

# Final Evaluation Report

YES Prep ACE  
Program  
Cycle 10, Year 3  
AY 2020-21

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## Introduction to the Report

In this document, a final evaluation report is presented on the 2020-21 academic year 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 offers the families of such students 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](http://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, and 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. (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 (YES Prep online 2019), 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 21<sup>st</sup> Century Community Learning Centers’ (21<sup>st</sup> 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 sites were and are located in Harris County, Texas, in the greater Houston metropolitan area. Further, all of these sites had and continue to have a majority of students who were and 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). A particular purpose pursued by what was later rebranded as “YES Prep’s ACE” program was and is to increase the number of students from underserved communities who graduate from college prepared to lead” (YES Prep online, 2020).

Important to an understanding of YES Prep Public Schools and its ACE program are the core values of the school system and of its afterschool offerings, core values which illuminate well the overall context and focus of this Texas ACE grantee. These core values include the following –

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

(See <https://www.yesprep.org/about>)

## YES Prep ACE Grantee-Level Key Evaluation Messages

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### 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.

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- Exceptionally talented, experienced leaders in the key positions of project director, family engagement specialist, and site coordinator made possible the excellent success of the program.
- Evidence was found consistent with the conclusion that the YES Prep ACE program caused important student participant outcomes. That is, the data point to YES Prep ACE program effects that were a result of *participation in the program* and not of the students' background characteristics. In particular, the analysis found that greater participation in ACE resulted in fewer absences from the regular school day; fewer non-criminal student behavior referrals; higher rates of student promotion to the next grade level; and improved math grades.
- The ACE program at YES Prep fully embraced and practiced continuous quality improvement (CQI).
- Alignment was found between the afterschool program at ACE centers and their respective day school. Such alignment was attributable to a campus-center-community needs assessment that was the principal basis of centers' logic models as well as to important linkages between the centers' program and day school.
- The program developed and implemented effective, "virtual" online delivery methods that provided a variety of appropriate activities to participants
- Despite the COVID-19 pandemic, the centers of the YES Prep ACE program successfully offered activities for all the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

## Executive Summary

In this report a final evaluation is presented on the 2020-21 academic year YES Prep Public Schools' afterschool program (hereafter referred to by its acronym, "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.

The 2020-21 YES Prep ACE program operated on 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.

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

- Despite the continued COVID-19 pandemic and its associated health risks, YES Prep ACE planned and implemented an excellent program, one that resulted in important outcomes for participants and other stakeholders
- All ten YES Prep ACE centers served students diverse in ethnicity, gender, age, and grade level as well as school campuses with most "at-risk" students and high proportions of economically disadvantaged families.
- The program was led at YES Prep by exceptionally talented, experienced leaders in the key positions of project director, family engagement specialist, and site coordinator.
- Findings were 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. In particular, the analysis found that greater participation in ACE resulted in fewer absences from the regular school day; fewer non-criminal student behavior referrals; higher rates of student promotion to the next grade level; and improved math grades.
- The ACE program at YES Prep fully embraced and practiced continuous quality improvement (CQI).
- Alignment was found between the afterschool program at ACE centers and their respective day school. Such alignment was attributable to a campus-center-community needs assessment that was the principal basis of centers' logic models as well as to important linkages between the centers' program and day school.

- The program developed and implemented effective, “virtual” online delivery methods that provided a variety of appropriate activities to participants.
- Despite the COVID-19 pandemic, the centers of the YES Prep ACE program successfully offered activities for all the State of Texas’ mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.
- All ten ACE centers implemented programs that *met or exceeded* most of the quality standards of recommended by TEA’s consultant (American Institutes for Research) and by its two professional evaluators’ advisory groups (the Local Evaluation Advisory Group and the Local Evaluation Support Initiative).
- Majorities of students who were surveyed at all sites expressed satisfaction with the YES Prep ACE program.

Unfortunately, the COVID-19 pandemic and the State of Texas’ responses to it placed some considerable burdens on the YES Prep ACE program –

- An analysis of “regular student participation” (TEA’s definition is 45 or more days of attendance), found that the West center did not meet the State requirements for such student attendance in ACE. All other centers met the standards.
- Two sets of centers’ operations requirements are mandated by the State – “hours per week in operation” (15 hours in the fall and spring) and “weeks in service” (13 in the fall and 16 in the spring). The evaluation showed that only one YES Prep Center, North Forest, met all operations requirements. The finding, especially about other centers, appears to be attributable to COVID-19 and its associated health risks as well as to quite limited face-to-face activity offerings. However, an analysis of operations for the summer found that all 10 centers met both the “weeks in service” and the “hours per week requirements mandated by the State.

Several recommended “next steps” are offered by the evaluation team:

1. The present curriculum and activities offered to students and parents need to be reexamined with an eye toward revision and innovation. University colleges of education are revising what they think should be central to afterschool curriculum provided to students from middle school through high school: an emphasis on critical thinking skills, future thinking skills, increased collaboration in learning, and resilience. (Resilience is especially important as students return to the classroom from online learning, and” summer learning loss.”)
2. The *demand* for activities – especially face-to-face ones – needs to be forecast for next year. This will lead to improved activity planning and to better scheduling of relatively scarce afterschool resources (e.g., gym time, computer labs).
3. There is need for improved student and family recruitment. The evaluation team recommends that incentives be adopted to increase student attendance levels at ACE centers. Such incentives should particularly emphasize “internal or intrinsic” ones such as attendance awards, recognition, and honor ceremonies. This

should be done in collaboration with student participants in ACE, most especially those that “early exited” the program from whom much can be learned.

4. The Texas Education Agency needs to improve its TEAL data system. At present the system is archaic, slow, and not user friendly. It also omits important data elements –especially additional student background characteristics (e.g., participation in the “free and reduced meals” program as a measure of poverty or economic disadvantage as well as parents’ educational backgrounds gathered through surveys as another background characteristic that may drive students’ progress in the ACE program.



## Overall Program Assessment

Despite the continued COVID-19 pandemic and its associated health risks, YES Prep ACE planned and implemented an excellent program, one that resulted in important outcomes for participants and other stakeholders; met identified needs of students, families and communities; fully embraced and practiced continuous quality improvement; was aligned closely with respective day schools; implemented “virtual,” on-line delivery of a variety of appropriate courses; and successfully offered activities at each of its 10 centers for all of the State’s mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services. Moreover, student surveys revealed satisfaction with programs at each center.

More specifically, major accomplishments of the program included –

- All ten YES Prep ACE centers served students diverse in ethnicity, gender, age, and grade level as well as school campuses with mostly “at-risk” students and high proportions of economically disadvantaged families (See especially Appendix 1 and Appendix 4 for supporting evidence).
- Each center developed logic models for fall and spring that were based on a prior assessment of the needs of that center, its campus, and the community it served. (See Appendix 2 and Appendix 3 for details.)
- Alignment was well-achieved between ACE and its respective YES Prep day school program. (Appendix 5.)
- All ten ACE centers implemented programs that *met or exceeded* most of the quality standards of the NYSAN, an assessment instrument and set of quality standards recommended strongly for Texas by TEA’s consultant (American Institutes for Research) and by its two professional evaluators’ advisory groups (the Local Evaluation Advisory Group and the Local Evaluation Support Initiative). (See Appendix 5, Appendix 6, and Appendix 7 for details)
- All ten (10) YES Prep ACE centers successfully put in place programs that met the Texas Education Agency-mandated activity components of academic assistance, cultural enrichment, college and workforce readiness, and family and parental support. (For more details, see Appendix 4 to this report.)
- Throughout the 2020-21 Academic Year, the YES Prep ACE program was committed to and practiced a continual, comprehensive quality improvement process, a process directed by the ACE project director with the active involvement of the ACE family engagement specialist and the program’s site coordinators (See Appendix 5.)
- Students at all sites expressed satisfaction with the ACE program, especially in response to the question, “I would recommend ACE to my friends,” and to a second question, “ACE clubs and activities allow me to learn new things.” (Appendix 6).

- Evidence was found 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. In particular, the analysis found that greater participation in ACE resulted in fewer absences from the regular school day; fewer non-criminal student behavior referrals; higher rates of student promotion to the next grade level; and improved math grades. (See Appendix 6 for details about this conclusion.)
- Despite COVID-19 and virtual, online delivery of activities, current 2020-21 academic year program had more total participating students and adults than in previous years (See Appendix 1 and Appendix 4).

The COVID-19 pandemic and the State of Texas' responses to it placed some considerable burdens on the YES Prep ACE program –

- An analysis of “regular student participation” (TEA’s definition is 45 or more days of attendance), found that the West center did not meet the State requirements for such student attendance in ACE. This was true even when summer enrollments were included in participation numbers.
- Two sets of centers’ operations requirements are mandated by the State – “hours per week in operation” (15 hours in the fall and spring) and “weeks in service” (13 in the fall and 16 in the spring). The evaluation showed that only one YES Prep Center, North Forest, met all operations requirements. The finding, especially about other centers, appears to be attributable to COVID-19 and its associated health risks as well as to quite limited face-to-face activity offerings. However, an analysis of operations for the summer term found that all 10 centers met both the “weeks in service” and the “hours per week” requirements mandated by the State.

## Recommended Next Steps

In light of the findings of this evaluation, the evaluation team of Durand Research and Marketing Associates, LLC, recommends the following “next steps” –

- The ACE project staff (including the project director, family engagement specialist, site coordinators, teaching staff, and other staff members) need to review the principal findings of this evaluation report. YES Prep executives, central and campus administrators, members of the Board of Directors, and community leader should do the same, if only by reading the Executive Summary and Key Message section of this document.
- The present curriculum and activities offered to students and parents need to be reexamined with an eye toward revision and innovation. At the present time, university colleges of education are revising what they think should be central to afterschool curriculum provided to students from middle school through high school. The consensus now appears to center around emphasizing critical thinking skills, future thinking skills, increased collaboration in learning, and resilience. (Regarding resilience, colleges of education are emphasizing students learning skills for “coming back” from school closures resulting from COVID, online virtual education, and summer “learning loss.”) Regarding future thinking skills, Dr. Peter C. Bishop, an eminent education professional, has pioneered what he calls “Teach the Future” to supplement present instruction in history, or the “teaching of the past.” Bishop particularly stresses teaching students to think about alternative futures and what they might be like as well as about how to develop themselves for an uncertain future. (He has a website about this – [www.TeachTheFuture.org](http://www.TeachTheFuture.org). There are now interesting materials available including a futures thinking workbook for middle schoolers entitled “Futures Thinking Playbook,” ISBN9781984965028.
- The *demand* for activities – especially face-to-face ones – needs to be forecast for next year. This will lead to improved activity planning and to better scheduling of relatively scarce afterschool resources (e.g., gym time, computer labs).
- There is need for improved student and family recruitment. The evaluation team recommends that incentives be adopted to increase student attendance levels at ACE centers. Such incentives should particularly emphasize “internal or intrinsic” ones such as attendance awards, recognition, and honor ceremonies. This should be done in collaboration with student participants in ACE, most especially those that “early exited” the program from whom much can be learned.
- The TEAL data system needs considerable improvement. At present the system is archaic, slow and not user friendly. Further, additional student background

characteristics need to be included to help further establish ACE program effects over the impact of students' demographics on outcomes. The Durand Research and Marketing Associates, LLC, evaluation team particularly recommends including "free and reduced meals" program participation as a measure of poverty or economic disadvantage as well as parents' educational backgrounds gathered through surveys as another background characteristic that may drive students' progress in the program.

## The Environments of the Program

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 AY2020-21 YES Prep ACE Program and its 10 sites are discussed.

Of course, there were a myriad of environmental conditions that were likely to have influenced the implementation of the AY2020-21 ACE program at YES Prep: widespread disagreements in the community about wearing masks to protect against COVID-19; a U.S. presidential election that divided people over school re-openings; rising costs of after-school child care; the waiver by Texas Governor Gregg Abbott of the grade promotion requirement related to the STAAR test for students in grades 5 and 8 for the 2020-21 school year; the Black Lives Matter movement that seemingly altered the meaning of community and community engagement; reductions in Texas’ public revenues resulting from business closings or reductions in customers; and the limiting of hours and manner of operations of the State of Texas Education Agency are only a few.

Arguably the environmental conditions that most likely had the greatest impact on the YES Prep ACE program were associated with COVID-19 –

- The high incidence and prevalence of COVID-19, particularly in an urban area.
- School closings resulting from COVID
- The adoption of virtual educational programming from kindergarten through college throughout Texas in response to school closings, and
- Resulting reductions in business operations and limitations in the hours of non-profit organizations that reduced community participation in YES Prep ACE as well as prospects for ACE sustainability.

Among the **expected** impacts of these environmental conditions associated with COVID-19 on the implementation of YES Prep ACE were –

1. Reduced ACE program attendance levels,
2. Changes in the manner of delivery of ACE activities (virtual versus in-person)
3. Alterations of the kinds of activities delivered at program sites, and
4. Fewer regular student program participants.

### Principal Findings

The ACE program at YES Prep was found to have fewer “regular, active student participants” (with 45 days or more of attendance) in the spring and fall of AY 2020-21 than in the pre-COVID period of AY2018-19. Even when the AY 2020-2021 summer term was included in the analysis, the “pre-COVID period still had a higher number of regular participants.

However, at the same time the current year program had more total participating students and adults. As expected, the total hours of student attendance in activities for the 10 YES Prep ACE centers was higher in the pre-COVID year of AY 2018-19 than during the “virtual year,” AY2020-21. The same was generally true of each of the 10 individual centers with but a single exception: the total hours of activity attendance were lower at the Southside ACE center during AY2018-19 than during AY2020-21.

The Durand Research and Marketing Associations, LLC, evaluation team found it difficult to discern any *pattern* of similarity or change in the activities scheduled for ACE during AY2018-19 compared to those scheduled for AY2020-21. An in-depth examination of activities during the two years discussed (AY2018-19 and AY2020-21) led to confirmation of the widespread diversity of programming consistent with State of Texas requirements for ACE at all centers in AY2018-19 and, despite more virtual delivery of activities, also in AY2020-2021.

More ACE activities were provided virtually to students and adults in the fall of AY2020-21 by a *combination of asynchronous and synchronous* delivery than by other delivery means. In the spring term, by way of contrast, *synchronously delivered activities* outnumbered all other ones, including the combination of synchronous and asynchronous delivery means. Further, the number of activities provided asynchronously declined from fall to spring while the combination of synchronous and asynchronous delivery combined with in-person increased substantially. Finally, with some exceptions, many of “in-person activities” had only one or a quite limited number of enrollees as a result of typically involving a “pickup,” a quickly completed action (e.g., picking up art supplies for a subsequent scheduled class).

The percentage of African American students enrolled in ACE in the current year exceeded the proportion of African American students at their respective campuses. (Note: The reader is reminded that campus data were from the Texas Academic Progress Reports from TEA for 2019-20 while the ACE program data are from the current academic year.) This was true for all ACE sites. In contrast, the percentage of Hispanic/Latino participants in ACE was *lower* than for their respective campus percentage with the single exception of East End.

With the single exception of Southside, higher percentages of female enrollees in ACE were found in AY2020-21 compared to their respective campus percentage enrollment (the latter data from AY2019-20).

Finally, demographic data for AY 2019-19 were found consistent with YES Prep’s commitment to serving students from economically and educationally disadvantaged backgrounds.

**Complete, detailed data and analyses on program environments will be found in Appendix 1 to this report.**

## Identification of Center, Campus, and Community Needs

In May 2020 in advance of the YES Prep AY2020-21 program, a community, campus, and center needs assessment was conducted for each of the 10 YES Prep ACE sites. The purpose of these needs assessments was to inform the development and implementation of program logic models for the spring and fall terms. (For the unfamiliar reader, logic models are a planning, management, and evaluation tool that show how center and community needs, the goals of a center, resources, and program activities combine to produce desired results and changes.) Needs assessments are particularly invaluable in program planning and in the selection of activities for ACE participants.

*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 assessment completed at the **West center of YES Prep ACE.**)

**Important:** The results from all 10 centers are shown fully in Appendix 2 of this report.

### Chart 1: Program Needs

1. Identify and describe any existing **non-ACE** after-school activities or services the campus currently provides.

At YES Prep West, we offer the following sports:

- MS and HS Girls Volleyball
- 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
- HS Cheerleading

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

#### National Honor Society (YES)

- Club Objective: To recognize outstanding students and foster scholarship, service, leadership and strong character.
- Open to grades 10-12th; grades must meet requirements for acceptance (what is the grade expectation); 40 members maximum

#### Asian Cultures Club

- Club Objective: Expose students to Asian cultures, food and shows. To bond with students across the grade levels.
- Open to all grades 6-12th

#### Q.U.E.E.N.S for the Culture

<ul style="list-style-type: none"> <li>• Quintessential Unity Through Education and Encouragement for Next-Level Sisterhood for the culture is a group for young women that will transcend the individual to understand and better identify with their inner queen so that they can connect and create dynamic relationships with other females leading a strong culture of sisterhood, community and personal well-being.</li> <li>• Open to all grades 6-12<sup>th</sup></li> </ul>
2. Explain why existing activities or lack of existing activities do not sufficiently meet the program's current needs.
<ul style="list-style-type: none"> <li>• Our most robust extracurricular activities currently lie within athletics. However, the activities offered are limited to certain sports due to space and funding. Students' interest level and participation is therefore limited.</li> <li>• There was a vast shift in the staffing at Yes Prep West leading to a lack of instructors interested and available to host extracurricular activities. The activities that were available previous years could no longer be offered causing student interest and participation to decrease.</li> </ul>
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?
<ul style="list-style-type: none"> <li>• Students have little choice in extra-curricular activities, mostly in the middle-school level. 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. Students who are academically far behind spend their electives periods in structured academic interventions, and don't have time to take electives – they spend their whole day in core-content and don't have the opportunity to flesh out their creative interests.</li> <li>• Students have little choice in organizations offered during the school day. West currently offers PALS, Student Council, and National Honors Society during the school day. However, these are only available for high school students and they must apply to be a part of PALS and NHS. The after-school program would address the lack of organizations for middle school students, and students who may have different interests from what is currently offered.</li> <li>• High School students do not have a choice in what electives they can partake in. The school does not offer a variety of courses in visual arts, dance and music. The students are limited to what they can enroll in due to the limited options and their academic requirements.</li> <li>• 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.</li> <li>• Mindfulness and wellness activities would be beneficial after school for students to learn about emotional intelligence, this will be of great support for students dealing with the pandemic aftermath</li> </ul>
4. What are the program'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?
<ul style="list-style-type: none"> <li>• 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.</li> <li>• The top priority is to ensure students have access to technology and are being educated in how to properly write an email, navigate different programs, and access online resources.</li> </ul>



- The data from student/family surveys while online learning during the pandemic has demonstrated the education gap in technology in our Title 1 school
- The program's priorities are to meet the needs of the students by providing activities in the visual arts, dance and music departments. 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, 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.

## **Chart 2: Community Needs.**

**Please provide short responses to each of the questions below.**

**What are the two-family engagement strategies or activities at your program that you think are the most effective ways to engage families?**

- Having an accessible space where the families can be informed regarding ACE updates, school news, and events is important. A bulletin board has been set up with the clubs offered, and program hours, calendar or student and adult events. As events are added the schedule will be added to the bulletin board to inform parents. The families also receive news and updates through the Parent Pack and ACE at West Facebook pages. The pages are updated weekly with important information regarding school/ACE events and updates.
- The second most effective way to engage families is by collaborating with the parent association (Parent Pack) at West by choosing events/resources that will be beneficial to families according to their feedback. They can respond to surveys and voice their opinions and needs. The Parent Pack meets monthly with the staff ambassador and ACE coordinator to discuss upcoming events, report important news and updates. This creates great rapport between the staff and parents to ensure the needs of the families will be met.

**Please write an example of a time when outreach to parents was the most successful in your ACE program? Why do you think it was successful?**

- During the 2019-2020 school year the parents requested sessions from Crime Stoppers. They were interested in learning more regarding substance abuse, and cyber bullying. The ACE coordinator booked an informational session from Crime Stoppers and advertised the event through social media, campus flyers, and flyers given during dismissal. The parents helped advertise the event other parents as well because they felt like these sessions were highly needed in their community. Through the different levels of outreach, the event was successful with the highest participation of the spring semester.

**What are the two biggest challenges you face to engaging families?**

- The online learning platform has shown the gaps in communication with families due to their lack of devices/internet access and knowledge in using technology.
- Engaging families of all backgrounds is also another challenge. The Hispanic community at West is large and willing to participate. However, families from other races and ethnicities do not participate as much. West has a diverse group of families and language barriers is also another reason why families may be hesitant to attend school functions.

**From the list below, identify 2-3 partnership you would be interested in bringing to your campus for family and student initiatives.**

- **Children at Risk:** Advocacy Trainings for parents
- **Crime Stoppers:** Be Nice, Mental Health Session
- **Houston Public Library:** Computer Classes
- **Houston Community College:** Adult Education (ESL, GED and other certification programs)
- **Houston Food Bank:** Nutrition Education for parents and students
- **Save the Children:** Mental Health sessions for parents and students

## Logic Models and Theory of Change

In this report section, the “Theory of Change,” which was the basis for the AY 2020-21 YES Prep ACE program, is discussed. Also, this report section provides an introduction to complete fall and spring logic models for the YES Prep ACE centers.

The theory of change underlying this year’s (AY2020-21) 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. It was also adopted based on evaluation findings and recommendations from the previous YES Prep Cycle 10 evaluation reports.

Logic models for each of the 10 YES Prep Centers were developed and implemented based on this theory of change, on the results of campus and community needs assessments (detailed previously in this report), and on the findings from last year’s (AY2019-20) ACE evaluation report.

Two logic models were created for each YES Prep ACE center. One logic model was created and implemented for the fall 2020 term while a second model was developed and put into operation for the spring 2021 academic term.

Each of the models for a Center was separate and distinct, especially in presenting a different set of programmatic inputs and outputs. While each logic model for a Center was separate and distinct, they all followed the same template – one devised and recommended both by a Texas Education Agency’s consultant, American Institute for Research (AIR), and by two advisory groups of professional evaluators (Local Evaluation Advisory Group and Local Evaluation Support Initiative) impaneled by AIR.

Each of the models for a 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/u/0/folders/1pH7id4oV41zFuUSAixapZFf-mR2j2stn>

To provide the reader with what to look for in following the above link, a *partial example*, again taken from the **West ACE site**, is shown below for the **fall term** --

Logic Model				
Needs	Center Goals	Implementation (Process Evaluation)		Outcomes (Outcome Evaluation)
		Inputs (Resources/Assets)	Outputs (Activities Provided and Implementation Fidelity)	
<p>Tailored extra-curricular activities focused on Visual Arts, Dance &amp; Music due to the lack of electives offered during the school day and year.</p> <p>We are unable to reach many students who have academic needs and require intervention due to</p>	<p>Offering virtual activities where the students can express themselves in healthy ways through dance, visual arts, written arts and physical activity.</p> <p>Collaborating with school leadership, vendors and upper classmen to provide academic intervention.</p>	<p><b>HUMAN</b> Jac'quese Hargrove Site Coordinator Maria Maradiaga Program Director (Bilingual)</p> <p><b>Fall:</b> <b>Certified Teachers</b> Hannah Campbell Brandy Rucker Nicholas Brusacoram Pricilla Adamah Lawrence Jones Chrissy Lucivjansky Quinyanna James</p>	<p><b>Academic:</b> <b>Creative Writing</b> - 15 Students, Monday (weekly)</p> <p>Students work on completing writing prompts and practice reading, analyzing, writing and sharing various forms of short stories while engaging with peers and staff.</p> <p>Marcella Rodriguez – certified teacher</p> <p><b>Spanish Club</b> - 15 students, Wednesday (weekly)</p>	<p><b>School Program Alignment</b> (How is your program specifically aligned with the regular school day)</p> <p><i><b>By the end of the Spring semester, 30% of ACE students will have fewer demerits and negative behavior points on HERO.</b></i></p>

<p>lack of qualified personnel.</p> <p>Increase opportunities for parent engagement and education seminars.</p> <p>Tailored extra-curricular athletic and physical wellness activities due to a limited interest level from the student population with the current athletics program.</p> <p>Tailored extra-curricular social-emotional activities</p>	<p>Offering opportunities where parents will be given a voice in the Yes Prep West community.</p> <p>Providing a space where students can participate in physical wellness activities and not be limited to what is currently being offered, both in person and virtually.</p> <p>Providing activities &amp; courses for students and their families where they will learn a skill.</p>	<p>Kehinde Odetunde Amira Jenkins Marcella Rodriguez Judith Andrade Osita Ezeilo Rachel Warner Melissa Garcia Arturo Morales Brianna Washington Maggie Colson</p> <p><b>Vendors</b> Erika Mejia (Bilingual, independent contractor, Painting with a Twist) Edith Barajas (Bilingual, independent contractor, College Corner instructor) Javier Valdez (Bilingual, independent contractor, College Corner and Sports Club instructor)</p>	<p>Students will be able to learn and continue developing their Spanish language skills through listening, speaking, and writing. Students will break out into small groups based on student skills and level. This will help maximize support and help develop their skills.</p> <p>Marcella Rodriguez, Melissa Gargia - certified teachers</p> <p><b>Orchestra Club</b> – 25 students, T/Th (weekly)</p> <p>Students taking orchestra as an elective will be able to learn about music techniques and practice their skills. Students will also review the history of classical music and different style from across the world. A career in music will also be explored.</p> <p>Chrissy Lucivjansky – Certified</p>	<p>ACE program aligns with the school day by:</p> <p>Using the same virtual platform, Microsoft Teams, for programming as the school for classroom instruction.</p> <p>Using the same discipline system as the school day.</p> <p>Working with the Director of Student Support and Deans to enforce positive behavior from students and discuss appropriate consequences when</p>
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(Logic model does not end here; recall that only a partial example is shown.)

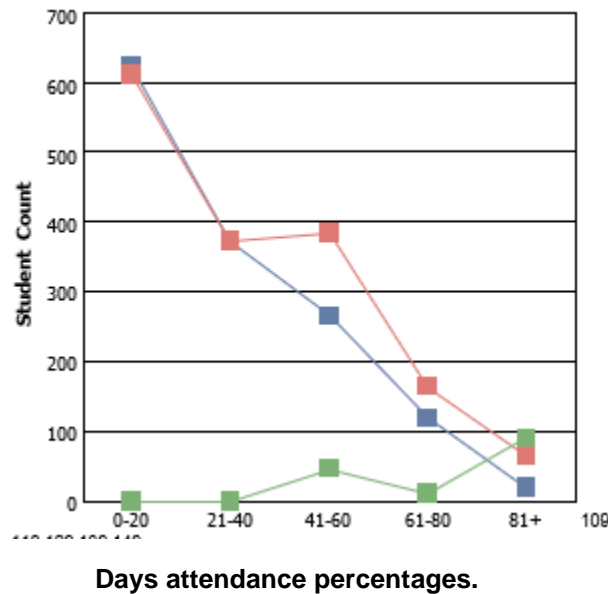
Particularly important to note in the above example and in the full set of logic models accessible by the Google Drive shared link preceding it is how needs identified for campus, center, and the community form the basis of logic models (beginning or left-most column above). Note also that center goals, inputs, activity outputs lead to the “outcomes” identified and evaluated (see the final column).

## Program Participation, Operations, and Activities

In this report section student and adult participation in the YES Prep ACE program are discussed along with the operations of each center and the activities offered.

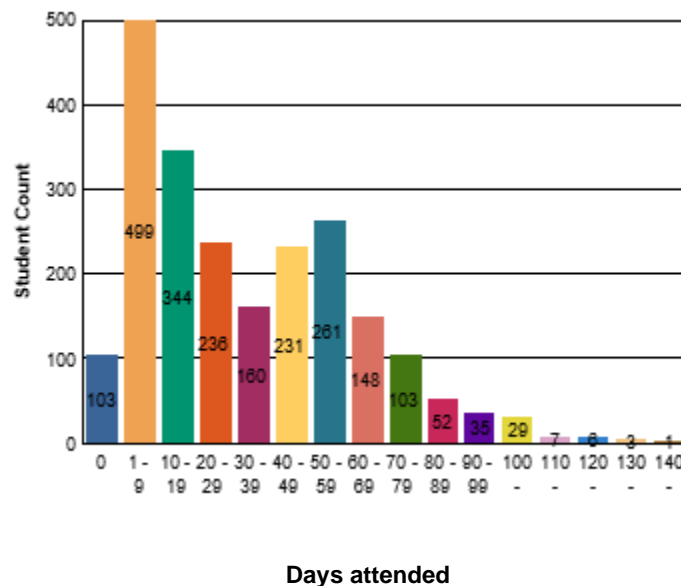
The charts and table immediately below show the student count by days attended percentage, the student count by number of days attended and (the table) the number of participants by attendance percentage for the fall, spring, and summer terms **at the Grantee level**. (Note: summer data are current only to June 25 enrollment.)

**Chart 4.1 Student Count by Days Attended Percentage –Grantee Level**



Key: Blue = fall, Red=spring, Green = summer (up to June 25 enrollment)

**Chart 4.2 Student Count by Days Attended – Grantee Level**



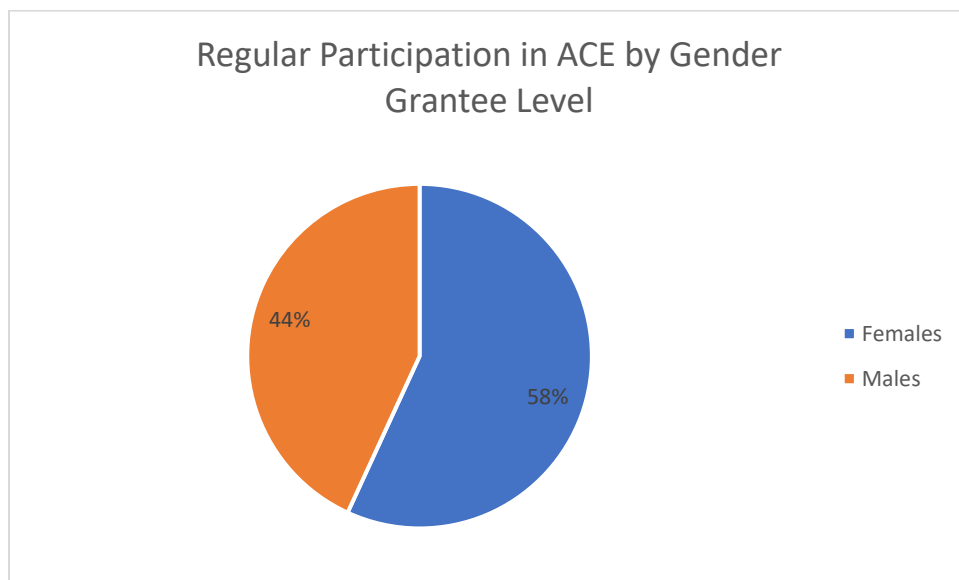
**Table 4.1 Attendance Percentage of Attendance for Fall, Spring and Summer as well as Total Grantee Attendance by Academic Term – Grantee Level**

Attendance %	Fall	Spring	Summer
0-20	623	610	0
21-40	372	373	0
41-60	265	383	46
61-80	119	164	11
81+	19	65	90
<b>Total</b>	<b>1,398</b>	<b>1,595</b>	<b>147</b>

In the spring and fall, the percentage of days attended by students was relatively small as was the number of days attended (the latter in the 1-to-10-day range). In the summer, on the other hand, 81+ was the modal percentage category for attendance.

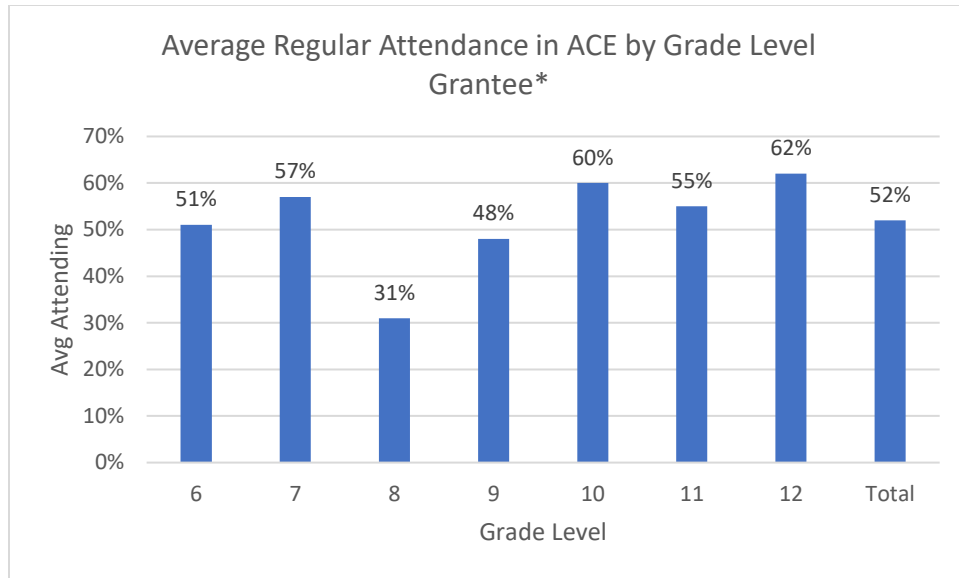
An analysis of “regular student participation” (TEA’s definition is 45 or more days of attendance), found that the East End, Gulfton, North Forest, Fifth Ward, and West centers did not meet the State requirements for such student attendance in ACE. This was true in the fall and spring. And this was true even when summer enrollments were included in participation numbers.

But who were the regular student participants in the YES Prep ACE program? (This information seems vital to future recruitment actions.) The charts immediately following provide some answers –



Source: TEAL data system grantee level data

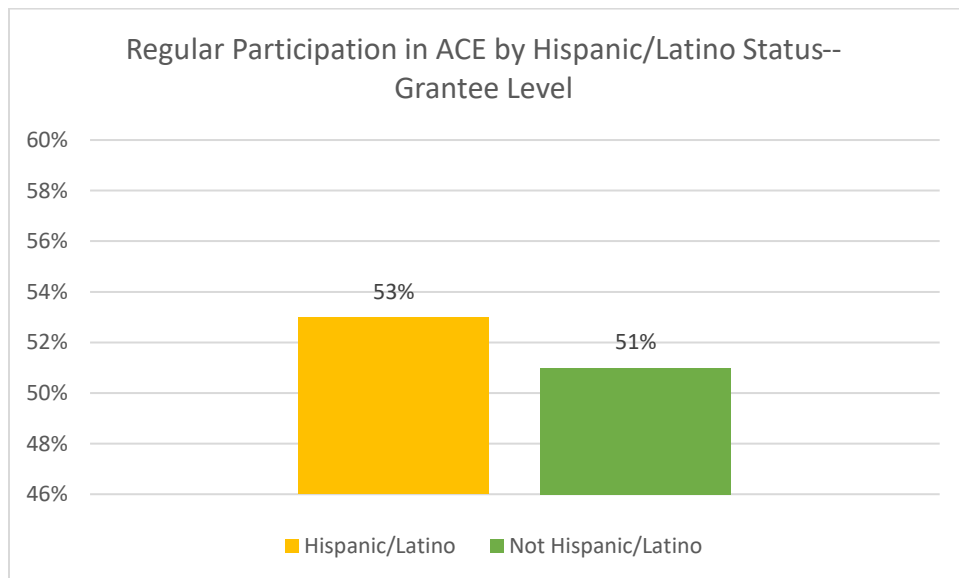
Females were more often regular participants in ACE than were males at statistically significant levels ( $p \geq .05$ ).



Source: TEAL data system grantee level data.

\*Notes: This chart shows the percentage of attendees at each grade level who were regular program attendees. **It does not show total attendees by grade level. Thus, 12 graders were not the most frequent participants in ACE. But among 12<sup>th</sup> grade participants in ACE, some 62 percent of those who did participate were regular program participants with 45 or more days of active attendance.**

Students of Hispanic/Latino descent were slightly more often found to be regular participants than those who were not of such ethnicity. But the differences were not statistically significant at  $p \geq .05$ .



Note: Details of the data and the analysis of participation levels are shown in Appendix 4 of this report.

In addition, the meeting of TEA program operations requirements for each ACE center during the spring and fall term were evaluated. Two sets of centers' operations requirements are mandated by the State – “hours per week in operation” (15 hours in the fall and spring) and “weeks in service” (13 in the fall and 16 in the spring). The evaluation showed that only one YES Prep Center, North Forest, met all operations requirements. The finding, especially about other centers, appears to be attributable to COVID-19 and its associated health risks as well as to quite limited face-to-face activity offerings. (Note: Appendix 4 of this report also provides detailed data on operations.)

Finally, and of considerable importance, despite the COVID-19 pandemic, all 10 ACE YES Prep centers 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.



## Continuous Quality Improvement and the Process Evaluation

Throughout the 2020-21 academic year, the YES Prep ACE program was committed to a continual, comprehensive quality improvement process (XCQI). This quality improvement process was directed by the ACE program director with the active participation of the ACE family engagement specialist and the site coordinators. The lead external evaluator of the Durand Research and Marketing Associates, LLC, evaluation team also was a part of the process.

In the spring of 2021 YES Prep ACE developed an Action Plan designed to guide site coordinators on how to effectively implement continuous program quality measures for certain priority areas. The Plan included the identification of high priority improvement areas and the adoption of continuous improvement strategies. The improvement strategies incorporated actionable steps, specific program quality measures, and target completion dates. The ACE project director and the external evaluator provided feedback on plan elements after which site coordinators fully implemented the Action Plan.

The Action Plan developed for the complete 10-site ACE Program is shown below –

YES PREP ACE ACTION PLAN	
Program Name:	YES Prep Public Schools
Date Plan Created:	5/13/2021
What successes/assets can support this work?	
<ul style="list-style-type: none"><li>• SC, DSS, and PD</li><li>• Available resources ACE PD has <u>developed</u></li><li>• <u>Westat</u> Ed. Specialist 1x1 planning</li><li>• <u>Westat</u> ongoing trainings</li></ul>	
Improvement Area Identified	Rationale / Finding that Showed this as an Improvement Need:
<ol style="list-style-type: none"><li>1. Integration with the school day</li><li>2. District and campus level support</li><li>3. Student and family engagement and retention</li></ol>	<p>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.</p> <p>Leadership support and buy in has been critical to moving ACE initiatives forward. We must continue to engage leaders in this such critical work and invite ourselves to the table to join planning and alignment conversations.</p>

{Continued on the next page}

		Strategically identify opportunities to promote the program, engage students and families to effectively design retention efforts. Giving students and parents voice and choice in what the program offers is a critical aspect of program development and quality.		
Improvement Strategy	Specific Attainable Action Steps	Responsible Person(s)	Progress Measures	Target Completion Date/Timeline
<b>Integration with the school Day</b> 1. Are student needs assessed to determine what the program offers? 2. Identify criteria used to identify needs (Skyward Reports, Power BI reports, Campus Needs Assessment, and surveys) 3. Identify and recruit students most in need for ACE services	<ul style="list-style-type: none"> <li>Review campus Needs Assessment for 2021-2022</li> <li>Review available multiple student data sets to identify targeted <u>students</u></li> <li>Meet with DSS and other key campus stakeholders to align programming to campus and student <u>needs</u></li> <li>Identify students most in need of services <u>and</u> how you recruit those specific students (what is your recruitment plan?)</li> </ul>	SC, DSS, PD	Program site visits by DSS, PD, <u>Westat</u> Ed. Specialist, and Independent Evaluator  1x1 meetings with PD and FES	<b>PD INTERNAL EVALUATION TIMEFRAME:</b> May, 2021- July 2021  <b>SC ACTION PLAN IMPLEMENTATION TIMEFRAME:</b> Aug. 1, 2021 – Aug. 31, 2021
<b>District and campus level support</b> 1. How do you engage district and campus leaders in the program development and implementation process? 2. Do you host planning and collaboration meetings to ensure program alignment with the school day?	<ul style="list-style-type: none"> <li>Schedule beginning of year planning meetings with district and campus level leaders to align program goals and priorities</li> <li>Identify program focus areas around academics, SEL, sense of belonging, enrichment etc.</li> <li>Create program vision considering focus <u>areas</u></li> <li>Share plan with key stakeholders and seek feedback</li> </ul>	SC, DSS, PD	Program site visits by DSS, PD, <u>Westat</u> Ed. Specialist, and Independent Evaluator  1x1 meetings with PD and FES	<b>Aug. 1, 2021 – Aug. 31, 2021</b>

3. What is your process for collaboration and input? 4. How do you use feedback to guide your program planning strategies?	<ul style="list-style-type: none"> <li>Identify staffing needs and create a plan for program staff recruitment</li> </ul>			
<b>Student and family engagement and retention</b> 1. Do you have a marketing and recruitment plan in place? 2. How do you identify engagement and retention opportunities for students and families? 3. Explain how you monitor effectiveness of recruitment, engagement and retention strategies	<ul style="list-style-type: none"> <li>Share you marketing and recruitment plan with district and campus level leaders and seek input</li> <li>Identify approach to build program awareness and engage students and families in the process (ACE Newsletter)</li> <li>Conduct student and parent survey during each program term to make adjustment to program offerings to ensure needs are consistently being assessed</li> </ul>	SC, DSS, PD	Program site visits by DSS, PD, TAC, and Independent Evaluator	<b>Aug. 1, 2021 – Aug. 31, 2021</b>
What are possible barriers to success?			What could be planned to address barriers?	

**ACTION STEP DUE Aug. 1:** Internal review of Action Plan will be conducted during the July ACE team leadership summit session. Site coordinators will complete a program planning and reflection

tool to set the stage and foundation for your 2021-2022 program. This will allow the ACE PD to review and provide feedback prior to the start of the school year.

## Process Evaluation Findings from Site Visits, Participant-Observation of Content Day Meetings and Use of the NYSAN Quality Self-Assessment Tool

*Complete process evaluations* were conducted for each ACE Center by the external evaluator in collaboration with the Program Director, Family Engagement Specialist, and Site Coordinators.

Process evaluation evidence was derived from site visits and Content Day meetings supported by data collected and reported in the TEAL data system as well as from utilizing a process evaluation instrument commonly referred to as “the NYSAN.”

The NYSAN is a Program Quality Self-Assessment (QSA) tool for Ongoing Program Improvement originally developed for the New York State Afterschool Network. (Note: This tool was recommended and endorsed for process evaluations by the Texas Education Agency’s (TEA) consultant, American Institutes for Research (AIR), and by TEA’s two impaneled advisory groups of professional evaluators (Local Evaluation Advisory Group and Local Evaluation Support Initiative). The YES Prep ACE program’s external evaluator and author of the present evaluation report was a member of both advisory groups. He also instructed site coordinators about how to use the NYSAN.)

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/1gmLuhdl9PNXR7cVfQrgNYUpTef3WNG3g>

In the remainder of this report section program implementation strengths and areas of possible improvement are *highlighted in summary form*. Results from the NYSAN are reported, results confirmed by means of site visitations, participation in Content Days, and with data available from TEAL.

### **Summary\* of Principal Strengths and Areas of Possible Improvements Based on the NYSAN**

<b>Principal Implementation Strengths</b>	<b>Areas of Suggested Improvement</b>
Provision of a safe, healthy, nurturing environment for all participants	Need for more information about special health needs of participants
Maintenance of positive relationships and partnerships among staff, participants, families and communities	More scheduling of meetings with major stakeholders
Diverse program staff	Better healthy snacks
A variety of appropriate activities supporting the development of participants	Encourage former participants to serve as program volunteers/staff
Program alignment with school standards and curricula	An internal method of assessing staff performance

Participants exercise voice and choice in activity selection	Improved communications with community-based organizations
Measurements gathered and used for program improvement and evaluation	Better opportunities for professional development/advancement of staff
Seeks opportunities to share community resources with families	Representation of site coordinator on school curriculum committee

Note the above table is based on process evaluation results from all 10 YES Prep ACE Centers. As would be expected, there was considerable variation from center to center in strengths and in possible areas for improvement. The interested reader should consult the results from individual centers by means of the link provided above.

## Results of the Outcomes Evaluation

In this section, findings from student “satisfaction” surveys from AY2020-21 are reported as are relationships between the degree or level of participation in the YES Prep ACE program and “successful” or desired outcomes on the other after taking students’ background characteristics into account..

### Results of Satisfaction Surveys of YES Prep Students, AY2020-21

Surveys of students were conducted at each campus during the fourth (last) quarter of AY 2020-21 by the YES Prep central administration. The survey instrument that was administered to students included questions designed to assess students’ satisfaction and perceptions with a range of campus matters including the ACE program.

(Details of the survey are provided in Appendix 6 to this report.)

During the survey, students were asked each of the following questions about the ACE program at YES Prep:

1. I would recommend ACE to my friends.
2. ACE club and activities allow me to learn new things.
3. ACE is helping me do better in school.
4. I enjoy coming to the ACE program.
5. I participate in ACE clubs/activities.

In the table below, the percent of students responding affirmatively to each of the above questions are displayed by program site.

### **Students’ responses to the survey questions by ACE site (AY2020-21)**

Question #	South-side	Brays Oaks	South-west	East End	Gulf-ton	North Forest	North-side	5 <sup>th</sup> Ward	White Oak	West	Avg. Yes Prep*	St. Dev.*
1.	74%	83%	67%	81%	72%	77%	67%	69%	75%	82%	<b>75%</b>	<b>6%</b>
2.	72%	78%	63%	78%	71%	71%	64%	67%	84%	79%	<b>73%</b>	<b>7%</b>
3.	65%	68%	58%	74%	60%	66%	56%	59%	69%	74%	<b>65%</b>	<b>6%</b>
4.	68%	70%	59%	75%	62%	61%	56%	61%	73%	73%	<b>66%</b>	<b>7%</b>
5.	54%	50%	41%	54%	43%	41%	40%	43%	61%	60%	<b>49%</b>	<b>8%</b>

Source: Student Satisfaction Survey, YES Prep Public Schools, 4<sup>th</sup> Quarter, AY2020-21. Downloaded, June 30, 2021,

Notes: \*Both the mean and standard deviation were calculated across centers not weighted by the number of students at each center. The numbers of students surveyed were not available.

*A caveat:* The reader of the above survey data is advised to exercise caution in drawing inferences from the results shown. When surveys were administered, YES Prep students were directed to only answer questions about ACE if they actually had participated in the program. Yet, an examination of the survey results revealed that some students seemingly responded to the above questions even though they had not

participated in the program or if their involvement was quite abbreviated. Unfortunately, in the interest of protecting confidentiality, the names of individual survey respondents were not requested thus prohibiting the identification of such non- or limited participants. Nonetheless, the data reported above were deemed too important to be discarded and thus are included in this report.

Despite the frequently virtual manner of activity delivery employed in the ACE program for AY2020-21, student survey responses were about identical to those for preceding years – *with one important exception*. Rather surprisingly, in AY2020-21 a higher percentage of students on average indicated that they would recommend the ACE program to friends than in previous years. (See Appendix 6.)

#### Did “Student Mix” or the ACE Program Result in Desirable Outcomes?

A multivariate statistical analysis using TEAL data revealed results consistent with the conclusion that the YES Prep program *caused* important student outcomes. In other words, the data and findings point to ACE Yes Prep program effects that were a result of participation in the program and not of the students’ background (antecedent background) characteristics – especially gender, ethnicity, and grade level. In particular, the analysis showed that greater participation in the ACE program resulted in --

- Fewer days absent from regular school day attendance.
- Fewer non-criminal student behavior referrals.
- Higher rates of student promotion to the next grade level, and
- Improved math grades from fall to spring.

(See Appendix 6, especially Tables 6.4 through 6.12.)

# Appendices

## Appendix 1: The Environments of the YES Prep ACE Program

This appendix includes detailed data and related information about –

- Pre- and current – COVID-19 ACE program participation levels
- Total active attendance pre-COVID-19 and the current program year
- ACE activities for the pre-COVID-19 period and the current program year
- The manner of delivering program activities – pre-COVID-19 and the current program year.
- Demographic and structural characteristics of the schools hosting ACE
- Student mobility, attrition, and norms of school attendance.

Note: In this appendix the reader will find data and commentary about how this year's (AY2020-21) YES Prep ACE program changed from an earlier, pre-COVID (AY2018-19) program.

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 AY2020-21 YES Prep ACE Program and its 10 sites are discussed.

Of course, there were a myriad of environmental conditions that were likely to have influenced the implementation of the AY2020-21 ACE program at YES Prep: widespread disagreements in the community about wearing masks to protect against COVID-19; a U.S. presidential election that divided people over school re-openings; rising costs of after-school child care; the waiver by Texas Governor Gregg Abbott of the grade promotion requirement related to the STAAR test for students in grades 5 and 8 for the 2020-21 school year; the Black Lives Matter movement that seemingly altered the meaning of community and community engagement; reductions in Texas’ public revenues resulting from business closings or reductions in customers; and the limiting of hours and manner of operations of the State of Texas Education Agency are only a few.

Arguably the environmental conditions that most likely had the greatest impact on the YES Prep ACE program were associated with COVID-19 –

- The high incidence and prevalence of COVID-19, particularly in an urban area.
- School closings resulting from COVID
- The adoption of virtual educational programming from Kindergarten through college throughout Texas in response to school closings, and
- Resulting reductions in business operations and limitations in the hours of non-profit organizations that reduced community participation in YES Prep ACE as well as prospects for ACE sustainability.

Among the **expected** impacts of these environmental conditions associated with COVID-19 on the implementation of YES Prep ACE were –

1. Reduced ACE program attendance levels,
- 2.Changes in the manner of delivery of ACE activities (virtual versus in-person)
- 3Alterations of the kinds of activities delivered at program sites, and
- 4.Fewer regular student program participants.

Each of these expected impacts are discussed more fully immediately below in this report section.

### **Program Attendance Levels**

To assess the impact of the environmental conditions on YES Prep ACE participation, program attendance levels for students and adults were compared for the 2018-2019 academic year with those for the current 2020-2021 academic year. (Note: COVID-19



resulted in school closures, including the ACE programs, in Texas early in March of 2020. ACE and other school programs were reopened principally by virtual delivery means in the late summer – the end of August to early September -- of 2020.)

Participation by YES Prep ACE students and adults during the 2018-19 academic year, the last full academic year prior to closures resulting from COVID-19, are shown in Table 1.1 immediately below –

**Table 1.1: Participation<sup>@</sup> by Students and Adults in the ACE program at each Center – 2018-19 Fall and Spring**

ACE Site	Total Students Served	Regular* Student Participants	Regular* Participants Number Required	Non-Regular Participants	Adults	Adults Required**
Southside	175	87	85	88	64	50
Brays Oaks	167	101	85	66	94	50
Southwest	226	142	85	84	73	50
East End	196	85	85	111	52	50
Gulfton	184	103	85	86	60	60
North Forest	171	85	85	86	76	60
Northside	179	87	85	92	68	60
Fifth Ward	205	88	85	117	91	50
White Oak	208	89	85	119	80	60
West	202	87	85	115	67	60
<b>Totals</b>	<b>1913</b>	<b>954</b>		<b>964</b>	<b>725</b>	
<b>Mean (avg.)</b>	<b>191.3</b>	<b>95.4</b>		<b>96.4</b>	<b>72.5</b>	
<b>Standard deviation</b>	<b>19.09</b>	<b>17.59</b>		<b>17.88</b>	<b>13.22</b>	

Source: State of Texas Education Agency, TEAL Data System, Participant Attendance, 2019

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

In comparison, participation levels for YES Prep ACE students and adults during the AY2020 -2021 academic year, a year in which ACE operated principally through a combination of asynchronous and synchronous virtual activities with rather limited in-person offerings, are shown in Table 1.2 immediately below –

**Table 1.2: Participation<sup>@</sup> 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
<b>Totals</b>	<b>2055</b>	<b>811</b>		<b>1244</b>	<b>1130</b>	
<b>Mean (avg)</b>	<b>205.5</b>	<b>81.1</b>		<b>124.4</b>	<b>113.0</b>	
<b>Standard Deviation</b>	<b>50.31</b>	<b>17.6</b>		<b>55.39</b>	<b>37.48</b>	

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.

*Evaluator Observations:*

A comparison of the above two tables reveals first *lower regular student participation (45 days or more)* in AY2020-21 compared to regular participation in AY2018-19. Additionally, comparison also revealed that only about half of all ACE centers met the number of regular student participants required by the State of Texas in YES Prep ACE centers in AY2020-21 while all of the centers did so in AY2018-19.

Yet, more students and adults were served in AY2020-21 by the program than in AY2018-19. Thus, virtual program delivery (see further below) seems to have increased the total number of student and adult participants in the latter year, but not the number of regular student participants.

Further, in both years (AY2018-19 and AY2020-21) the number of adults attending ACE exceeded the numbers of adult program participants required by the State.

In the table below (Table 1.3), the total hours of actual, activity attendance among student participants are displayed by program center and by academic year.

**Table 1.3: Total Hours of Activity Attendance Among Student Participants in Program Activities by Center and Academic Year**

Center	AY 2018-19	AY 2020-21
Southside	11,381.50	19, 839.75
Brays Oaks	22,029.50	13,139.00
Southwest	28,728.50	16,761.25
East End	17,440.50	11,099.00
Gulfton	18,236.00	10,940.25
North Forest	15,089.00	12,944.00
Northside	16,231.75	10,548.50
Fifth Ward	16,467.50	10,997.25
White Oak	15,847.50	10,886.50
West	14,628.75	8,603.50
<b>Totals</b>	<b>176,080.50</b>	<b>125,759.00</b>
<b>Mean (avg.)</b>	<b>17,698.5</b>	<b>12,575.5</b>
<b>Standard Deviation</b>	<b>47,994.16</b>	<b>19, 839.75</b>

#### *Evaluator Observations....*

As might be expected, the total hours of student activity attendance for the 10 YES Prep ACE centers was higher in the pre-COVID year of AY 2018-19 than during AY2020-21, one which will be referred to as the “virtual year,”. The same was generally true of each of the individual centers with but a single exception: the total hours of activity attendance were actually lower at the Southside ACE center during AY2018-19 than during AY2020-21. Seemingly, local conditions at Southside (perhaps the activity schedule or lower interest in out-of-school-time activities among students) are reasons for this; at present the actual explanation is unknown. Finally, the variation in the total hours of activity were more uniform and less variable across the 10 Ace centers – that is, there was less variation in them (compare the standard deviations) – during AY2020-21 than in AY2018-19. Perhaps more difficulties experienced by students in gaining

online access to virtual activities were part of the reason. Again, however, the full explanation is unknown at present.

### **Activities Scheduled and Activities with the Highest Average Daily Student Attendance**

The two tables following below display the YES Prep ACE *activities most frequently scheduled* in the fall and spring terms at each of the ten centers as well as *program activities with the highest average daily attendance* in the fall and spring for AY 2018-19 and AY2020-21, respectively –

**Table 1.4 Most Frequently Scheduled Activities and Activities with the Highest Average Daily Student Attendance for Fall and Spring by ACE Center for AY2018-19.**

{Continued on next page.}

<b>Site</b>	<b>Fall Term – Most Frequently Scheduled Activities</b>	<b>Fall Term – Activities with Highest Average Daily Student Attendance</b>	<b>Spring Term -- Most Frequently Scheduled Activities</b>	<b>Spring Term -- Activities with Highest Average Daily Student Attendance</b>
Southside	Morning Study Hall; Dance Club; Homework Helper	Homework Helper; Gaming Club; Ninth Grade Career Fair	Morning Study Hall; Dance Club; Chatter and Cupcakes	Homework Help; General Sports; Gaming Club
Brays Oaks	Volleyball; Study Hall; Arts and Crafts;	Outdoor Sports; Gaming/Robotics; Workout	Study Hall; Beauty; Gaming/Robotics	Cultural Day; Gaming/Robotics; Outdoor Sports
Southwest	Worker's Corner; Folklorico; Sports Club	Maverick Event Planners; Chefs for Science; Keyboarding Club; Thespian Club;	Worker's Corner'; Folklorico; Running Club	Keyboarding Club; Maverick Event Planners; Chefs for Science
East End	Athletic Study Hall; General Sports; Morning General Sport	General Sports; Spanish Honor Society; Athletic Study Hall	General Sports; K-Pop; Art	General Sports; Basketball Conditioning; Athletic Study Hall
Gulfton	Soccer; Homework Help; Morning Study Hall	Dance; Cheer; Morning Study Hall	Homework Help; Morning Study Hall; Choir	Dance; Cheer; Cheer Study Hall
North Forest	Anime; Homework Help; Study Hall/Drivers Ed; Choir	ACE Kickoff; Wednesday STREAM;	HERO Hall; YP NF Choir; Dungeons and Dragons	ASH: Athletics Hero Hall; HERO Café; HERO Hall
Northside	Bigger, Faster, Stronger; Cheerleading; PRIDE Dance	Wednesday Study Hall; ACE Potluck Celebration; Indoor Sports and Fitness; BFS and Mindful Art	Bigger, Faster, Stronger; Cheerleading; PRIDE Dance	BHM Family Cookout; Tuesday Study Hall; Wednesday Study

Source: State of Texas Education Agency, TEAL Data System, Participant Attendance Grantee and Center Reports, 2018-19

Fifth Ward	Dance Drill Team; Morning Sports; Cheer Team	Dance Drill Team; Morning Sports; Wednesday HW Center	Morning Sports; Gaming; Dance Drill Team.	Student Inform Summer Meeting; Morning Sports; Gaming
White Oak	Art; Gaming Morning; Morning Lab	Gaming – Friday; Homework Help – Wednesday; Gaming -- Thursday	White Oak Nation Dance Team; Gaming – Morning; Art; Morning Lab	End of Year Showcase; Gaming – Monday; Gaming Wednesday; Homework Help - Monday
West	Marvel Lab; Homework Help; General Sports	Winter Potluck; My Plate Nutrition Course; Marvel Dance Team	Soccer Conditioning; Morning Basketball; Marvel Dance Team; General Sports	Movie Night; West Art Gallery; La Pachanga; Live It Dance Competition

**Table 1.5 Most Frequently Scheduled Activities and Activities with the Highest Average Daily Student**

**Attendance for Fall and Spring by ACE Center for AY2020-21.**

<b>Site</b>	<b>Fall Term – Most Frequently Scheduled Activities (in Days)</b>	<b>Fall Term – Activities with Highest Student Participation (Total Hours Attended)</b>	<b>Spring Term -- Most Frequently Scheduled Activities (in Days)</b>	<b>Spring Term -- Activities with Highest Student Participation (Total Hours Attended)</b>
Southside	DIY Self-Care; Cooking; Fortnite Fun; Girls Group; Sports; SSGTV; Tech Tips and Tricks	Film School; DIY Self-Care; Girls Group; Fortnite Fun; Cooking	Sister Cycle; Student Athletes; Giants Beauty School; Cooking	Academic Academy; Giants Beauty School; Cooking; Sister Cycle; Film School
Brays Oaks	Beauty and Wellness; Cooking; Intro to Art; Leadership Development; E-Sports Middle School	Driver's Education; Intro to Art; E-Sports High School	Cavworks; Cooking; Driver's Ed; Financial Lit; Intro to Art; Manga; Reading	Driver's Ed; Cavworks; Intro to Art; Cooking
Southwest	African American Studies; Literacy Buddies B; Maverick Event Planners;	Literacy Buddies A; Literacy Buddies B; Folklorico	Sports Management; Photography Club; Folklorico; Literacy Buddies A; Maverick Event Planners	Maverick Event Planners; Literacy Buddies A; Photography Club

	Photography Club; Literacy Buddies A; Folklorico			
East End	Strength and Conditioning; Arts and Crafts; Explorers Spot; Japanimation; Driver's Ed	Strength and Conditioning; Driver's Ed; Arts and Crafts	Strength and Conditioning; Explorers Spot; Arts and Crafts; Driver's Ed	Driver's Ed; Strength and Conditioning; Arts and Crafts
Gulfton	Photography; Driver's Ed; Strength and Conditioning	Photography; Strength and Conditioning; Speech and Debate	Strength and Conditioning; Yoga and Wellness; Running Club; Student Newspaper; Manga Reading Club; K-Pop	Strength and Conditioning; K-Pop; Insanity Dance Crew
North Forest	Sports Fun Soccer; Cosmetology Care; Music Matters; GSA; Beyond Selfies	Hey DJ Wake Me Up; Sports Fun Soccer; Cosmetology Care	Driver's Ed; EPIC Performance; Music Matters; Panther Digital Affairs	EPIC Performance; Driver's Ed; DJ Wake Me Up; Yoga & Wellness
Northside	Get Fit!; Gaming; Current Events; Driver's Ed; Girl Power (MS); Photography (HS); Photography (MS); Step	Driver's Ed; SAT Prep; Gaming; Photography MS	Get Fit!; National Honor Society; National Junior Honor Society; Driver's Ed; Photography; Gaming; Hip Hop Dance; Girl Power (MS)	National Honor Society; Get Fit!; National Honor Society Junior; Driver's Ed
Fifth Ward	Morning Gaming; Homework Help Line; Driver's Ed; Service Club; Robotics	Driver's Ed; Service Club; Art; Morning Gaming	Morning Gaming; Cooking/Nutrition; Driver's Ed; Art; Robotics; Service Club	Cooking/Nutrition; Driver's Ed; Cosmetology; Morning Gaming
White Oak	Morning Gaming; Culinary Arts; Art; ALAS Latino Cultural Studies; Fanime	Culinary Arts; Art; Morning Gaming; Fanime	Morning Gaming; Culinary Arts; Art; ALAS Latino Cultural Studies; Fanime; Homework Help	Culinary Arts; Morning Gaming; Art; Fanime
West	Yoga/LRER Club; COMRAC; Orchestra Club;	Orchestra Club; Yoga/LRER; Painting with a Twist	Anime; College Corner; Orchestra Club;	Painting with a Twist; Orchestra Club; College Corner; Anime

	Video Game Club; Healthy Habits; Social History; Marvel Magic		Yoga/LRER; Girls on the Run	
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Note: Data in the above table were derived from the TEAL Data System, Daily Activity Attendance by Center, 2020-21.

### *Evaluator Observations*

It is difficult to discern any *pattern* of similarity or change in the activities noted in the above two tables. Indeed, some similarity and some differences in the two years displayed are evident for each center. The reader should exercise caution in looking for a pattern since the activities listed are simply the activity names with no information shown about actual content. Moreover, there are a number of reasons why the levels of student participation might be different within as well as between academic years – scheduled times, instructors, and changes in activity content are only some of them.

A closer, more in-depth examination of the 10 centers during both academic years led to the perception among members that activities involving the enhancement of ethnic pride and gender self-confidence were more widespread and more frequent in AY2020-21 than in the “pre-COVID” year of AY 2018-19. However, the team concluded that more detailed information about activities and their content was still needed to confirm this perception.

The team’s in-depth examination of activities during the two years did lead to confirmation of the widespread diversity of programming consistent with State of Texas requirements for ACE at all centers in AY2018-19 and, despite more virtual delivery of activities, also in AY2020-2021.

Finally, the two tables above need to be studied carefully by ACE site coordinators in future schedule and activity planning in order to elicit more appreciable regular student and adult participation.

### **Manner of Activity Delivery**

During the “pre-COVID,” 2018-19 academic year, all ACE program activities at all centers were delivered to students and adults “face to face” or “in-person.” As expected, this was not the case in AY2020-21. The manner of activity delivery in the latter academic year is shown in the two tables below for the fall and spring terms, respectively.

{Continued on the next page}



**Table 1.6a: Manner of Delivery of ACE Activities to Students and Adults, Fall, AY 2020-21**

ACE site	Asyncr.®	Syncr.®®	In- person	Both Asyncr and Syncr	Asyncr., or Syncr. with In-person
Southside	2	3	0	7	2
Brays Oaks	0	12	10	2	2
Southwest	0	12	0	8	0
East End	0	9	1	6	1
Gulfton	1	7	0	8	0
North Forest	12	0	1	2	2
Northside	3	5	1	9	1
Fifth Ward	1	4	3	5	0
White Oak	1	1	4	8	1
West	3	11	2	13	1
<b>Total</b>	<b>23</b>	<b>64</b>	<b>22</b>	<b>68</b>	<b>10</b>
<b>Average</b>	<b>2.3</b>	<b>6.4</b>	<b>2.2</b>	<b>6.8</b>	<b>1</b>
<b>Standard deviation</b>	<b>3.59</b>	<b>4.48</b>	<b>3.05</b>	<b>3.29</b>	<b>0.82</b>

Source: Activity Average Daily Attendance, TEAL Data System of the Texas Education Agency

Notes:

\*Tabular entries show the number (count) of total ACE activities by site.

® Abbreviation for asynchronous delivery of activities

®® Abbreviation for synchronous delivery of activities

{Continued on next page}

Table 1.6b: Manner of Delivery of ACE Activities to Students and Adults, **Spring Term, 2020-21**

ACE site	Asyncr.®	Syncr.®®	In-person	Both Asyncr and Syncr	Asyncr., or Syncr. with In-person
Southside	1	4	2	6	2
Brays Oaks	6	9	8	9	0
Southwest	0	7	1	1	4
East End	0	7	0	3	1
Gulfton	2	14	0	3	1
North Forest	0	7	2	6	5
Northside	2	9	0	12	1
Fifth Ward	1	3	4	7	0
White Oak	1	3	2	4	5
West	2	3	2	11	3
<b>Total</b>	<b>15</b>	<b>66</b>	<b>21</b>	<b>62</b>	<b>22</b>
<b>Average</b>	<b>1.5</b>	<b>6.6</b>	<b>2.1</b>	<b>6.2</b>	<b>2.2</b>
<b>Standard deviation</b>	<b>1.78</b>	<b>3.53</b>	<b>3.42</b>	<b>3.61</b>	<b>1.93</b>

Source: Activity Average Daily Attendance, TEAL Data System of the Texas Education Agency

Notes:

\*Tabular entries show the number (count) of total ACE activities by site.

@ Abbreviation for asynchronous delivery of activities

@@ Abbreviation for synchronous delivery of activities

#### *Evaluator Observations ---*

As can be seen in the two tables above, more ACE activities were provided virtually to students and adults in the fall of AY2020-21 by a *combination of asynchronous and synchronous* delivery than by other delivery means. In the spring term, by way of contrast, *synchronously delivered activities* outnumbered all other ones, including the combination of synchronous and asynchronous delivery means. Of particular note, the number of activities provided asynchronously declined from fall to spring while the combination of synchronous and asynchronous delivery combined with in-person increased substantially. Some notable exceptions aside (e.g., EPIC Performance at North Forest) many of the “in-person activities” had only one or a quite small number of

enrollees as a result of typically involving a “pickup,” quickly completed action. Examples of the latter include distribution of art or fitness supplies to a single student in which parents and students drive-up and retrieve club supplies from the ACE site coordinator; Service Club Kit Pick-Up; and the pick-up of supplies for a scheduled Cosmetology activity.

### **The Campus’ Environments in the Current (2020-21) Year: Structural, Demographic Characteristics**

In this appendix section the structural characteristics (e.g., grades served, student-teacher ratios) of YES Prep School campuses and their demographic characteristics are compared to those of the ACE program at each respective campus. Such characteristics were deemed important to the implementation of the program and, later, will be analyzed in relation to the program’s outcomes.

The table immediately below (Table 1.7) displays a comparison of the structural characteristics of schools with ACE program characteristics.

**{see next page}**

**Table 1.7: Comparison of the Characteristics of Schools with ACE Programs with the ACE Program at each Center.**

Site	Grades Served by School	Grades Included in Texas ACE Program*	Students Per Teacher (School)	Certified Teachers Fall/Spring/Su (Texas ACE)	TEA School Accountability Rating
Southside	6-11	6-11	13.6	7/9/5	Not Rated: Declared State of Disaster
Brays Oaks	6-12	6-12	15.1	9/8/7	Not Rated: Declared State of Disaster
Southwest	6-12	6-12	16.4	14/8/8	Not Rated: Declared State of Disaster
East End	6-12	6-12	15.9	8/8/6	Not Rated: Declared State of Disaster
Gulfton	6-12	6-12	16.5	7/12/5	Not Rated: Declared State of Disaster
North Forest	6-12	6-12	17.4	20/20/3	Not Rated: Declared State of Disaster
Northside	6-12	6-12	14.6	10/9/9	Not Rated: Declared State of Disaster
Fifth Ward	6-12	6-12	15.8	7/9/5	Not Rated: Declared State of Disaster
White Oak	6-11	6-12	15.2	12/15/5	Not Rated: Declared State of Disaster
West	6-12	6-12	15.4	12/18/8	Not Rated: Declared State of Disaster

Notes:

School campus data are from the most recently available Texas Academic Performance Report (dated 2019-20). ACE program data are from TEA's TEAL Data System for the current 2020-21 Academic Year. ACE Program characteristics are highlighted in green.

**Table 1.8: A Demographic Comparison: Campus and ACE Demographic Characteristics by Center**

Site	% African American (School)	% African American in ACE	% Hispanic/Latino (School)	% Hispanic/Latino in ACE	% English Learners (school)	% Female (school)	% Female in ACE	% Economically Disadvantaged (School)**	% At-Risk* (school)
Southside	48.1	52	48	47	22.6	52.5	51.2	91.7	50.4
Brays Oaks	12.6	24	84.5	74	36.5	53.3	54.0	90.2	56.6
Southwest	5.2	11	94.2	89	32.6	53.2	60.2	91.3	48.2
East End	.6	1	98.1	99	27.3	50.0	58.5	86.1	53.7
Gulfton	3.1	6	91.2	89	46.5	48.8	68.3	94.3	60.3
North Forest	14.6	20	82	77	39.7	50.8	53.5	87.5	63.3
Northside	8.4	19	89.7	79	26.8	51.5	68.8	91.6	55.8
Fifth Ward	4.3	10	94.7	89	27.1	49.5	58.9	89.6	54.3
White Oak	12.8	22	84.9	77	37.1	46.3	60.4	89.8	55.8
West	7.8	12	83.9	80	36.8	50.2	65.8	89.2	50.6
Avg.	7.8	12	83.9	80	36.8	50.2	65.8	89.2	50.6
Stand .Dev.	11.75	17.7	85.12	80	33.3	50.61	59.96	90.13	54.9

Notes: School data are from the Texas Academic Performance Reports for AY2019-20. ACE data, highlighted in green, are derived from each center's enrollment and attendance numbers for AY2020-21, 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

#### *Evaluator comments....*

As made evident in the above table, the percentage of African American students enrolled in ACE exceeded the proportion of African American students at their respective campuses. (Note: The campus data and the ACE program data are not from the same academic year.) This was true for all ACE sites. In contrast, the percentage of Hispanic/Latino participants in ACE was lower than for the respective campus percentage with the single exception of East End. The reasons for these differences between the race/ethnicity representation of ACE centers and that of the campuses that hosted ACE need to be examined in depth in future evaluations.

An examination of gender representation in ACE relative to the gender enrollment at campuses hosting ACE revealed, with the single exception of Southside, higher

percentages of female enrollees in ACE compared to their respective campus percentage enrollment.

Lastly, it is particularly noteworthy that more than one in three students in the schools hosting ACE programs were English learners (including but not limited to ESL), more than 90 percent were from economically disadvantaged backgrounds and that more than 50 percent were at-risk of dropping out of school. The latter two numbers are consistent with YES Prep Schools' dedication to serving economically and educationally disadvantaged students.

## **Other Environmental Conditions of School Environments in the Current (2020-21) Academic Year**

Other principal components of the immediate school environment of YES Prep's ACE program include the mobility of students and their families, campus student attrition as well as norms or expectations about attending school. In the table immediately below (Table 1.7) school attendance rates for the most recent year available (AY2018-19) are compared with the same rates for the pre-COVID-19 period of AY 2017-18 by YES Prep site. So are the annual dropout rates and student mobility for the same years – again by site.

**Table 1.7: Student Attendance, Attrition and Mobility**

Site	School Attendance Rate (% for 2017-18)	School Attendance Rate (% for 2018-19)	Student Attrition (% for 2018-19)*	% of Mobile Students (school) (AY2018-2019)**
Southside	96.2	95.5	20.1	6.8
Brays Oaks	96.2	96.4	9.6	5.1
Southwest	96.5	96.4	4.1	1.7
East End	97.0	96.3	8.4	3.1
Gulfton	96.1	96.3	7.9	2.9
North Forest	96.9	95.9	7.9	2.5
Northside	96.3	96.2	10.3	4.7
Fifth Ward	95.8	95.6	10.4	3.9
White Oak	95.8	96.1	17.2	5.2
West	96.2	96.2	11.8	6.4
Average	96.3	96.09	10.77	4.23
Std dev	.40	.32	4.69	1.69

Source: The data shown are from the most recently available Texas Academic Performance Report as noted in the table.

Notes:

The reader is reminded that schools in Texas were closed by order of the Governor in March of 2019 as result of the COVID pandemic. Consequently, ***the 2019-20 attendance rates, school drop-out rates and mobility rates were not available for 2019-20 or later in the Texas Academic Performance Reports.***

\*Information about student attrition was not reported before AY 2018-19 in Texas Academic Performance Reports.

\*\* These student mobility data were the most immediately available in Texas Academic Performance Reports prior to the academic year in which schools were closed as a result of the COVID pandemic.

## **Summary of Major Findings about Environmental Conditions of the ACE Program**

To summarize briefly, the ACE program at Yes Prep had fewer regular, active student participants in AY 2020-21 than in the pre-COVID period of AY2018-19, but at the same time more total participating students and adults. As expected, the total hours of student attendance in activities for the 10 YES Prep ACE centers was higher in the pre-COVID year of AY 2018-19 than during the “virtual year,” AY2020-21. The same was generally true of each of the 10 individual centers with but a single exception: the total hours of activity attendance were actually lower at the Southside ACE center during AY2018-19 than during AY2020-21.

It proved difficult to discern any *pattern* of similarity or change in the activities scheduled for ACE during AY2018-19 compared to those scheduled for AY2020-21. An in-depth examination of activities during the two years discussed (AY2018-19 and AY2020-21) led to confirmation of the widespread diversity of programming consistent with State of Texas requirements for ACE at all centers in AY2018-19 and, despite more virtual delivery of activities, also in AY2020-21.

More ACE activities were provided virtually to students and adults in the fall of AY2020-21 by a *combination of asynchronous and synchronous* delivery than by other delivery means. In the spring term, by way of contrast, *synchronously delivered activities* outnumbered all other ones, including the combination of synchronous and asynchronous delivery means. Further, the number of activities provided asynchronously declined from fall to spring while the combination of synchronous and asynchronous delivery combined with in-person increased substantially. Finally, with some exceptions, many of “in-person activities” had only one or a quite limited number of enrollees as a result of typically involving a “pickup,” quickly-completed action (e.g., picking up art supplies for a subsequent scheduled class).

The percentage of African American students enrolled in ACE in the current year exceeded the proportion of African American students at their respective campuses. (Note: The reader is reminded that campus data and the ACE program data are not from the same academic year.) This was true for all ACE sites. In contrast, the

percentage of Hispanic/Latino participants in ACE was *lower* than for the respective campus percentage with the single exception of East End.

With the single exception of Southside, higher percentages of female enrollees in ACE were found in AY2020-21 compared to their respective campus percentage enrollment (the latter data from AY2019-20).

Finally, demographic data for AY 2019-19 were found consistent with YES Prep's commitment to serving students from economically and educationally disadvantaged backgrounds.



## **Appendix 2: Findings from the Community, Centers, and Campus' Needs Assessments**

This appendix contains complete results from a campus, centers, and community needs assessment conducted for each YES Prep ACE site. The assessment itself was completed in May 2020 for the purpose of informing the development and implementation of program logic models, models that included annual planning, and activity selection for the AY 2020-21 (Cycle 10 Year 3) ACE program.

## ACE Southside Site

Chart 1: Campus Needs
<p>1. Identify and describe any existing <b>non-ACE</b> after-school activities or services the campus currently provides.</p>
<p>At YES Prep Southside, we offer the following sports:</p> <ul style="list-style-type: none"> <li>• MS/HS Boys Flag Football</li> <li>• MS/HS Girls Volleyball</li> <li>• HS Boys Volleyball</li> <li>• MS/HS Girls and Boys Cross Country</li> <li>• MS/HS Girls and Boys Track</li> <li>• MS/HS Girls and Boys Basketball</li> <li>• MS/HS Girls Cheerleading</li> <li>• MS/HS Girls and Boys Soccer</li> </ul> <p>We also offer clubs that are led by teachers. Teacher volunteer to host these activities however, they do not receive stipends to compensate their time:</p> <ul style="list-style-type: none"> <li>• Mexican Heritage Club</li> </ul> <p>Southside also offers after school tutorials certain subject areas:</p> <ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• ELA</li> </ul>
<p>2. Explain why existing activities or lack of existing activities do not sufficiently meet the programs current needs.</p>
<ul style="list-style-type: none"> <li>• Our most robust extra-curricular activities currently lie within athletics. However, our athletics offerings only target a limited interest level of the population.</li> <li>• Due to a huge shift in staff majority of our activities currently offered afterschool 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 to disengage or transfer to other schools.</li> </ul>
<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"> <li>• Several students have expressed interest in creating a yearbook for the schoolyear. 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.</li> <li>• 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 7<sup>th</sup> grade students and Art is only offered to 8<sup>th</sup> 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.</li> <li>• 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 to our campus more than 2-3 years</li> </ul>

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.
4. What are the 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?
<ul style="list-style-type: none"><li>• Students reaching an on-grade level proficiency. Based on student achievement results over the past few years, we have witnessed multiple fundamental gaps across various grade levels in math and reading comprehension. STAAR data, though not utilized in determining this priority, and CA data sets support this high campus priority is we prepare to add an additional grade level. We've seen growth across all subject areas, but the work isn't done. Additionally, student achievement in writing, spelling, and grammar continue to be an area of focus. Our 9<sup>th</sup> and 10<sup>th</sup> grade students will also begin preparing for the SAT by taking the PSAT next year. Offering a SAT Prep class beginning in 9<sup>th</sup> grade would help with enrichment program for our bubble and highest students and begin to<ul style="list-style-type: none"><li>○ Goal to push accelerated learning</li></ul></li><li>• Our main goal is to become an A school<ul style="list-style-type: none"><li>○ Hosting mandatory tutorials for students who are receiving less than average</li><li>○ Praising good behavior with incentives, giant buck events</li><li>○ Holding students accountable through behavior and academic actions</li></ul></li><li>• Students have extracurricular activities that allow them to express themselves outside of the classroom environment.<ul style="list-style-type: none"><li>○ Need for a more consistent hosting of the current clubs</li><li>○ Students interested in other clubs that could be offered – cooking, drivers' education, community garden, food pantry, and community events on campus</li><li>○ With having high schoolers on campus grades 9<sup>th</sup> – 11<sup>th</sup> opportunities to lead now and begin building their resume</li></ul></li></ul>
<b>Chart 2: Community Needs.</b> Please focus only on the immediate neighborhood you serve, not the larger Houston community. <b>(Note: This question will be answered by the Community Engagement team.)</b>
2. What are the juvenile crime rates in your neighborhood? How have these rates impacted the neighborhood? How have they impacted your school and students?

## ACE Brays Oaks Site

### Chart 1: Campus Needs

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

- **Athletics:** We offer MS and HS Girls Volleyball, HS girls and boys Cross Country, HS Boys Flag Football, MS and HS girls and boys basketball, MS and HS girls and boys soccer, HS girls and boys Track, and HS girls and boys tennis. Students pay an athletic fee of \$50/sport in order to participate in our Athletics program.
- **Drivers Education:** We do not have time during the school day to offer a driver's education class. This could provide an opportunity for students to take a computer-based course to build life skills and prepare them work work/college.
- **Student Organizations:** We offer the following student organizations outside of the after school program: Gay Straight Alliance, Students for Christ, Student Council, Junior State of America, Black Students Association, ALAS (Latinx student affinity group), FIEL (Latinx student affinity and advocacy group), and Rice DREAM Engineering Club.

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

- 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 6<sup>th</sup> and 7<sup>th</sup> 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?

- **Morning supervision and support.** We currently do not have morning supervision for students until 7:15am; however, parents drop off students at school as early as 6:30am. This will become a greater problem next year as school will not open until 8:00am. By providing structured activities for an hour before the school day begins, students would be able to use their time more productively and be guaranteed supervision.
- **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 middle school students.** Most of our clubs and organizations cater to high school students. Our middle school students struggle more significantly with **behavior and persistence**, and I believe that more structured offerings could lead to greater investment in school.
- **Increased athletic opportunities for our middle school students.** We offer few sports for our middle school students due to budgetary constraints. An after-school program could allow more students to explore sports at a club level. This would both increase student achievement and **combat the high childhood obesity rates that we see on our campus and in our community (47% of Brays Oaks students are considered overweight by BMI and 28% are obese).**

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
<b>Increased academic achievement in 6<sup>th</sup> and 7<sup>th</sup> grade Math and English</b>	Students on track to earn an approaching score or higher on STAAR – 49% 6 ELA, 54% 7 ELA, 54% 6 Math, 55% 7 Math	<ul style="list-style-type: none"> <li>• Structured tutorials and remediation opportunities from the beginning of the year with a certified teacher</li> <li>• Increased time to use computer based software (<b>ST Math, Khan Academy</b>) that is adjustive to student's immediate need</li> </ul>
<b>Increased academic achievement in Algebra I</b>	Students on track to earn an approaching score or higher on STAAR – 79%	<ul style="list-style-type: none"> <li>• Structured tutorials and remediation opportunities from the beginning of the year with a certified teacher</li> <li>• Increased time to use computer based software (ST Math, Khan Academy) that is adjustive to student's immediate need</li> </ul>
<b>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."</b>	We are below the YES Prep system average in questions on our trimesterly student survey related to "Sense of Belonging." We know that these questions/perceptions have a tremendous impact on students' ability to persist in school.	<ul style="list-style-type: none"> <li>• Increased clubs that cater to a diverse subset of students</li> </ul>

**Chart 2: Community Needs.** Please focus only on the immediate neighborhood you serve, not the larger Houston community. **(Note: This question will be answered by the Community Engagement team.)**

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?

## ACE Southwest Site

Chart 1: Program Needs	
1. Identify and describe any existing <b>non-ACE</b> after-school activities or services you currently provide on campus.	<ul style="list-style-type: none"> <li>• Athletics- we have 4 core sports that will be offered next year. <ul style="list-style-type: none"> <li>○ Basketball</li> <li>○ Soccer</li> <li>○ Volleyball</li> <li>○ Cross Country</li> </ul> </li> <li>• After-school detention <ul style="list-style-type: none"> <li>○ This is currently offered every weekday.</li> </ul> </li> <li>• Tutorials <ul style="list-style-type: none"> <li>○ These are currently offered every weekday depending on core subject.</li> </ul> </li> </ul>
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"> <li>• School budget cannot accommodate extra-curricular activities, mostly school-day activities</li> <li>• Limited elective choice for students in YES Prep system and at SW</li> <li>• High demand for new activities that the campus can not afford due to budget limitations.</li> <li>• High supply of teachers who want to teach electives and advise extra-curricular activities, of whom we cannot afford to pay for their time</li> <li>• Values: <ul style="list-style-type: none"> <li>○ Improving student outcomes (continuous improvement)</li> <li>○ POC are underrepresented in arts and in STEM (Social justice) of which ACE opportunities providing</li> <li>○ Provides sense of community, ACE helps to fill in student culture gaps that we otherwise couldn't achieve as easily.</li> <li>○ Students have opportunities for additional support (via ACE) and wouldn't have this without ACE clubs/activities.</li> </ul> </li> </ul>
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?	<p><b>More Elective Classes</b></p> <p>Electives 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.</p>

Reaching performance goals or learning a new language requires students to be organized, to set goals, and to evaluate if they're meeting those goals.

These afterschool 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. By 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 aren't 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 program'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

**Chart 2: Community Needs.** Please focus only on the immediate neighborhood you serve, not the larger Houston community.

**Identify 2-3 partnership you would be interested in bringing to your campus for family and student initiatives.**

- **Children at Risk:** Advocacy Trainings for parents
- X Crime Stoppers:** School Safety for parents and students and Cyber Bullying
- **Houston Community College:** Adult Education (ESL, GED and other certification programs)
- X Houston Food Bank:** Nutrition Education for parents and students
- **Save the Children:** Mental Health sessions for parents and students
- X FIDM/Fashion Institute of Design & Merchandising:** Students qualify for exclusive scholarships to attend FIDM

## ACE East End Site

Chart 1: Program Needs	
1. Identify and describe any existing <b>non-ACE</b> after-school activities or services you currently provide on campus.	
	<ol style="list-style-type: none"> <li>1. Athletics               <ol style="list-style-type: none"> <li>a. Basketball</li> <li>b. Soccer</li> <li>c. Cross-country</li> <li>d. Track</li> <li>e. Volleyball</li> <li>f. Cheer</li> </ol> </li> <li>2. Tutorials               <ol style="list-style-type: none"> <li>a. Currently offered every weekday</li> </ol> </li> <li>3. Detention               <ol style="list-style-type: none"> <li>a. Offered everyday during the school day</li> </ol> </li> <li>4. School Club               <ol style="list-style-type: none"> <li>a. Student council</li> <li>b. Sol X</li> <li>c. Spanish Honor Society</li> </ol> </li> </ol>
2. Explain why existing activities or lack of existing activities do not sufficiently meet the program current needs.	
	<p>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.</p>
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 the 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 promotion 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 streamlined the afterschool program so that students who may need additional assistance and guidance can do so in a more intimate focused environment afterschool. In addition, we will have further additional character building on weekends.

Through project based learning and other strategies (tutoring), 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 a number of 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.

**Chart 2: Community Needs.** Please focus only on the immediate neighborhood you serve, not the larger Houston community.

Identifying needs that the community may not have access to by the school. Based on the family needs assessment and parent surveys gathered ACE will place strategic partners that can help. Based on community surrounding and parent survey a lack of informational meeting, and additional college and career readiness programs is needed for those other than seniors.

## ACE Gulfton Site

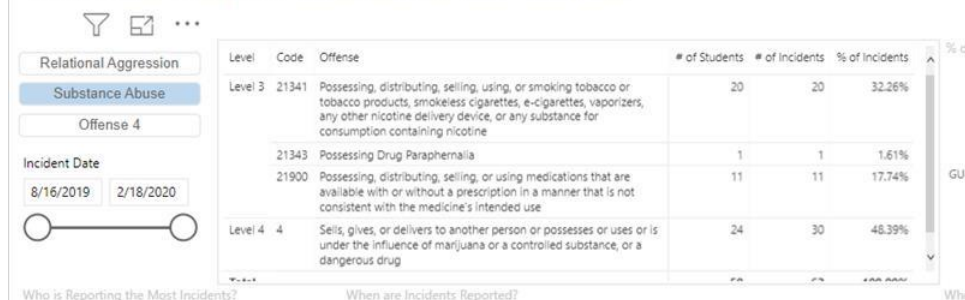
Chart 1: Campus Needs
1. Identify and describe any existing <b>non-ACE</b> after-school activities or services you currently provide on campus.
<ul style="list-style-type: none"> <li>• Athletics: *MS consists of 6<sup>th</sup>- 8<sup>th</sup> graders. 6<sup>th</sup> graders- allowed to play but must maintain an 80 or above average in all classes               <ul style="list-style-type: none"> <li>○ MS Girls Volleyball, HS Boys &amp; Girls Varsity Volleyball, MS Boys &amp; Girls Soccer, HS Boys &amp; Girls Varsity Soccer, MS Boys &amp; Girls Varsity Basketball, HS Boys &amp; Girls Varsity Basketball, MS Boys &amp; Girls Cross Country, HS Boys &amp; Girls Varsity Cross Country, MS Boys &amp; Girls Track, HS Boys &amp; Girls Varsity Track, HS Co-ed Junior Varsity &amp; Varsity Cheer (No JV Basketball Boys)</li> </ul> </li> <li>• School Clubs:               <ul style="list-style-type: none"> <li>○ Black Boy Magic, HS Student Council, possibly MS Student Council (no sponsor yet), National Honor Society, Yearbook, Academic Tutorials</li> </ul> </li> <li>• Other               <ul style="list-style-type: none"> <li>○ Best Week Ever – once every 6 weeks, teachers hold student reward trips and events that range from time in school to trips where they go out into the community. Due to limited funding, teachers try to host events that cost as close to free as possible.</li> </ul> </li> </ul>
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"> <li>• Most of the programs we have are catered to HS students and MS students who are in athletics</li> <li>• Our campus used to provide Real World Experiences and college tours, but our limited budgets over the past few years have decreased the number of opportunities we've been able to provide our students</li> <li>• 98% of our students qualify for free/reduced lunch, which lets us know that many of our families can't afford private extra-curricular or enrichment programs on their own. They are reliant on the school for many of these services.</li> <li>• More than 50% of our students are labeled At-Risk, and are in need of socio-emotional or academic support beyond what a traditional school day can provide</li> </ul>
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?
<ul style="list-style-type: none"> <li>• We have a lack of Art, technology, and other enrichment programs to offer our students</li> <li>• Our biggest need is literacy, and we aren't meeting academic needs in a way that's meaningful to students</li> <li>• We don't offer sufficient career development and exploration for our students outside of regular school day seminar classes they receive in high school</li> <li>• Budget limitations over the past few years have limited our ability to provide students with additional opportunities for character education and community service</li> <li>• On average students have come to our school performing at an average of two levels below grade level in both math and reading</li> </ul>

- Our struggling HS attendance (95% vs. 98% in MS) over the past few years suggest our campus needs to provide HS students with more activities and opportunities they would find engaging

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?

- Literacy (LEP Data) – Our LEP students have performed at 10% or 20% below their Non-LEP peers on district assessment scores. With over 50% of our students qualifying as LEP, this has been a priority for our campus for years and will continue to be a priority.
- HS SAT/ACT scores – ACE can support our campus with pre-ACT and pre-SAT supports. Some of the biggest barriers to college acceptances for our students are our SAT/ACT scores. We could significantly improve our college acceptance rates with additional supports in 8<sup>th</sup> and 9<sup>th</sup> grade.
- Attendance – Our low HS attendance numbers usually have to do with HS students who have conflicting outside responsibilities at home. We are in need of services for our students to guide them toward non-conflicting work schedules.
- Socio-emotional support – with over 50% of our students labeled At Risk, we are in need of additional venues where students can receive socio-emotional support
  - One avenue would be through activities that provide students opportunities to express themselves in ways not afforded by a traditional school environment
  - Another avenue would be a low stakes academic support environment to help them build their confidence in themselves and their skills
- Family engagement – About 10% of our parents/guardians currently connect with school activities or events. This number is extremely low when we consider our students, behavioral, academic, and socio-emotional needs. We've seen a lot of success with a current ESL class we are providing parents and believe this could help us see long term gains with our student performance since parents might feel more comfortable coming to school and talking to teachers because they will be able to communicate in English.
- 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. If we don't teach our students the financial literacy skills that will help them become financially stable, we run the risk of continuing the cycle of poverty in which many members of the Gulfton community are already entrenched.
- Increase in student Substance Abuse- ACE can provide a student advocacy group against substance abuse where they can meet weekly.

#### What Does Discipline Look Like at Your Campus?



**Chart 2: Community Needs.** Please focus only on the immediate neighborhood you serve, not the larger Houston community. **(Note: This question will be answered by the Community Engagement team.)**

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?

## ACE North Forest Site

Chart 1: Program Needs
<p>1. Identify and describe any existing <b>non-ACE</b> after-school activities or services you currently provide on campus.</p> <p><b><u>Athletics- Core sports</u></b>  Basketball  Soccer  Volleyball  Cross Country  Track</p> <p><b><u>After-school Detention</u></b>  This is currently offered every weekday.</p> <p><b><u>Tutorials</u></b>  These are currently offered every weekday depending on one core subject.</p> <p><b><u>Student Culture and Affairs</u></b>  Black Student Union  Debate Team  Senior Committee  Gay Student Alliance  Student Council  National Honors Society</p>
<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"> <li>▪ School budget cannot accommodate extra-curricular activities, mostly school-day activities</li> <li>▪ Limited elective choice for students in YES Prep system and at NF</li> <li>▪ High demand for new activities that the campus can't afford due to budget limitations.</li> <li>▪ High supply of teachers who want to teach electives and advise extra-curricular activities, of whom we cannot afford to pay for their time</li> </ul> <p>NF Goals:</p> <ul style="list-style-type: none"> <li>▪ Decrease Relational Aggression</li> <li>▪ Increase ADA Average</li> <li>▪ Improve Student Academic Achievement</li> </ul> <p>Students will have opportunities for additional support (via ACE) that wouldn't be an option without ACE clubs/activities.</p>

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

**Mentoring, Morning Clubs, and Academic Enrichment**

- *Mentoring-Safety and Behavior:* to address our target growth area of safety and behavior, we need to provide those target students with resources to reduce relational aggression such as mentorship. We are currently piloting an afterschool mentoring program through ACE, which we would not be able to do without ACE funding.
- *ADA -Morning Clubs:* to address our goal to get every student to school every day, on time, we need solutions that will help parents transport students to school. Our students who struggle to get to school on time, have the option of participating in AM morning clubs that would allow parents to drop students off earlier to ensure punctuality and attendance. We have implemented 3 morning clubs, facilitated by school staff to support this resource. We would not be able to do so without ACE funding.
- *Academic Enrichment-Student Academic Achievement:* Students are at risk of failing in the following subjects which will result in retention and not graduating; Math, English I, US History, Biology. We are working with the Director of Instruction to recruit certified staff to provide additional help in these core subjects to ensure students have the resources needed to improve their performance in these subjects. These additional staff would not be compensated for this valued time if we did not have ACE funding.

4. What are your program'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?

The following focus area for programming were identified by using data feedback from student surveys and meeting with the North Forest Leadership Team.

- Our first focus is on academic enrichment. We realize that providing additional support to staff and students to enhance academic achievement is an area that needs improvement. With expanded clubs/after school opportunities we would have more spaces for students to receive additional academic supports.
- Secondly, we plan to offer more arts and sports electives that we are unable to offer during the day. We currently offer the following school day electives: choir, theater, dance, art and gym. We need to enhance these school day options to extended day clubs to improve the productions and experience for our students. These electives will be aligned with the Visual and Performing Arts Team, to provide extended support for annual school productions outside of the school day.
- Last, in order to support our campus mission that all students will be college ready; we need to offer additional electives that will support Student leadership. For example, student journalism and agriculture are both interest that would promote student leadership and prepare students for affairs to move forward with for college. In addition, we'd like to focus on skillset electives to support career readiness such as carpentry, auto engineering, nursing, cosmetology, and education.



**Chart 2: Community Needs.** Please focus only on the immediate neighborhood you serve, not the larger Houston community.

Identify 2-3 partnership you would be interested in bringing to your campus for family and student initiatives.

- **Children at Risk:** Advocacy Trainings for parents
- X **Crime Stoppers:** School Safety for parents and students
- **Houston Community College:** Adult Education (ESL, GED and other certification programs)
- X **Houston Food Bank:** Nutrition Education for parents and students
- **Save the Children:** Mental Health sessions for parents and students
- X **Preferred Meals:** collaboration with student and parent events to provide nutritious meal options
- X **Houston Public Library:** Variety of Resources at Scenic Woods Location to support student and parent needs

## ACE Northside Site

Chart 1: Campus Needs
<p>1. Identify and describe any existing <b>non-ACE</b> after-school activities or services the campus currently provides on campus.</p>
<p>The campus offers athletic sports outside of school hours for students to try out and be part of the team. Aside from athletics, the occasional teacher will offer a tutorial or an opportunity for a student to stay for a campus bid trip, there are no other after-school activities.</p>
<p>2. Explain why existing activities or lack of existing activities do not sufficiently meet the program's current needs.</p> <ul style="list-style-type: none"> <li>• The lack of activities outside of athletics is a huge gap in need for the students to participate in enrichment activities, get additional academic support as well as college and career support and engagement.</li> <li>• There are very few after-school programs in the community and many of the students' parents work multiple jobs, so their ability to pick their students' up after school or at a different community location is limited.</li> <li>• Many students desire to stay on campus and take part in activities in lieu of going home.</li> <li>• Students of siblings who participate in athletics often stay after school and can benefit from attending the after-school program while they await parent pick-up.</li> <li>• Campus connection – students may not feel connected to campus if there is not an additional activity for them to participate in; students can gain a closer connection with staff who lead the club activities which will translate to a better relationship during the school day</li> <li>• Transportation – neighborhood widely disbursed from school; many students can't walk home; parents unable to pick up or want to pick up</li> </ul>
<p>3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?</p>
<p>The school day does not fully allow enough time for targeted academic assistance for the number of students that need it, thus the after-school program would provide study halls for students to gain that additional academic support that they may need</p> <p>Additionally, any tailored "clubs" or extra-curricular activities are almost non-existent during the school day. An after-school program would allow for more specific opportunities for students, to address their lack of access to outside of school opportunities in the community.</p> <p>After-school programming allows for students to explore new interest and be introduced to activities that they may not otherwise be able to participate in. It can add to campus culture, increasing students feeling of belonging to the campus and building on community.</p> <p>After-school programming can offer additional supports and resources for students to explore college and career opportunities.</p> <p>Additionally, clubs are typically smaller in class size, offering a deeper connection between the staff and students.</p>

4. What are the program'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?

- Academic data is quite low – most of the students join us in 6<sup>th</sup> grade with 2+ grade levels of deficit in ELA and Math. A before and after-school program would provide study hall to allow more time for targeted academic instruction to these students. The after-school program would like to work with the academic department to provide additional academic support in these areas to help increase student performance levels and STAAR testing scores.
- Creating a sense of community and connection— Finding ways to connect students to what is happening in the community and giving them ways to showcase their skills (through art, learning, athletics, etc.) continues to help build belief that there are opportunities in their community.
- Persistence—students who feel connected to the campus are more likely to stay at that campus and graduate from it; the after-school program will seek to create intentional club activities to address that need.
- Student safety and self-awareness – students have expressed high levels of feeling anxious, depressed, etc. based on behavioral health survey data. The after-school program will seek to create intentional club activities to address that need. Additionally, students will need social and emotional learning to assist with the reopening of schools after the COVID-19 pandemic, the after-school program can be part of that assistance.

These priorities are met through various sources of data, including, but not limited to student surveys, test scores, grades, etc. provided to the ACE Coordinator.

**Chart 2: Community Needs.** Please focus only on the immediate neighborhood you serve, not the larger Houston community. (Note: This question will be answered by the Community Engagement team.)

**What are the 2 family engagement strategies or activities at your program that you think are the most effective ways to engage families at your campus?**

One family engagement event that is the most effective way to engage families on Northside's campus is having parent orientations. The orientations are for parents to gain a full understanding of what ACE has to offer to them and their student. It is an opportunity for them to ask questions and meet with other parents.

One family engagement strategy that has been most effective is using school messenger. This is sending automated messages to all the parents specifically related to upcoming events. The messages are given in Spanish and English, which accommodates to the families the campus serves. Parents are more likely to respond to events if they have received a message through school messenger.

**Please write an example of a time when outreach to parents was the most successful in your ACE program? Why do you think it was successful?**

A time when parent outreach was most successful was when ACE hosted a parent workshop and partnered with the Girls Empowerment Network, Northside Parent Association and the campus Legacy Clinic, and BakerRiley organization. This event was successful, because it showed collaboration across the campus as well as in the community. There was a good turnout of parents in attendance and they were fully engaged in the presentation.

**What are the two biggest challenges you face to engaging families?**

One of the biggest challenges that the ACE Site Coordinator engaging families at Northside is the lack of parent participation. Parent participation, outside of inquiring about their students' grades, has been a challenge at Northside historically. This challenge leads into the second challenge of providing the right activities for families and scheduling them at the most convenient time for families to attend. Due to miscommunication it is more difficult to discuss the needs of families at Northside. When attempting to provide resources and events for families they are less successful due to attendance. This could be because of communication, the day and time of the event, or some other unknown factor.

**From the list below, identify 2-3 partnership you would be interested in bringing to your campus for family and student initiatives.**

- ☐ **Children at Risk:** Advocacy Trainings for parents
- ☐ **Crime Stoppers:** School Safety for parents and students
- ☐ **Houston Community College:** Adult Education (ESL, GED and other certification programs)
- ☒ **Houston Food Bank:** Nutrition Education for parents and students
- ☐ **Save the Children:** Mental Health sessions for parents and students
- ☒ **Other:** ☐ Girls Empowerment Network

## ACE Fifth Ward Site

### Chart 1: ACE Program Needs

1. Identify and describe any existing **non-ACE** after-school activities the campus currently provides.

- Tutorials
- Athletics
- Community Events /Festivals

2. Explain why existing activities or lack of existing activities do not sufficiently meet the program 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 20-21

STAAR Domain I	55%
STAAR Domain III	100% of Targets Met
SAT College Readiness (12 <sup>th</sup> Grade Only)	39%
Student Persistence	93.5%
Average Daily Attendance (ADA)	96.5%

**Chart 2: Community Needs.** Please focus only on the immediate neighborhood you serve, not the larger Houston community. **(Note: This question will be answered by the Community Engagement team.)**

- **Children at Risk:** Advocacy Trainings for parents
- **Crime Stoppers:** School Safety for parents and students
- **Houston Community College:** Adult Education (ESL, GED and other certification programs)
- **Houston Food Bank:** Nutrition Education for parents and students
- **Save the Children:** Mental Health sessions for parents and students

My campus and community will benefit by collaborating with Crime Stoppers and Region 6 Education Service Center (Driver's Ed Program). Crime stoppers will provide a civilian response to Substance Use Prevention to students. Parents and students will have the opportunity to teach teens why using drugs and alcohol as an adolescent will critically affect brain development into adulthood. Crime Stoppers will talk about illicit drugs, marijuana, prescription medication, vaping and alcohol as well as relevant laws, consequences, and protective factors in this presentation. The Safety Education and Training Department (SET) provides hands on and classroom instruction, training, and certifications to a variety of individuals including: district students, staff, trainers, employees, parents, and the community by offering an assortment of safety programs that meet a wide range of individual needs.

## ACE White Oak Site

Chart 1: Campus Needs
1. Identify and describe any existing <b>non-ACE</b> after-school activities or services you currently provide on campus.
<ul style="list-style-type: none"> <li>• Athletics (Volleyball, Cross Country, Basketball, Soccer, Track)</li> <li>• Tutorials</li> <li>• SAT prep courses</li> </ul>
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"> <li>• I believe that our campus needs groups or organization 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 help them meet small goals around life skills and not purely academic related.</li> <li>• Our campus also needs organization/clubs around their identities (ex: Boys to Men, Brown Girls Club, etc). We often celebrate the months, but in order for attendance and persistence rate to increase, students need a space to learn about their culture and express who there are as black/brown boys/girls.</li> <li>• 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.</li> <li>• A parenting group where parents have mentors on how to be better parents also is 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.</li> </ul>
3. What is missing from the traditional school day that an expanded or enhanced after-school program would address?
<ul style="list-style-type: none"> <li>•</li> <li>• SAT prep course – 10<sup>th</sup> and 11<sup>th</sup> graders mostly</li> <li>• Driver's ed – 10<sup>th</sup> ad 11<sup>th</sup> grades</li> <li>• Etiquette class for boys and girls</li> <li>• Dance team –</li> <li>• National honor society club</li> <li>• Cheer</li> <li>• Step</li> <li>• Choir</li> <li>• Art</li> <li>• Technology – keyboarding for all grades, digital media class,</li> <li>• Homework help / STAAR tutorial / extra academic support – both MS and HS               <ul style="list-style-type: none"> <li>○ MS STAAR support – ELA for 6<sup>th</sup> 7<sup>th</sup> and 8<sup>th</sup> grades; math for MS; social studies and science 8<sup>th</sup> grade</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ HS EOC – algebra I, bio I, English I and II</li> <li>• Creative writing club</li> <li>• Cooking club</li> <li>• Sewing</li> <li>• Spanish club</li> <li>• Theater/improv club</li> <li>• Humanitarian club – service club</li> <li>• Robotics club</li> <li>• Anime club</li> <li>• Hispanic Girls Group</li> <li>• Black Association Group</li>   <li>• Increase literacy opportunities for students</li> <li>• Parent association – ESL classes, GED classes,</li> <li>• Muffins with mom <ul style="list-style-type: none"> <li>○ -staff investment because parent engagement betters our school and students</li> </ul> </li> <li>• Movie club</li>   <li>• Events <ul style="list-style-type: none"> <li>○ Literacy night – event for students to learn about testing and reading content works; family reading night</li> <li>○ Math night – teach parents strategies for how testing works and how they can support their students at home</li> <li>○ Art showcase – bring parents</li> <li>○ Honor Roll Awards</li> </ul> </li> </ul>
<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"> <li>• Enhancing access to literacy <ul style="list-style-type: none"> <li>○ increase book access, engagement with literacy, accelerated reader program</li> </ul> </li> <li>• LEP student support <ul style="list-style-type: none"> <li>○ ESL, STAAR tutorials, etc.</li> </ul> </li> <li>• Build character in students – push for service club;</li> <li>• Mentoring opportunities</li> <li>• Learning how to act in difficult situations</li> <li>• Girls on the run – African American girls empowerment club</li> <li>• Lock ins – activities, character building, honor roll celebrations</li> <li>• Health fair for parents and students</li> </ul>
<p><b>Chart 2: Community Needs.</b> Please focus only on the immediate neighborhood you serve, not the larger Houston community. <b>(Note: This question will be answered by the Community Engagement team.)</b></p>
<p>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?</p>



Unsure

## ACE West Site

Chart 1: Program Needs
<p>1. Identify and describe any existing <b>non-ACE</b> after-school activities or services the campus currently provides.</p> <p>At YES Prep West, we offer the following sports:</p> <ul style="list-style-type: none"> <li>• MS and HS Girls Volleyball</li> <li>• HS Boys Volleyball</li> <li>• MS and HS Girls and Boys Cross Country</li> <li>• MS and HS Girls and Boys Track</li> <li>• MS and HS Girls and Boys Basketball</li> <li>• MS and HS Girls and Boys Soccer</li> <li>• HS Cheerleading</li> </ul> <p>Our other clubs are teacher led. Teacher sponsors volunteer to host these activities and do not receive stipends for their sponsorship of these clubs:</p> <p><u>National Honor Society (YES)</u></p> <ul style="list-style-type: none"> <li>• Club Objective: To recognize outstanding students and foster scholarship, service, leadership and strong character.</li> <li>• Open to grades 10-12th; grades must meet requirements for acceptance (what is the grade expectation); 40 members maximum</li> </ul> <p><u>Asian Cultures Club</u></p> <ul style="list-style-type: none"> <li>• Club Objective: Expose students to Asian cultures, food and shows. To bond with students across the grade levels.</li> <li>• Open to all grades 6-12th</li> </ul> <p><u>Q.U.E.E.N.S for the Culture</u></p> <ul style="list-style-type: none"> <li>• Quintessential Unity Through Education and Encouragement for Next-Level Sisterhood for the culture is a group for young women that will transcend the individual to understand and better identify with their inner queen so that they can connect and create dynamic relationships with other females leading a strong culture of sisterhood, community and personal well-being.</li> <li>• Open to all grades 6-12<sup>th</sup></li> </ul>
<p>2. Explain why existing activities or lack of existing activities do not sufficiently meet the program's current needs.</p> <ul style="list-style-type: none"> <li>• Our most robust extracurricular activities currently lie within athletics. However, the activities offered are limited to certain sports due to space and funding. Students' interest level and participation is therefore limited.</li> <li>• There was a vast shift in the staffing at Yes Prep West leading to a lack of instructors interested and available to host extracurricular activities. The activities that were available previous years could no longer be offered causing student interest and participation to decrease.</li> </ul>

<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"> <li>• Students have little choice in extra-curricular activities, mostly in the middle-school level. 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. Students who are academically far behind spend their electives periods in structured academic interventions, and don't have time to take electives – they spend their whole day in core-content and don't have the opportunity to flesh out their creative interests.</li> <li>• Students have little choice in organizations offered during the school day. West currently offers PALS, Student Council, and National Honors Society during the school day. However, these are only available for high school students and they must apply to be a part of PALS and NHS. The after-school program would address the lack of organizations for middle school students, and students who may have different interests from what is currently offered.</li> <li>• High School students do not have a choice in what electives they can partake in. The school does not offer a variety of courses in visual arts, dance and music. The students are limited to what they can enroll in due to the limited options and their academic requirements.</li> <li>• 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.</li> <li>• Mindfulness and wellness activities would be beneficial after school for students to learn about emotional intelligence, this will be of great support for students dealing with the pandemic aftermath</li> </ul>
<p>4. What are the program'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"> <li>• 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.</li> <li>• The top priority is to ensure students have access to technology and are being educated in how to properly write an email, navigate different programs, and access online resources.</li> <li>• The data from student/family surveys while online learning during the pandemic has demonstrated the education gap in technology in our Title 1 school</li> <li>• The program's priorities are to meet the needs of the students by providing activities in the visual arts, dance and music departments. 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.</li> <li>• The program will seek activities in the STEM field and provide quality and educational courses through the enhanced after school program.</li> <li>• 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, and constant monitoring of the program's attendance reports.</li> <li>• The survey responses were evaluated to provide data to demonstrate the high need of music, art and STEM activities.</li> </ul>

## Chart 2: Community Needs.

Please provide short responses to each of the questions below.

**What are the two-family engagement strategies or activities at your program that you think are the most effective ways to engage families?**

- Having an accessible space where the families can be informed regarding ACE updates, school news, and events is important. A bulletin board has been set up with the clubs offered, and program hours, calendar or student and adult events. As events are added the schedule will be added to the bulletin board to inform parents. The families also receive news and updates through the Parent Pack and ACE at West Facebook pages. The pages are updated weekly with important information regarding school/ACE events and updates.
- The second most effective way to engage families is by collaborating with the parent association (Parent Pack) at West by choosing events/resources that will be beneficial to families according to their feedback. They can respond to surveys and voice their opinions and needs. The Parent Pack meets monthly with the staff ambassador and ACE coordinator to discuss upcoming events, report important news and updates. This creates great rapport between the staff and parents to ensure the needs of the families will be met.

**Please write an example of a time when outreach to parents was the most successful in your ACE program? Why do you think it was successful?**

- During the 2019-2020 school year the parents requested sessions from Crime Stoppers. They were interested in learning more regarding substance abuse, and cyber bullying. The ACE coordinator booked an informational session from Crime Stoppers and advertised the event through social media, campus flyers, and flyers given during dismissal. The parents helped advertise the event other parents as well because they felt like these sessions were highly needed in their community. Through the different levels of outreach, the event was successful with the highest participation of the spring semester.

**What are the two biggest challenges you face to engaging families?**

- The online learning platform has shown the gaps in communication with families due to their lack of devices/internet access and knowledge in using technology.
- Engaging families of all backgrounds is also another challenge. The Hispanic community at West is large and willing to participate. However, families from other races and ethnicities do not participate as much. West has a diverse group of families and language barriers is also another reason why families may be hesitant to attend school functions.

**From the list below, identify 2-3 partnership you would be interested in bringing to your campus for family and student initiatives.**

- **Children at Risk:** Advocacy Trainings for parents
- **Crime Stoppers:** Be Nice, Mental Health Session
- **Houston Public Library:** Computer Classes
- **Houston Community College:** Adult Education (ESL, GED and other certification programs)
- **Houston Food Bank:** Nutrition Education for parents and students
- **Save the Children:** Mental Health sessions for parents and students

### **Appendix 3: Centers' Fall and Spring Logic Models; Theory of Change.**

This appendix contains a discussion of the “Theory of Change” that was the basis for the AY 2020-21 YES Prep ACE program. It also provides an introduction and access to complete fall and spring logic models for each of the ten YES Prep ACE Centers.

The theory of change underlying this year's (AY2020-21) 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. It was also adopted based on evaluation findings and recommendations from the previous YES Prep Cycle 10 evaluation reports.

Logic models for each of the 10 YES Prep Centers were developed and implemented based on this theory of change, on the results of campus and community needs assessments (detailed previously in this report), and on the findings from last year's (AY2019-20) ACE evaluation report.

Two logic models were created for each YES Prep ACE center. One logic model was created and implemented for the fall 2020 term while a second model was developed and put into operation for the spring 2021 academic term.

Each of the models for a Center was separate and distinct, especially in presenting a different set of programmatic inputs and outputs. While each logic model for a Center was separate and distinct, each followed the same template – one devised and recommended both by a Texas Education Agency's consultant, American Institute for Research (AIR), and by two advisory groups of professional evaluators (Local Evaluation Advisory Group and Local Evaluation Support Initiative) impaneled by AIR.

Each of the models for a 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/u/0/folders/1pH7id4oV41zFuUSAixapZFf-mR2j2stn>

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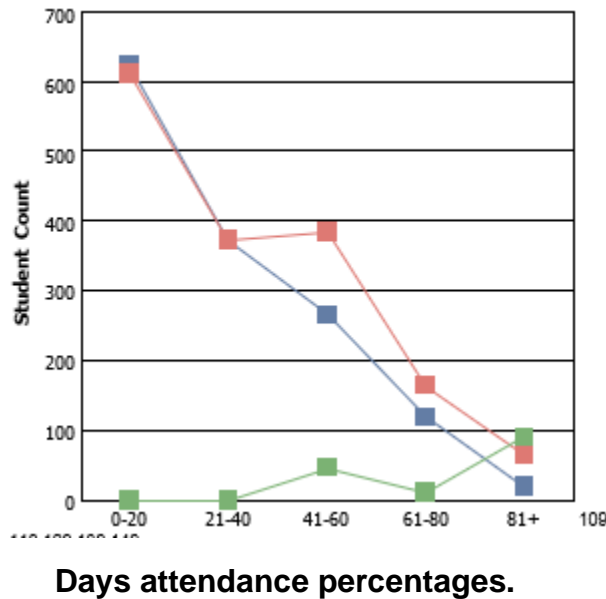
## **Appendix 4. Detailed Evidence on Program Participation, Operations, and Activities**

This appendix contains detailed information on each of the following –

- Student participation at the Grantee Level
- Students and adults served by the program at ACE Centers.
- Regular and non-regular participation in ACE by Center.
- The operations of each center.
- The inclusion of State required activity components.
- Grantee level student attendance
- Demographic characteristics of Grantee level student participation
- Program activities and highest attendance by ACE Center
- Activities during on-line, virtual programming

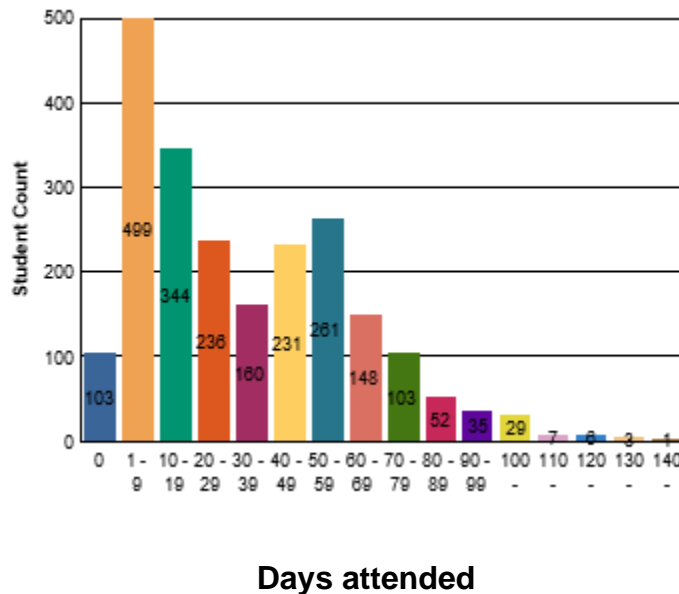
The charts and table immediately below show the student count by days attended percentage, the student count by number of days attended and (the table) the number of participants by attendance percentage for the fall, spring, and summer terms **at the Grantee level**. (Note: summer data are current only to June 25 enrollment.)

**Chart 4.1 Student Count by Days Attended Percentage –Grantee Level**



Key: Blue = fall, Red=spring, Green = summer (up to June 25 enrollment)

**Chart 4.2 Student Count by Days Attended – Grantee Level**



**Table 4.1 Attendance Percentage of Attendance for Fall, Spring and Summer as well as Total Grantee Attendance by Academic Term – Grantee Level**

Attendance %	Fall	Spring	Summer
0-20	623	610	0
21-40	372	373	0
41-60	265	383	46
61-80	119	164	11
81+	19	65	90
<b>Total</b>	<b>1,398</b>	<b>1,595</b>	<b>147</b>

***Evaluator comments:***

In the spring and fall, the percentage of days attended by students was relatively small as was the number of days attended (the latter in the 1 to 10 day range). In the summer, on the other hand, 81+ was the modal percentage category for attendance.

{Appendix continues on the next page)

**Table 4.2** (Previously shown in Table 1.2 in Report Appendix 1) **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
<b>Totals</b>	<b>2055</b>	<b>811</b>		<b>1244</b>	<b>1130</b>	
<b>Mean (avg)</b>	<b>295.5</b>	<b>81.1</b>		<b>124.4</b>	<b>113.0</b>	
<b>Standard Deviation</b>	<b>50.31</b>	<b>17.6</b>		<b>55.39</b>	<b>37.48</b>	

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.

**Table 4.3 Participation<sup>@</sup> by Students and Adults in the ACE program at each Center— 2020-21 Fall, Spring and Summer**

ACE Site	Total Students Served	Regular Student Participants	Regular Participants Number Required	Non-Regular Participants	Adults	Adults Required
Southside	343	91	85	252	121	50
Brays Oaks	211	106	85	105	185	50
Southwest	250	91	85	159	87	50
East End	226	86	85	140	106	50
Gulfton	220	87	85	133	162	60
North Forest	281	86	85	195	91	60
Northside	205	111	85	94	153	60
Fifth Ward	183	86	85	97	117	50
White Oak	281	92	85	189	95	60
West	180	73	85	107	103	60
<b>Totals</b>	<b>2380</b>	<b>909</b>		<b>1471</b>	<b>1220</b>	
<b>Mean</b>	<b>238</b>	<b>90.9</b>		<b>147.1</b>	<b>122</b>	
<b>Standard deviation</b>	<b>51.15</b>	<b>10.75</b>		<b>51.81</b>	<b>33.48</b>	

Source: TEAL data system. Extracted July 28, 2021.

@ 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

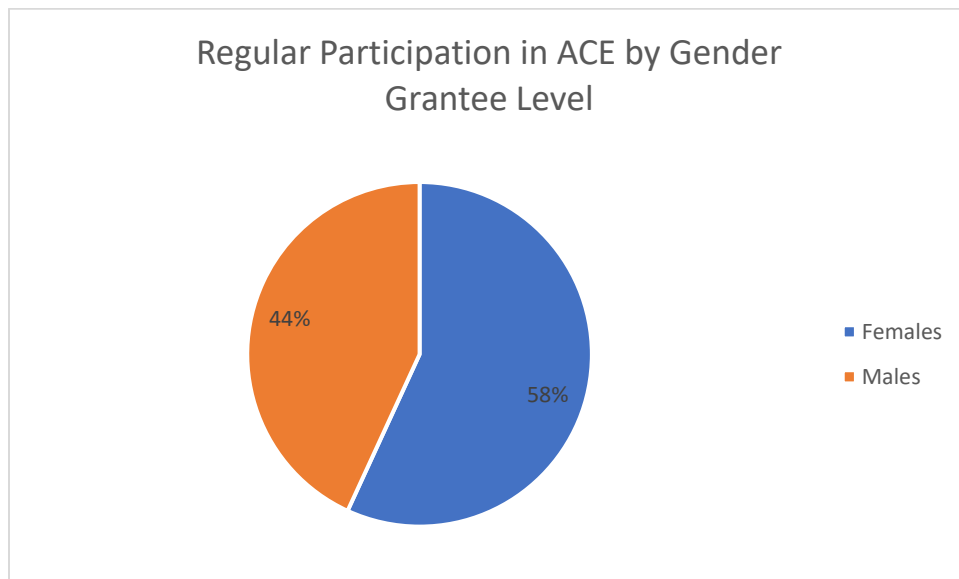
In the table immediately above, ACE program requirements not met are highlighted in yellow.

*Evaluator comments:*

As seen in both tables immediately above, only the West center did not meet the State requirements for regular student attendance in ACE. This was so even when summer enrollments were included. All other centers did so.

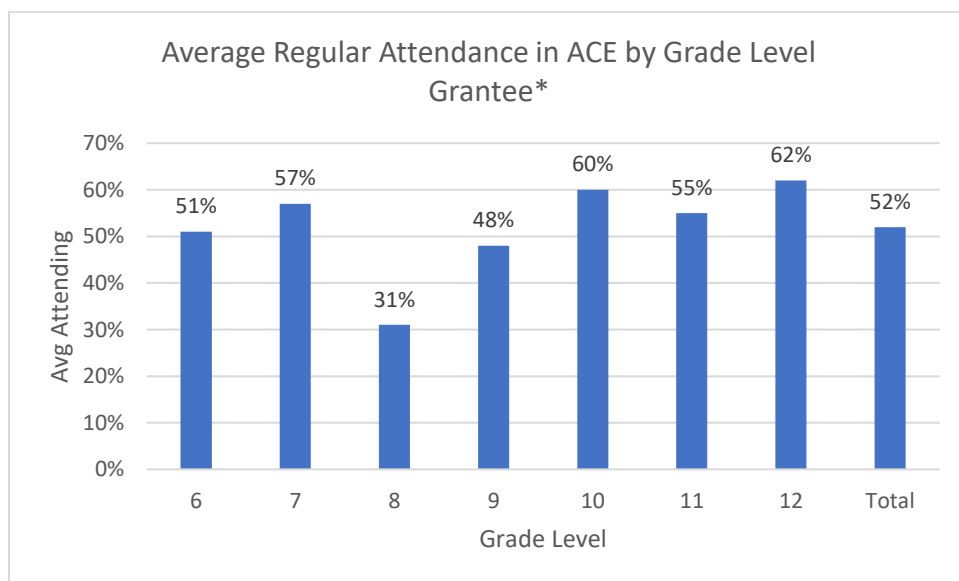
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Who were the “regular student participants” in the YES Prep Ace Program? The charts immediately following provide some answers –



Source: TEAL data system grantee level data

Females were more often regular participants in ACE than were males at statistically significant levels ( $p \geq .05$ ).

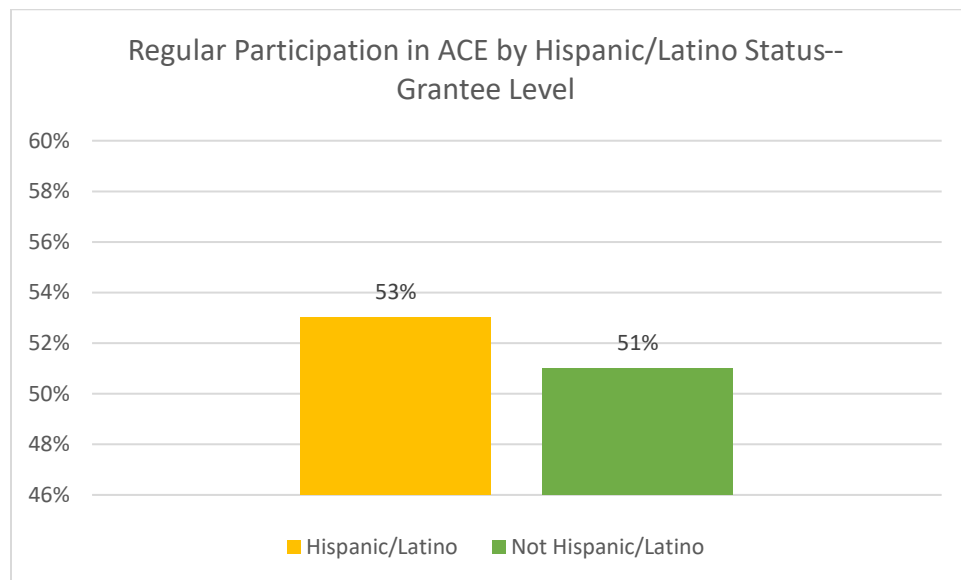


Source: TEAL data system grantee level data.

\*Notes: This chart shows the percentage of attendees at each grade level who were regular program attendees. **It does not show total attendees by grade level. Thus, 12 graders were not the most frequent participants in ACE. But among 12<sup>th</sup> grade**

**participants in ACE, some 62 percent of those who did participate were regular program participants with 45 or more days of active attendance.**

Students of Hispanic/Latino descent were slightly more often found to be regular participants than those who were not of such ethnicity. But the differences were not statistically significant at  $p \geq .05$ .



*Evaluator comment:*

The above charts suggest students who might be more likely to be interested and, thus, more likely recruits to future YES Prep ACE programs.

{Appendix continues on the next page}

The *meeting of program operations requirements* for each center during the fall and spring terms are shown below:

**Table 4.4: Meeting of ACE Program Operations Requirements by Center for the Spring and Fall Terms, AY2020-21.**

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	Not Met 14.25)*	Met	Met (17)
Brays Oaks	Not Met (14)*	Not Met (14.75)	Met	Met
Southwest	Not Met (13)	Not Met (13.75)	Met	Not Met (15)@
East End	Not Met (13)	Met (15.50)	Met	Not Met (15)
Gulfton	Not Met (13.25)	Not Met (14)	Met	Met
North Forest	Met	Met (15.50)	Met	Met (18)
Northside	Met	Not Met (14.25)	Met	Not Met (15)
Fifth Ward	Not Met (14)	Not Met (14)	Met	Not Met (15)
White Oak	Not Met (14)	Met (15.50)	Met	Not Met (15)
West	Not Met (14)	Not Met (14.50)	Met	Not Met (15)

Source: TEAL Data system: Center Operations

Notes: \*Numbers of actual hours/week are shown in parentheses

@ Actual weeks in service are shown in parentheses

**Table 4.5: Meeting of ACE Program Operations Requirements by Center for the Summer Term, AY2020-21.**

Site	Weeks in Service	Weeks in Service Required	Hours/Week	Hours/Week Required
Southside	Met (7)	5	Met (23.75)	16
Brays Oaks	Met (5)	5	Met (19)	16
Southwest	Met (7)	6	Met (22.75)	16
East End	Met (6)	6	Met (19.5)	16
Gulfton	Met (8)	6	Met (17)	16
North Forest	Met (9)	6	Met (20.75)	16
Northside	Met (9)	6	Met (22)	16
Fifth Ward	Met (6)	6	Met (20)	16
White Oak	Met (6)	6	Met (20.25)	16
West	Met (6)	6	Met (20.25)	16

Source: TEAL Data system: Center Operations



### ***Evaluator comments --***

Notice that all 10 YES Prep centers met the “weeks in service” program requirements for the fall term. But most of the centers had trouble meeting the remaining ones: hours/week for fall and spring and weeks in service for the spring. Difficulties in meeting operations requirements were attributable largely to the incidence and prevalence of COVID-19, to program delivery by virtual means, and by district and Texas Education options provided to parents about the education of their children.

In the summer term as the prevalence of COVID-19 and its associated health risks eased, all program operations requirements were met at all 10 centers.

The table below shows that all centers met the required program activity components.

**Table 4.6: Meeting of Required Program Activity Components by Center (AY2020-21)**

<b>Center</b>	<b>Academic Assistance</b>	<b>College and Workforce Readiness</b>	<b>Enrichment</b>	<b>Family and Parental Support Services</b>
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	Met	Met
Northside	Met	Met	Met	Met
Fifth Ward	Met	Met	Met	Met
White Oak	Met	Met	Met	Met
West	Met	Met	Met	Met

Sources: TEAL Data System, Activities by Center, 2020-21; and Logic Models by Center

## **Appendix 5: Process Evaluation Details and Findings**

This appendix includes details of the YES Prep ACE process evaluations and expanded discussion of the findings of those evaluations. The details and findings discussed in this appendix are based on the following sources:

- Results from using the “Program Quality Self-Assessment (QSA)” instrument modified from one originally developed for the New York State Afterschool Network (hereafter referred to by the acronym “NYSAN”). The use of this instrument was recommended and strongly endorsed by the Texas Education Agency’s (TEA) consultant, American Institute for Research (AIR) and by the TEA’s two advisory groups of evaluation professionals (Local Evaluation Advisory Group and Local Evaluation Support Initiative). The lead evaluator of the present report, who served on both professional advisory groups, modified the NYSAN for use in Texas and conducted training in its use by YES Prep ACE site coordinators.
- External evaluator participant-observation of “Content Day” meetings of the ACE project director, family engagement specialist, and the 10 program site coordinators.
- Continuous Quality Improvement (CQI) by the program staff of the YES Prep ACE program.
- Site visits by the external evaluator of YES Prep ACE Centers.

## Continuous Quality Improvement (CQI) Planning by YES Prep ACE

Throughout the academic year, the YES Prep ACE program was committed to a continual, comprehensive quality improvement process. This quality improvement process was directed by the ACE program director with the active participation of the ACE family engagement specialist, the site coordinators and the lead evaluator of the Durand Research and Marketing Associates, LLC, evaluation team.

In May 2021 YES Prep ACE developed an Action Plan designed to guide site coordinators on how to effectively implement continuous program quality measures for certain priority areas. The Plan included the identification of high priority improvement areas and the adoption of continuous improvement strategies. The improvement strategies incorporated actionable steps, specific program quality measures, and target completion dates. The ACE project director and the external evaluator provided feedback on plan elements after which site coordinators fully implemented the Action Plan.

The Action Plan developed for the complete 10-site ACE Program is shown below –

YES PREP ACE ACTION PLAN	
Program Name:	YES Prep Public Schools
Date Plan Created:	5/13/2021
What successes/assets can support this work?	
<ul style="list-style-type: none"><li>• SC, DSS, and PD</li><li>• Available resources ACE PD has <u>developed</u></li><li>• <u>Westat</u> Ed. Specialist 1x1 planning</li><li>• <u>Westat</u> ongoing trainings</li></ul>	
Improvement Area Identified	Rationale / Finding that Showed this as an Improvement Need:
<ol style="list-style-type: none"><li>1. Integration with the school day</li><li>2. District and campus level support</li><li>3. Student and family engagement and retention</li></ol>	<p>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.</p> <p>Leadership support and buy in has been critical to moving ACE initiatives forward. We must continue to engage leaders in this such critical work and invite ourselves to the table to join planning and alignment conversations.</p>

*(Continued on the following page)*

		Strategically identify opportunities to promote the program, engage students and families to effectively design retention efforts. Giving students and parents voice and choice in what the program offers is a critical aspect of program development and quality.		
Improvement Strategy	Specific Attainable Action Steps	Responsible Person(s)	Progress Measures	Target Completion Date/Timeline
<b>Integration with the school Day</b> 1. Are student needs assessed to determine what the program offers? 2. Identify criteria used to identify needs (Skyward Reports, Power BI reports, Campus Needs Assessment, and surveys) 3. Identify and recruit students most in need for ACE services	<ul style="list-style-type: none"> <li>Review campus Needs Assessment for 2021-2022</li> <li>Review available multiple student data sets to identify targeted <u>students</u></li> <li>Meet with DSS and other key campus stakeholders to align programming to campus and student <u>needs</u></li> <li>Identify students most in need of services <b>and</b> how you recruit those specific students (what is your recruitment plan?)</li> </ul>	SC, DSS, PD	Program site visits by DSS, PD, <u>Westat</u> Ed. Specialist, and Independent Evaluator  1x1 meetings with PD and FES	<b>PD INTERNAL EVALUATION TIMEFRAME:</b> <b>May, 2021- July 2021</b>  <b>SC ACTION PLAN IMPLEMENTATION TIMEFRAME:</b> <b>Aug. 1, 2021 – Aug. 31, 2021</b>
<b>District and campus level support</b> 1. How do you engage district and campus leaders in the program development and implementation process? 2. Do you host planning and collaboration meetings to ensure program alignment with the school day?	<ul style="list-style-type: none"> <li>Schedule beginning of year planning meetings with district and campus level leaders to align program goals and priorities</li> <li>Identify program focus areas around academics, SEL, sense of belonging, enrichment etc.</li> <li>Create program vision considering focus <u>areas</u></li> <li>Share plan with key stakeholders and seek feedback</li> </ul>	SC, DSS, PD	Program site visits by DSS, PD, <u>Westat</u> Ed. Specialist, and Independent Evaluator  1x1 meetings with PD and FES	<b>Aug. 1, 2021 – Aug. 31, 2021</b>

3. What is your process for collaboration and input? 4. How do you use feedback to guide your program planning strategies?	<ul style="list-style-type: none"> <li>Identify staffing needs and create a plan for program staff recruitment</li> </ul>			
<b>Student and family engagement and retention</b> 1. Do you have a marketing and recruitment plan in place? 2. How do you identify engagement and retention opportunities for students and families? 3. Explain how you monitor effectiveness of recruitment, engagement and retention strategies	<ul style="list-style-type: none"> <li>Share you marketing and recruitment plan with district and campus level leaders and seek input</li> <li>Identify approach to build program awareness and engage students and families in the process (ACE Newsletter)</li> <li>Conduct student and parent survey during each program term to make adjustment to program offerings to ensure needs are consistently being assessed</li> </ul>	SC, DSS, PD	Program site visits by DSS, PD, TAC, and Independent Evaluator	<b>Aug. 1, 2021 – Aug. 31, 2021</b>
What are possible barriers to success?			What could be planned to address barriers?	

**ACTION STEP DUE Aug. 1:** Internal review of Action Plan will be conducted during the July ACE team leadership summit session. Site coordinators will complete a program planning and reflection

tool to set the stage and foundation for your 2021-2022 program. This will allow the ACE PD to review and provide feedback prior to the start of the school year.

### Process Evaluation Findings from Site Visits, Participant-Observation of Content Day Meetings and Use of the NYSAN Quality Self-Assessment Tool

*Complete process evaluations* were conducted for each ACE Center by the external evaluator in collaboration with the Program Director, Family Engagement Specialist, and Site Coordinators.

Process evaluation evidence was derived from site visits and Content Day meetings supported by data collected and reported in the TEAL data system as well as from utilizing a process evaluation instrument commonly referred to as “the NYSAN.”

As noted at the outset of this appendix, the NYSAN is a Program Quality Self-Assessment (QSA) tool for Ongoing Program Improvement originally developed for the New York State Afterschool Network. (Note: This tool was recommended and endorsed for process evaluations by the Texas Education Agency’s (TEA) consultant, American Institutes for Research (AIR), and by TEA’s two impaneled advisory groups of professional evaluators (Local Evaluation Advisory Group and Local Evaluation Support Initiative). *The YES Prep ACE program’s external evaluator and author of the present evaluation report was a member of both advisory groups. He also instructed site coordinators about how to use the NYSAN.*)

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/1gmLuhdl9PNXR7cVfQrgNYUpTef3WNG3q>

In the remainder of this appendix section program implementation strengths and areas of possible improvement are *highlighted in summary form*. Results from the NYSAN are reported, results confirmed by means of site visitations, participation in Content Days, and with data available from TEAL.

#### **Summary\* of Principal Strengths and Areas of Possible Improvements Based on the NYSAN**

<b>Principal Implementation Strengths</b>	<b>Areas of Suggested Improvement</b>
Provision of a safe, healthy, nurturing environment for all participants	Need for more information about special health needs of participants
Maintenance of positive relationships and partnerships among staff, participants, families and communities	More scheduling of meetings with major stakeholders
Diverse program staff	Better healthy snacks

A variety of appropriate activities supporting the development of participants	Encourage former participants to serve as program volunteers/staff
Program alignment with school standards and curricula	An internal method of assessing staff performance
Participants exercise voice and choice in activity selection	Improved communications with community-based organizations
Measurements gathered and used for program improvement and evaluation	Better opportunities for professional development/advancement of staff
Seeks opportunities to share community resources with families	Representation of site coordinator on school curriculum committee

\*Note: Derived from all 10 ACE Centers.

## Appendix 6: Detailed Results from the Outcomes Evaluation

In this appendix results from the outcomes evaluation of the AY2021 YES Prep ACE program are detailed. These results include the following --

- Results of surveys conducted of YES Prep students
- School day attendance; noncriminal behavior referrals; criminal behavior referrals; reading, math, science, and social studies grades; student retention in grade; and graduation on the part of YES Prep ACE participants as reported in the Texas Education Agency's TEAL data system.\*
- Analysis and findings on “dose-response,” the effects of the level or degree of student participation in the YES Prep ACE program on program outcomes\*
- Program effects on outcomes compared to those deriving from “student mix.”

\*Important Note: As a result of COVID-19, resulting in face-to-face campus closures, and the adoption of on-line virtual learning, results regarding these outcomes measures were *only available in the Texas Education Agency's TEAL data system after June 25, 2021. This rather late date inhibited severely the statistical analyses that were possible to complete prior to the end of July deadline for this report.*

## **Results of Surveys of YES Prep Students, AY2020-21**

Surveys of students were conducted at each campus during the fourth (last) quarter of AY 2020-21 by the YES Prep central administration. The survey instrument that was administered to students included questions designed to assess students' satisfaction and perceptions with a range of campus matters including the ACE program.

The *number of YES Prep student respondents* to survey questions was quite high (see the numbers immediately below):

**Table 6.1 Number of student respondents to ACE survey questions**

Questions	20-21 4 <sup>th</sup> Quarter
I would recommend ACE to my friends.	4888
ACE clubs and activities allow me to learn new things.	4910
ACE is helping me do better in school	4841
I enjoy coming to the ACE program.	4831
I participate in ACE clubs/activities:	5029

Source: YES Prep Data Team, July 2, 2021

During the survey, students were asked each of the following questions about the ACE program at YES Prep:

2. I would recommend ACE to my friends.
3. ACE club and activities allow me to learn new things.
4. ACE is helping me do better in school.
5. I enjoy coming to the ACE program.
6. I participate in ACE clubs/activities.

In the table below, the percent of students responding affirmatively to each of the above questions are displayed by program site.

**Table 6.2 Students' responses to the questions by ACE site (AY2020-21)**

Question #	South-side	Brays Oaks	South-west	East End	Gulf-ton	North Forest	North-side	5 <sup>th</sup> Ward	White Oak	West	Avg. Yes Prep*	St. Dev.*
1.	74%	83%	67%	81%	72%	77%	67%	69%	75%	82%	<b>75%</b>	<b>6%</b>
2.	72%	78%	63%	78%	71%	71%	64%	67%	84%	79%	<b>73%</b>	<b>7%</b>
3.	65%	68%	58%	74%	60%	66%	56%	59%	69%	74%	<b>65%</b>	<b>6%</b>
4.	68%	70%	59%	75%	62%	61%	56%	61%	73%	73%	<b>66%</b>	<b>7%</b>
5.	54%	50%	41%	54%	43%	41%	40%	43%	61%	60%	<b>49%</b>	<b>8%</b>

Source: Student Satisfaction Survey, YES Prep Public Schools, 4<sup>th</sup> Quarter, AY2020-21. Downloaded, June 30, 2021,



Notes: \*Both the mean and standard deviation were calculated across centers not weighted by the number of students at each center. The numbers of students surveyed were not available.

*A caveat:* The reader of the above survey data is advised to exercise caution in drawing inferences from the results shown. When surveys were administered, YES Prep students were directed to only answer questions about ACE if they actually had participated in the program. Yet, an examination of the survey results revealed that some students seemingly responded to the above questions even though they had not participated in the program or if their involvement was quite abbreviated. Unfortunately, in the interest of protecting confidentiality, the names of individual survey respondents were not requested thus prohibiting the identification of such non- or limited participants. Nonetheless, the data reported above were deemed too important to be discarded and thus are included in this report.

### **Overtime Trends in Students' Survey Responses**

To provide the reader with some idea of survey student responses to the same questions in previous years, the following chart was created based upon data provided by the YES Prep Data Team. Because neither the YES Prep ACE student “mix” nor the activities and “manner of program delivery” were the same in prior years as those of AY2020-21, the chart below *is only suggestive* of possible differences that might be attributable to the impact of COVID-19 on student satisfaction levels and perceptions.

**Table 6.3 Students' responses to survey questions in preceding years.**

Questions	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Avg.	St. Dev.
I would recommend ACE to my friends.	76%	25%	73%	76%	<b>63%</b>	<b>25%</b>
ACE clubs and activities allow me to learn new things.	81%	64%	71%	73%	<b>72%</b>	<b>7%</b>
ACE is helping me do better in school.	74%	55%	59%	65%	<b>63%</b>	<b>8%</b>
I enjoy coming to the ACE program.	76%	63%	72%	73%	<b>71%</b>	<b>6%</b>

I participate in ACE clubs/activities:	72%	54%	23%	58%	52%	21%
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#### *Evaluator comments –*

The reader will notice that the rows in the table immediately above are color-coded as follows –

- The **green** color-coding indicates that the *average* response for the question was *more affirmative (within one standard deviation)* for AY2020-21 (Table X.2) than for preceding years.
- The **yellow** color-coding indicates that the average response for the question was equal on average (within one standard deviation) for AY2020-21 and for preceding years.

That is, despite the frequently virtual manner of activity delivery employed in the ACE program for AY2020-21, student survey responses were about identical to those for preceding years – *with one important exception*. Rather surprisingly, a higher percentage of students on average indicated that they would recommend the ACE program to friends than in previous years.

### **Academic and Behavioral Outcomes: “Dose-Response” Relationships**

Central to evaluating the achievement of program outcomes is the identification and analysis of “dose-response” relationships, the associations between the level or degree of participation in the YES Prep ACE program, on the one hand, and “successful” or desired outcomes on the other. Indeed, if the ACE program made a positive difference, observed “successes” or desired program results should be more evident among student participants with higher attendance levels. (“Desired program results or outcomes” were detailed in the Program’s “Theory of Change” and in Centers’ Logic Model; see **Appendix F** of this report.)

In order to analyze such dose-response relationships, levels of ACE program participation and such “desired outcomes” as low or no social-behavioral referrals, frequent school attendance, successful grades in math and science, and the like, it was first necessary to merge data from separate, distinct files extracted from the State of Texas TEAL data system. (The use of TEAL data in this evaluation was mandated the

Texas Education Agency.) In other words, the necessary data for the analysis were not available in a single file in TEAL.

As discussed earlier in this report (in Appendix 4 and the section on “COVID-19 and the YES Prep ACE Program”), however, several other data limitations were imposed by COVID-19 in AY2020-21, limitations that severely restricted the evidence available, subsequent analyses, and likelihood of reliable evaluation findings. Probably the most important of these data limitations encountered during the evaluation of YES Prep ACE was the relatively late date at which outcomes data were recorded and made available. Such data were not available for the evaluation of outcomes until late June 2021, a date that constrained severely the merging of data from separate files (see above), the creation of statistical models based on previous research and evaluation findings, and the analysis and interpretation of data prior to a Texas Education Agency (TEA) required report submission deadline of July 31, 2021.

After giving the data limitations, the needed analytical tasks, and the TEA report deadline further thought, the Durand Research and Marketing Associates, LLC, evaluation team decided that a more accurate, reliable, and timely evaluation was best conducted by drawing a *representative, random sample of ACE student participants at the Grantee level*. Utilizing such a sample, the evaluation team concluded, would reduce the number of likely errors resulting from statistical calculations, errors deriving from merging separate data files (often by hand), and the likelihood of late evaluation reporting. Accordingly, a *random sample of 42-0 student participants* from across the 10 YES Prep ACE Centers was drawn using the Statistical Package for the Social Sciences. That sample size yielded a 4% margin of error at the 95% confidence level, statistics derived from calculations based on the standard error of the mean.

As just alluded to, for the analysis the number of activity days (ACE “dose”) for each student had to be extracted from two TEAL data file (Grantee Participant Activity Detail for spring and fall). Next, these data were further merged into a single file with data on spring and fall outcomes, including students’ grades, school day attendance, graduation rates, and other outcomes evidence. The use of a sample appreciably reduced the number of such calculations and, thereby, enhanced the likelihood of accurate, reliable findings (as well as a timely final report).

To further avoid errors in summing, copying and in merging the sample data, the Durand Research evaluation team double-checked results using Excel spreadsheets and the frequency analysis function available in the Statistical Package for the Social Sciences. All in all, extracting data and merging files to conduct the necessary analysis still proved to be time-intensive albeit far less so than had the complete population of ACE students been utilized instead of a sample.

Utilizing the resulting merged sample 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, graduation, grade promotion

and changes in fall to spring semester grades for reading, math, science, and social studies, on the other, were analyzed initially. This initial analysis focused particularly on differences between “regular” participants (45 or more days of ACE participation as defined by TEA) and “non-regular ACE participants.

The results of this initial analysis revealed the following sample characteristics sample of student participants in ACE –

- The mean or average YES program attendance for the sample as a whole was 43 days, but with a standard deviation of 27.57 days.
- The median days (for half of attendees) was 45 days which along with the mean indicates a slight skewness toward a higher number of days attended. (The skewness coefficient of .318 confirmed this indication.)
- The mode or most frequent number of days attended was 45 days, the number of days required to be a “regular program participant.”
- A percentage total of 48% of the attendees were found to be “non-regular” participants (44 or fewer days of ACE participation) while 53 percent of the total met the standard of 45 days or more to be considered as “regular” ones.

A comparison of non-regular and regular participants revealed the following with regard to ACE program outcomes --

Program Outcome	Non-Regular Participants	Regular Participants	Significance Level
School days absent for academic year	Avg = 16.25; std. dev =22.97@	Avg = 10.09; std dev = 11.87	.007
Criminal referrals (academic year)	.02	.01	ns*
Non-criminal referrals (academic year)	.09	.02	.036
Grade promotion (academic year)	.94	.94	ns
Reading grade change (year)	-.30	-.34	ns
Math grade change (year)	-.35	-.26	ns
Science grade change (year)	-.26	-.28	ns
Social studies grade change (year)	-3.94	-3.9	ns

Sources: Student Outcomes Data and Student Program Participation Data; TEAL Data System, July 6, 2021.

Notes: \*Indicates a difference that is not statistically significant at  $p \leq .05$ .

@ “Avg” refers to the average or mean score; “std dev” refers to standard deviation.

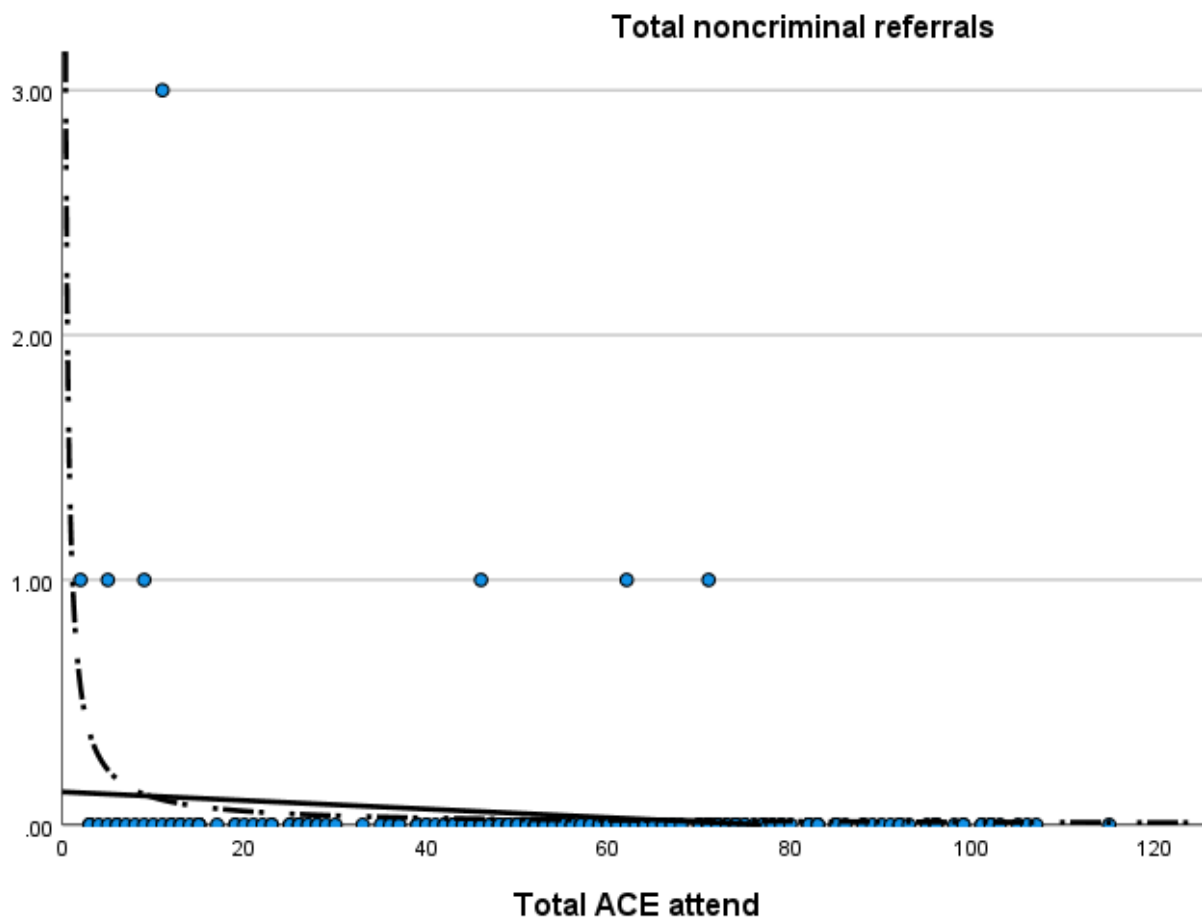
*Evaluator comment –*

Only school days absent during the academic year and non-criminal behavioral referrals were found to differ between non-regular and regular participants in ACE at statistically significant levels ( $p \geq .05$ ). As seen in the above table, regular participants in ACE had appreciably fewer school day absences and non-criminal referrals than did their non-regular participation counterparts. However, the reader is reminded that these are simple, bivariate associations.

Further exploration --

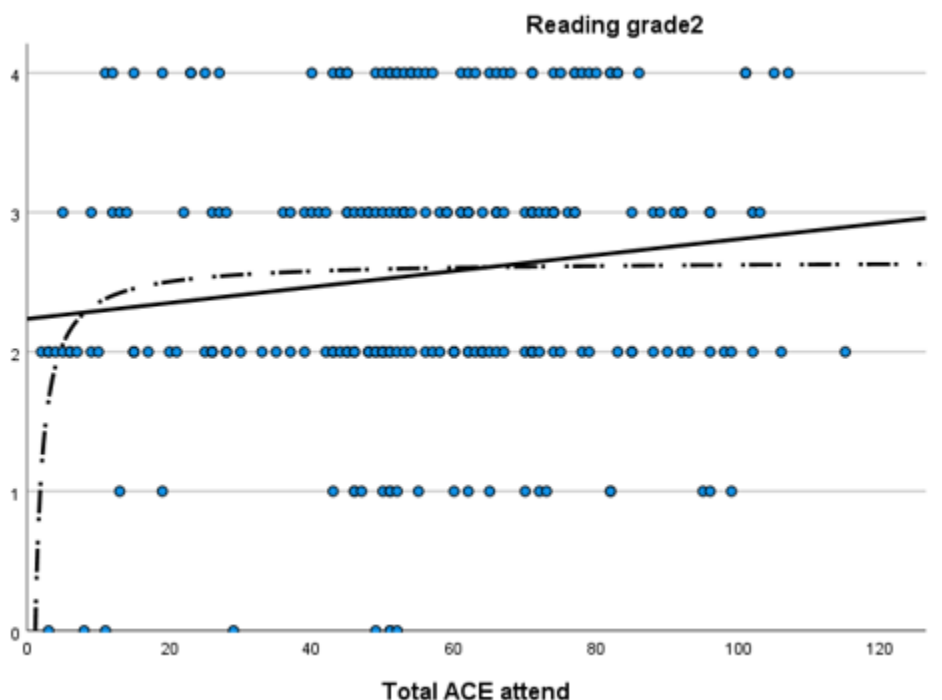
After finding the results in the above table, the Durand Research and Marketing Associates, Inc., evaluation team decided to explore further dose-response relationships between student participation and program outcomes. In particular, the team decided to estimate other possible functional relationships – especially linear and curvilinear ones -- between days of attendance and the program outcomes shown in the above table. The Statistical Package for the Social Sciences’ subroutine known as “curve estimation” was utilized for this purpose. Utilizing this subroutine, the team followed a commonly used approach to curve estimation by attempting to fit a linear function to the data on days of participation in the program, on the one hand, and program outcomes on the other. Following this attempt at linear fitting, an attempt was made to see whether a curve might improve the initial linear model.

The team found two instances in which this appeared to be so and, thus, a curvilinear relationship between dose and outcomes response. Both instances are shown in the charts immediately below (page following).



The chart above displays both the linear and the curve of the relationship between total days of ACE attendance and the total number of students' non-criminal referrals. As evident in the above chart, the linear relationship (the line in the lower left corner) shows a straight decline between attendance and referrals. The curve, on the other hand, displays some additional information: Total noncriminal referrals begin to decline in after just a few days of total attendance reaching no referrals at about day 23 or 24. (Both the line and the curve were found to be statistically significant at the .05 level.)

The second instance of interest to the evaluation team concerned the relationships between total days of ACE participation and spring term reading grades (identified as "Reading Grade 2" in the Chart). Both the linear relationship and the curvilinear one are shown in the chart below (page following). As can be seen, the curve again added additional information beyond the depicted line. The line showing the functional relationship between total ACE attendance and spring term grades displays reading grades increasing linearly with days of participation. But the curve provides the additional finding that after about 40 days of attendance, spring reading grades no longer increased but leveled off. Furthermore, the chart also shows a rapid rise in grades after only a few days of participation, but then later leveling.



IMPORTANT: The reader is reminded that the relationships discussed above in this appendix subsection are only about dose – response *associations* – not about whether these associations were *caused* by the YES Prep ACE program. Actual *outcome effects* of ACE are discussed immediately below.

### **Was it “Student Mix” or the ACE Program that Resulted in Outcomes?**

The results presented in the section 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. For example, the relationship between students’ ACE participation and non-criminal behavioral referrals reported above may be spurious owing to the social background characteristics of ACE participants. Such background characteristics (e.g., gender, grade level, etc.) may result in certain levels of student participation in ACE as well as in a propensity for non-criminal behavioral problems.

However, 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, but statistically significant relationship was reported immediately above

between 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 but choose to participate in an athletic activity after school at ACE. In such a case, 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 and each outcome of interest (behavioral referrals, school absences, final course grades) were examined after controlling for the effects of individual participants' background (antecedent) characteristics.

Unfortunately, only four background characteristics of student participants were available in the TEAL data system: gender, ethnicity, age, and grade level. However, in the analysis the evaluation team found that students' age and grade level were quite highly correlation. This high correlation posed an analytical problem known to mathematicians and statisticians as "collinearity," a problem which prevented the outcome effects of age and grade level from being separated. So, the team eliminated age from the analysis and included only gender, ethnicity, and school grade level as antecedent conditions.

The means and standard deviations for this analysis involving background characteristics are shown below –

<b>Variable</b>	<b>Mean</b>	<b>Standard Deviation</b>
Gender (female)*	60%	.49
Ethnicity (Hispanic/Latino descent) *	77%	.42
Grade level in school	8.67	1.99



Notes: \*In the analysis, each of these variables was treated as a “dummy variable” encoded as 1 for the presence of an attribute or 0 for its absence. This coding affords the use of interval level statistical models like OLS estimation.

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,” school grade level was found related both to involvement in extracurricular activities and to a range of outcomes (e.g., reading improvement, school days absent).

The principal OLS modeling results obtained from analyzing the effects of ACE participation levels on each expected or desired program outcome (behavioral referrals, school absences, grades, etc.) after controlling for gender (female), ethnicity (Hispanic/Latino), and school grade level are shown in the tables below. All results were derived from utilizing the Statistical Package for the Social Sciences (SPSS). To avoid inaccurate estimates, the findings shown have been further investigated for autocorrelated residuals, a particular problem in the use of data over time (panel data) on the same individuals, that results in overestimates of model “fit.” (That is, the results incorrectly depict stronger relationships as result of statistical artifact.) Such investigation was conducted using a test known as the “Durbin-Watson.” However, no evidence was found in any of the models estimated. Additionally, attempts were made to fit linear models as well as curvilinear models.

**Table 6.4 Program Impact on School Day Attendance**

Model		Unstandardized Coefficients		Coefficients <sup>a</sup>	t	Sig.	Correlations		
		B	Std. Error	Standardized Coefficients Beta			Zero-order	Partial	Part
1	(Constant)	11.129	5.358		2.077	.039			
	Gender (female)	-.3.505	2.067	-.108	-1.696	.091	-.126	-.110	-.107
	IsHispanic/Latino (yes)	1.422	2.594	.035	.548	.584	.054	.036	.035
	School grade level	.857	.491	.112	1.744	.082	.130	.113	.110
	Total ACE attend	-.107	.039	-.171	-2.708	.007	-.181	-.174	-.171

a. Dependent Variable: Total school absences

In this and the following tables in this subsection, the reader should observe the *partial correlation* of “total ACE attendance” with the dependent variable, in this case total school absence. The reader should also note the significance level (in the “Sig” column of the table) and observe whether such a level is greater or less than .05, the significance level utilized throughout this evaluation.

Note in the above table that the partial correlation is a -.171 a number representing the correlation between ACE participation level and total school absences after the effects of antecedent variables (gender, Hispanic/Latino descent and school grade level) have been controlled statistically.

The -.171 standardized coefficient number indicates that each day of ACE participation was found to result in .171 *fewer* school day absences on average.

**Table 6.5 Program Impact on Criminal Referrals (A Behavior Outcome).**

Model	Unstandardized Coefficients		Coefficients <sup>a</sup>		Sig.	Correlations		
	B	Std. Error	Beta	t		Zero-order	Partial	Part
1	(Constant)	.019	.038		.490			
	Gender (female)	.018	.015	.081	1.239	.217	.088	.080
	IsHispanic/Latino (yes)	.017	.019	.060	.919	.359	.054	.060
	School grade level	-.003	.004	-.065	-.983	.326	-.062	-.064
	Total ACE attend	-2.036E-5	.000	-.005	-.072	.943	-.001	-.005

a. Dependent Variable: Total criminal referrals

The table above shows that program participation had no impact on the number of criminal referrals at statistically significant levels ( $p \geq .05$ ).

**Table 6.6 Program Impact on Non-Criminal Referrals (A Behavior Outcome).**

Model	Unstandardized Coefficients		Coefficients <sup>a</sup>		Sig.	Correlations		
	B	Std. Error	Beta	t		Zero-order	Partial	Part
1	(Constant)	.293	.083		3.511	.001		
	Gender (female)	-.078	.032	-.153	-2.421	.016	-.158	-.156
	IsHispanic/Latino (yes)	-.028	.040	-.044	-.667	.493	-.057	-.043
	School grade level	-.010	.008	-.086	-1.348	.179	-.076	-.085
	Total ACE attend	-.002	.001	-.174	-2.762	.006	-.180	-.177

a. Dependent Variable: Total noncriminal referrals

As is evident from the table above, total ACE days attended was found related to non-criminal referrals at statistically significant levels ( $p \geq .05$ ). The partial correlation indicates that on average a day of ACE participate was associated with .174 *fewer* non-criminal referrals at YES Prep.

**Table 6.7 Program Attendance Effect on Student Grade Level Promotion**

Model		Unstandardized Coefficients		Coefficients <sup>a</sup>	t	Sig.	Correlations		
		B	Std. Error	Standardized Coefficients Beta			Zero-order	Partial	Part
1	(Constant)	.962	.068		14.158	.000			
	Gender (female)	.056	.028	.098	1.991	.047	.119	.100	.097
	IsHispanic/Latino (yes)	.046	.033	.069	1.395	.164	.049	.070	.068
	School grade level	-.021	.007	-.148	-2.992	.003	-.136	-.149	-.146
	Total ACE attend	.001	.000	.146	2.975	.003	.153	.148	.145

a. Dependent Variable: Promotion in grade

As shown in Table X.7 immediately above, on average a day of ACE participation was associated with a .146 increased likelihood of a student being promoted to the next grade level. This likelihood was found to be statistically significant at  $p \geq .05$ .

**Table 6.8 Graduation and ACE Attendance**

Results from analyzing the impact of ACE participation on school graduation after controls were introduced for gender, ethnicity, and grade level are displayed below.

Model		Unstandardized Coefficients		Coefficients <sup>a</sup>	t	Sig.	Correlations		
		B	Std. Error	Standardized Coefficients Beta			Zero-order	Partial	Part
1	(Constant)	-.556	.061		-9.127	.000			
	Gender (female)	.028	.025	.050	1.126	.261	.027	.056	.049
	IsHispanic/Latino (yes)	.047	.029	.070	1.584	.114	.144	.079	.069
	School grade level	.066	.006	.473	10.669	.000	.483	.472	.467
	Total ACE attend	.000	.000	.030	.678	.498	.057	.034	.030

a. Dependent Variable: Graduated

As can be observed in Table X.8 above, days of ACE participation were not found related to graduation at statistically significant levels (.05). The only variable that seemingly made a difference to being graduated was school grade level itself, hardly a surprising finding. This latter relationship was found to be statistically significant at  $p \geq .05$ .

**Table 6.9 Impact of ACE Attendance on Grades for Reading**

The table below shows the impact of attendance on grades for reading over the academic year (2020-21). The reader of this report will observe that in addition to gender, Hispanic descent, school grade level and total ACE attendance, another variable has been included as a statistical control in estimating the impact on students' second (and final) reading grade. That other variable is students' initial (fall semester) reading grade. As Markus (1979, 45-46) long ago pointed out, including fall reading scores is an important analytical strategy since change scores – in this case reading grade changes that occurred in the spring (or second) term – will not be independent of initial (in this case reading) variable values (i.e., students' initial spring term grade).

(Note: this same analytical strategy will be followed below in estimating changes and impacts for math, science, and social studies.)

		Unstandardized Coefficients		Coefficients <sup>a</sup>			Correlations		
Model		B	Std. Error	Standardized Coefficients	t	Sig.	Zero-order	Partial	Part
1	(Constant)	-.119	.264		-.449	.654			
	Fall reading grade	.779	.051	.707	15.228	.000	.730	.711	.684
	Gender (female)	.170	.097	.080	1.759	.080	.178	.116	.079
	IsHispanic/Latino (yes)	.056	.120	.021	.463	.644	.044	.031	.021
	School grade level	.024	.023	.047	1.022	.308	.154	.068	.046
	Total ACE attend	.001	.002	.033	.720	.472	.131	.048	.032

a. Dependent Variable: Reading grade2

Observe that total days of ACE participant did not have an impact on readings at statistically significant levels ( $p \geq .05$ ). However, students' fall reading grades influenced final, second term reading grades. Even though this was so, the reader is reminded that a test for autocorrelated residuals (Durbin-Watson) revealed no evidence of such autocorrelation. Consequently, no evidence was found of overly inflated estimates of model fit.

### Table 6.10 ACE Participation and Changes in Math Grades

The results of modelling ACE participation and math grade changes are shown in the table below.

		Unstandardized Coefficients		Coefficients <sup>a</sup>			Correlations		
Model		B	Std. Error	Standardized Coefficients	t	Sig.	Zero-order	Partial	Part
1	(Constant)	-.606	.402		-1.506	.134			
	Fall math grade	.859	.072	.697	11.958	.000	.707	.707	.691
	Gender (female)	.053	.130	.024	.410	.682	.093	.034	.024
	IsHispanic/Latino (yes)	.149	.147	.059	1.014	.312	.064	.084	.059
	School grade level	.043	.041	.062	1.059	.292	.144	.088	.061
	Total ACE attend	.005	.002	.121	2.079	.039	.127	.171	.120

a. Dependent Variable: Mathgrade2

Total ACE attendance days was the only variable in the model found related to math grades for the second semester. The standardized Beta Coefficient for total ACE attendance (.121) was the only one in the model found to affect second (spring) semester grades at statistically significant levels (note the .039 shown in the "Sig" column of the above table). Since the Beta Coefficient was calculated to be positive, the greater the ACE participation, the greater the math grade after controlling for the other variables – including initial math grades – in the model.

### Table 6.11 Science Grade Improvement and ACE Participation

Model	Unstandardized Coefficients		Coefficients <sup>a</sup>	t	Sig.	Correlations		
	B	Std. Error	Standardized Coefficients Beta			Zero-order	Partial	Part
1	(Constant)	-.477	.470	-1.015	.312			
	Fall science grade	.739	.085	.638	8.671	.000	.643	.641
	Gender (female)	.194	.151	.094	1.286	.201	.185	.123
	IsHispanic/Latino (yes)	.031	.170	.013	.181	.857	-.060	.017
	School grade level	.097	.044	.159	2.217	.029	.095	.209
	Total ACE attend	.002	.003	.056	.773	.441	.161	.074

a. Dependent Variable: ScienceGr2

The above table displays the influence of total ACE participation on second semester science grades after the effects of students' fall science grades, gender, Hispanic/Latino ethnicity and school grade level were controlled. After introducing controls, no influence of ACE attendance was found at statistically significant levels ( $p \geq .05$ ). An examination of the coefficients and correlations showed that spring science grades were affected most by fall science grades and by students' school grade level –the higher the fall science grade and the higher the grade level, the higher the spring science grade.

{Continued on next page}

**Table 6.12 Social Studies' Grades and ACE Participation**

Model	Unstandardized Coefficients		Coefficients <sup>a</sup>	t	Sig.	Correlations		
	B	Std. Error	Standardized Coefficients Beta			Zero-order	Partial	Part
1	(Constant)	3.440	.876	3.926	.000			
	Gender (female)	-.020	.191	-.011	-.107	.915	-.012	-.011
	IsHispanic/Latino (yes)	-.334	.212	-.159	-1.578	.118	-.161	-.157
	School grade level	-.121	.119	-.104	-1.022	.309	-.101	-.102
	Total ACE attend	.005	.003	.141	1.392	.167	.167	.141

a. Dependent Variable: SocialStudies2

*Note:* The reader will note that fall semester grades in social studies were not introduced as a control variable in estimating the model shown in the above table. This is a result of the distribution of grades in the fall term. The social studies grades for the fall term were nearly all (94%) were As. The few who did not receive this high grade either did not re-enroll in the course in the spring or dropped the course sometime during the spring term. There were new, first-time enrollees in the course during the spring, but there were no grades for them in the fall term. Thus, fall term grades in social studies were constant with no variance. This lack of variance, of course,

prevented fall grades from entering the model: constant fall grades could not help to account for variance in spring grades.

Notice further that none of the variables in the model shown in the table, most especially total ACE attendance, were found related to spring social studies grades at statistically significant levels.

*Summary and Conclusion: Program Effects Not Resulting from Individual Student Characteristics*

In brief, the evidence presented above in Tables 6.4 through 6.12 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, especially gender, ethnicity, and grade level. In particular, the analysis presented shows that greater participation in ACE resulted in --

- Fewer days absent from regular school day attendance.
- Fewer non-criminal student behavior referrals.
- Higher rates of student promotion to the next grade level, and
- Improved math grades from fall to spring.

## **Appendix 7 Executive Summaries of the 10 YES Prep ACE Centers**

## APPENDIX 7.A SOUTHSIDE CENTER EXECUTIVE SUMMARY

### KEY MESSAGES

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#### **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 was not met during the spring term owing principally to the COVID-19 pandemic and its health risks, but all other center operations requirements were met.
  - A combination of asynchronous and synchronous program activities was the most common manner of delivery to students.
  - 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 that the implementation of ACE at Southside met or exceeded all quality standards.
  - About 3 in 4 students surveyed by YES Prep at this center responded that they would recommend the ACE program to their friends.



- Students with higher levels of participation in ACE at the grantee level were found to be absent less often from day school during the fall and spring semesters.

## II. Executive Summary

### A. Overall Strengths and Next Steps

Key accomplishments for this center included the implementation of an ACE program that met quality standards and addressed identified local needs. In addition, Southside met both regular and adult program participation requirements as well as requirements for State activity components. During the period of school closings throughout the State attributable to COVID-19, this center offered effective, virtual, on-line programming. 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 excellent performance levels in professional development; activity programming; linkages between day and after-school programming; and in youth participation and engagement. Students’ levels of satisfaction with ACE at Southside were relatively high.

Recommended next steps—

- The site coordinator in combination with the YES Prep central administration should immediately begin forecasting student and adult demand for ACE in the fall of 2021 with particular attention to identifying the most popular face-to-face activities. Such forecasting should be a principal basis for activity scheduling.
- The site coordinator in combination with the external evaluator should assess the effectiveness of different modes of activity delivery.
- “Dashboards” of the kind widely used in business for the monitoring of program operations and outcomes should be developed for this center. A dashboard would facilitate program management decisions, particularly in the offering of activities and in managing student enrollments. The collaboration of this center’s site coordinator is vital to such development.
- The program needs to identify those students most likely to be regular participants in ACE based on demographic characteristics. Such identification should be a principal basis for planning and recruitment by the center.

### 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 ten.

Demographically, just under 50% of participating students in the ACE program were of Hispanic/Latino descent while an additional fifty-two (52) percent were of African American background. Further, about 51% of ACE participants were females.

### C. Implementation

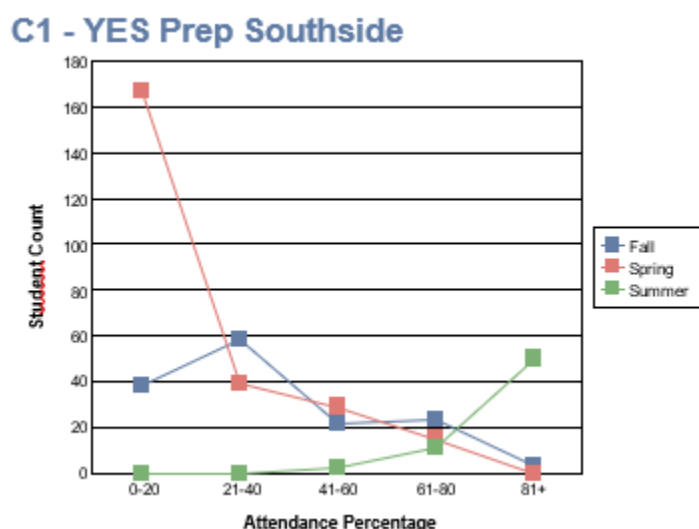
The ACE Program at Southside offered activities for all of the State’s mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

During the fall semester, the activities eliciting the highest levels of average daily student attendance were homework helper, gaming club, and ninth grade career fair. In the spring term, the highest levels of attendance with homework help; general sports and gaming club.

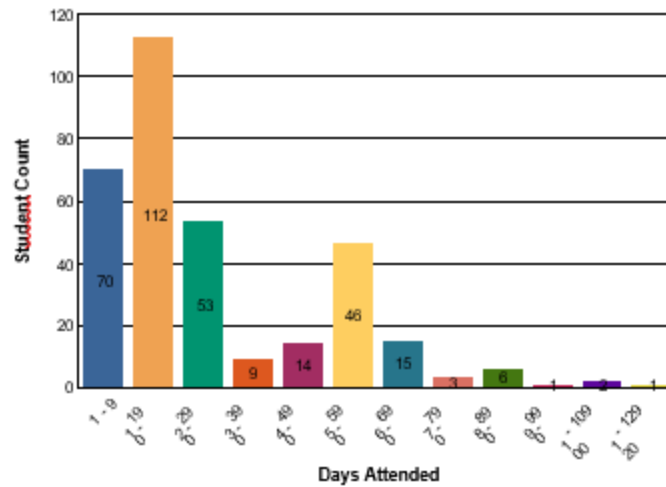
The activities most frequently scheduled in the fall were morning study hall, dance club, and homework helper. In the spring morning study all, dance club, and “chatter and cupcakes” were the frequently scheduled activities.

During the fall and spring terms, the Southside ACE Center served a total of 324 students of which 87 were “regular participants” (45 days of active participation) as well as 115 adult participants. In the fall term a total of 144 students participated while 250 did so in the spring and another 63 were active in the summer.

The charts and the table immediately below provide more attendance details about student participation –



{Continued on next page}



Attendance Percentage			
Attendance %	Fall	Spring	Summer
0-20	38	167	0
21-40	58	39	0
41-60	22	29	2
61-80	23	15	11
81+	3	0	50
Total	144	250	63

The evaluation team confirmed the alignment of Southside ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems. This confirmation occurred through sites visits, by direct observation of lesson plans, college and career materials, and through the NYSAN evaluation instrument (see more below about NYSAN results).

A combination of asynchronous and synchronous program activities was the most common manner of delivery to students.

This center was unable to meet the hours/week operations requirement during the spring term principally as result of COVID-19. But all summer operations requirements were met.

During the fall, spring and summer terms, the program was found to be staffed with certified teachers (see Appendix 1, Table 1.7).

Results obtained from administering the NYSAN process evaluation instrument (modified for Texas and YES Prep ACE) revealed that the implementation of ACE at Southside met or exceeded all implementation quality standards. As briefly noted above, this included ACE program alignment with the YES Prep day school program. Detailed findings of the NYSAN at Southside will be found in Appendix 5 to this report as well as by means of the following Cloud-based (Google Drive) link:

<https://drive.google.com/drive/u/0/folders/1gmLuhdl9PNXR7cVfQrgNYUpTef3WNG3q>

The reader should see especially page 9 in the Southside NYSAN results for more about the linkages between day and after-school.

#### D. Local Needs and Logic Models

Southside did an effective job of addressing identified local needs. The most prominent needs identified at Southside included –

- Enhanced student achievement in writing, spelling, and grammar.
- More extracurricular activities such as cooking, drivers' education, and community garden

The manner by which local needs were addressed and met are shown in this report in two places. The first place is in the comprehensive needs' assessment displayed fully in Appendix 2. The second place is in the fall and spring logic models developed for the Southside program. These models, quite voluminous in size, will be found by means of the following shared link –

<https://drive.google.com/drive/u/0/folders/1pH7id4oV41zFuUSAixapZFf-mR2j2stn>

#### E. Outcomes

About three-fourths of students surveyed by YES Prep central administration at Southside responded that they would recommend the ACE program to their friends.

Evidence was consistent with the conclusion that the *grantee-level* YES Prep ACE program *of which Southside was a part* caused important student participant outcomes. (Note: Time constraints and problems with data reported in TEAL prevented a center level analysis.) In particular, the evidence showed that greater participation in ACE resulted in --

- Fewer days absent from regular school day attendance.
- Fewer non-criminal student behavior referrals.
- Higher rates of student promotion to the next grade level, and
- Improved math grades from fall to spring.

## APPENDIX 7.B BRAYS OAKS CENTER EXECUTIVE SUMMARY

### KEY MESSAGES

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#### 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.

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- Despite COVID-19, 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 AY2020-21 represented an increase for students and adults over the previous academic year, but not an increase for regular student participants.
- The Brays Oaks center did not meet hours/week operations requirements for either the fall or spring term but did so for the summer.
- Results obtained from administering a process evaluation instrument (the NYSAN) revealed that the implementation of ACE at Brays Oaks met or approached all quality implementation standards *with only a few exceptions*. The evaluation team confirmed the alignment of the Brays Oaks ACE with the activities of its respective day school, with college and career readiness requirements, and with additional support systems.
- Student attendance in ACE was higher in the spring term than in the fall.
- As part of a continuous quality improvement process, local needs identified by an assessment instrument were addressed in program activities.
- Unfortunately, the absence of data resulting from COVID-19 and State-mandated school closings prevented an outcomes evaluation specific to this center. However, the evaluation team found evidence at the **grantee-level** of an impact of program “dose” (ACE days attended) on (fewer) school day absences, on (fewer) non-criminal behavioral referrals on higher rates of student promotion in grade level and on improvements in math grades. These results were found to

hold even after students' background characteristics (ethnicity, gender, grade level) were taken into account.

## **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 Program Quality Self-Assessment (QSA) Tool Planning for Ongoing Program Improvement ("NYSAN") 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:

- In collaboration with the YES Prep administration and ACE program director, the Brays Oaks site coordinator needs to develop detailed plans for on-line, virtual ACE programming to continue. This is especially the case since some forecasts indicate that COVID-19 will likely pose major health risks into the fall of 2021.
- 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.
- Even though participation requirements were met, the evaluation team recommends that incentives be adopted to increase student 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 student 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).

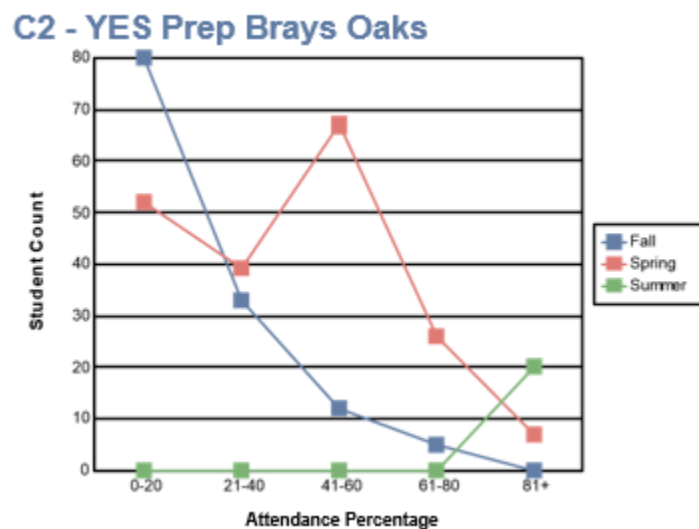
At Brays Oaks near 3 in 4 ACE participants were of Hispanic/Latino descent while about 1 in 4 was African American in background. More than 50% of ACE participants were female.

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.

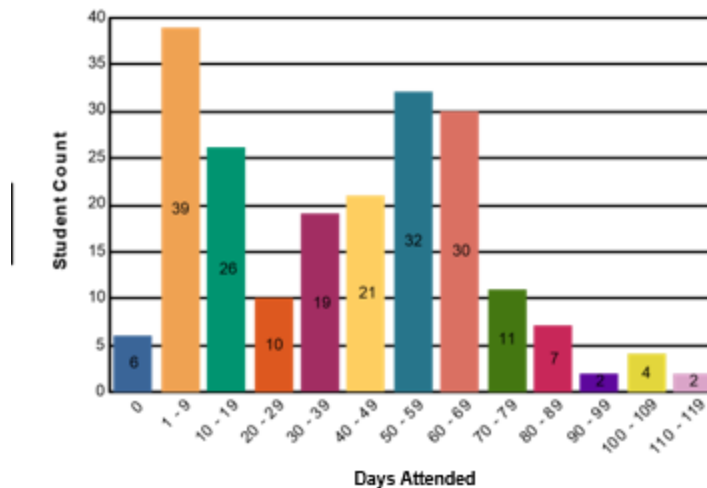
### C. Implementation

The total number of ACE students served during the academic year was 196 of whom 105 were regular participants. In addition, 180 adults participated at Brays Oaks, the highest number in any of the 10 centers. These numbers were an appreciable increase over the same ones for AY 2018-19, the year that generally preceded the COVID-19 pandemic.

The charts and table below display the percentage of total program days attended by participant count for this center as of July 9, 2021 ---



{Continued below}



Attendance Percentage			
Attendance %	Fall	Spring	Summer
0-20	80	52	0
21-40	33	39	0
41-60	12	67	0
61-80	5	26	0
81+	0	7	20

As will be noted, there was more frequent attendance both in count and in percentage in the spring term compared to the fall.

The Brays Oak center met the State requirements for participation and for program components (academic assistance, enrichment, etc.) but not for operations – hours per week in the fall and spring semesters. This appears largely a resultant of COVID-19 and the near elimination of face-to-face activities. However, it did meet such requirements for the summer.

During the fall, spring and summer terms, the program was found to be staffed with certified teachers (see Appendix 1, Table 1.7).

The most common manner of activity delivery was synchronous provision.

As already mentioned above in this appendix, the NYSAN process evaluation at Braes Oaks showed satisfactory to excellent performance levels in linking ACE to day school requirements and activities. Detail evidence is provided at –

<https://drive.google.com/drive/u/0/folders/1gmLuhdl9PNXR7cVfQrgNYUpTef3WNG3q>

Such evidence was further confirmed through site visits, content days and college and career materials.



#### D. Local Needs and Results

Local needs that were identified and addressed at Brays Oaks are shown in Appendix 2 of this report.

The manner of addressing needs is shown in the logic models for fall and spring to be found at --

<https://drive.google.com/drive/u/0/folders/1pH7id4oV41zFuUSAixapZFf-mR2j2stn>

The following identified needs at Braes Oaks, particularly --

- Structured academic interventions in high priority subjects
- Diverse enrichment activities and clubs, particularly for middle school students
- Increased athletic opportunities for middle school students.

Were met chiefly through activities in academic assistance and enrichment.

Problems were encountered by the external evaluation team in summarizing progress in achieving outcomes addressing local needs. These problems generally resulted from the impact of COVID-19, the mandated school closings that followed, and from consequent limitations on data in TEA's TEAL data system (discussed in Appendix 6 to this report). Nonetheless, outcomes discussed below, and an examination of program activities provided evidence of considerable progress in addressing local needs.

#### E. Outcomes

More than 8 out 10 ACE participants at Braes Oaks responded to a survey question indicating they would recommend the ACE program to their friends.

Evidence was consistent with the conclusion that the *grantee-level* YES Prep ACE program *of which Braes Oaks was a part* caused important student participant outcomes. (Note: Time constraints and problems with data reported in TEAL prevented a center level analysis.) In particular, the evidence showed that greater participation in ACE level resulted in --

- Fewer days absent from regular school day attendance.
- Fewer non-criminal student behavior referrals.
- Higher rates of student promotion to the next grade level, and
- Improved math grades from fall to spring.

## APPENDIX 7.C SOUTHWEST CENTER EXECUTIVE SUMMARY

### KEY MESSAGES

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#### 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.

- 
- Despite COVID-19 and its impact, 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.
  - The program met all State-mandated student and adult participation requirements.
  - During this academic year, Southwest delivered most of its ACE program synchronously or by a combination of by a combination of delivery methods.
  - 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 all quality standards. Particularly noteworthy were the excellent assessments for engagement of youth; programming and activities; and linkages between the ACE program and the day school.
  - The evaluation team confirmed the alignment of the Southwest ACE program with the activities of its respective day school, with college and career readiness requirements, and with additional support systems.
  - Important progress appears to have been made in addressing identified local needs.
  - Surveys of students revealed rather high levels of satisfaction with the ACE program.
  - For reasons of time constraints and TEAL data limitations, it was not possible to analyze “dose-response” relationships among participants at single centers. However, the evaluation team found evidence at the **grantee-level** of an impact of program “dose” (ACE days attended) resulting in higher math grades, lower non-criminal, behavioral referrals, higher levels of grade promotion, and fewer

absences during the academic year. These results were found to hold even after taking into account student “mix” in 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. The ACE Program at Southwest offered activities in all of the State’s mandated program components. Despite COVID-19, this center met all State participation requirements. During the period of State-mandated limitations on in-person activities, the center offered successfully on-line virtual programming.

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 manner of addressing such needs.
- In collaboration with the YES Prep administration and ACE program director, the Southwest site coordinator needs to forecast the need for future on-line, virtual ACE programming. This is especially the case since present forecasts indicate that COVID-19 will likely pose major health risks at least through the fall of 2021,
- In light of student participants with low attendance percentages, incentives should be adopted to increase these levels in the Southwest 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 student participants in ACE, most especially those that “early exited” the program from whom much can be learned.

### **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 85% of participating students in the ACE program were of Hispanic/Latino descent while eleven (11) percent were of African American background. Further, slightly more than 60% of ACE participants at Southwest were females.

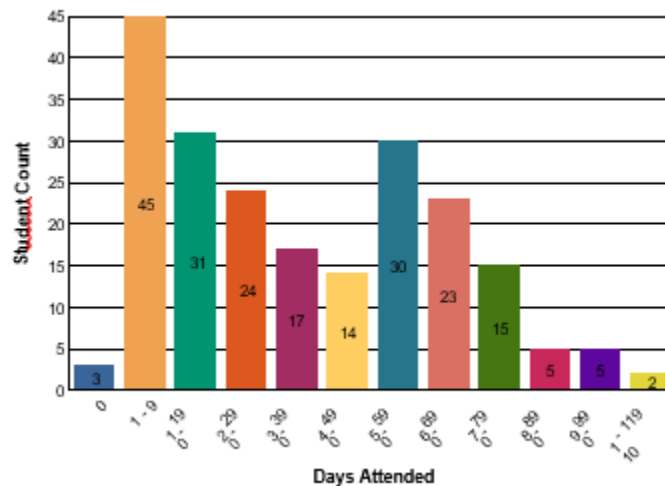
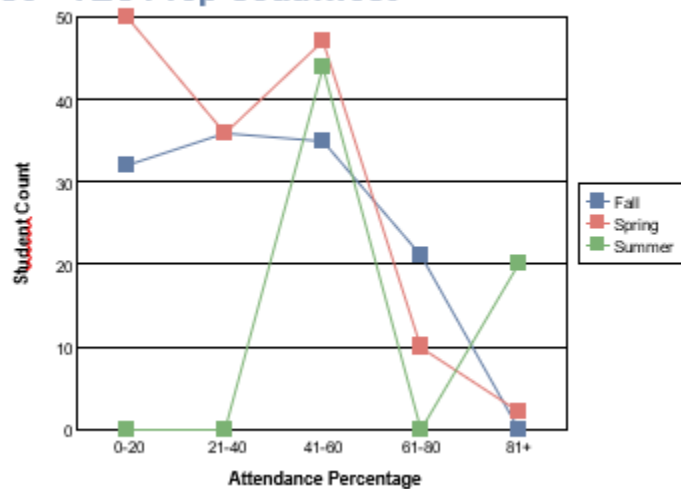
The ACE Program at Southwest offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

### C. Implementation

The total number of students served by the ACE program during AY2020-21 was 166, a number that included 89 regular participants. The program also served 70 adult participants.

More information about student participation, particularly about the nature of attendance levels, is shown in the charts and table immediately below –

**C3 - YES Prep Southwest**



Attendance Percentage			
Attendance %	Fall	Spring	Summer
0-20	32	50	0
21-40	36	36	0
41-60	35	47	44
61-80	21	10	0
81+	0	2	20
Total	124	145	64

The reader will note that program attendance increased rather substantially from fall to spring. Additionally, the modal categories of days attended were in the one to 19 range for the year.

Student attendance in AY2020-21 was considerably lower than in the previous period of AY2018-19, seemingly as a result of the COVID-19 pandemic and virtual, online education.

During the fall, spring and summer terms, the program was found to be staffed with certified teachers (see Appendix 1, Table 1.7).

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

Detailed findings of the NYSAN at Southwest will be found in Appendix 5 to this report as well as by means of the following Cloud-based link:

<https://drive.google.com/drive/u/0/folders/1gmLuhdl9PNXR7cVfQrgNYUpTef3WNG3q>

Evidence from the NYSAN showed close linkages and alignment between the afterschool and day school regulations and curricula. These close linkages were confirmed with college and career readiness requirements, and with additional support systems. This confirmation occurred through sites visits, by direct observation of activities, and college and career materials.

#### D. Local Needs and Outcomes

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

- More elective courses
- Continuous quality improvement

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 3 and at the following link):

## E. Outcomes

Slightly more than 2/3 of students surveyed at Southwest indicated they could recommend the ACE program to friends, an indication of program satisfaction and motivation to involve others in ACE activities.

Evidence was consistent with the conclusion that the *grantee-level* YES Prep ACE program *of which Southwest was a part* caused important student participant outcomes. (For reasons of time constraints and TEAL data limitations, it was not possible to analyze “dose-response” relationships among participants at single centers.) In particular, the evidence showed that greater participation in ACE resulted in --

- Fewer days absent from regular school day attendance.
- Fewer non-criminal student behavior referrals.
- Higher rates of student promotion to the next grade level, and
- Improved math grades from fall to spring.

These results were found even after students’ background characteristics (ethnicity, gender, grade level) were taken into account. Thus the above results could not readily be attributed to “student mix.”

## APPENDIX 7.D EAST END CENTER EXECUTIVE SUMMARY

### KEY MESSAGES

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#### 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.

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- During AY2020-21, East End developed and implemented an almost entirely virtual ACE program that provided several activity options for students and adults.
- The East End 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 New York State Afterschool (NYSAN) process evaluation instrument modified for Texas revealed that the implementation of ACE at East End met or exceeded all quality standards.
- The evaluation team confirmed the alignment of the East End ACE program with the activities of its respective day school.
- Surveys of students found that 81% of ACE students at East End reported that they would recommend the program to a friend.
- Evidence was found that campus and community needs identified by a needs' assessment were addressed by the program.
- The program met State-mandated adult participation requirements, but it did not meet the requirements for regular student participation in the fall and spring. However, when summer participation was considered, the center met all participation requirements.
- For reasons of time constraints, it was not possible to analyze "dose-response" relationships among participants at single centers. However, the evaluation team found evidence at the **grantee-level** of an impact of program "dose" (ACE days attended) resulting in higher math grades, lower non-criminal, behavioral referrals, higher levels of grade promotion, and fewer absences during the

academic year. These results were found to hold even after taking into account student “mix” in the 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 quality program standards, provided all TEA-mandated activity components, and addressed important local needs. Students expressed high levels of satisfaction with the program’s implementation and outcomes. An on-line virtual ACE program was developed and implemented well at East End, one that served students and adults alike.

Recommended next steps:

- In light of a large number of student participants with low attendance (i.e., non-regular participants) incentives should be adopted to increase these levels in the East End 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 student participants in ACE, most especially those that “early exited” the program from whom much can be learned.
- Continuous program quality improvement requires an initial review by program staff and project director 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 the future.
- In collaboration with the YES Prep administration and ACE program director, the East End site coordinator needs to forecast the need for future on-line, virtual as well as in-person ACE programming. This is especially the case since present forecasts indicate that COVID-19 will likely pose major health risks at least through the fall of 2021.

### **B. Brief Center Overview**

YES Prep’s East End ACE center is located somewhat east and slightly south of downtown Houston. About 86% 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 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 just under 60% were females.

### C. Implementation

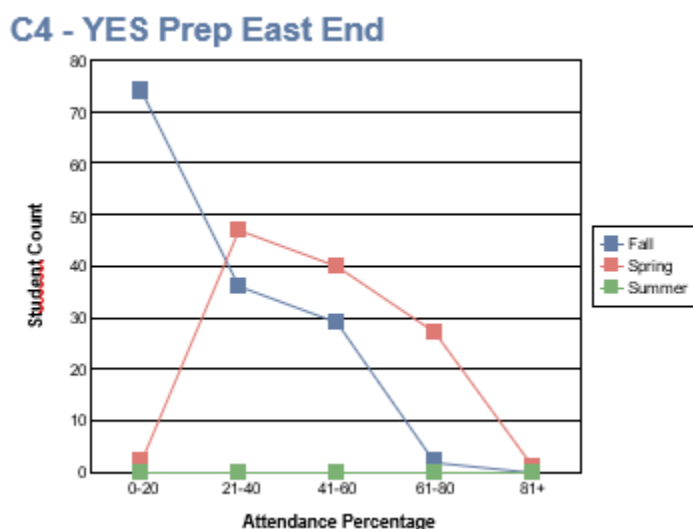
The ACE Program at East End offered activities for all State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

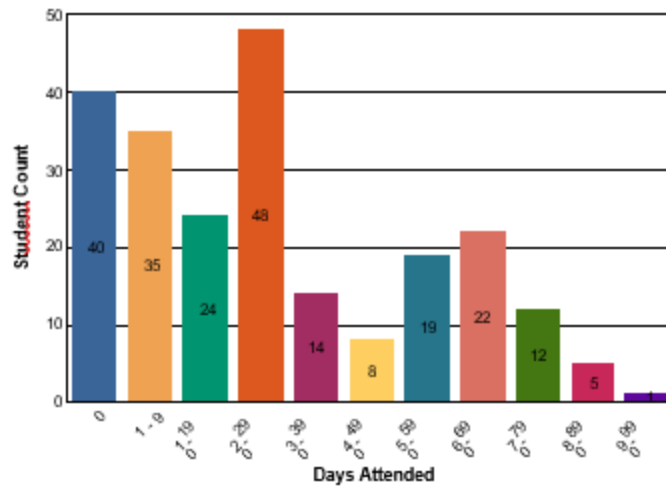
As a result of COVID-19 the program effectively implemented virtual, online ACE program delivery, which consisted largely of activities conveyed synchronously and by a combination of asynchronous and synchronous means.

During the fall, spring and summer terms, the program was found to be staffed with certified teachers (see Appendix 1, Table 1.7).

The total number of ACE students served during the fall and spring terms was 188 of which 66 were regular participants and 122 were non-regular ones. Additionally, East End served 98 adults. The inclusion of summer numbers resulted in in the meeting of all participation requirements

Further information about participation is provided in the charts and tables immediately below –





Attendance %	Fall	Spring	Summer
0-20	74	2	0
21-40	36	47	0
41-60	29	40	0
61-80	2	27	0
81+	0	1	0
	141	117	

As shown in the above, student participation was higher in the fall than in the spring semester. Throughout the year, the modal category of days attended was in the 20-to-29-day range. Further, in percentage terms, commonly students attended 21 to 40 percent of the time. Finally, no summer program attendance was reported as of July 9, 2021.

Detailed findings of the NYSAN at East End will be found in Appendix 5 to this report as well as by means of the following Cloud-based link:

<https://drive.google.com/drive/u/0/folders/1gmLuhdl9PNXR7cVfQrgNYUpTef3WNG3g>

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 in both regulations and curriculum.

#### D. Local Needs and Outcomes

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

- Offering an expanded/enhanced program catering to teaching and guiding students in better decision making and character building and in a reduction of behavior problems.
- More academic enrichment activities
- More driver's education

These needs were found to be addressed in the program's fall and spring logic models as well as through action planning (discussed in Appendix 3 and at the following link):

<https://drive.google.com/drive/u/0/folders/1pH7id4oV41zFuUSAixapZFf-mR2j2stn>

Problems were encountered by the external evaluation team in summarizing progress in achieving outcomes addressing local needs. These problems generally resulted from the impact of COVID-19, limited face-to-face activities that followed, and from consequent limitations on data in TEA's TEAL data system.

#### E. Outcomes

As noted above, more than 80% ACE students at East End reported that they would recommend the program to a friend as an indication of satisfaction with the program.

Evidence was consistent with the conclusion that the *grantee-level* YES Prep ACE program *of which East End was a part* caused important student participant outcomes. In particular, the evidence showed that greater participation in ACE resulted in --

- Fewer days absent from regular school day attendance.
- Fewer non-criminal student behavior referrals.
- Higher rates of student promotion to the next grade level, and
- Improved math grades from fall to spring.

These results were found even after students' background characteristics (ethnicity, gender, grade level) were considered.

## APPENDIX 7.E GULFTON CENTER EXECUTIVE SUMMARY

### KEY MESSAGES

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#### **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 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.
  - The program met all State-mandated adult and participation requirements when summer attendance was considered.
  - Seemingly as a result of COVID -19, Gulfton did not meet the hours/week State operations requirements in the fall and spring but did so in the summer..
  - During this academic year, Southwest delivered a majority of its ACE program synchronously.
  - 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; programming and activities; and linkages between the ACE program and the day school.
  - Important progress appears to have been made in addressing identified local needs.
  - Surveys of students revealed rather high levels of satisfaction 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 well-addressed identified local needs and met a majority 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 program's implementation and outcomes. During AY2020-21 State-mandated face-to-face closings resulting from COVID-19, the center developed and implemented a virtual, online program that offered a diversity of activities. 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.

Recommended next steps:

- In collaboration with the YES Prep administration and ACE program director, the Southwest site coordinator needs to forecast the need for future on-line, virtual ACE programming. This is especially the case since present forecasts indicate that COVID-19 will likely pose major health risks at least through the fall of 2021,
- Incentives should be adopted to increase student participation levels in the Gulfton 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 student participants in ACE, most especially those that "early exited" the program from whom much can be learned.
- 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.

### B. 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 (94%), and the highest proportion of at-risk students among campuses hosting a YES Prep ACE program.

Demographically, just under 90% of ACE student participants at Gulfton were of Hispanic/Latino decent. At nearly 69%, the female proportion of student participants was the highest among all ACE centers.

### C. Implementation

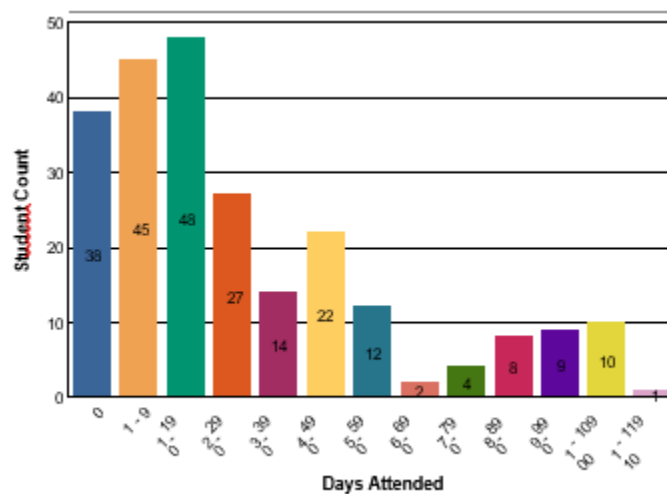
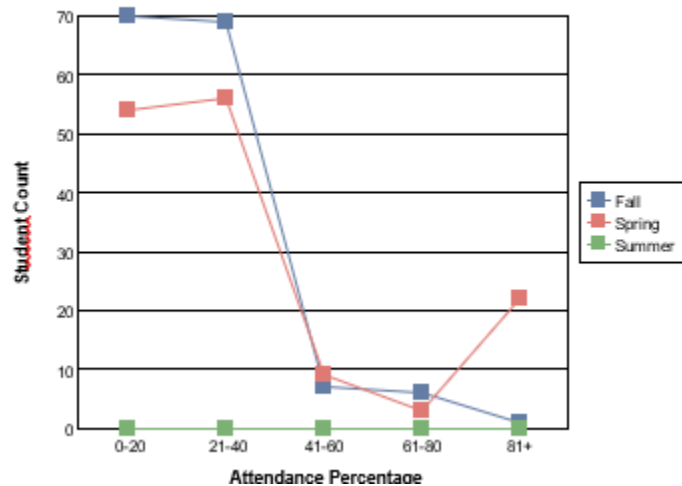
The ACE Program at Gulfton offered activities for all of the State's mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services.

Gulfton did not meet ACE program operations requirements for hours/week in either the fall or spring term but did so for the summer.

During the fall, spring and summer terms, the program was found to be staffed with certified teachers (see Appendix 1, Table 1.7).

Additional information on student participation is provided in the table and two charts below –

**C5 - YES Prep Gulfton**



Attendance Percentage			
Attendance %	Fall	Spring	Summer
0-20	70	54	0
21-40	69	56	0
41-60	7	9	0
61-80	6	3	0
81+	1	22	0
Total	153	144	0

As can be seen, attendance levels were quite low, typically falling into the two lowest categories in the charts and table above.

As noted at the outset of this appendix, results obtained from administering the NYSAN process evaluation instrument as modified for Texas and YES Prep revealed that the implementation of ACE at Southwest met or exceeded many quality standards, particularly the standard about program and day school alignment. But other standards were found not to be satisfactory in performance, most especially those involving sustainability and growth.

Detailed findings of the NYSAN at Gulfton will be found in Appendix 5 to this report as well as by means of the following Cloud-based link:

<https://drive.google.com/drive/u/0/folders/1gmLuhdl9PNXR7cVfQrgNYUpTef3WNG3q>

#### D. Local Needs and Outcomes

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
- literacy
- character education

Some evidence was found that the program addressed the first two of the above needs but in a rather limited way. See the logic models for the program at –

<https://drive.google.com/drive/u/0/folders/1pH7id4oV41zFuUSAixapZFf-mR2j2stn>

#### E. Outcomes

About 72% of students surveyed at Gulfton indicated they could recommend the ACE program to friends, an indication of program satisfaction and motivation to involve others in ACE activities.

Evidence was consistent with the conclusion that the *grantee-level* YES Prep ACE program *of which Gulfton was a part* caused important student participant outcomes. In particular, the evidence showed that greater participation in ACE resulted in --

- Fewer days absent from regular school day attendance.
- Fewer non-criminal student behavior referrals.
- Higher rates of student promotion to the next grade level, and
- Improved math grades from fall to spring.

These results were found even after students' background characteristics (ethnicity, gender, grade level) were taken into account. Thus, the above results could not readily be attributed to "student mix."



## APPENDIX 7.F NORTH FOREST CENTER EXECUTIVE SUMMARY

### KEY MESSAGES

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#### **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 means of utilizing a process evaluation and by identifying local needs.
  - 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.
  - As result of COVID-19 and the health risks it posed, North Forest developed and implemented an on-line, virtual ACE program that provided a variety of activities.
  - 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 all quality standards with a single exception - standards involving sustainability and growth. The quality standards that were consistently met or exceeded included linkages between day and after-school; programming and activities; relationships and interactions among, staff, participants, families and communities; and professional development.
  - Logic models from fall and spring provided evidence that the program effectively addressed identified local needs.
  - More than three-fourths of North Forest ACE students responded on a survey that they would recommend ACE to friends, a strong indication of program satisfaction.

- The evaluation team found evidence at the **grantee-level** of an impact of program “dose” (more ACE days attended) that included fewer school day absences, in lower non-criminal, behavioral referrals, in improved math grades, and in more frequent grade promotion. (Time constraints coupled with limitations in the TEAL system prevented centers-level analyses.)

## 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 meet nearly all standards for program quality. and met or exceeded nearly all program quality standards. During AY2020-21 and the accompanying health risks resulting from COVID-19, the center developed and implemented a virtual, online program that offered quite a variety of activities. Indeed, 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 and student participation requirements as well as all ACE program operations 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.
- The site coordinator in collaboration with the program director should review the results from administration of the NYSAN process evaluation instrument regarding program sustainability.
- 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 on-line, virtual program, a program that was implemented well, should be evaluated more fully by families/parents and other stakeholders for possible improvements in case the COVID-19 pandemic necessitates its continuance.

### 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 highest proportion of at-risk students among all ACE host campuses.

Demographically, more than 3 in 4 student participants at North Forest were of Hispanic/Latino decent while 20% were from African American backgrounds. Further, more than 53% of student participants were females.

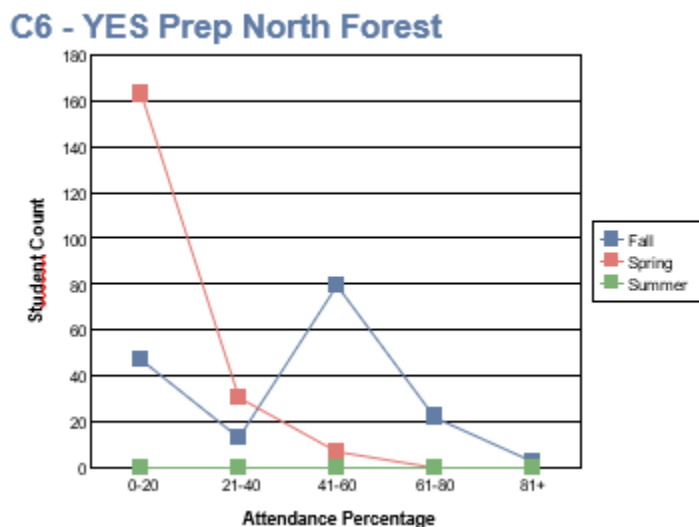
### C. Implementation

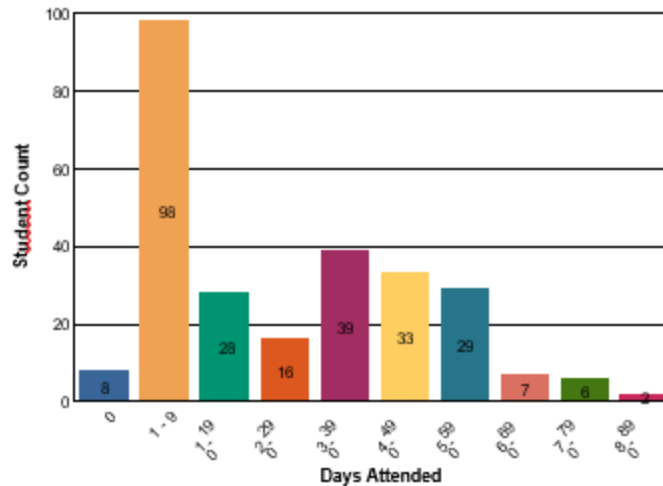
As a result of COVID-19, the program's activities were delivered principally by means of synchronous, combined synchronous and asynchronous, and by some combining synchronous and asynchronous along with in-person means.

North Forest met all ACE center operations requirements.

This center met all student and adult participation requirements by the end of the summer term.

Additional information about student participation is displayed in the charts and table below –





Attendance %	Fall	Spring	Summer
0-20	47	163	0
21-40	13	30	0
41-60	79	7	0
61-80	22	0	0
81+	2	0	0
	163	200	

As evident from the above, total attendance among students increased considerably from fall to spring. But most spring attendees participated at relatively low levels.

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 found in Appendix 5 to this report as well as by means of the following Cloud-based (Google) link:

<https://drive.google.com/drive/u/0/folders/1gmLuhdl9PNXR7cVfQrgNYUpTef3WNG3q>

#### 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 –

- Academic enrichment
- More electives in arts and sports
- More electives supporting student leadership (e.g., student journalism)
- Nutritious meal options

Evidence from “content days” led by the program director and the logic model – especially that for the spring term – show evidence of progress in addressing the above identified needs.

More detailed data on meeting needs is available at –

<https://drive.google.com/drive/u/0/folders/1pH7id4oV41zFuUSAixapZFf-mR2j2stn>

## E. Outcomes

As noted above, a high proportion of North Forest ACE students responded on a survey that they would recommend ACE to friends, a strong indication of program satisfaction.

In addition, an analysis of outcomes at the grantee level (of which North Forest was a part) found that program “dose” (days of attendance) resulted in fewer days absent from regular day school, fewer non-criminal behavior referrals, higher rates of student grade promotion and improvements in math grades.

## APPENDIX 7.G NORTHSIDE CENTER EXECUTIVE SUMMARY

### KEY MESSAGES

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#### 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 by means of utilizing a process evaluation with schedules for improvement and by 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.
  - As a result of health risks posed by COVID-19 Northside developed and implemented an on-line ACE program that provided a variety of activities.
  - 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 several program quality standards. Particularly noteworthy were the excellent performance levels found for youth engagement and for nurturing positive relationships among staff, participants, families, and the community.
  - The evaluation team found evidence at the **grantee-level** of an impact of program "dose" (ACE days attended) that resulted in higher math grades, fewer school day absences, high rates of grade promotion and in lower non-criminal, behavioral referrals during the academic year. (Time constraints coupled with limitations in the TEAL system prevented centers-level analyses.)
  - Surveys of students revealed that two out of three students indicated they would recommend the ACE program to friends.

## 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. During the period of State-mandated face-to-face closings resulting from COVID-19, the center developed and implemented a virtual, online program that offered a variety of activities. 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. Relatively high levels of student participation were in evidence.

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 on-line, virtual program, a program that was implemented well, should be evaluated fully by adults, participants, and other stakeholders for possible improvements should the COVID-19 pandemic necessitate its continuance.
- The program director in collaboration with the site coordinator needs to approach the day school leaders about including the coordinator on the school planning curriculum committee.

### 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, about 80% of participating students in the ACE program were of Hispanic/Latino descent while about 19% were of African American background. Further, just under 69% of program attendees were female.

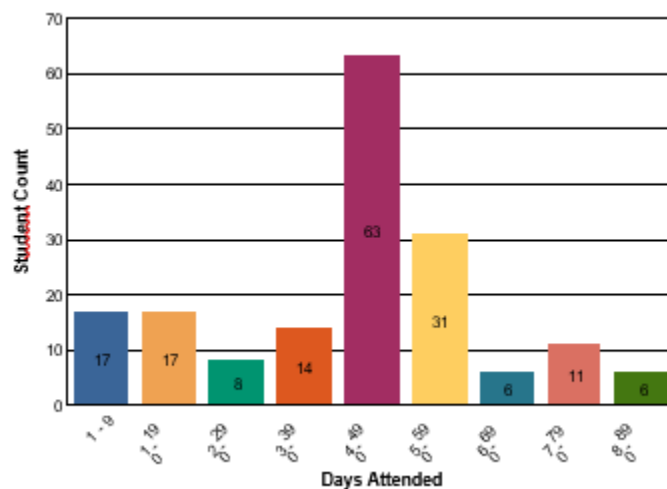
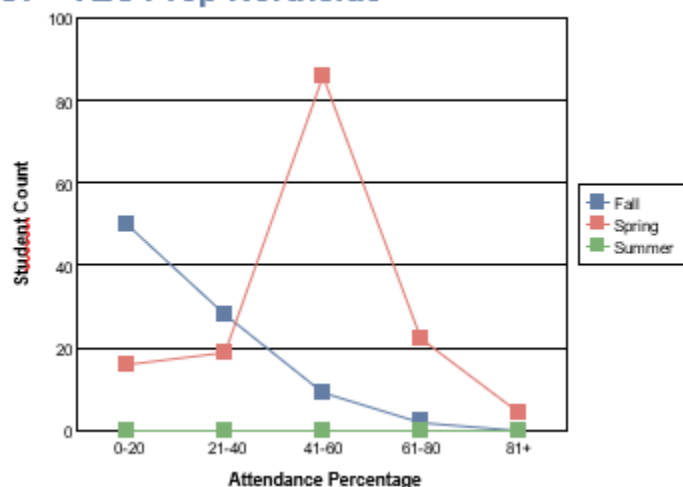
### C. Implementation

Despite COVID-19, the ACE Program at 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. (see Appendix 4 to this report). Such activities were offered mostly by a combination of synchronous and asynchronous delivery methods.

Northside met all student and adult participation requirements, including that for regular participation.. In total the center served 205 students and 153 adults during the year.

Further details about ACE participation are displayed in the charts and table below –

**C7 - YES Prep Northside**



Attendance %	Fall	Spring	Summer
0-20	50	16	0
21-40	28	19	0
41-60	9	86	0
61-80	2	22	0
81+	0	4	0
Total	89	147	0



As is evident from charts and table above, total student ACE attendance was higher in the spring than in the fall. Moreover, attendance by percentage was also higher in the spring.

The Northside ACE center met the State's operations requirements for hours/week (15) in the fall as well as weeks in service for that term. But owing principally to COVID-19 and resulting health risks, other operations requirements, especially those for the spring semester, were not met.

During the fall, spring and summer terms, the program was found to be staffed with certified teachers (see Appendix 1, Table 1.7).

As noted above, results obtained from administering the NYSAN process evaluation instrument, modified for Texas and the ACE program, revealed that the implementation of ACE at Northside met or exceeded several important quality standards. Particularly noteworthy were the excellent performance levels found for youth engagement and for nurturing positive relationships among staff, participants, families, and the community. On the other hand, the program did not meet important standards in the areas of linkages between the day school and the ACE program, in partnerships between the program and the community, and in program sustainability and growth.

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/1gmLuhdl9PNXR7cVfQrgNYUpTef3WNG3q>

#### D. Addressing Local needs

Identified campus and community needs at Northside included the following –

- More academic support, especially in ELA and math.
- Creating a sense of community and connection
- Student social and emotional learning.

Progress was made in addressing these needs as shown in the program's logic model both for the fall and spring. Progress was also displayed in program outcomes regarding improved math grades and in low levels of non-behavioral outcomes.

#### E. Program Outcomes

Surveys of students revealed that two out of three students indicated they would recommend the ACE program to friends.

More than 60% also reported that ACE club and activities “allow me to learn new things.”

Evidence was consistent with the conclusion that the *grantee-level* YES Prep ACE program *of which Northside was a part* caused important student participant outcomes. In particular, the evidence showed that greater participation in ACE resulted in --

- Fewer days absent from regular school day attendance.
- Fewer non-criminal student behavior referrals.
- Higher rates of student promotion to the next grade level, and
- Improved math grades from fall to spring.

These results were found even after students' background characteristics (ethnicity, gender, grade level) were taken into account.

## APPENDIX 7.H FIFTH WARD CENTER EXECUTIVE SUMMARY

### KEY MESSAGES

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#### 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.

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- Despite the COVID-19 pandemic and the health risks it posed, 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 by means of utilizing a process evaluation (NYSAN) instrument (modified for Texas), by identifying local needs, and by developing future action plans for improvement.
- Logic models from fall and spring showed that ACE addressed previously identified local needs through adoption of appropriate programming.
- During the COVID-19 pandemic in AY2020-21, Fifth Ward developed and implemented an on-line, virtual ACE program that provided a variety of appropriate activities.
- 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: internal methods for measuring staff performance and student engagement. A particularly positive finding were the many linkages between day school and ACE.
- The evaluation team found evidence at the **grantee-level** of an impact of program "dose" (ACE days attended) that resulted in improvements in math grades, in fewer days absent from school, in lower non-criminal, behavioral referrals, and in increased grade level promotion during the year. (Time constraints and TEA data limitations prevented an in-depth analysis of Fifth Ward alone).
- Surveys revealed that more than two of three students at Fifth Ward indicated they would recommend ACE to a friend and that ACE clubs and activities allowed them "to learn new things."

## 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:

- Continuous program quality improvement requires an initial review by center staff of the findings of this report at the start of the next ACE academic year,
- Incentives need to be adopted to increase considerably student 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.
- The site coordinator needs to work on improving the area identified in the process evaluation as not "satisfactory": creating internal methods both for measuring staff performance and for measuring student engagement.
- The on-line, virtual program, a program that was implemented well, should be evaluated fully by adults, participants, and other stakeholders for possible improvements in case the COVID-19 pandemic necessitates continuance.

### 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 more than 50% of its student population as "at risk" and nearly 90% as "economically disadvantaged."

Demographically, about 89% of participating students in the Fifth Ward ACE program were of Hispanic/Latino descent while about 10% were of African American background. Further, about half of ACE participants at Fifth Ward were females.

### C. Implementation

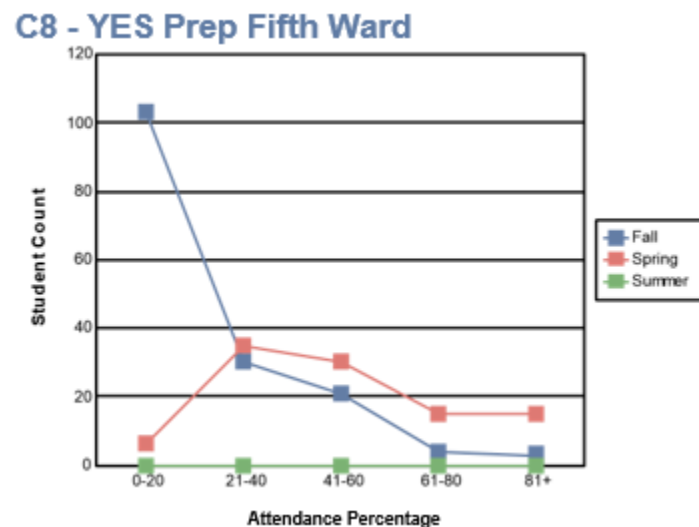
Despite COVID-19, the ACE Program at Fifth Ward offered activities for all of the State’s mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services. (see Appendix 4 to this report).

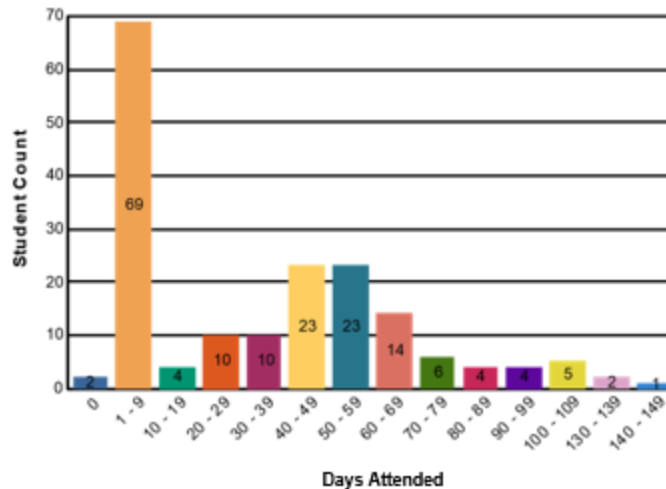
During the COVID-19 pandemic in AY2020-21, Fifth Ward developed and implemented an on-line, virtual ACE program that provided a variety of activities nearly half (7 of 15) of which were delivered by a combination of asynchronous and synchronous means.

During the fall, spring and summer terms, the program was found to be staffed with certified teachers (see Appendix 1, Table 1.7).

The total number of ACE students served during the fall, spring and summer terms was 183, a number that included 86 “regular student participants” (with 45 or more days in attendance) and 97 non-regular ones. In addition, Fifth Ward also served 117 adults

Additional details of student program participation at Fifth Ward follow below –





Attendance %	Fall	Spring	Summer
0-20	103	6	0
21-40	30	35	0
41-60	21	30	0
61-80	4	15	0
81+	3	15	0
	161	101	

In contrast to several other ACE centers (e.g., Northside, North Forest, Southwest), total attendance at Fifth Ward declined from fall to spring. Moreover, student participation was found in lower attendance categories.

As noted previously, 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: internal methods for measuring staff performance and student engagement. On the other hand, 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/1gmLuhdl9PNXR7cVfQrgNYUpTef3WNG3q>

#### 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 –

- Improved school attendance.

- More enrichment courses.
- Improved student behavior.

These needs were found to be addressed in the program's fall and spring logic models as well as through action planning (discussed in Appendix 3 and at the following link):

<https://drive.google.com/drive/u/0/folders/1pH7id4oV41zFuUSAixapZFf-mR2j2stn>

#### E. Outcomes

Slightly more than 2/3 of students surveyed at Fifth Ward indicated they could recommend the ACE program to friends, an indication of program satisfaction and motivation to involve others in ACE activities.

Evidence at the **grantee-level** (of which Fifth Ward was a part) revealed that the impact of program "dose" (ACE days attended) resulted in improvements in math grades, in fewer days absent from school, in lower non-criminal, behavioral referrals, and in increased grade level promotion during the year. (Time constraints and TEA data limitations prevented an in-depth analysis of individual centers.)

## APPENDIX 7.I WHITE OAK CENTER EXECUTIVE SUMMARY

### KEY MESSAGES

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#### 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.

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- The ACE program at White Oak embraced continuous quality improvement by means of utilizing a process evaluation, including a well-thought-out instrument (NYSAN), by assessing local needs, and by developing action plans for future improvement.
- Despite operating during the COVID-19 pandemic, the White Oak 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 evaluation team found that White Oak center program addressed previously identified local needs through the adoption of appropriate activities.
- Despite COVID-19 and its resulting health risks, White Oak developed and successfully implemented an on-line, virtual ACE program that provided a variety of activities.
- 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*. 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 evaluation team found evidence at the **grantee-level** of an impact of program "dose" (ACE days attended) that resulted in higher math grades, fewer school days absent; lower non-criminal, behavioral referrals; and increase grade level promotion during the academic year. (Note: Time constraints and problems with data reported in TEAL prevented a center level analysis.)
- 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 result of COVID-19 and the health risks it posed, the center developed and implemented a virtual, online program that offered a variety of activities. 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. 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 on-line, virtual program, a program that was implemented well, should be evaluated fully by adults, participants, and other stakeholders for possible improvements in case the COVID-19 pandemic necessitates continuance.
- White Oak engaged in quite effective continuous program quality improvement. Such engagement should be continued during the next ACE academic year.
- Next year's staff should begin the year by reading this report, especially the needs assessment, process evaluation, and outcomes sections.
- A site campus site visit suggested the need for more careful scheduling of on-campus activities, include those of ACE and other programs, by the campus' administration.

### 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 half "at-risk" and nearly 90% economically disadvantaged.

Demographically, about 85% of participating students in the ACE program were of Hispanic/Latino descent while just under 13% were of African American background. Further, slightly more than 60% of ACE participants at White Oak were females.

### B. Implementation

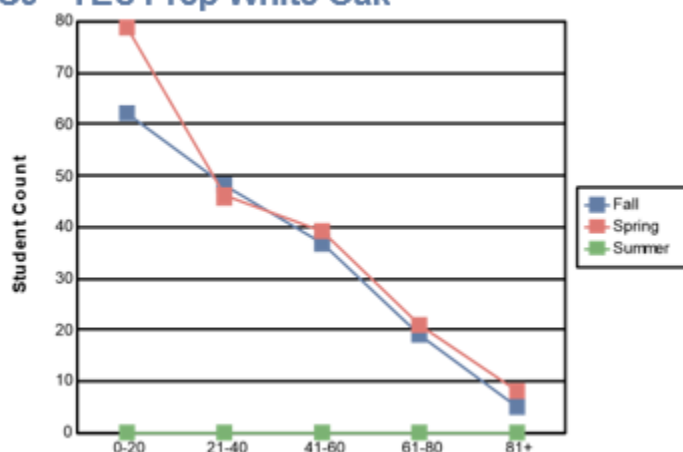
Despite COVID-19, the ACE Program at White Oak offered activities for all of the State’s mandated program components, including academic assistance, college and workforce readiness, enrichment, and family and parental support services. (see Appendix 4 to this report).

As a result of the COVID pandemic, White Oak developed and implemented a largely virtual, on-line program that delivered activities mostly by combination of asynchronous and synchronous means. A few “pick up materials” sessions were utilized as well.

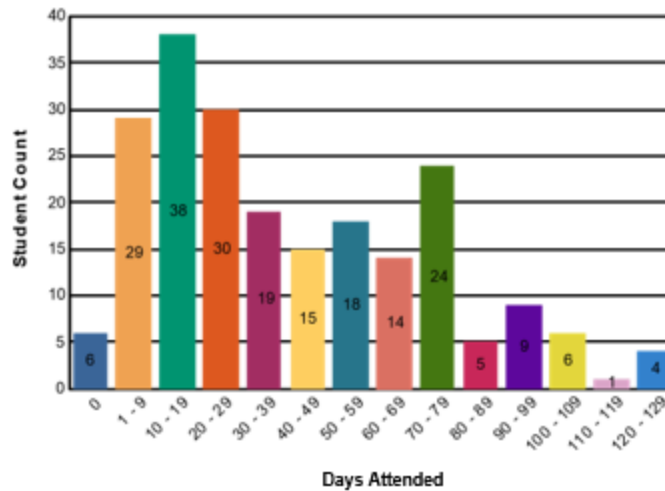
The total number of ACE students served during AY2020-21 was 281, a number that included 92 “regular” participants with 45 days or more of active participant as well as 95 adults. These totals exceeded all of the State-mandated participation requirements for ACE centers.

Additional details about student participation at White Oak are shown in the charts and table below –

**C9 - YES Prep White Oak**



Attendance Percentage			
Attendance %	Fall	Spring	Summer
0-20	62	79	0
21-40	48	46	0
41-60	37	39	0
61-80	19	21	0
81+	5	8	0
<b>Total</b>	<b>171</b>	<b>193</b>	<b>0</b>



The first chart above shows the percentage of attendance by categories, the categories displayed in the table following the chart. Note from the chart and table that the highest numbers of student attendees were in the lowest percentage categories. (In other words, most students tended to participate relatively infrequently.) Also note from the table that the total numbers of student participants increased from fall to spring. Finally, the bottom chart indicates that the number of days most frequently attended at White Oak were those of 10 to 19 days followed in rank order by 20 to 29 days and one to nine days.

The program was found to be staffed with certified teachers during the fall, spring and summer terms.

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*. 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.

Detailed findings of the NYSAN at White Oak will be found in Appendix 5 to this report as well as by means of the following Cloud-based link:

<https://drive.google.com/drive/u/0/folders/1gmLuhdl9PNXR7cVfQrgNYUpTef3WNG3q>

## F. Local Needs and Outcomes

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

- Health fairs for parents and students
- Persistence
- Building character in students

These needs were found to be addressed in the program’s fall and spring logic models as well as through action planning and events (e.g., health fairs). Please refer to Appendix 3 and to the link below --

<https://drive.google.com/drive/u/0/folders/1pH7id4oV41zFuUSAixapZFf-mR2j2stn>

#### D. Outcomes

About 2 in 3 students at White Oak indicated on a survey that they would recommend ACE to a friend. Further, nearly 85% of the same students indicated that ACE clubs and activities “allow me to learn new things.” (See appendix 6 to this report).

Evidence reported in Appendix 6 was found consistent with the conclusion that the YES Prep ACE program caused important student participant outcomes at the grantee level (of which White Oak was a part.) (Time constraints and problems with data reported in TEAL prevented a center level analysis.) 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, especially gender, ethnicity, and grade level. In particular, the analysis presented shows that greater participation in ACE resulted in --

- Fewer days absent from regular school day attendance.
- Fewer non-criminal student behavior referrals.
- Higher rates of student promotion to the next grade level, and
- Improved math grades from fall to spring.

## APPENDIX 7.J WEST CENTER EXECUTIVE SUMMARY

### KEY MESSAGES

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#### 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.

- 
- Despite the COVID-19 pandemic, the West 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.
  - During AY2020-21, West developed and implemented an on-line, virtual ACE program that provided a variety of activities.
  - Logic models from fall and spring showed that the program addressed previously identified local needs through adoption of appropriate activities and events.
  - The ACE program at West practiced continuous quality improvement by means of utilizing a process evaluation (NYSAN) instrument (modified for YES Prep and Texas) by assessing local needs, and by developing plans for future improvement.
  - Results obtained from administering the NYSAN process evaluation instrument revealed that the implementation of ACE at West *met or exceeded all quality program standards*. Most notably, the process assessment areas of nurturing and maintaining positive relationship among staff, participants, families and communities consistently received ratings of “excellent” while the areas of programming/activities; linkages between day and after-school programs; and measuring outcomes also received high evaluations.
  - The evaluation team found evidence at the **grantee-level** (of course, White Oak was included) of an impact of program “dose” (ACE days attended) that resulted in improved math grades; in lower non-criminal, behavioral referrals; in fewer days absent from school; and higher levels of grade level promotion. (Time constraints coupled with limitations in the TEAL system prevented centers-level analyses.)

- 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

Despite the COVID-19 pandemic, the West 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. 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, and an on-line virtual program. During the COVID-19 pandemic and its health risk, the center developed and implemented a virtual, online program that offered a variety of appropriate activities. 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 exceed State mandated requirements.

Recommended next steps:

- Additional incentives need to be adopted to increase further student 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.
- The on-line, virtual program, a program that was implemented well, should be evaluated fully by adults, participants, and other stakeholders for possible improvements in case the COVID-19 pandemic necessitates continuance.
- West engaged in a quite effective continuous program quality improvement. Such engagement should be continued during the next ACE academic year.
- Program staff should review the process findings of this report prior to planning next year's offerings.

### 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" while nearly 90% were indicated to be "economically disadvantaged."

Demographically, about 84% of participating students in the ACE program were of Hispanic/Latino descent while about 12% were of African American background. Further, about 66% of ACE participants at West were females.

### C. Implementation

Despite COVID-19, the ACE Program at West 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. (see Appendix 4 to this report).

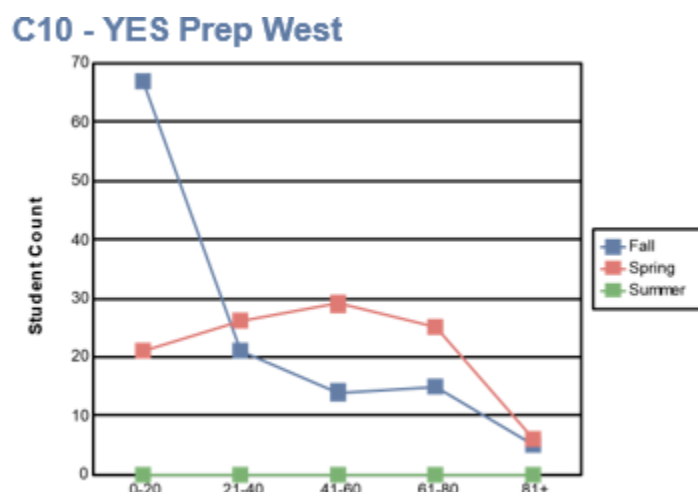
However, this center did not meet the operations requirements mandated by the Texas Education Agency for "Hours/Week: in the fall and the spring as well as for "Weeks in Service" in the spring (See Table 4.4). Principally, this was largely attributable to COVID-19 and its associated health risks. But it did meet all summer term operations requirements.

During AY2020-21, West developed and implemented an on-line, virtual ACE program that provided a variety of activities. As shown in Tables 1.6a and b in Appendix 1, most commonly employed a combination of both asynchronous and synchronous means to deliver the program to students and adults.

A total of 180 students and 103 adults were served by the program. Of the students served, only a total of 73 were "regular students" who participated for 45 days or more days during the year. The latter number indicated that White Oak did not meet this State mandated participation requirement.

Additional details about student program attendance for fall and spring are shown below

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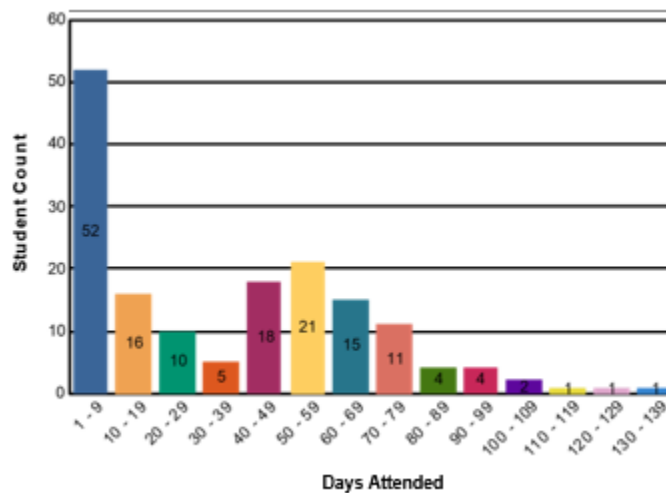


(Summer student participation was not available at the time of this report in July.)

Attendance Percentage			
Attendance %	Fall	Spring	Summer
0-20	67	21	0
21-40	21	26	0
41-60	14	29	0
61-80	15	25	0
81+	5	6	0
	122	107	

The first chart above and the table following it show that highest attendance in the fall was in the lowest attendance percentage category but that the student attendance percentage in the spring was more evenly distributed over the first four categories. Note also that total student attendance declined (from 122 to 107) from fall to spring.

The chart immediately below shows that the model category for days attendance was just 1 to 9 days throughout the year.



During the fall, spring and summer terms, the program was found to be staffed with certified teachers (see Appendix 1, Table 1.7).

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 standards*. Most notably, the process assessment areas of nurturing and maintaining positive relationship among staff, participants, families and communities consistently received ratings of “excellent” while the areas of programming/activities; linkages between day and after-school programs; and measuring outcomes also received high evaluations.

Detailed findings of the NYSAN at Southwest will be found in Appendix 5 to this report as well as by means of the following Google link:



#### D. Local Needs and Outcomes

Prior to planning the AY2020-21 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 –

- Ensure student attendance
- The need for more education in technology
- Activities in the visual arts, dance, and music
- Engaging parents more fully

The evaluation team of Durand Research and Marketing Associates, LLC, found that these needs were well-addressed with excellent progress made in meeting them. As shown in the West logic models for spring and fall, a variety of activities were offered in the visual arts, music, and dance; parents were engaged in town halls and in events like “Winter Showcase”; activities of particular interest to students, including sports and “open gym,” encouraged attendance; and “College Corner” promoted understanding technology. Evidence of progress is shown below in the “outcomes” section of this executive summary. For more details, please refer to Appendix 3 and to the link below –

<https://drive.google.com/drive/u/0/folders/1pH7id4oV41zFuUSAixapZFf-mR2j2stn>

#### E. Outcomes

Student surveys conducted at West revealed that 82% would recommend ACE to one's friends while just under 80% indicated that “ACE clubs and activities allow me to learn new things.” These results strongly suggest a high level of satisfaction with the program.

Evidence reported in Appendix 6 was found consistent with the conclusion that the YES Prep ACE program caused important student participant outcomes at the grantee level (of which West was a part.) (Note: Time constraints and problems with data reported in TEAL prevented a center level analysis.) 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, especially gender, ethnicity, and grade level. In particular, the analysis presented shows that greater participation in ACE resulted in --

- Fewer days absent from regular school day attendance.
- Fewer non-criminal student behavior referrals.
- Higher rates of student promotion to the next grade level, and
- Improved math grades from fall to spring.

{End of Appendix 7}

