those that “early exited” from the program or who chose lower attendance.
- Continuous program quality improvement requires an initial review by program staff of the findings of this report at the start of the next ACE academic year.
- The site coordinator in collaboration with the ACE program manager should review the results from administration of the NYSAN process evaluation instrument regarding linkages between the program and the day school.

B. Brief Center Overview

YES Prep's North Forest ACE Center is located on the northwest side of Houston. As detailed in Appendix 1 of this grantee-level report, the ACE program included school grade levels from six (6) through twelve (12). The host school campus itself had high levels of economically disadvantaged students as well as the high proportions of at-risk students.

Demographically, almost 60% of participants at North Forest were of Hispanic/Latino decent while about 1 in 4 had African American backgrounds. Further, about 57% of student participants were females.

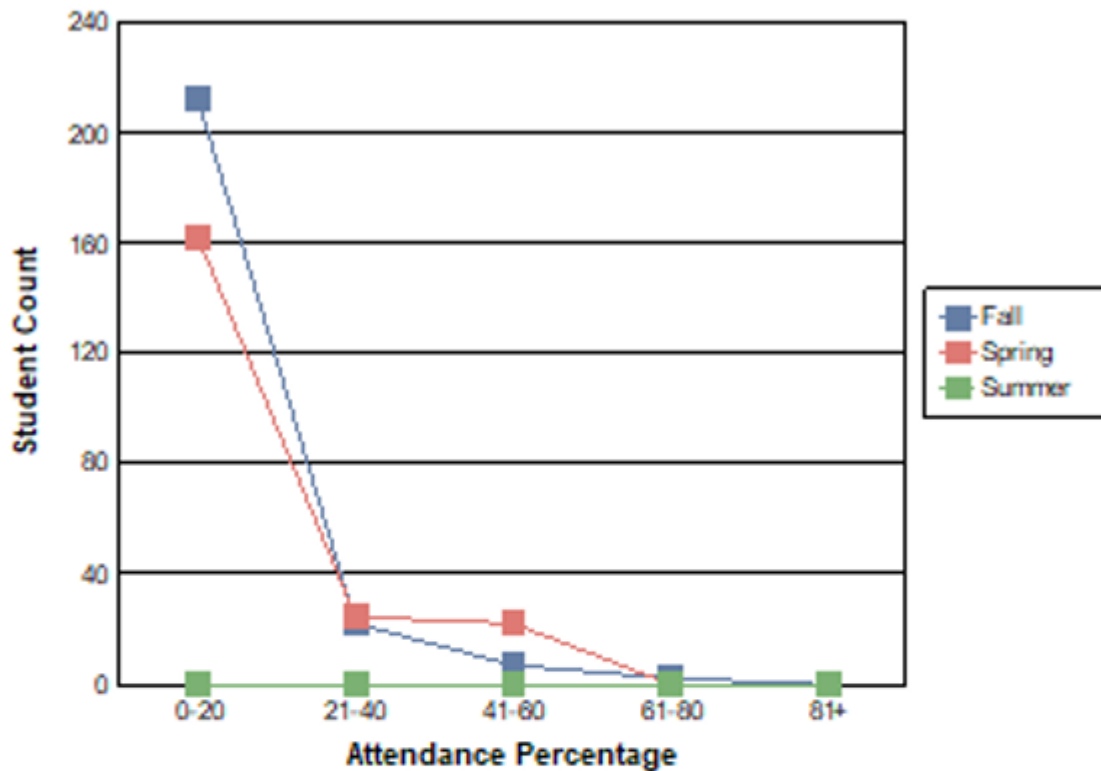
C. Implementation

The center met the adult participation requirement but not that for regular student participants.

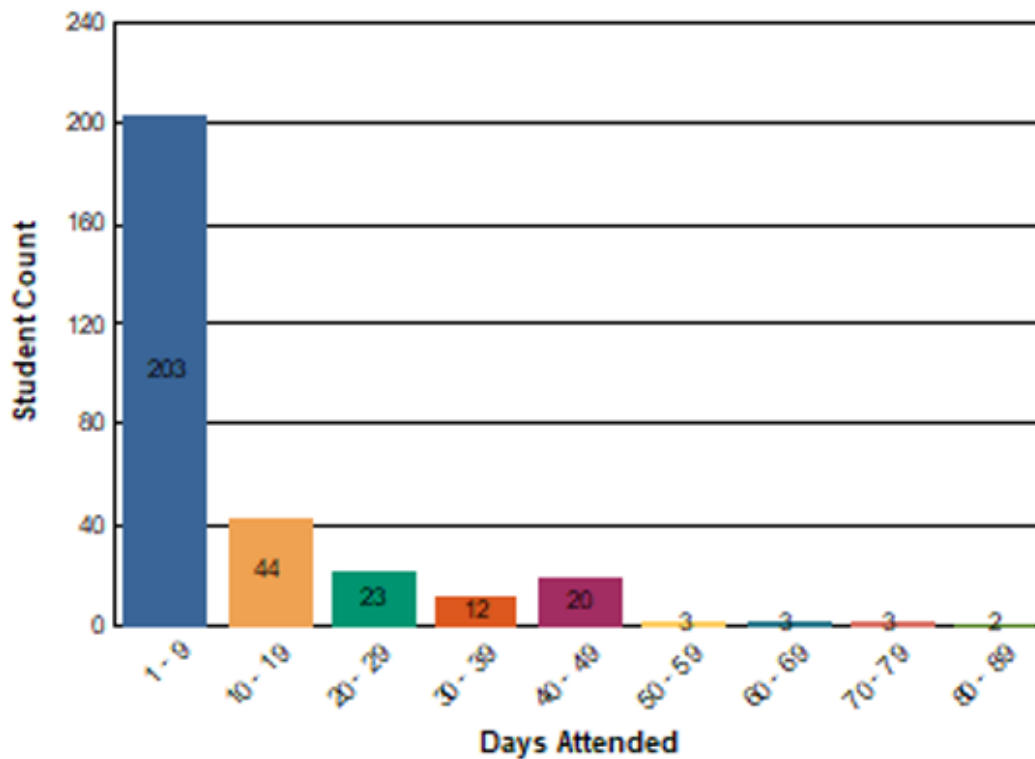
The most frequently attended activities were the following –

- Fall: Smoothies Level Up& More; Cheer/Dance KPOP, Anime & Manga; GSA; and Driver's Ed for students. For adults the most attended was Family Engagement Night.
- Spring: DJ Wake Me Up; Café Conversations; and Level Up Sports Fun for students; Athletics Banquet for adults.

Additional information about student participation is displayed in the charts and table below –(Summer participation data were not available at the time of this writing.)



Attendance %	Fall	Spring	Summer
0-20	212	162	0
21-40	22	24	0
41-60	7	22	0
61-80	2	0	0
81+	0	0	0
Total	243	208	0



As evident from the above, total attendance among students decreased from fall to spring. Further, attendance in both terms was relatively low in percentage terms.

The results of administering the NYSAN process evaluation instrument as modified for Texas and YES Prep have been discussed above. Detailed findings of the NYSAN at North Forest will be by means of the following Cloud-based (Google) link:

https://drive.google.com/drive/u/0/folders/1bt1uNezrtIG5M3Z_L6qT8LccxNty1mFU

D. Addressing Identified Community and Campus Needs

Local needs that were identified and addressed at North Forest are shown in Appendix 2 of this report. These needs included –

- An increase in the number of college ready students
- Enhanced average daily attendance
- Highlight the talent within the fine arts department

These needs formed a basis for the center's logic model, found at –

https://drive.google.com/drive/u/0/folders/19v_M1sqfRS9LPowwXs9_bR2Ya2KTkLUI

E. Outcomes

As noted above, a high proportion of North Forest ACE students (6 of 10) responded on a “climate survey” that they were satisfied with the program.

APPENDIX 6.G NORTHSIDE CENTER EXECUTIVE SUMMARY

KEY MESSAGES

Programmatic and Managerial Context

When children and youth are exposed to safe, quality, out-of-school-time education, they achieve more in school, do better in class, are culturally enriched and exposed to new ideas, are less likely to engage in risky behavior, and are more likely to succeed in life. Quality after-school education, in turn, requires the commitment of sufficient resources, leadership and effective program implementation, a range of appropriate activities, including ones that engage and assist families, and an emphasis on continuous quality improvement.

-
- The ACE program at Northside embraced Continuous Quality Improvement (CGI), following the YES Prep Texas ACE action plan and identifying local needs.
 - Logic models from fall and spring showed that the program addressed identified local needs.
 - The Northside Center of the YES Prep ACE program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
 - Results obtained from administering the NYSAN process evaluation instrument (as modified for Texas and YES Prep) revealed that the implementation of ACE at Northside met or exceeded all program quality standards. Particularly noteworthy were the excellent performance levels found for providing a safe, healthy nurturing environment; programming and activities; and for linkages between the program and its day-school.
 - During the fall term, the Northside center did not meet the operations requirement for hours/week. Yet, it exceeded the weeks in service requirement.
 - Surveys of students revealed that a high proportion of students reported their satisfaction with the Texas ACE program.

II. Executive Summary

A. Overall Strengths and Next Steps

Key accomplishments of this center include the implementation of an ACE program that well- identified local needs. As shown in the center's logic models for fall and spring, Northside addressed identified local needs. The Northside Center of the YES Prep ACE program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services. Program participation among students and adults met all requirements, including that for regular participation. The ACE program was aligned with the program at its day school.

Recommended next steps:

- Continuous program quality improvement requires an initial review by program staff of the findings of this report at the start of the next ACE academic year
- The program met the requirements for student participation. Nonetheless, incentives need to be adopted to increase participation levels. Among all of the YES Prep centers, Northside had the lowest overall total number of students served. Participation incentives should particularly emphasize "internal" ones such as attendance awards, recognition, and honor ceremonies. This should be done in collaboration with students in ACE, most particularly those that "early exited" from the program or who chose lower attendance.

B. Brief Center Overview

The Northside ACE program is located in Houston's near northside immediately north of downtown and adjacent to Interstate Highway 69. As detailed in Appendix 1 of this grantee-level report, the ACE program included school grade levels from six (6) through twelve (12). The host school campus for the ACE program counted a majority of its students as "at-risk" and more than 90% as economically disadvantaged.

Demographically, slightly more than 70% of participating students in the ACE program were of Hispanic/Latino descent while about 22% were of African American background. Further, 66% of program attendees were female, the highest proportion among all YES Prep ACE centers.

C. Implementation

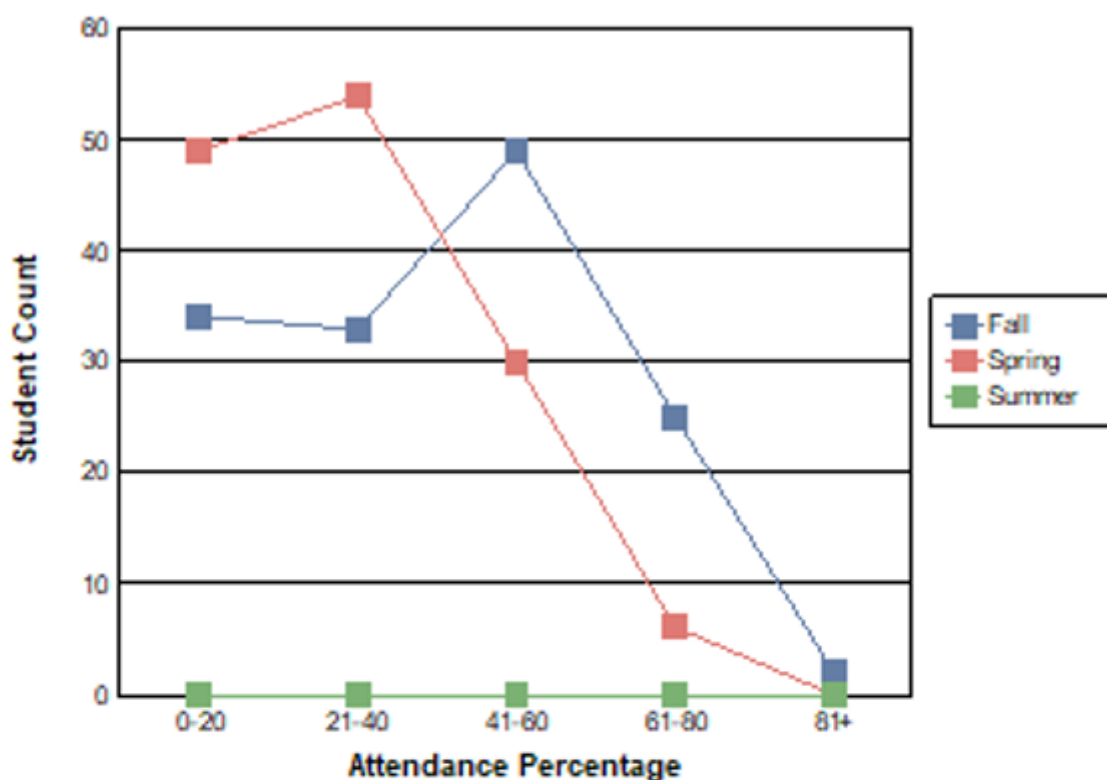
As previously noted, Northside offered activities for all of the State's mandated program activity components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

The most frequently attended student activities were Pom-Squad; Morning Lab; SAT Prep; and Sports Management in the fall term. In the spring frequently attended activities included

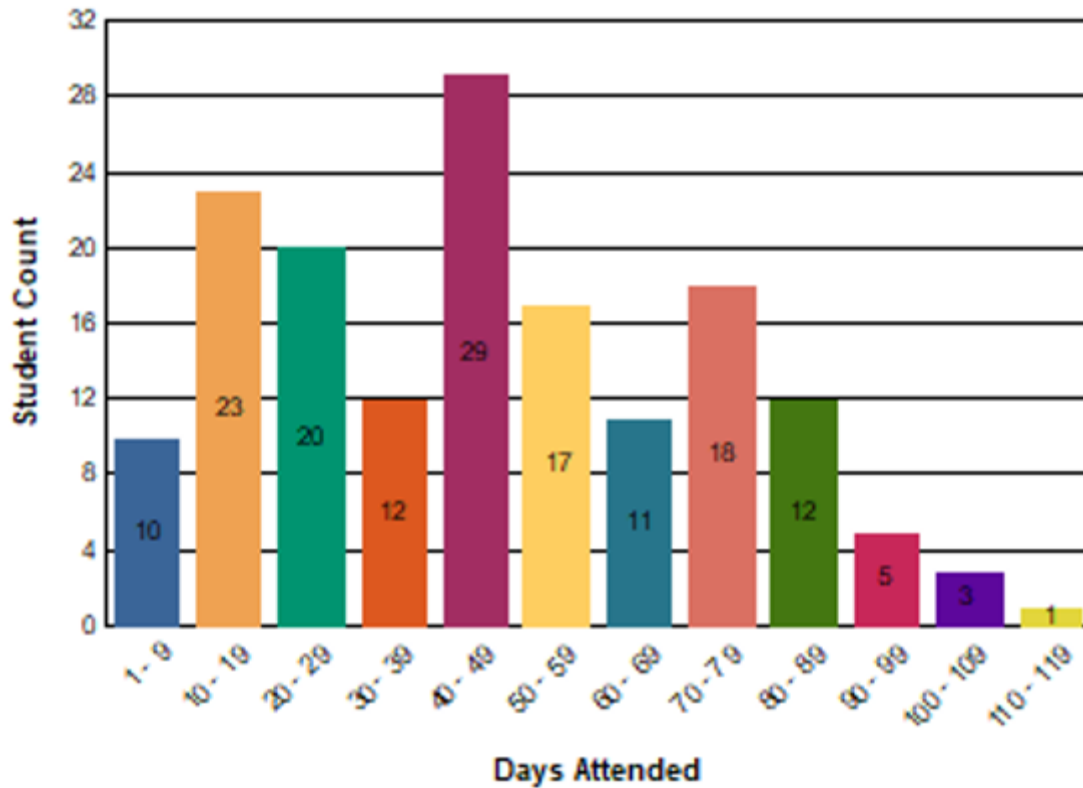
Pom-Squad Athletic Foundations; Driver's Ed; Morning Lab; and Step. Among adults, "ACE Celebration" was the most frequently attended activity both in the fall and the spring.

Northside met all student and adult participation requirements, including that for regular participation. The total number of ACE students served during the fall and spring was 161 a number that included 87 "regular student participants" (with 45 or more days in attendance) and 74 non-regular ones. In addition, Northside also served 88 adults.

Further details about ACE participation are displayed in the charts and table below (Summer participation data were not available at the time of this writing)–



Attendance %	Fall	Spring	Summer
0-20	34	49	0
21-40	33	54	0
41-60	49	30	0
61-80	25	6	0
81+	2	0	0
Total	143	139	0



As is evident from the charts and table above, total student ACE attendance was nearly the same in the spring and fall. But the level of attendance (% of attendance) involved more students at the lower levels in the spring.

As already noted above, results obtained from administering the NYSAN process evaluation instrument (as modified for Texas and YES Prep) revealed that the implementation of ACE at Northside met or exceeded all program quality standards. Particularly noteworthy were the excellent performance levels found for providing a safe, healthy nurturing environment; programming and activities; and for linkages between the program and its day-school. The latter finding indicates the strong program-day school alignment. Detailed results obtained from the NYSAN will be found at –

https://drive.google.com/drive/u/0/folders/1bt1uNezrtIG5M3Z_L6qT8LccxNty1mFU

D. Addressing Local needs

Identified campus and community needs at Northside included the following –

- The need for a greater variety of offered elective courses
- More academic assistance
- More cultural connections

Progress was made in addressing these needs as shown in the program's logic model both for the fall and spring. These logic models will be found at –

https://drive.google.com/drive/u/0/folders/19v_M1sqfRS9LPowwXs9_bR2Ya2KtLUl

E. Program Outcomes

Climate surveys revealed that 62% of students indicated their satisfaction with the program.

APPENDIX 6.H FIFTH WARD CENTER EXECUTIVE SUMMARY

KEY MESSAGES

Programmatic and Managerial Context

When children and youth are exposed to safe, quality, out-of-school-time education, they achieve more in school, do better in class, are culturally enriched and exposed to new ideas, are less likely to engage in risky behavior, and are more likely to succeed in life. Quality after-school education, in turn, requires the commitment of sufficient resources, leadership and effective program implementation, a range of appropriate activities, including ones that engage and assist families, and an emphasis on continuous quality improvement.

- In both the fall and summer terms, the Fifth Ward Center of the YES Prep ACE program successfully offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
- The ACE program at Fifth Ward emphasized Continuous Quality Improvement, doing so by a variety of means the included utilizing a process evaluation (NYSAN) instrument (modified for Texas), by identifying local needs, and by developing logic models to address local needs.
- Results obtained from administering the NYSAN process evaluation instrument (modified for YES Prep ACE) revealed that the implementation of ACE at Fifth Ward met or exceeded all quality standards with one exception, that of measuring and using outcomes for improvement. A particularly positive finding were the many linkages between the day school and ACE programs, evidence showing the alignment of the two.
- Fifth Ward met, even exceeded TEA operations requirements for the fall term, but did not meet such requirements for the spring.
- This center met participation TEA requirements both for students and adults.
- Slightly less than 2 out of 3 "climate survey" student respondents expressed satisfaction with the Fifth Ward ACE program.

II. Executive Summary

A. Overall Strengths and Next Steps

Key accomplishments of this center include the implementation of an ACE program that well- identified local needs. As shown in the center's logic models for fall and spring, Fifth Ward ACE addressed identified local needs. As a consequence of COVID-19 and the health risks it posed, the center developed and implemented a virtual, online program that offered a variety of activities. The Fifth Ward center program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services. The results of a process evaluation instrument revealed the meeting or exceeding of nearly all quality standards. Relatively high levels of adult participation were in evidence. A majority of students who responded to a survey reported satisfaction with ACE.

Recommended next steps:

- This center has a rather new site coordinator. To support her in the position, the ACE program manager and the After School Program Director should prepare for the start of the next academic year.
- While Fifth Ward met all student participation requirements, incentives need to be adopted to increase student participation levels next year. Such incentives should particularly emphasize "internal" ones such as attendance awards, recognition, and honor ceremonies.
- Continuous program quality improvement requires an initial review by center staff and the site coordinator of the findings of this report at the start of the next ACE academic year.

B. Brief Center Overview

YES Prep's Fifth Ward ACE Center is located near Houston's downtown only a short distance from Interstate Highway 69 on Benson Street. As detailed in Appendix 1 of this grantee-level report, the ACE program included school grade levels from six (6) through twelve (12). The host campus of which Fifth Ward ACE is a part counted about 59% of its student population as "at risk of dropping out of school" and 94% as "economically disadvantaged."

Demographically, about 85% of participating students in the Fifth Ward ACE program were of Hispanic/Latino descent while about 6% were of African American background. Further, 60% of ACE participants at Fifth Ward were females.

C. Implementation

As already noted above, the ACE Program at Fifth Ward offered activities both in the fall and spring terms for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

The most frequently attended student activities in the fall were Gaming; Art; Driver's Ed; National Honor Society; and Morning Sports. Driver's Ed; Gaming; Art; Morning Sports; and Photography were the most frequently attended ones in the spring.

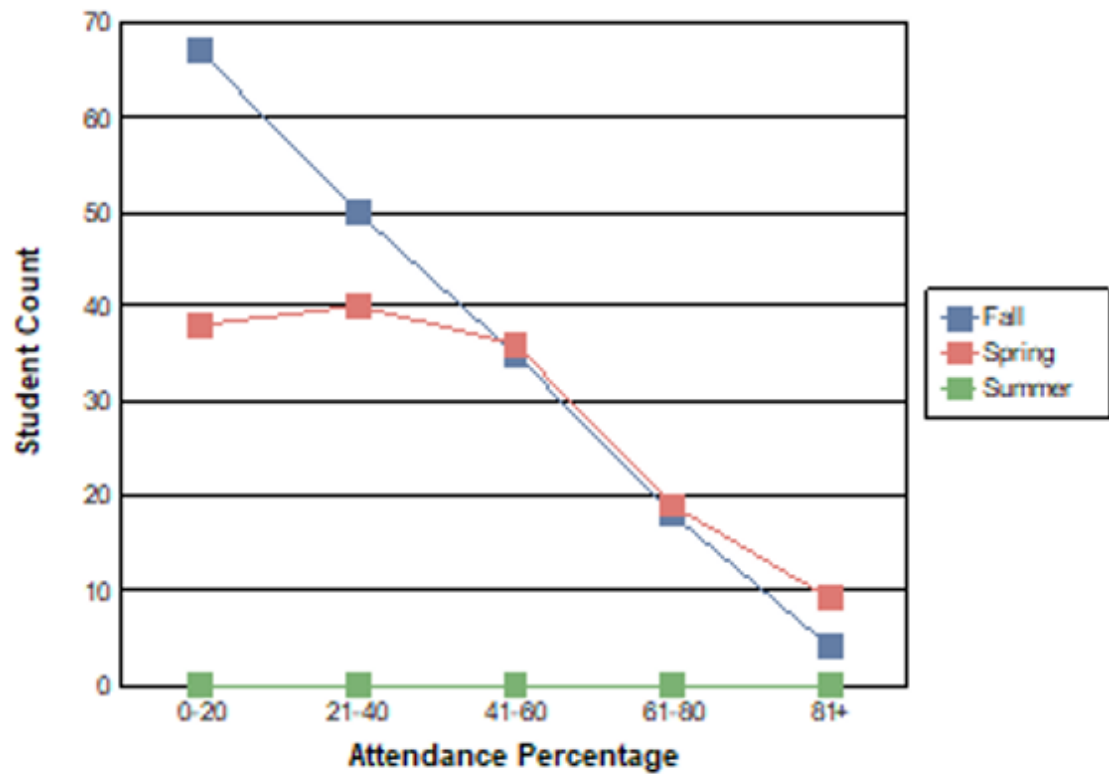
In the spring, "Cinco de Mayo ACE Fiesta" was popular with adults.

The total number of ACE students served during the fall and spring terms was 200, a number that included 86 "regular student participants" (with 45 or more days in attendance) and 114 non-regular ones. In addition, Fifth Ward also served 82 adult participants.

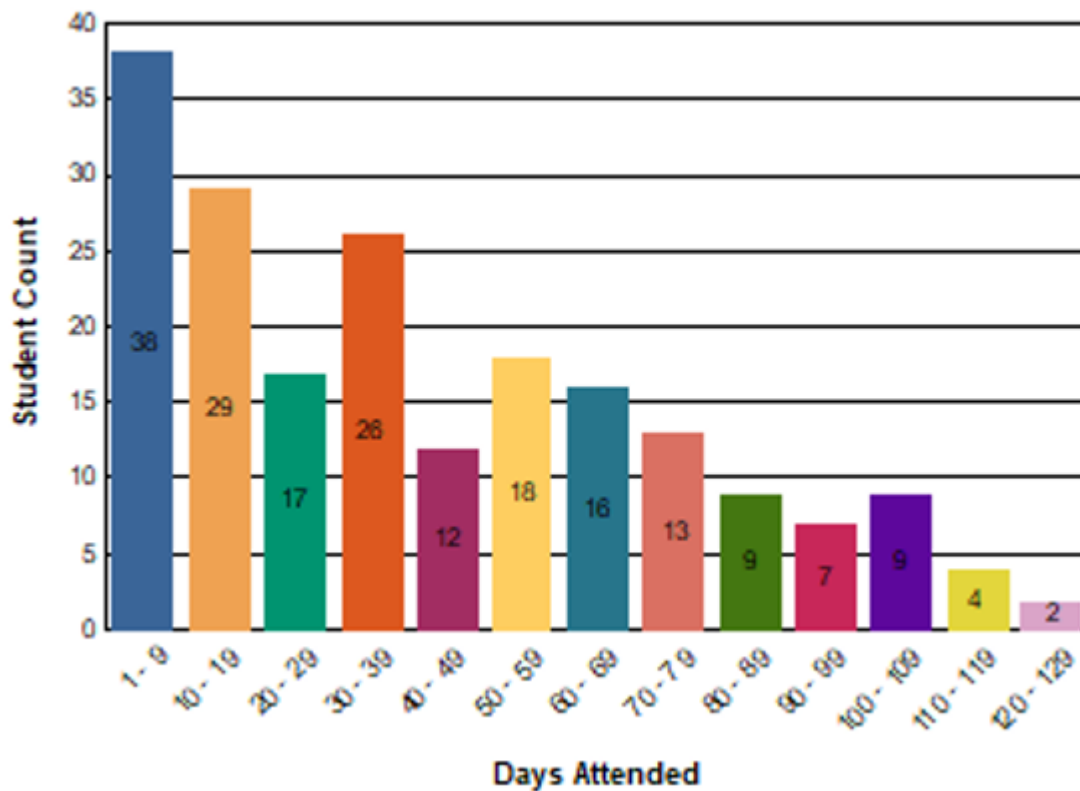
Additional details of student program participation at Fifth Ward follow below –(Summer data were unavailable at the time of this writing.)

(continued on the next page)

C8 - YES Prep Fifth Ward



Attendance %	Fall	Spring	Summer
0-20	67	38	0
21-40	50	40	0
41-60	35	36	0
61-80	18	19	0
81+	4	9	0
Total	174	142	0



As can be seen from the above table and charts, program attendance at Fifth Ward ACE was slightly lower in the spring than in the fall.

As noted above, results obtained from administering the NYSAN process evaluation instrument (modified for YES Prep ACE) revealed that the implementation of ACE at Fifth Ward met or exceeded nearly all quality performance standards. Particularly positive performance levels were found for linkages between the day school and ACE.

The NYSAN instrument itself is lengthy and detailed. Complete findings from the use of the instrument for each YES Prep ACE center are available in a Cloud-based file (Google Drive) accessible via the following link –

https://drive.google.com/drive/u/0/folders/1bt1uNezrtIG5M3Z_L6qT8LccxNty1mFU

D. Addressing Local Needs

Local needs that were identified and addressed at Fifth Ward are shown in Appendix 2 of this report. These needs included –

- More elective options for students
- Higher average daily attendance
- Student persistence

These needs were found to be a basis of the program's fall and spring logic models available at –

https://drive.google.com/drive/u/0/folders/19v_M1sqfRS9LPowwXs9_bR2Ya2KtLUl

E. Outcomes

As discussed above, slightly less than 2 out of 3 “climate survey” student respondents expressed satisfaction with the Fifth Ward ACE program.

APPENDIX 6.1 WHITE OAK CENTER EXECUTIVE SUMMARY

KEY MESSAGES

Programmatic and Managerial Context

When children and youth are exposed to safe, quality, out-of-school-time education, they achieve more in school, do better in class, are culturally enriched and exposed to new ideas, are less likely to engage in risky behavior, and are more likely to succeed in life. Quality after-school education, in turn, requires the commitment of sufficient resources, leadership and effective program implementation, a range of appropriate activities, including ones that engage and assist families, and an emphasis on continuous quality improvement.

- The ACE program at White Oak embraced Continuous Quality Improvement. In doing so, it utilized a process evaluation, administered a well-thought-out instrument (NYSAN), it assessed local needs, and it formulated logic models based on the local needs assessment.
- The White Oak center of the YES Prep ACE program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
- Results obtained from administering the NYSAN process evaluation instrument (modified for YES Prep and Texas) revealed that the implementation of ACE at White Oak *met or exceeded all quality standards (with a slight exception discussed below)*. Particularly noteworthy were the consistently high-performance ratings reported for linkages between day and after-school; youth participation and engagement; professional development; and internal methods of evaluation.
- The center met all student and adult requirements for program participation.
- White Oak met all State-mandated operations requirements for the spring and fall.
- Surveys of students revealed relatively high levels of satisfaction with the center's ACE program.

II. Executive Summary

A. Overall Strengths and Next Steps

Key accomplishments of the White Oak center include the implementation of an ACE program that well- identified local needs. As shown in the center's logic models and scheduled events, the White Oak ACE addressed those identified local needs. As mentioned above, this center's program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services. The results of a process evaluation revealed the meeting or exceeding of all quality standards with a minor exception noted below. Relatively high levels of student participation were in evidence. Student participation, including "regular" student participation of 45 days or more, and adult program participation exceeded State requirements. The program was well led and seemingly had important resources.

Recommended next steps:

- The minor exception noted above with regard to meeting quality standards is that the White Oak ACE program is not currently represented on the school's curriculum planning committee. This needs to change so that the program is represented. Doing so will further the linkage between the program and the day-school as well as improve the meeting of students' educational needs.
- Next year's staff should begin the year by reading this report, especially the needs assessment, process evaluation, and outcomes sections.
- While the program met all student and adult participation requirements, incentives need to be adopted to increase student and adult participation levels. Such incentives should particularly emphasize "internal" ones such as attendance awards, recognition, and honor ceremonies. This should be done in collaboration with student and adult participants in ACE, most especially those that "early exited" from the program or who were lower in attendance.

B. Brief Center Overview

The White Oak center of YES Prep's ACE program is located in the northwest part of the City of Houston. As detailed in Appendix 1 of this grantee-level report, the ACE program included school grade levels from six (6) through eleven (11). The school environment of the ACE program includes a student population that is more than 60% "at-risk" of dropping out of school and nearly 96% economically disadvantaged.

Demographically, about 72% of participating students in the ACE program were of Hispanic/Latino descent while just under 17% were of African American background. Further, almost 60% of ACE participants at White Oak were females.

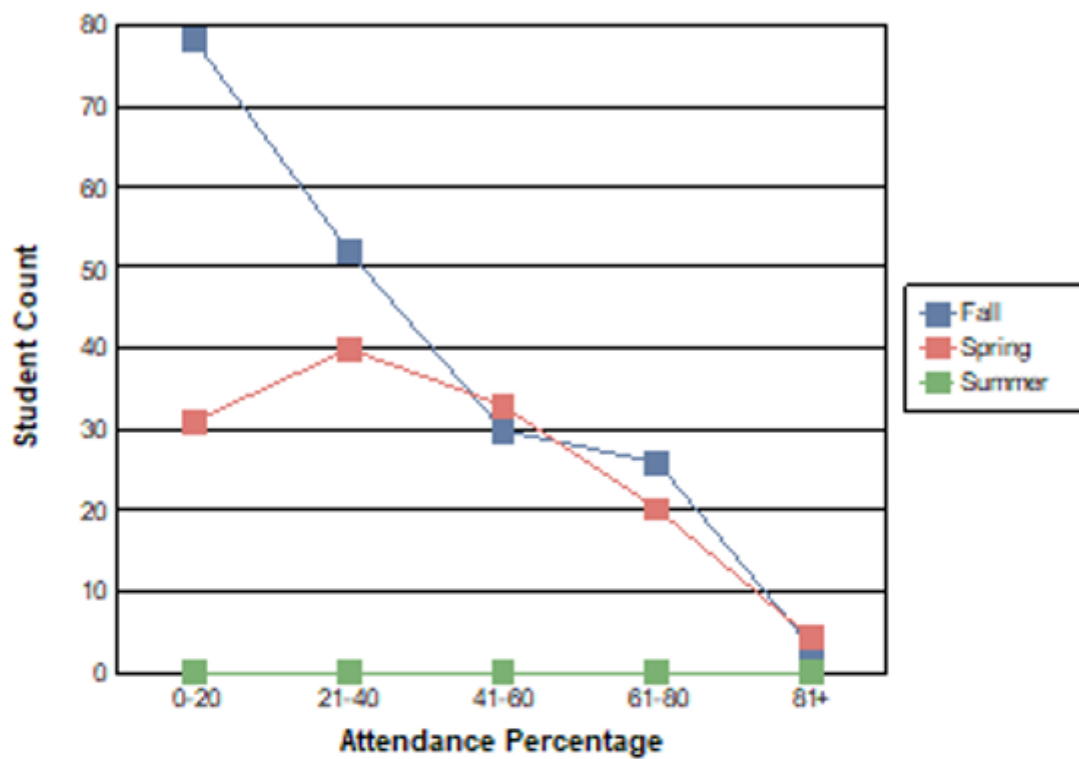
A. Implementation

The ACE Program at White Oak offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services. It did so both in the spring and fall terms.

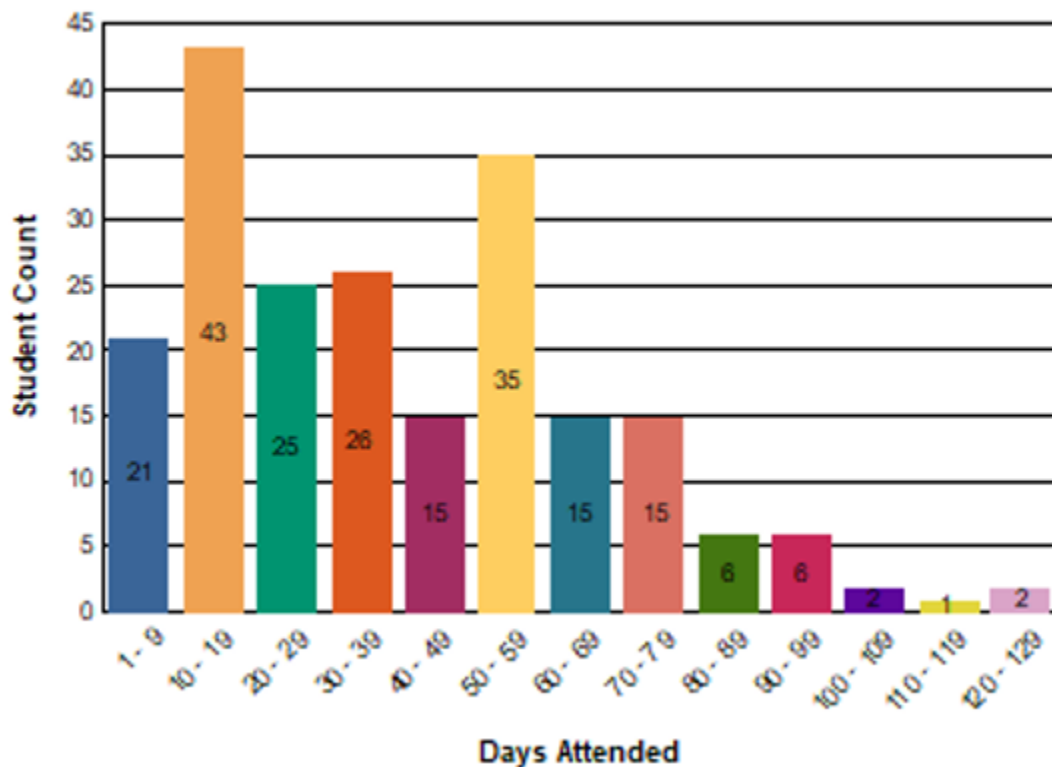
The total number of ACE students served during AY2020-21 was 212, a number that included 93 "regular" participants with 45 days or more of active participant as well as 68 adults. The student participation numbers were nearly the same as in last year's program, but the count of adult participants was lower. These totals exceeded all of the State-mandated participation requirements for ACE centers.

Additional details about student participation at White Oak are shown in the charts and table below (Summer participation data were not available at the time of this writing.)–

(continued on next page)



Attendance %	Fall	Spring	Summer
0-20	78	31	0
21-40	52	40	0
41-60	30	33	0
61-80	26	20	0
81+	3	4	0
Total	189	128	0



As is evident from the first chart and the table above, student participation declined from the fall to the spring. The chart immediately above shows the modal (most frequent) category of days attended were 10 to 19 days and 50 to 59 days.

Results obtained from administering the NYSAN process evaluation instrument (modified for YES Prep and Texas) have already been discussed above. Most impressive were the generally high scores on quality performance standards.

Detailed findings of the NYSAN at White Oak will be found by means of the following Cloud-based link:

https://drive.google.com/drive/u/0/folders/1bt1uNezrtIG5M3Z_L6qT8LccxNty1mFU

H. Local Needs and Outcomes

Local needs that were identified at White Oak are shown in Appendix 2 of this report. These needs included –

- Increased persistence rates
- Building identities in students
- More parent engagement

These needs were found to be addressed in the program's fall and spring logic models as well as through action planning and events. Please refer to --

https://drive.google.com/drive/u/0/folders/19v_M1sqfRS9LPowwXs9_bR2Ya2KtLUl

D. Outcomes

In responding to a question on a "school climate" survey, 2 of 3 students indicated their satisfaction with the ACE program.

APPENDIX 6.J WEST CENTER EXECUTIVE SUMMARY

KEY MESSAGES

Programmatic and Managerial Context

When children and youth are exposed to safe, quality, out-of-school-time education, they achieve more in school, do better in class, are culturally enriched and exposed to new ideas, are less likely to engage in risky behavior, and are more likely to succeed in life. Quality after-school education, in turn, requires the commitment of sufficient resources, leadership and effective program implementation, a range of appropriate activities, including ones that engage and assist families, and an emphasis on continuous quality improvement.

- During both the fall and the spring of this academic year, the West Center of the YES Prep ACE program offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
- The Texas ACE program at YES Prep met all State-mandated requirements for student and adult participation.
- Operations requirements for hours/week and for weeks in service were met in both the fall and spring terms.
- Logic models from fall and spring showed that the program addressed previously identified local needs through adoption of appropriate activities and events.
- Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at West *met or exceeded all quality performance standards*.
- Surveys of students revealed a relatively high level of satisfaction with the center's ACE program.

II. Executive Summary

A. Overall Strengths and Next Steps

As noted above, among the strengths of the ACE program at West was that it offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services. Key accomplishments of the West center also included the implementation of an ACE program that well-identified local and addressed identified local needs. This was demonstrated well in the center's logic models for fall and spring.. The results of utilizing a process evaluation instrument revealed that all quality performance standards were met. A relatively high level of student satisfaction with the program was found by means of surveys. This total number of adult participants far exceeded State mandated requirements.

Recommended next steps:

- West engaged in a quite effective Continuous Quality Improvement (CQI) program. Such engagement should be continued during the next ACE academic year.
- Additional incentives should be considered to increase further regular student participation levels. While the regular participation requirement level for students was met and exceeded that for the previous academic year, an increase in regular participants would enable the offering of even more varied activities.

B. Brief Center Overview

YES Prep's West ACE Center is located on the far west side of Houston adjacent to Beltway 8. As noted in **Appendix 1** of the grantee-level report, the ACE program enrolled participants in grades six (6) through twelve (12). More than half of the host campus' students were reported to be "at-risk" of dropping out of school while about 94% were indicated to be "economically disadvantaged."

Demographically, about 77% of participating students in the ACE program were of Hispanic/Latino descent while about 12% were of African American background. Further, slightly more than half of ACE participants at West were females.

C. Implementation

As previously noted, West met the State-mandated participation, operations, and types of activities program requirements.

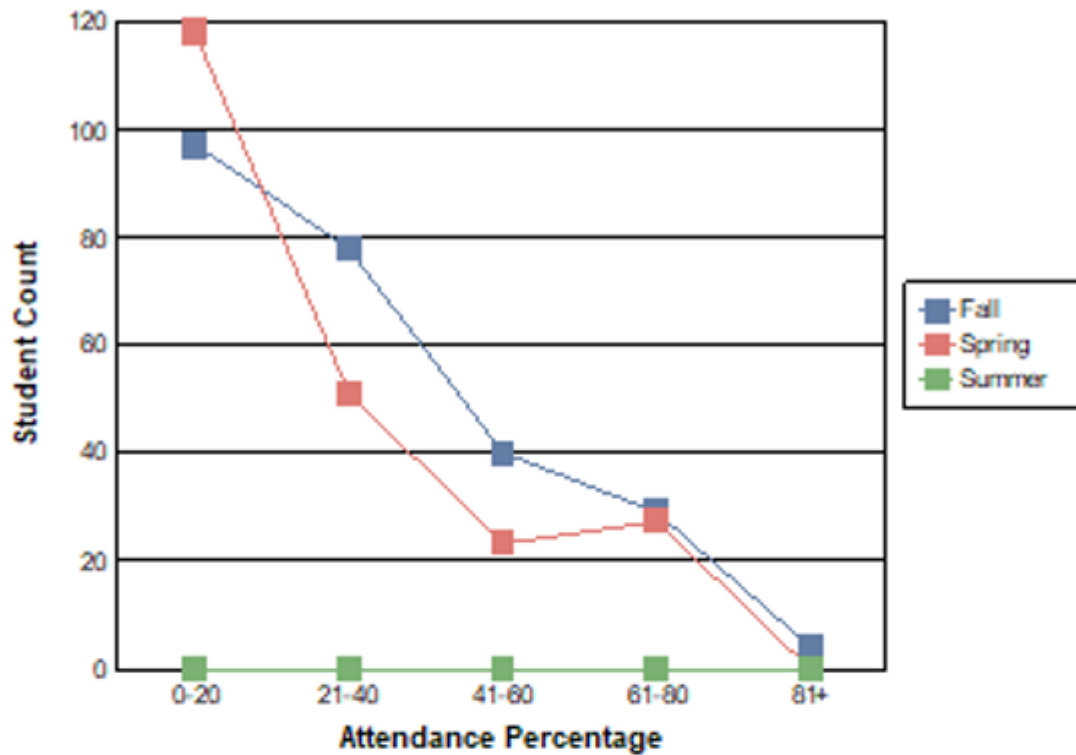
A total of 307 students and 103 adults were served by the program. Of the students served, a total of 91 were "regular students" who participated for 45 days or more days during the year.

The most frequently attended activities for students were The Cave; Ultimate Soccer Club; C.O.M.R.A.C; Marvel Sports; and Athletic Study Hall in the fall while Pack Party; Morning Gym; Super Service Marvels Club; and Athletic Study Hall were the most frequently attended in the spring.

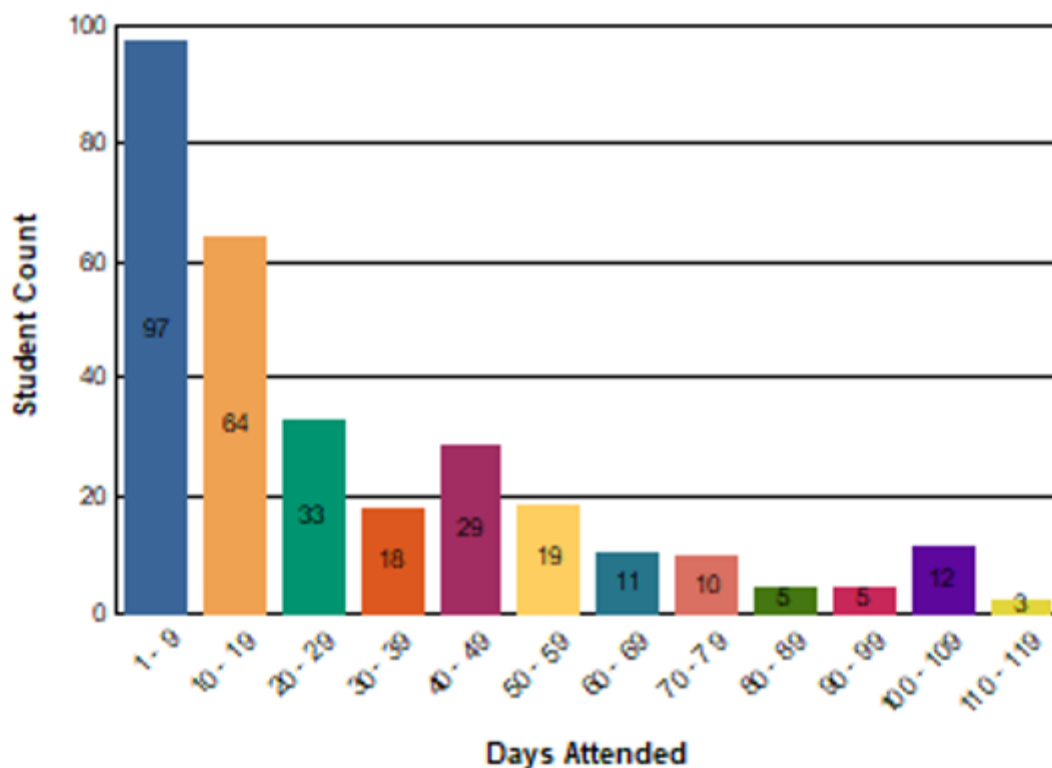
Among adults, the Houston Foodbank Market was the most commonly attended activity in the spring

Additional details about student program attendance for fall and spring are shown below (Note that summer attendance data were not available at the time of this writing.)

(continued on next page)



Attendance %	Fall	Spring	Summer
0-20	97	118	0
21-40	78	51	0
41-60	40	23	0
61-80	29	27	0
81+	4	0	0
Total	248	219	0



Evident from the charts and the table above is the decline in program attendance from fall to spring. Also evident is that the most frequent number of students attending program activities were in the two categories ranging from 1 to 19 days attended.

As mentioned above, results obtained from administering the NYSAN process evaluation instrument (modified for YES Prep and Texas) revealed that the implementation of ACE at West *met or exceeded* all quality program performance standards. Particularly noteworthy was the alignment found between the program and the day-school.

Detailed findings of the NYSAN at Southwest will be found by means of the following Google Drive link:

https://drive.google.com/drive/u/0/folders/1bt1uNezrtIG5M3Z_L6qT8LccxNty1mFU

I. Local Needs and Programming

Prior to planning the AY2021-22 program, YES Prep's ACE program conducted a needs assessment at each of its 10 centers. Local needs identified at West, shown in detail in Appendix 2 of this report, included –

- Additional extra-curricular activities

- Provision of more STEM activities
- More attention to career and workforce development

As already discussed, these needs served as a basis for logic models and programming.

E. Outcomes

“School climate” surveys conducted at West revealed that 77% of those responding expressed satisfaction with ACE. This was the highest percentage of satisfaction found at all of the ten YES Prep ACE centers.