



TEXAS SOUTHMOST COLLEGE

2020-2021 Texas 21st Century Community Learning Centers, Cycle 10, Year 3

Texas Education Agency

Annual Evaluation Report

NOGA ID Number: 196950267110052

July 31, 2021

Funded by the 21st CCLC Program administered by the US Department of Education

TEXAS SOUTHMOST COLLEGE (TSC)

2020-2021 Texas 21st Century Community Learning Centers, Cycle 10, Year 3

Annual Evaluation Report

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Center 2:	Lopez Early College HS	Gabriela De La Cruz
Center 3:	Pace Early College HS	Celia D. Portillo
Center 4:	Porter Early College HS	Lisa M. Gonzales
Center 5:	Rivera Early College HS	Ricco Holloway
Center 6:	Besteiro Middle School	Sandra Sepulveda
Center 7:	Faulk Middle School	Juliann Orive
Center 8:	Garcia Middle School	Rosa Villarreal Adame
Center 9:	Lucio Middle School	Jose Albert Farias
Center 10:	Perkins Middle School	Fidel Gonzales

August 1, 2020 – July 31, 2021
Grant Period

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LIST OF ACE CENTERS

List of 10-ACE Centers, Participant Requirements, and Operations Requirements

#	ACE Centers	Grade Level	Student Target	Adult Target	Hours per Week Required			# of Weeks Required		
					fall	spring	summer	fall	spring	summer
C1	Hanna ECHS	9 th -12 th	250	125	17	17	20	14	20	6
C2	Lopez ECHS	9 th -12 th	250	125	17	17	20	14	20	6
C3	Pace ECHS	9 th -12 th	250	125	17	17	20	14	20	6
C4	Porter ECHS	9 th -12 th	250	125	17	17	20	14	20	6
C5	Rivera ECHS	9 th -12 th	250	125	17	17	20	14	20	6
C6	Besteiro MS	6 th -8 th	250	125	17	17	20	14	20	6
C7	Faulk MS	6 th -8 th	250	125	17	17	20	14	20	6
C8	Garcia MS	6 th -8 th	250	125	17	17	20	14	20	6
C9	Lucio MS	6 th -8 th	250	125	17	17	20	14	20	6
C10	Perkins MS	6 th -8 th	250	125	17	17	20	14	20	6

Texas Education Agency. (2021). Continuation Application [CCLC – TX21st Student Tracking]

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CENTER LEVEL EXECUTIVE SUMMARY: HANNA EARLY COLLEGE HIGH SCHOOL (C1)

A. Overall Strengths and Next Steps

The main goal of the after-school program at Hanna ECHS is to prepare students for college, a career, or the military. Based on observations and interviews with stakeholders, we concluded that there are several strengths and successes. First, there is evidence of **campus and program engagement**. Ms. Garza continues to have a strong and collaborative relationship with campus administrators. She collaborated with the ACE Project Director, campus administrators, Dean of Instruction, and other stakeholders to identify center-specific needs, goals, activities, and outcomes to revise the logic model with all required elements. The Hanna ECHS logic model includes center-specific needs, center-specific goals, resources, center-specific activities, and center-level outcomes. The conversations with school administrators resulted in identified needs that included students' performance in Reading, Math, Writing, and Social Studies. From these center-specific needs, she collaborated with staff to identify goals to improve students' performance in core subjects as well as grade promotion rates and attendance. She also developed SMART outcomes such as *"By the end of 2020-2021, 95% of regularly attending ACE students will be promoted to the next grade level."*

Another program strength involved **student recruitment** that (1) prioritized students most in need and (2) used data for ongoing recruiting. Before the beginning of the academic school year and throughout the year, Ms. Garza met the dean of instruction and teachers to identify students' needs. She listened to feedback and designed academic and enrichment activities to foster students' knowledge and skills in areas of need. Additionally, she talked with teachers and the dean of instruction on a regular basis to identify students who would benefit from participation in ACE activities. She actively recruited students who were identified as being able to benefit from ACE program activities. Like other center coordinators at TSC, she used data to identify trends in attendance and encourage students to continue to attend ACE activities.

The logic model also includes alignment with **intentional activities**. There was a balance among activities that focused on academic assistance, college and workforce readiness, enrichment, and family engagement. All program activities were developed and designed to meet center-specific students' and families' needs and expectations. Examples of intentional activities included JR ROTC, Science/Biology, Yearbook and journalism, and college algebra. Other activities focused on substance abuse awareness and gang prevention. Also, all activities were designed to provide opportunities for students to use higher levels of learning including critical thinking, problem solving, collaboration, and creativity. Many activities also focused on students' social emotional learning such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Additionally, a strength of the program was family engagement activities that focused on computer literacy, COVID-19 wellness and vaccinations, and tax assistance.

The final strengths related to intentional activities were **lesson plans and positive student engagement**. Because of Dr. Tipton's guidance and support to improve lessons plans at all ACE centers, Ms. Garza has been able to create a system to provide oversight of lesson plans. All

lesson plans have required components such as activity description, targeted audience, alignment with TEKS, and goals/objectives. She checked all lesson plans for alignment with TEA components, and she completed class observations. Teachers also explain how their lesson plan activities support school day learning and how they are innovative. The final strength related to lesson plans are the student reflection part. Teachers indicate whether there is a written and/or verbal student reflection component. They also explain how students are given opportunities for reflection and what they learned from students' reflection. Finally, there is positive student engagement as evidenced by an observation of an activity that focused on robotics (academic assistance). The instructor had objectives, used research-based instructional approaches for learning, and monitored student engagement. Additionally, the instructor was positive and supportive with his students, and all students worked together as a team. Toward the end of the activity, students were given an opportunity to reflect on their work and receive feedback from other students. The teacher provided the following perspective, *"The students get to learn how to work as a team in order to complete a given task. The task requires thought, design, building from scratch, making electronics work the robot, programming the robot, and be able to complete as per the given task."* Based on interviews with program personnel and review of lesson plans and observations, we conclude that there was strong student engagement and high levels of learning at the Hanna Early College High School after school program.

Ms. Garza has collaborated with regular school day staff and campus administrators to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities. Although center activities are strong, there are areas for **continuous program improvement**. A few next steps are to (1) continue to collaborate with stakeholders to revise the logic model based on current needs and concerns, (2) create an action plan in response to key findings from the local evaluation for continuous program improvement, (3) continue to recruit students in need, and (4) meet target student numbers for the next academic year. When she collaborates and identifies emergent needs, she can collaborate with regular school day administration to design intentional program activities that are aligned with emergent needs. One other next step is to create a English Language Arts TSI and Mathematics TSI activity at the beginning of the academic year. In summary, Ms. Garza continues to build a strong after school program at Hanna ECHS with a logic model aligned with center-specific needs, intentional activities, and strong collaboration with campus administrators. Results from observation of class activities and conversations with project staff highlight an emerging after school program that provides students with opportunities for academic assistance, college and workforce readiness, and enrichment.

B. Brief Center Overview

Hanna ECHS is a 6A public high school with approximately 2,700 students with 40% or higher economically disadvantaged and >50% who are at-risk. Center activities were available after school throughout the academic year, providing students with different programming options. All activities were designed to meet students' needs regarding college and workforce readiness.

C. Implementation

Process implementation and evaluation focused on the following elements: adherence, exposure, quality, and engagement. First, some students (51) received appropriate exposure to the program as defined by 45 or more days. Target goals for adults was met with 126. Also, the program was implemented as designed with a variety of activities designed to give students options for programming. Standout activities included Math and Science as well as variety of family activities. The program was delivered in a high-quality manner as evidenced by interviews or conversations with project director and center coordinator. Like last year, there was communication among center coordinator, project director, school principal, and the point-of-contact to design quality programming. Finally, most activities had learning objectives aligned with ACE objectives and instructors who were committed to active and collaborative learning as well as high expectations. Program activities were aligned with research-based strategies in instructional approaches that include teamwork and collaboration, mutual respect and communication, and strong connections between after school and regular school day programming. Instructors designed lesson plans with all required components including opportunities for students to engage in reflection.

Hanna ECHS was open the required number of hours and weeks during fall 2020 and spring 2021, providing evidence of a high-quality program designed for student and family success.

Table 1. Participant and Operation Requirements

ACE center	Grade Level	Student Target	Adult Target	Hours per Week Required			# of Weeks Required		
				fall	spring	summer	fall	spring	summer
C1 Hanna ECHS	9 th -12 th	250	125	17	17	20	14	20	6
<i>Actuals</i>		284 (51)	132	18.75	18	17.25	15	21	5

ACE program participation was associated with a high level of student participation in academic activities (71%) and enrichment activities (20%), which indicates the amounts of variation in programmatic load for students in need of academic assistance. There also was balance among the percentage of academic assistance (41%), enrichment (19%), college and workforce (14%), and family engagement (27%) activities.

Table 2. Activity Attendance Percentage (Fall and Spring)

	No. of Activities by component areas				% of Weight of Offered Activities				No. of Hours or Time Allocated				% of Time Allocated			
	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family
C1	15	5	7	10	41%	14%	19%	27%	6696	349	1840	526	71%	4%	20%	6%

Fifty-one students reached (45+ days) level of participation. Additionally, a significant number of students (18) attended 60+ days, providing strong evidence of a high-quality after-school program.

Table 3. Outputs – Participation: Student Attendance Percentage (Program Year)

C1	# of Students by Attendance (Days/Percentage)								
	<i>Days</i>	<i>1+</i>	<i>10+</i>	<i>20+</i>	<i>30+</i>	<i>45+</i>	<i>60+</i>	<i>90+</i>	<i>Total</i>
	Students (Days)	135	38	29	31	31	18	2	284
Students (%)	48%	13%	10%	11%	11%	6%	1%	100%	

Table 4 shows number of students by hours who participated in the ACE program. Most students attended 1+ hours.

Table 4. Outputs – Participation: Participant Attendance (Program Year)

# of Students by Attendance (Hours)						
	0+	1+	2+	3+	4+	5+
C1	0	205	3	45	31	

As Table 5 reveals, there were many non-regular students who participated in 1-44 days of ACE programming. One goal for next year is to encourage non-regular students (233) to attend more days of programming.

Table 5. Student Counts

	Regular	Non-Regular
C1	51	233

CENTER LEVEL EXECUTIVE SUMMARY: LOPEZ EARLY COLLEGE HIGH SCHOOL (C2)

A. Overall Strengths and Next Steps

The main goal of the after-school program at Lopez ECHS is to prepare students for college, a career, or the military. Based on observations and interviews with stakeholders, we concluded that there are several strengths and successes. First, there is evidence of **campus and program engagement**. Ms. De La Cruz continues to have a strong and collaborative relationship with campus administrators. She collaborated with the ACE Project Director, campus administrators, Dean of Instruction, and other stakeholders to identify center-specific needs, goals, activities, and outcomes to revise the logic model with all required elements. The Lopez ECHS logic model includes center-specific needs, center-specific goals, resources, center-specific activities, and center-level outcomes. The conversations with school administrators resulted in identified needs that included students' performance in Reading, Math, Writing, and Social Studies. They also identified unexcused absences, family engagement, and disciplinary referrals as center-specific needs. From these center-specific needs, she collaborated with staff to identify goals to improve students' performance in core subjects as well as grade promotion rates and attendance. She also developed SMART outcomes such as *"By the end of 2020-2021, 90% of regularly attending students' grades in core subjects will improve by 20%."*

The logic model also includes alignment with **intentional activities**. There was balance among activities that focused on academic assistance, college and workforce readiness, enrichment, and family engagement. All program activities were developed and designed to meet center-specific students' and families' needs and expectations. Examples of intentional activities included wellness and fitness, ESL resource, JR ROTC, and business. Other activities focused on mathematics and art. Also, all activities were designed to provide opportunities for students to use higher levels of learning including critical thinking, problem solving, collaboration, and creativity. Many activities also focused on students' social emotional learning such as social awareness, relationship skills, and responsible decision-making. Additionally, a strength of the program was family engagement activities that focused on tax assistance, COVID-19 vaccinations, and classroom netiquette, among other topics.

Another program strength involved **student recruitment** that (1) prioritized students most in need and (2) used data for ongoing recruiting. Before the beginning of the academic school year and throughout the year, Ms. De La Cruz met the dean of instruction and teachers to identify students' needs. She listened to feedback and designed academic and enrichment activities to foster students' knowledge and skills in areas of need. Additionally, she talked with teachers, the dean of instruction, and counselors to identify students who would benefit from participation in ACE activities. She actively recruited students who were identified as being able to benefit from ACE program activities. She encouraged teachers to recruit students who needed academic assistance and emotional support. Also, like other center coordinators at TSC, she used data to identify trends in attendance and encourage students to continue to attend ACE activities. She would review TEAL reports to identify students who attendance and participation patterns.

The final strengths related to intentional activities were **lesson plans and positive student engagement**. Because of Dr. Tipton's guidance and support to improve lessons plans at all ACE centers, Ms. De La Cruz has been able to create a system to provide oversight of lesson plans. All lesson plans have required components such as activity description, targeted audience, alignment with TEKS, and goals/objectives. Teachers also explain how their lesson plan activities support school day learning and how they are innovative. The final strength related to lesson plans are the student reflection part. Teachers indicate whether there is a written and/or verbal student reflection component. They also explain how students are given opportunities for reflection and what they learned from the student's reflection. For example, after reading her students' reflection, one teacher learned that, "*they wanted to connect more with their community and build long-term goals.*" Finally, there is positive student engagement as evidenced by an observation of an activity that focused on a Valentine's Day service project (enrichment). The instructor had objectives, used research-based instructional approaches for learning, and monitored student engagement. All students were engaged in learning and had opportunities to reflect and collaborate with their peers. Based on interviews with program personnel and review of lesson plans and observations, we conclude that there was strong student engagement and high levels of learning at the after-school program.

Ms. De La Cruz has collaborated with regular school day staff and campus administrators to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities. Although center activities are strong, there are areas for **continuous program improvement**. A few next steps are to (1) continue to collaborate with stakeholders to revise the logic model based on current needs and concerns, (2) create an action plan in response to key findings from the local evaluation for continuous program improvement, (3) continue to recruit students in need, and (4) meet target student numbers for the next academic year. When she collaborates and identifies emergent needs, she can collaborate with regular school day administration to design intentional program activities that are aligned with emergent needs. Other recommendations are for all instructors to (1) introduce learning objectives at the beginning of each activity and (2) encourage students to write the learning objectives in their daily planner at the beginning of each week. Helping students understand the learning objectives of each activity and how those learning objectives connect with ACE and BISD/TSC goals will be important. The final next step is to recruit students who could benefit from academic assistance to participate in TSI tutorial sessions.

In summary, Ms. De La Cruz continues to build a strong after school program at with a logic model aligned with center-specific needs, intentional activities, and strong collaboration with campus administrators. Results from observation of class activities and conversations with project staff highlight an emerging after school program that provides students with opportunities for academic assistance, college and workforce readiness, and enrichment.

B. Brief Center Overview

Lopez Early College ECHS is a 6A public high school with 40% or higher economically disadvantaged students and >50% who are at-risk. Center activities were available after school

throughout the academic year, providing students with different programming options. All activities were designed to meet students’ needs regarding college and workforce readiness.

C. Implementation

Process implementation and evaluation focused on the following elements: adherence, exposure, quality, and engagement. First, some students (82) received appropriate exposure to the program as defined by 45 or more days. Target numbers were reached for adult participants (148). Also, the program was implemented as designed with a variety of activities designed to give students options for programming. The program was delivered in a high-quality manner as evidenced by interviews or conversations with project director and center coordinator. Like last year, there was communication among center coordinator, project director, school principal, and point-of-contact to design quality programming. Finally, activities had learning objectives aligned with ACE objectives and instructors who were committed to active and collaborative learning. Program activities were aligned with research-based strategies in instructional approaches that include teamwork and collaboration, mutual respect and communication, and strong connections between after school and regular school day programming. Instructors designed lesson plans with all required components including opportunities for students to engage in reflection.

Lopez ECHS was open the required number of hours and weeks during fall 2020 and spring 2021, providing evidence of a high-quality program designed for student and family success.

Table 1. Participant and Operation Requirements

10-ACE centers	Grade Level	Student Target	Adult Target	Hours per Week Required			# of Weeks Required		
				fall	spring	summer	fall	spring	summer
C2 Lopez ECHS	9 th -12 th	250	125	17	17	20	14	20	6
<i>Actuals</i>		(348) 82	148	18.25	20.75	17	15	24	5

Program activities are appropriate and implemented with fidelity to improve program outcomes. Activities were organized into program component areas (academic assistance, enrichment, family and parental support services, and college and workforce readiness) with percentages and frequencies. ACE program participation was associated with a high level of student participation in academic activities (40%) and enrichment activities (39%) that indicate the amounts of variation in programmatic load for students in need of academic assistance and enrichment. Parent activities accounted for 36% of activities and college activities accounted for 26%, providing evidence of balanced program that gives students voice and choice.

Table 2. Activity Attendance Percentage (Fall and Spring)

	No. of Activities by component areas	% of Weight of Offered Activities	No. of Hours or Time Allocated	% of Time Allocated

	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family
C2	6	6	9	12	18%	18%	27%	36%	5637.50	2180	5420	744	40%	16%	39%	5%

Eighty-two students reached (45+ days) level of participation. Additionally, a significant number of students (29) attended 60+ days and a good number of students (30) attended 90+ days, providing strong evidence of a high-quality after-school program.

Table 3. Outputs – Participation: Student Attendance Percentage (Program Year)

		# of Students by Attendance (Days/Percentage)							
C2	<i>Days</i>	<i>1+</i>	<i>10+</i>	<i>20+</i>	<i>30+</i>	<i>45+</i>	<i>60+</i>	<i>90+</i>	<i>Total</i>
	Students (Days)	96	102	49	19	23	29	30	348
	Students (%)	28%	29%	14%	5%	7%	8%	9%	100%

Table 4 shows number of students by hours participated in the ACE program. Most students attended 1+ hours.

Table 4. Outputs – Participation: Participant Attendance (Program Year)

# of Students by Attendance (Hours)						
	0+	1+	2+	3+	4+	5+
C2	0	260	79	9	0	0

As Table 5 reveals, there were many non-regular students who participated in 1-44 days of ACE programming. One goal for next year is to encourage non-regular students (266) to attend more days of programming.

Table 5. Student Counts

	Regular	Non-Regular
C2	82	266

II.CENTER LEVEL EXECUTIVE SUMMARY: PACE EARLY COLLEGE HS (C3)

A. Overall Strengths and Next Steps

There are numerous strengths at Pace Early College High School. First, there is evidence of **campus and program engagement**. Ms. Portillo continues to have a strong and collaborative relationship with campus administrators. She collaborated with the ACE Project Director, campus administrators, department chairs, and other stakeholders to identify center-specific needs, goals, activities, and outcomes to revise the logic model with all required elements. The Pace ECHS logic model includes center-specific needs, center-specific goals, resources, center-specific activities, and center-level outcomes. The conversations with school administrators, counselors, and teachers as well as the campus needs assessment resulted in identified needs that included students' performance in Reading, Math, Writing, and Social Studies. Other needs included family engagement, disciplinary referrals, and COVID-19 family wellness and awareness. From these center-specific needs, she collaborated with staff to identify goals to improve students' performance in core subjects as well as grade promotion rates and attendance. She also developed SMART outcomes such as *"By the end of 2020-2021, 95% of regularly attending ACE students will be promoted to the next grade level."*

The logic model includes alignment with **intentional activities**. There was balance among activities that focused on academic assistance, enrichment, and family engagement. All program activities were developed and designed to meet center-specific students' and families' needs and expectations. A few of the student activities included STEM, Math, Algebra 2, and pre-calculus. Other activities focused on strength and conditioning. All activities were designed to provide opportunities for students to use higher levels of learning such as critical thinking, problem solving, and creativity. Some activities also focused on students' social and emotional learning including social awareness and relationship skills. Additionally, a strength of the program was family engagement activities that focused on computer literacy, COVID-19 wellness and vaccinations, and tax assistance. Ms. Portillo has collaborated with regular school day staff and campus administrators to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities.

Another program strength involved family engagement. Ms. Portillo collaborated with the Family Engagement Specialist to identify family needs and offered numerous activities for family engagement. These activities focused on financial aid counseling, substance abuse awareness, utility assistance, and COVID-19 wellness, among other topics.

The final strengths related to intentional activities were **lesson plans and positive student engagement**. Because of Dr. Tipton's guidance and support to improve lesson plans at all ACE centers, Ms. Portillo has been able to create a system to provide oversight of lesson plans. All lesson plans have required components such as activity description, targeted audience, alignment with TEKS, and goals/objectives. She reviews all lesson plans for alignment with TEA guidelines and best practices in teaching and learning. Teachers also explain how their lesson plan activities support school day learning and how they are innovative. The final strength related to lesson plans are the student reflection part. Teachers indicate whether there is a written

and/or verbal student reflection component. They also explain how students are given opportunities for reflection and what they learned from the student's reflection. For example, after reading her students' reflection, one teacher learned that, "*it is rewarding to see students' growth in fitness and making lifestyle changes for the better that will help them beyond high school.*" Finally, there is positive student engagement as evidenced by an observation of an activity that focused on Precalculus (academic assistance). The instructor had objectives, used research-based instructional approaches for learning, and monitored student engagement. All students were engaged in learning and had opportunities to reflect and collaborate with their peers. Based on interviews with program personnel and review of lesson plans and observations, we conclude that there was strong student engagement and high levels of learning at the after-school program.

Ms. Portillo has collaborated with regular school day staff and campus administrators to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities. Although center activities are strong, there are areas for **continuous program improvement**. A few next steps are to (1) continue to collaborate with stakeholders to revise the logic model based on current needs and concerns, (2) create an action plan in response to key findings from the local evaluation for continuous program improvement, (3) continue to recruit students in need, (4) meet target student numbers for the next academic year, and (5) develop more activities for academic assistance and enrichment. When she collaborates and identifies emergent needs, she can collaborate with regular school day administration to design intentional program activities that are aligned with emergent needs. In summary, Ms. Portillo continues to build a strong after school program at with a logic model aligned with center-specific needs, intentional activities, and strong collaboration with campus administrators. Results from observation of class activities and conversations with project staff highlight an emerging after school program that provides students with opportunities for academic assistance, college and workforce readiness, and enrichment.

B. Brief Center Overview

Pace ECHS is a 6A public high school with 40% or higher economically disadvantaged students and >50% who are at-risk. Center activities were available after school throughout the academic year, providing students with different programming options. All activities were designed to meet students' needs regarding college and workforce readiness.

C. Implementation

Process implementation and evaluation focused on the following elements: adherence, exposure, quality, and engagement. First, target goal for students was met with two hundred sixty-five students (265) who received appropriate exposure to the program as defined by 45 or more days. Target goals also were met for adult participants (146). Also, the program was implemented as designed to give students options for programming. The program was delivered in a high-quality manner as evidenced by interviews or conversations with project director, teachers, and center coordinator. Like last year, there was communication among center coordinator, project director, point-of-contact, and/or school principal to design quality programming. Finally, activities had

learning objectives aligned with ACE objectives and instructors who were committed to active and collaborative learning. Program activities were aligned with research-based strategies in instructional approaches that include teamwork and collaboration, mutual respect and communication, and strong parent/student/teacher/community relationships. Instructors designed lesson plans with all required components including opportunities for students to engage in reflection.

Pace ECHS was open the required number of hours and weeks during fall 2020 and spring 2021, providing evidence of a high-quality program designed for student and family success.

Table 1. Participant and Operation Requirements

10-ACE centers	Grade Level	Student Target	Adult Target	Hours per Week Required			# of Weeks Required		
				fall	spring	summer	fall	spring	summer
C3 Pace ECHS	9 th -12 th	250	125	17	17	20	14	20	6
<i>Actuals</i>		474 (266)	194	22.50	23.25	16.50	18	27	4

Program activities are appropriate and implemented with fidelity to improve program outcomes. Activities were organized into program component areas (academic assistance, enrichment, family and parental support services, and college and workforce readiness) with percentages and frequencies. ACE program participation was associated with a high level of student participation in academic activities (57%) and enrichment activities (30%) that indicate the amounts of variation in programmatic load for students in need of academic assistance and enrichment. Parent activities accounted for 26% of all activities, providing evidence of a program committed to family engagement.

Table 2. Activity Attendance Percentage (Fall and Spring)

	No. of Activities by component areas				% of Weight of Offered Activities				No. of Hours or Time Allocated				% of Time Allocated			
	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family
C3	23	3	9	47	49%	6%	19%	26%	32035	5363	16958	1381.25	57%	10%	30%	2%

Two-hundred sixty-five students reached (45+ days) level of participation. Additionally, a significant number of students (72) attended 60+ days and a significant number of students (152) attended 90+ days, providing strong evidence of a high-quality after-school program.

Table 3. Outputs – Participation: Student Attendance Percentage (Program Year)

C3	# of Students by Attendance (Days/Percentage)								
	<i>Days</i>	<i>1+</i>	<i>10+</i>	<i>20+</i>	<i>30+</i>	<i>45+</i>	<i>60+</i>	<i>90+</i>	<i>Total</i>
	Students (Days)	82	56	30	40	42	72	152	474
Students (%)	17%	12%	6%	8%	9%	15%	32%	100%	

Table 4 shows number of students by hours participated in the ACE program. Most students attended 1+ or 2+ hours.

Table 4. Outputs – Participation: Participant Attendance (Program Year)

# of Students by Attendance (Hours)						
	0+	1+	2+	3+	4+	5+
C3	9	193	238	40	0	0

Pace ECHS had many non-regular students who participated in 1-44 days of ACE programming. One goal for next year is to encourage non-regular students (206) to attend more days of programming.

Table 5. Student Counts

	Regular	Non-Regular
C3	266	208

II. CENTER LEVEL EXECUTIVE SUMMARY: PORTER EARLY COLLEGE HS (C4)

A. Overall Strengths and Next Steps

There are numerous strengths at Porter Early College High School. First, there is evidence of **campus and program engagement**. Ms. Gonzalez continues to have a strong and collaborative relationship with campus administrators. She collaborated with the ACE Project Director, campus administrators, point-of-contact, counselors, and other stakeholders to identify center-specific needs, goals, activities, and outcomes to revise the logic model with all required elements. The Porter ECHS logic model includes center-specific needs, center-specific goals, resources, center-specific activities, and center-level outcomes. The conversations with school administrators resulted in identified needs that included students' performance in Reading, Math, Writing, and Social Studies. Other needs included family engagement, COVID-19 wellness awareness, and assistance with FAFSA applications. From these center-specific needs, she collaborated with staff to identify goals to improve students' performance in core subjects as well as grade promotion rates and attendance. She also developed SMART outcomes such as *"By the end of 2020-2021, 95% of regularly attending ACE students will be promoted to the next grade level."*

Another program strength involved **student recruitment** that (1) prioritized students most in need and (2) used data for ongoing recruiting. Before the beginning of the academic school year and throughout the year, Ms. Gonzalez with campus stakeholders and teachers to identify students' needs. She listened to feedback and designed academic and enrichment activities to foster students' knowledge and skills in areas of need. Additionally, she talked with teachers on a regular basis to identify students who would benefit from participation in ACE activities. She actively recruited students who were identified as being able to benefit from ACE program activities. Like other center coordinators at TSC, she used data to identify trends in attendance and encourage students to continue to attend ACE activities.

The logic model includes alignment with **intentional activities**. There was balance among activities that focused on academic assistance, enrichment, and family engagement. All program activities were developed and designed to meet center-specific students' and families' needs and expectations. Examples of intentional activities included fitness and wellness, conjunto, and performing arts. All activities were designed to provide opportunities for students to use higher levels of learning such as critical thinking, problem solving, and creativity. Some activities also focused on students' social and emotional learning including social awareness and relationship skills. Additionally, a strength of the program was family engagement activities that focused on COVID-19 wellness and vaccinations and tax assistance. Ms. Gonzalez has collaborated with regular school day staff and campus administrators to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities.

The final strengths related to intentional activities were **lesson plans and positive student engagement**. Because of Dr. Tipton's guidance and support to improve lessons plans at all ACE centers, Ms. Gonzalez has been able to create a system to provide oversight of lesson plans. All lesson plans have required components such as activity description, targeted audience, alignment

with TEKS, and goals/objectives. She also reviewed lesson plans for alignment with TEA goals and expectations. Teachers also explain how their lesson plan activities support school day learning and how they are innovative. The final strength related to lesson plans are the student reflection part. Teachers indicate whether there is a written and/or verbal student reflection component. They also explain how students are given opportunities for reflection and what they learned from the student's reflection. For example, after reading her students' reflection, one teacher learned that, "...I have learned who my students are and how they think and operate from a creative standpoint." Finally, there is positive student engagement as evidenced by an observation of an activity that focused on the Performing Arts Club (enrichment). The instructor had objectives, used research-based instructional approaches for learning, and monitored student engagement. All students were engaged in learning and had opportunities to reflect and collaborate with their peers. Students also were able to reflect and share their experiences with the instructor giving feedback. Based on interviews with program personnel and review of lesson plans and observations, we conclude that there was strong student engagement and high levels of learning at the after-school program.

Ms. Gonzalez has collaborated with regular school day staff and campus administrators to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities. Although center activities are strong, there are areas for **continuous program improvement**. A few next steps are to (1) continue to collaborate with stakeholders to revise the logic model based on current needs and concerns, (2) create an action plan in response to key findings from the local evaluation for continuous program improvement, (3) continue to recruit students in need, and (4) meet target student numbers for the next academic year. When she collaborates and identifies emergent needs, she can collaborate with regular school day administration to design intentional program activities that are aligned with emergent needs. One other recommendation is for all instructors to visibly share the learning objectives with students at the beginning of each activity. Although some instructors verbally shared the learning objectives, including the learning objectives in a visual format will help students connect the learning objectives with the larger ACE and BISD/TSC goals. And finally, Ms. Gonzalez also would like to offer more academic tutoring in Math and Reading/English as well as recruit more students to participate in TSI tutorials.

In summary, Ms. Gonzalez continues to build a strong after school program with a logic model aligned with center-specific needs, intentional activities, and strong collaboration with campus administrators. Results from observation of class activities and conversations with project staff highlight an emerging after school program that provides students with opportunities for academic assistance, college and workforce readiness, and enrichment. The evidence mentioned above should highlight how Ms. Moreno is committed to aligning all program activities to ACE objectives and outcomes. By revising the logic model based on current needs, she will ensure that all AY22 academic and enrichment activities are aligned with ACE and BISD/TSC objectives and outcomes.

B. Brief Center Overview

Porter ECHS is a 6A public high school with 40% or higher economically disadvantaged students and >50% who are at-risk. Center activities were available after school throughout the academic year, providing students with different programming options. All activities were designed to meet students' needs regarding college and workforce readiness.

C. Implementation

Process implementation and evaluation focused on the following elements: adherence, exposure, quality, and engagement. First, some students (94) received appropriate exposure to the program as defined by 45 or more days. Target goals for adult participants were met (145). Also, the program was implemented as designed with a variety of activities designed to give students options for programming. The program was delivered in a high-quality manner as evidenced by interviews or conversations with project director and center coordinator. Finally, activities had learning objectives aligned with ACE objectives and instructors who were committed to active and collaborative learning. Program activities were aligned with research-based strategies in instructional approaches that include teamwork and collaboration, mutual respect and communication, and strong connections between after school and regular day. Instructors designed lesson plans with all required components including opportunities for students to engage in reflection.

Porter ECHS was open the required number of hours and weeks during fall 2020 and spring 2021, providing evidence of a high-quality program designed for student and family success.

Table 1. Participant and Operation Requirements

10-ACE centers	Grade Level	Student Target	Adult Target	Hours per Week Required			# of Weeks Required		
				fall	spring	summer	fall	spring	summer
C4 Porter ECHS	9 th -12 th	250	125	17	17	20	14	20	6
<i>Actuals</i>		376 (94)	145	18	19.25	19.50	14	22	5

Program activities are appropriate and implemented with fidelity to improve program outcomes. Activities were organized into program component areas (academic assistance, enrichment, family and parental support services, and college and workforce readiness) with percentages and frequencies. ACE program participation was associated with a high level of student participation in academic activities (36%) and enrichment activities (53%) that indicates the amounts of variation in programmatic load for students in need of enrichment and academic assistance. Parent activities accounted for 33% of activities, providing evidence of commitment toward family engagement.

Table 2. Activity Attendance Percentage (Fall and Spring)

No. of Activities by component areas	% of Weight of Offered Activities	No. of Hours or Time Allocated	% of Time Allocated

	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family
C4	11	2	12	13	28%	5%	30%	33%	4961.75	900	7399.75	618.75	36%	6%	53%	4%

Ninety-four students reached (45+ days) level of participation. Additionally, a significant number of students (28) attended 60+ days and a significant number of students (22) attended 90+ days, providing strong evidence of a high-quality after-school program.

Table 3. Outputs – Participation: Student Attendance Percentage (Program Year)

C4	# of Students by Attendance (Days/Percentage)								
	Days	1+	10+	20+	30+	45+	60+	90+	Total
	Students (Days)	130	73	47	32	44	28	22	376
Students (%)	35%	19%	13%	9%	12%	7%	6%	100%	

Table 4 shows number of students by hours who participated in the ACE program. Most students attended 1+ hours.

Table 4. Outputs – Participation: Participant Attendance (Program Year)

# of Students by Attendance (Hours)						
	0+	1+	2+	3+	4+	5+
C4	–	335	32	0	9	0

Porter ECHS had many non-regular students who participated in 1-44 days of ACE programming. One goal for next year is to encourage non-regular students (282) to attend more days of programming.

Table 5. Student Counts

	Regular	Non-Regular
C4	94	282

CENTER LEVEL EXECUTIVE SUMMARY: RIVERA EARLY COLLEGE HS (C5)

A. Overall Strengths

There are numerous strengths at Rivera Early College High School. First, there is evidence of **campus and program engagement**. Mr. Holloway continues to have a strong and collaborative relationship with campus administrators. He collaborated with the ACE Project Director, campus administrators, and other stakeholders to identify center-specific needs, goals, activities, and outcomes to revise the logic model with all required elements. The Rivera ECHS logic model includes center-specific needs, center-specific goals, resources, center-specific activities, and center-level outcomes. The conversations with school administrators, counselors, and teachers resulted in identified needs that included students' performance in Reading, Math, Writing, and Social Studies. Other needs included low family engagement, low grade promotion rates, and high number of disciplinary referrals. From these center-specific needs, he collaborated with staff to identify goals to improve students' performance in core subjects as well as grade promotion rates and attendance. He also developed SMART outcomes such as *"By the end of 2020-2021, regularly attending students' disciplinary referrals will decrease by 25%."*

The logic model includes alignment with **intentional activities**. There was balance among activities that focused on college and workforce readiness, enrichment, and family engagement. All program activities were developed and designed to meet center-specific students' and families' needs and expectations. Examples of intentional activities included wellness, nutrition, and fitness. Other activities include Microsoft Office and Number Sense. All activities were designed to provide opportunities for students to use higher levels of learning such as critical thinking, problem solving, and creativity. Some activities also focused on students' social and emotional learning including self-awareness, self-management, social awareness, and responsible decision-making. Additionally, a strength of the program was family engagement activities that focused on COVID-19 wellness and vaccinations and substance abuse awareness. Mr. Holloway has collaborated with regular school day staff and campus administrators to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities.

The final strengths related to intentional activities were **lesson plans and positive student engagement**. Because of Dr. Tipton's guidance and support to improve lesson plans at all ACE centers, Mr. Holloway has been able to create a system to provide oversight of lesson plans. All lesson plans have required components such as activity description, targeted audience, alignment with TEKS, and goals/objectives. Teachers also explain how their lesson plan activities support school day learning and how they are innovative. The final strength related to lesson plans are the student reflection part. Teachers indicate whether there is a written and/or verbal student reflection component. They also explain how students are given opportunities for reflection and what they learned from the student's reflection. For example, after reading his students' reflection, one teacher learned that, *"The student's reflections are a key piece in being able to develop future lessons that will be used."* Finally, there is positive student engagement as evidenced by an observation of an activity that focused on Strength and Nutrition (Enrichment). The instructor had objectives, used research-based instructional approaches for learning, and monitored student engagement. All students were engaged in learning and had opportunities to

reflect and collaborate with their peers. Based on interviews with program personnel and review of lesson plans and observations, we conclude that there was strong student engagement and high levels of learning at the after-school program.

Mr. Holloway has collaborated with regular school day staff and campus administrators to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities. Although center activities are strong, there are areas for **continuous program improvement**. A few next steps are to (1) continue to collaborate with stakeholders to revise the logic model based on current needs and concerns, (2) create an action plan in response to key findings from the local evaluation for continuous program improvement, (3) continue to recruit students in need, (4) meet target student numbers for the next academic year, and (5) design more academic assistance activities aligned with students' needs. When he collaborates and identifies emergent needs, she can collaborate with regular school day administration to design intentional program activities that are aligned with emergent needs. For example, if the needs continue to be performance in Math and Writing, more activities to help students develop skills in these areas will be important.

In summary, Ms. Holloway continues to build a strong after school program at with a logic model aligned with center-specific needs, intentional activities, and strong collaboration with campus administrators. Results from observation of class activities and conversations with project staff highlight an emerging after school program that provides students with opportunities for enrichment and college and workforce readiness.

B. Brief Center Overview

Rivera ECHS is a 6A public high school with approximately 40% or higher economically disadvantaged students and >50% who are at-risk. Center activities were available after school throughout the academic year, providing students with different programming options. All activities were designed to meet students' needs regarding college and workforce readiness.

C. Implementation

Process implementation and evaluation focused on the following elements: adherence, exposure, quality, and engagement. First, many students (165) received appropriate exposure to the program as defined by 45 or more days. Target goals for adult participants were met (133). Also, the program was implemented as designed with a variety of activities to give students options for programming. The program was delivered in a high-quality manner as evidenced by interviews or conversations with project director and center coordinator as well as a site observation. Like last year, there was communication among center coordinator, project director, point-of-contact, and/or school principal to design quality programming. Finally, activities had learning objectives aligned with ACE objectives and instructors who were committed to active and collaborative learning. Program activities were aligned with research-based strategies in instructional approaches that include teamwork and collaboration, mutual respect and communication, and strong connections between after school and regular school day programming. Instructors

designed lesson plans with all required components including opportunities for students to engage in reflection.

Rivera ECHS was open the required number of hours and weeks during fall 2020 and spring 2021, providing evidence of a high-quality program designed for student and family success.

Table 1. Participant and Operation Requirements

10-ACE centers	Grade Level	Student Target	Adult Target	Hours per Week Required			# of Weeks Required		
				fall	spring	summer	fall	spring	summer
C5 Rivera ECHS	9 th -12 th	250	125	17	17	20	14	20	6
<i>Actuals</i>		294 (165)	133	19.50	18.50	18.50	16	21	4

Program activities are appropriate and implemented with fidelity to improve program outcomes. Activities were organized into program component areas (academic assistance, enrichment, family and parental support services, and college and workforce readiness) with percentages and frequencies. ACE program participation was associated with a high level of student participation in enrichment activities (54%) and college and workforce readiness activities (28%). Parent activities accounted for 31% of activities, providing evidence of commitment toward family engagement.

Table 2. Activity Attendance Percentage (Fall and Spring)

	No. of Activities by component areas				% of Weight of Offered Activities				No. of Hours or Time Allocated				% of Time Allocated			
	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family
C5	3	8	7	8	12%	31%	27%	31%	2720	5664	10732	816	14%	28%	54%	4%

One hundred sixty-five students reached (45+ days) level of participation. Additionally, a significant number of students (26) attended 60+ days and a significant number of students (80) attended 90+ days, providing strong evidence of a high-quality after-school program.

Table 3. Outputs – Participation: Student Attendance Percentage (Program Year)

C5	# of Students by Attendance (Days/Percentage)								
	Days	1+	10+	20+	30+	45+	60+	90+	Total
	Students (Days)	24	25	20	60	59	26	80	294
Students (%)	8%	9%	7%	20%	20%	9%	27%	100%	

Table 4 shows number of students by hours who participated in the ACE program. Most students attended 1+ hours.

Table 4. Outputs – Participation: Participant Attendance (Program Year)

# of Students by Attendance (Hours)						
	0+	1+	2+	3+	4+	5+
C5	0	242	52	0	0	0

As Table 5 reveals, Rivera ECHS had many non-regular students who participated in 1-44 days of ACE programming. One goal for next year is to encourage non-regular students (129) to attend more days of programming.

Table 5. Student Counts

	Regular	Non-Regular
C5	165	129

CENTER LEVEL EXECUTIVE SUMMARY: BESTEIRO MIDDLE SCHOOL (C6)

A. Overall Strengths and Next Steps

There are numerous strengths at Besteiro Middle School. First, there is evidence of **campus and program engagement**. Ms. Sepulveda continues to have a strong and collaborative relationship with her point of contact (dean of instruction) and teachers. She collaborated with the ACE Project Director and other stakeholders to identify center-specific needs, goals, activities, and outcomes to revise the logic model with all required elements. The Besteiro MS logic model includes center-specific needs, center-specific goals, resources, center-specific activities, and center-level outcomes. The conversations with school administrators resulted in identified needs that included students' performance in Reading, Math, Writing, and Social Studies. Other needs included unexcused absences, promotion rates, and disciplinary referrals. From these center-specific needs, she collaborated with staff to identify goals to improve students' performance in core subjects as well as grade promotion rates and attendance. She also developed SMART outcomes such as *"By the end of 2020-2021, regularly attending students' core subjects grades will improve by 20%."*

The logic model includes alignment with **intentional activities**. All program activities were developed and designed to meet center-specific students' and families' needs and expectations. Examples of intentional activities included Math Club, strength and conditioning, and science club. Other activities include college prepare yourself, athletic club, drawing club, and basketball club. All activities were designed to provide opportunities for students to use higher levels of learning such as critical thinking, problem solving, teamwork, and creativity. Some activities also focused on students' social and emotional learning including self-awareness, self-management, and responsible decision-making. Additionally, a strength of the program was family engagement activities that focused on tax assistance, dual enrollment, and health and wellness. Ms. Sepulveda has collaborated with regular school day staff and campus administrators to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities.

Another program strength involved student recruitment that (1) prioritized students most in need and (2) used data for ongoing recruiting. Before the beginning of the academic school year and throughout the year, Ms. Sepulveda met with teachers and the dean of instruction to identify students' needs. She listened to feedback and designed academic and enrichment activities to foster students' knowledge and skills in areas of need. Additionally, she talked with teachers on a regular basis to identify students who would benefit from participation in ACE activities. Teachers in core subjects recommended students to the ACE after school program. She also actively recruited students who were identified as being able to benefit from ACE program activities through phone calls. Like other centers, Besteiro Middle School used data to identify trends in attendance and encourage students to continue to attend ACE activities.

The final strengths related to intentional activities were **lesson plans and positive student engagement**. Because of Dr. Tipton's guidance and support to improve lessons plans at all ACE centers, Ms. Sepulveda has been able to create a system to provide oversight and review of lesson plans. All lesson plans have required components such as activity description, targeted audience, alignment with TEKS, and goals/objectives. Teachers also explain how their lesson plan activities support school day learning and how they are innovative. The final strength related to lesson plans are the student reflection part. Teachers indicate whether there is a written and/or verbal student reflection component. They also explain how students are given opportunities for reflection and what they learned from the student's reflection. For example, one teacher provided the following comment about opportunities for collaboration and reflection, *"Students were able to discuss the correct and wrong findings and assisted one another to reach a common and factual observation regarding the seasons."* Finally, there is positive student engagement as evidenced by an observation of an activity that focused on Athletics Club (Enrichment). The instructor had objectives, used active learning strategies to foster engagement, and monitored student engagement. All students were engaged in learning and had opportunities to reflect and collaborate with their peers. Based on interviews with program personnel and review of lesson plans and observations, we conclude that there was strong student engagement and high levels of learning at the after-school program.

Ms. Sepulveda has collaborated with regular school day staff to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities. Although center activities are strong, there are areas for **continuous program improvement**. A few next steps are to (1) continue to collaborate with stakeholders to revise the logic model based on current needs and concerns, (2) create an action plan in response to key findings from the local evaluation for continuous program improvement, (3) continue to recruit students in need, (4) meet target student numbers for the next academic year, and (5) ensure all activities follow lesson plans. When she collaborates with regular school day administration to identify emergent needs, she can design intentional program activities that are aligned with emergent needs. The final recommendation is to continue to develop the relationship with the school principal. If the center coordinator can continue to develop a positive relationship with regular school day administration, then the ACE program can complement regular school day instruction and learning.

In summary, Ms. Sepulveda continues to build a strong after school program at with a logic model aligned with center-specific needs, intentional activities, and strong collaboration with campus administrators. Results from observation of class activities and conversations with project staff highlight an emerging after school program that provides students with opportunities for enrichment and college and workforce readiness.

B. Brief Center Overview

Besteiro Middle School is a middle school with 40% or higher economically disadvantaged students and >50% who are at-risk. Center activities were available after school throughout the academic year, providing students with different programming options. All activities were designed to meet students' needs regarding college and workforce readiness.

C. Implementation

Process implementation and evaluation focused on the following elements: adherence, exposure, quality, and engagement. First, some students (56) received appropriate exposure to the program as defined by 45 or more days. Target goals for adult participants were met (134). Also, the program was implemented as designed with a variety of activities designed to give students options for programming. The program was delivered in a high-quality manner as evidenced by interviews or conversations with project director and center coordinator. Like last year, there was communication among center coordinator, project director, and school principal to design quality programming. Finally, activities had learning objectives aligned with ACE objectives and instructors who were committed to active learning. Program activities were aligned with strategies in instructional approaches that include teamwork and collaboration, mutual respect and communication, strong connections between after school and regular school day programming, and strong parent/student/teacher/community relationships.

Table 1. Participant and Operation Requirements

10-ACE centers	Grade Level	Student Target	Adult Target	Hours per Week Required			# of Weeks Required		
				fall	spring	summer	fall	spring	summer
C6 Besteiro MS	6 th -8 th	250	125	17	17	20	14	20	6
<i>Actuals</i>		288 (56)	134	18.50	15.50	14.75	15	18	4

Program activities are appropriate and implemented with fidelity to improve program outcomes. Activities were organized into program component areas (academic assistance, enrichment, family and parental support services, and college and workforce readiness) with percentages and frequencies. ACE program participation was associated with a high level of student participation in academic activities (46%) and enrichment activities (40%) that indicate the amounts of variation in programmatic load for students in need of academic assistance.

Table 2. Activity Attendance Percentage (Fall and Spring)

	No. of Activities by component areas				% of Weight of Offered Activities				No. of Hours or Time Allocated				% of Time Allocated			
	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family
C6	34	2	6	7	69%	4%	12%	14%	9768.50	1478.50	8444.50	1597	46%	7%	40%	8%

Fifty-six students reached (45+ days) level of participation. Additionally, a significant number of students (26) attended 60+ days, providing strong evidence of a high-quality after-school program.

Table 3. Outputs – Participation: Student Attendance Percentage (Program Year)

C6	# of Students by Attendance (Days/Percentage)								
	<i>Days</i>	1+	10+	20+	30+	45+	60+	90+	Total
	Students (Days)	74	57	55	46	21	26	9	288
Students (%)	26%	20%	19%	16%	7%	9%	3%	100%	

Table 4 shows number of students by hours participated in the ACE program. Most students attended 2+ hours.

Table 4. Outputs – Participation: Participant Attendance (Program Year)

# of Students by Attendance (Hours)						
	0+	1+	2+	3+	4+	5+
C6	0	0	134	67	87	0

As Table 5 reveals, Besteiro MS had many non-regular students who participated in 1-44 days of ACE programming. One goal for next year is to encourage non-regular students (232) to attend more days of programming.

Table 5. Student Counts

	Regular	Non-Regular
C6	56	232

II. CENTER LEVEL EXECUTIVE SUMMARY: FAULK MS (C7)

A. Overall Strengths

There are numerous strengths at Faulk Middle School. First, there is evidence of **campus and program engagement**. Ms. Orive continues to have a strong and collaborative relationship with campus administrators. She collaborated with the ACE Project Director, campus administrators, and other stakeholders to identify center-specific needs, goals, activities, and outcomes to revise the logic model with all required elements. The Faulk MS logic model includes center-specific needs, center-specific goals, resources, center-specific activities, and center-level outcomes. The conversations with school administrators and results from the campus needs assessment resulted in identified needs that included students' performance in Reading, Math, Writing, and Social Studies. Other needs included unexcused absences, promotion rates, and disciplinary referrals. From these center-specific needs, she collaborated with staff to identify goals to improve students' performance in core subjects as well as grade promotion rates and attendance. She also developed SMART outcomes such as *"By the end of 2020-2021, regularly attending students' core subjects grades will improve by 20%."*

The logic model includes alignment with **intentional activities**. All program activities were developed and designed to meet center-specific students' and families' needs and expectations. Examples of intentional activities included tutoring lab, math tutorial, arts and crafts and anime. Other activities include yoga, arts master club, and baking 101. All activities were designed to provide opportunities for students to use higher levels of learning such as critical thinking, problem solving, teamwork, and creativity. Some activities also focused on students' social and emotional learning including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Additionally, a strength of the program was family engagement activities that focused on Mother's Day celebration, online classes, and vaccination information, among other topics. Overall, Ms. Orive has collaborated with regular school day staff and campus administrators to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities.

Another program strength involved **student recruitment** that (1) prioritized students most in need and (2) used data for ongoing recruiting. Before the beginning of the academic school year and throughout the year, Ms. Orive met with campus stakeholders to identify students' needs. She listened to feedback and designed academic and enrichment activities to foster students' knowledge and skills in areas of need. Additionally, she talked with teachers on a regular basis to identify students who would benefit from participation in ACE activities. She also generated TEAL reports to identify students who were below the 45-day mark. She actively recruited students who were identified as being able to benefit from ACE program activities. Like other center coordinators at TSC, she used data to identify trends in attendance and encourage students to continue to attend ACE activities.

The final strengths related to intentional activities were **lesson plans and positive student engagement**. Because of Dr. Tipton's guidance and support to improve lesson plans at all ACE centers, Ms. Orive has been able to create a system to provide oversight of lesson plans. All

lesson plans have required components such as activity description, targeted audience, alignment with TEKS, and goals/objectives. She also reviewed lesson plans, conducted class observations, and provided teachers with feedback on their lesson plans. Teachers also explain how their lesson plan activities support school day learning and how they are innovative. The final strength related to lesson plans are the student reflection part. Teachers indicate whether there is a written and/or verbal student reflection component. They also explain how students are given opportunities for reflection and what they learned from the student's reflection. For example, one teacher provided the following comment about opportunities for collaboration and reflection, *"...students have taken time to reflect and share their reflections on what they have learned in this program with the class, and it always humbling."* Finally, there is positive student engagement as evidenced by an observation of an activity that focused on Anime (enrichment). The instructor had objectives, used active learning strategies to foster engagement, and monitored student engagement. All students were engaged in learning and had opportunities to reflect and collaborate with their peers. Based on interviews with program personnel and review of lesson plans and observations, we conclude that there was strong student engagement and high levels of learning at the after-school program.

Ms. Orive has collaborated with regular school day staff and campus administrators to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities. Although center activities are strong, there are areas for **continuous program improvement**. A few next steps are to (1) continue to collaborate with stakeholders to revise the logic model based on current needs and concerns, (2) create an action plan in response to key findings from the local evaluation for continuous program improvement, (3) continue to recruit students in need, (4) meet target student numbers for the next academic year, and (5) ensure all instructors review lesson objectives at the end beginning and end of each class so all students can reflect. When she collaborates and identifies emergent needs, she can collaborate with regular school day administration to design intentional program activities that are aligned with emergent needs. The final next step is to continue to develop partnerships with community partners.

In summary, Ms. Orive continues to build a strong after school program at with a logic model aligned with center-specific needs, intentional activities, and strong collaboration with campus administrators. Results from observation of class activities and conversations with project staff highlight an emerging after school program that provides students with opportunities for enrichment, academic assistance, and college and workforce readiness.

B. Brief Center Overview

Faulk Middle School services 6th-8th grade students with 40% or higher economically disadvantaged students and >50% who are at-risk. Center activities were available after school throughout the academic year, providing students with different programming options. All activities were designed to meet students' needs regarding college and workforce readiness.

C. Implementation

Process implementation and evaluation focused on the following elements: adherence, exposure, quality, and engagement. First, some students (54) received appropriate exposure to the program as defined by 45 or more days. Target goals for adult participants were not met (114). Also, the program was implemented as designed with a variety of activities designed to give students options for programming. The program was delivered in a high-quality manner as evidenced by interviews or conversations with project director and center coordinator as well as site observations. Like last year, there was communication among center coordinator, project director, point-of-contact, and/or school principal to design quality programming. Finally, activities had learning objectives aligned with ACE objectives and instructors who were committed to active learning. Program activities were aligned with research-based strategies in instructional approaches that include teamwork and collaboration, mutual respect and communication, and strong connections between after school and regular school day programming. Instructors designed lesson plans with all required components including opportunities for students to engage in reflection.

Faulk MS was open the required number of hours and weeks during spring 2021, providing evidence of a high-quality program designed for student and family success.

Table 1. Participant and Operation Requirements

	Grade Level	Student Target	Adult Target	Hours per Week Required			# of Weeks Required		
				Fall	Spring	Summer	Fall	Spring	Summer
C7 Faulk MS	6 th -8 th	250	125	17	17	20	14	20	6
<i>Actuals</i>		358 (54)	126	17	17.50	19.25	13	20	4

Program activities are appropriate and implemented with fidelity to improve program outcomes. Activities were organized into program component areas (academic assistance, enrichment, family and parental support services, and college and workforce readiness) with percentages and frequencies. ACE program participation was associated with a high level of student participation in enrichment activities (65%) that indicates the amounts of variation in programmatic load for students in need of enrichment. Parent activities accounted for 34% of activities, providing evidence of an after school program committed to family engagement.

Table 2. Activity Attendance Percentage (Fall and Spring)

No. of Activities by component areas				% of Weight of Offered Activities				No. of Hours or Time Allocated				% of Time Allocated			
Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family

C7	9	2	10	11	28%	6%	31%	34%	1570	1240	5905	419	17%	14%	65%	5%
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Fifty-four students reached (45+ days) level of participation. Additionally, a significant number of students (22) attended 60+ days, providing strong evidence of a high-quality after-school program.

Table 3. Outputs – Participation: Student Attendance Percentage (Program Year)

C7	# of Students by Attendance (Days/Percentage)								
	Days	1+	10+	20+	30+	45+	60+	90+	Total
	Students (Days)	222	40	21	21	24	22	8	358
Students (%)	68%	11%	6%	6%	7%	6%	2%	100%	

Table 4 shows number of students by hours who participated in the ACE program. Most students attended 2+ hours.

Table 4. Outputs – Participation: Participant Attendance (Program Year)

# of Students by Attendance (Hours)						
	0+	1+	2+	3+	4+	5+
C7	0	69	214	32	43	0

As Table 5 reveals, Faulk MS had many non-regular students who participated in 1-44 days of ACE programming. One goal for next year is to encourage non-regular students (304) to attend more days of programming.

Table 5. Student Counts

	Regular	Non-
C7	54	304

II. CENTER LEVEL EXECUTIVE SUMMARY: GARCIA MS (C8)

A. Overall Strengths and Next Steps

There are numerous strengths at Garcia Middle School. First, there is evidence of **campus and program engagement**. Ms. Adame continues to have a strong and collaborative relationship with campus administrators. She collaborated with the ACE Project Director, campus administrators, and other stakeholders to identify center-specific needs, goals, activities, and outcomes to revise the logic model with all required elements. The Garcia MS logic model includes center-specific needs, center-specific goals, resources, center-specific activities, and center-level outcomes. The conversations with school administrators resulted in identified needs that included students' performance in Reading, Math, Writing, and Social Studies. Other needs included low family engagement, minimal awareness of COVID-19 wellness, and low promotion rates. From these center-specific needs, she collaborated with staff to identify goals to improve students' performance in core subjects as well as grade promotion rates and attendance. She also developed SMART outcomes such as *"By the end of 2020-2021, regularly attending students' core subjects grades will improve by 20%."*

The logic model includes alignment with **intentional activities**. All program activities were developed and designed to meet center-specific students' and families' needs and expectations. Examples of intentional activities included Pokémon club, generation innovation, and character development. Other activities include mindfulness classroom, marathon kids, and wellness and fitness. All activities were designed to provide opportunities for students to use higher levels of learning such as critical thinking, problem solving, teamwork, and creativity. Some activities also focused on students' social and emotional learning including self-awareness, self-management, relationship skills, and responsible decision-making. Additionally, a strength of the program was family engagement activities that focused on tax assistance, mindfulness, online classes, and financial aid counseling, among other topics. Overall, Ms. Adame has collaborated with regular school day staff and campus administrators to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities.

The final strengths related to intentional activities were **lesson plans and positive student engagement**. Because of Dr. Tipton's guidance and support to improve lessons plans at all ACE centers, Ms. Adame has been able to create a system to provide oversight of lesson plans. All lesson plans have required components such as activity description, targeted audience, alignment with TEKS, and goals/objectives. She communicated with teachers about the expectations and guidelines for lesson plans. Teachers also explain how their lesson plan activities support school day learning and how they are innovative. The final strength related to lesson plans are the student reflection part. Teachers indicate whether there is a written and/or verbal student reflection component. They also explain how students are given opportunities for reflection and what they learned from the student's reflection. For example, one teacher provided the following comment about opportunities for collaboration and reflection, *"Students have the opportunity to write comments, reflections, or questions in the classroom stream about any of the exercises or mental and social strategies learned."* Finally, there is positive student engagement as evidenced

by an observation of an activity that focused on Character Development for Girls (Academic Assistance). The instructor had objectives, used active learning strategies to foster engagement, and monitored student engagement. All students also were engaged in learning, had opportunities to reflect and collaborate with their peers, and asked questions. Based on interviews with program personnel and review of lesson plans and observations, we conclude that there was strong student engagement and high levels of learning at the after-school program.

Ms. Adame has collaborated with regular school day staff and campus administrators to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities. Although center activities are strong and intentional, there are areas for **continuous program improvement**. A few next steps are to (1) continue to collaborate with stakeholders to revise the logic model based on current needs and concerns, (2) create an action plan in response to key findings from the local evaluation for continuous program improvement, (3) continue to recruit students in need, and (4) meet target student numbers for the next academic year. When she collaborates with school day administration to identify emergent needs, she can design intentional program activities that are aligned with emergent needs. Other next steps are to (1) provide support to teachers to develop online learning platforms and (2) provide additional support and resources to conduct classroom observations and lesson plan reviews.

In summary, Ms. Adame continues to build a strong after school program with a logic model aligned with center-specific needs, intentional activities, and strong collaboration with campus administrators. Results from observation of class activities and conversations with project staff highlight an emerging after school program that provides students with opportunities for enrichment, academic assistance, and college and workforce readiness.

B. Brief Center Overview

Garcia Middle School services 6th-8th grade students with 40% or higher economically disadvantaged students and >50% who are at-risk. Center activities were available after school throughout the academic year, providing students with different programming options. All activities were designed to meet students' needs regarding college and workforce readiness.

C. Implementation

Process implementation and evaluation focused on the following elements: adherence, exposure, quality, and engagement. First, some students (92) received appropriate exposure to the program as defined by 45 or more days. Also, the program was implemented as designed with a variety of activities to give students options for programming. The program was delivered in a high-quality manner as evidenced by interviews or conversations with project director and center coordinator as well as a site observation. Like last year, there was communication among center coordinator, project director, point-of-contact, and school principal to design quality programming. Finally, activities had learning objectives aligned with ACE objectives and instructors who were committed to active and collaborative learning. Program activities were aligned with research-based strategies in instructional approaches that include teamwork and collaboration, mutual

	Students (Days)	252	76	43	31	28	24	40	494
	Students (%)	51%	15%	9%	6%	6%	5%	8%	100%

Table 4 shows number of students by hours who participated in the ACE program. Most students attended 1+ hours.

Table 4. Outputs – Participation: Participant Attendance (Program Year)

# of Students by Attendance (Hours)						
	0+	1+	2+	3+	4+	5+
C8	1	379	102	12	0	0

As Table 5 reveals, Garcia MS had many non-regular students who participated in 1-44 days of ACE programming. One goal for next year is to encourage non-regular students (403) to attend more days of programming.

Table 5. Student Counts

	Regular	Non-
C8	92	403

II. CENTER LEVEL EXECUTIVE SUMMARY: LUCIO MS (C9)

A. Strengths and Next Steps

There are numerous strengths at Lucio Middle School. First, there is evidence of **campus and program engagement**. Mr. Farias continues to have a strong and collaborative relationship with regular school day administration. Mr. Farias collaborated with the ACE Project Director, staff, dean of instruction, and campus administrators to identify center-specific needs, goals, activities, and outcomes. Additionally, he collaborated with school administrators to revise the logic model with all required elements. The Lucio MS logic model includes center-specific needs, center-specific goals, resources, center-specific activities, and center-level outcomes. The conversations with school administrators resulted in identified needs that included students' performance in mathematics, writing, social studies, and reading. Other needs included low promotion rates and low family engagement. From these center-specific needs, he collaborated with campus administrators to identify goals to improve students' performance in mathematics and reading, attendance, behavior, and college and career readiness. He also developed SMART outcomes such as, *"By the end of 2020-2021, 90% of regularly attending students' core subjects grades will improve by 20%."*

Another program strength involved **student recruitment** that (1) prioritized students most in need and (2) used data for ongoing recruiting. Before the beginning of the academic school year and throughout the year, Mr. Farias met with regular school day administration, the dean of instruction, and teachers to identify students' needs. He listened to feedback and designed academic and enrichment activities to foster students' knowledge and skills in areas of need. Additionally, he talked with teachers and the dean of instruction on a regular basis to identify students who would benefit from participation in ACE activities. He actively recruited students who were identified as being able to benefit from ACE program activities. In addition to prioritizing students most in need, he used data-driven recruitment practices. He continuously checked TEAL reports to monitor students' progress toward 45 days. From this list, he made a cogent effort to reach out to students and their parents to participate in ACE activities. Like other centers at TSC, Lucio Middle School used data to identify trends in attendance and encourage students to continue to attend ACE activities.

The logic model also includes alignment with **intentional activities**. All program activities were developed and designed to meet center-specific students' and families' needs and expectations. Meaningful activities for academic assistance included chess, Spanish, and music appreciation. Meaningful activities for enrichment included e-sports, fitness and history, and dance. All activities were designed to provide opportunities for students to use higher levels of learning such as critical thinking, problem solving, and creativity. Students had voice and choice regarding opportunities to participate in activities that focused on academic assistance, college and workforce readiness, or enrichment. Some activities also focused on social and emotional learning such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Additionally, Mr. Farias had family activities that focused on COVID-19 wellness, financial aid counseling, and substance abuse awareness, among other topics.

The final strengths related to intentional activities were **lesson plans and positive student engagement**. Because of Dr. Tipton's guidance and support to improve lessons plans at all ACE centers, Mr. Farias has been able to create a system to provide oversight of lesson plans. Like other centers, he has a system in place in which teachers use a template to design and submit their lesson plans. All lesson plans have required components such as activity description, targeted audience, alignment with TEKS, and goals/objectives. Teachers also explain how their lesson plan activities support school day learning and how they are innovative. The final strength related to lesson plans are the student reflection part. Teachers indicate whether there is a written and/or verbal student reflection component. They also explain how students are given opportunities for reflection and what they learned from the student's reflection. One teacher provided the following perspective about collaboration and reflection, *"I try to ensure that students are fully engaged in the process of making meaning. During my sessions with my students, my goal is that instruction is so that students are the producers, not just consumers, of knowledge."* Finally, there is positive student engagement as evidenced by 251 students who attended 45 or more days of programming, including 159 students who attended 60+ days. From an observation of an activity that focused on student council leadership, it also was apparent that students were engaged with the activity and program. The activity was organized with an instructor who introduced a character-building topic. Students participated and expressed their perspectives in part due to the teacher's support and encouragement of new ideas. All students displayed compassion, care, and understanding of the importance of school leadership. Based on interviews with program personnel and review of lesson plans and observations, we conclude that there was strong student engagement at the Lucio Middle School after school program.

Mr. Farias has collaborated with regular school day staff to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities. Although center activities at Lucio Middle School are strong, there are areas for continuous program improvement. A few next steps are to (1) continue to collaborate with internal and external stakeholders to revise the logic model based on current needs and concerns, (2) create an action plan in response to key findings from the local evaluation for continuous program improvement, (3) continue to recruit students in need, and (4) include training sessions for 21st century teachers. In summary, Mr. Farias continues to build a strong after school program with a logic model aligned with center-specific needs, a variety of intentional activities, and strong collaboration with regular school day administration.

B. Brief Center Overview

Lucio Middle School services 6th-8th grade students with 40% or higher economically disadvantaged and >50% who are at-risk. Center activities were available after school throughout the academic year, providing students with different programming options. All activities were designed to meet students' needs regarding college and workforce readiness.

C. Implementation

Process implementation and evaluation focused on the following elements: adherence, exposure, quality, and engagement. First, target goals for students were met with 251 students who received appropriate exposure to the program as defined by 45 or more days. Target goals for adult participants were also met (167). Also, the program was implemented as designed with a variety of activities to give students options for programming. The program was delivered in a high-quality manner as evidenced by interviews or conversations with project director and center coordinator as well a site observation. Like last year, there was communication among center coordinator, project director, point-of-contact, and school principal to design quality programming. Finally, activities had learning objectives aligned with ACE objectives and instructors who were committed to active and collaborative learning. Program activities were aligned with research-based strategies in instructional approaches that include teamwork and collaboration, mutual respect and communication, and strong connections between after school and regular school day programming. Lucio MS was open the required number of hours and weeks during fall 2020 and spring 2021, providing evidence of a high-quality program designed for student and family success.

Table 1. Participant and Operation Requirements

	Grade Level	Student Target	Adult Target	Hours per Week Required			# of Weeks Required		
				Fall	Spring	Summer	Fall	Spring	Summer
C9 Lucio MS	6 th -8 th	250	125	17	17	20	14	20	6
<i>Actuals</i>		348 (251)	167	20.50	21.75	19.25	16	25	4

Program activities are appropriate and implemented with fidelity to improve program outcomes. Activities were organized into program component areas (academic assistance, enrichment, family and parental support services, and college and workforce readiness) with percentages and frequencies. ACE program participation was associated with a high level of student participation in academic activities (52%) and enrichment activities (18%) that indicates the amounts of variation in programmatic load for students in need of academic assistance and enrichment. Parent activities accounted for 29% of activities and highlights the commitment to family engagement.

Table 2. Activity Attendance Percentage (Fall and Spring)

No. of Activities by component areas				% of Weight of Offered Activities				No. of Hours or Time Allocated				% of Time Allocated			
Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family

C9	15	5	7	11	39%	13%	18%	29%	9603.25	2432	5594	1002	52%	13%	18%	5%
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Two hundred fifty-one students reached (45+ days) level of participation. Additionally, a significant number of students (108) attended 60+ days and a significant number of students (50) attended 90+ days, providing strong evidence of a high-quality after-school program.

Table 3. Outputs – Participation: Student Attendance Percentage (Program Year)

C9	# of Students by Attendance (Days/Percentage)								
	Days	1+	10+	20+	30+	45+	60+	90+	Total
	Students (Days)	23	26	20	28	93	108	50	348
Students (%)	7%	7%	6%	8%	27%	31%	14%	100%	

Table 4 shows number of students by hours participated in the ACE program. Most students attended 1+ hours.

Table 4. Outputs – Participation: Participant Attendance (Program Year)

# of Students by Attendance (Hours)						
	0+	1+	2+	3+	4+	5+
C9	21	306	5	9	6	0

As Table 5 reveals, Lucio MS had many non-regular students who participated in 1-44 days of ACE programming. One goal for next year is to encourage non-regular students (97) to attend more days of programming.

Table 5. Student Counts

	Regular	Non-
C9	251	97

II. CENTER LEVEL EXECUTIVE SUMMARY: PERKINS MS (C10)

A. Overall Strengths and Next Steps

There are numerous strengths at Perkins Middle School. First, there is evidence of **campus and program engagement**. Mr. Davila continues to have a strong and collaborative relationship with campus administrators. He collaborated with the ACE Project Director, campus administrators, and Dean of Instruction to identify center-specific needs, goals, activities, and outcomes to revise the logic model with all required elements. The Perkins MS logic model includes center-specific needs, center-specific goals, resources, center-specific activities, and center-level outcomes. The conversations with school administrators and teachers resulted in identified needs that included students' performance in Reading, Math, Writing, and Social Studies. Other needs included family engagement, disciplinary referrals, and COVID-19 family wellness and awareness. From these center-specific needs, he collaborated with staff to identify goals to improve students' performance in core subjects as well as grade promotion rates and attendance. She also developed SMART outcomes such as *"By the end of 2020-2021, 95% of regularly attending ACE students will be promoted to the next grade level."*

The logic model includes alignment with **intentional activities**. There was balance among activities that focused on academic assistance, enrichment, and family engagement. All program activities were developed and designed to meet center-specific students' and families' needs and expectations. Meaningful activities for academic assistance included Spanish, Writer's Club, and History. Meaningful activities for enrichment included Fitness and Health, Music, and Dance. All activities were designed to provide opportunities for students to use higher levels of learning such as critical thinking, problem solving, and creativity. Some activities also focused on students' social and emotional learning including self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Additionally, a strength of the program was family engagement activities that focused on wifi and hotspots, guidance and counseling, and open house. Mr. Davila has collaborated with regular school day staff and campus administrators to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities.

The final strengths related to intentional activities were **lesson plans and positive student engagement**. Because of Dr. Tipton's guidance and support to improve lessons plans at all ACE centers, Mr. Davila has been able to create a system to provide oversight of lesson plans. All lesson plans have required components such as activity description, targeted audience, alignment with TEKS, and goals/objectives. Teachers also explain how their lesson plan activities support school day learning and how they are innovative. The final strength related to lesson plans are the student reflection part. Teachers indicate whether there is a written and/or verbal student reflection component. They also explain how students are given opportunities for reflection and what they learned from the student's reflection. One teacher described how he used reflection in his activity, *"Students can reflect by sharing their work at the end of the day with each other. Students also share something new that they learned during the lessons."* Finally, there is positive student engagement as evidenced by an observation of an activity that focused on Coding/Robotics (Enrichment). The instructor had learning objectives, used research-based

instructional approaches for learning, and monitored student engagement. All students were engaged in learning and had opportunities to reflect and received feedback from the teachers and their peers. The instructor concluded the activity by summarizing the main points and allowing students to reflect and share ideas about their robots. Based on interviews with program personnel and review of lesson plans and observations, we conclude that there was strong student engagement and high levels of learning at the after-school program.

Mr Davilla. Portillo has collaborated with regular school day staff and campus administrators to align the ACE program with regular school day instruction, collaborated with stakeholders to revise a logic model based on campus-specific needs, and designed intentional program activities. Although center activities are strong, there are areas for **continuous program improvement**. A few next steps are to (1) continue to collaborate with stakeholders to revise the logic model based on current needs and concerns, (2) create an action plan in response to key findings from the local evaluation for continuous program improvement, (3) continue to recruit students in need, and (4) meet target student numbers for the next academic year. When he collaborates and identifies emergent needs, she can collaborate with regular school day administration to design intentional program activities that are aligned with emergent needs.

In summary, Mr. Davila continues to build a strong after school program at with a logic model aligned with center-specific needs, intentional activities, and strong collaboration with campus administrators. Results from observation of class activities and conversations with project staff highlight an emerging after school program that provides students with opportunities for academic assistance, college and workforce readiness, and enrichment.

B. Brief Center Overview

Perkins Middle School services 6th-8th grade students with 40% or higher economically disadvantaged and >50% who are at-risk. Center activities were available after school throughout the academic year, providing students with different programming options. All activities were designed to meet students' needs regarding college and workforce readiness.

C. Implementation

Process implementation and evaluation focused on the following elements: adherence, exposure, quality, and engagement. First, students (55) received appropriate exposure to the program as defined by 45 or more days. Target goals for adult participants were met (130). Also, the program was implemented as designed with a variety of activities to give students options for programming. The program was delivered in a high-quality manner as evidenced by interviews or conversations with project director and center coordinator as well a site observation. Like last year, there was communication among center coordinator, project director, point-of-contact, and school principal to design quality programming. Finally, activities had learning objectives aligned with ACE objectives and instructors who were committed to active and collaborative learning. Program activities were aligned with research-based strategies in instructional approaches that include teamwork and collaboration, mutual respect and communication, and strong connections between after school and regular school day programming. Perkins MS was

open the required number of hours and weeks during fall 2020 and spring 2021, providing evidence of a high-quality program designed for student and family success.

Table 1. Participant and Operation Requirements

	Grade Level	Student Target	Adult Target	Hours per Week Required			# of Weeks Required		
				Fall	Spring	Summer	Fall	Spring	Summer
C10 Perkins MS	6 th -8 th	250	125	17	17	20	14	20	6
<i>Actuals</i>		280 (55)	130	22.50	19.75	17.25	19	24	6

Program activities are appropriate and implemented with fidelity to improve program outcomes. Activities were organized into program component areas (academic assistance, enrichment, family and parental support services, and college and workforce readiness) with percentages and frequencies. ACE program participation was associated with a high level of student participation in academic activities (46%) and enrichment activities (38%) that indicate the amounts of variation in programmatic load for students in need of academic assistance. Parent activities accounted for 37% of activities, providing evidence of a program dedicated to family engagement.

Table 2. Activity Attendance Percentage (Fall and Spring)

	No. of Activities by component areas				% of Weight of Offered Activities				No. of Hours or Time Allocated				% of Time Allocated			
	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family	Academic	College	Enrichment	Family
C10	6	2	4	7	32%	11%	21%	37%	4685	1098	3887	432	46%	11%	38%	4%

Fifty-five students reached (45+ days) level of participation. Additionally, a significant number of students (35) attended 90+ days, providing strong evidence of a high-quality after-school program.

Table 3. Outputs – Participation: Student Attendance Percentage (Program Year)

C10	# of Students by Attendance (Days/Percentage)								
	<i>Days</i>	1+	10+	20+	30+	45+	60+	90+	Total
	Students (Days)	107	60	32	26	8	12	35	280
Students (%)	38%	21%	11%	9%	3%	4%	13%	100%	

Table 4 shows number of students by hours participated in the ACE program. Most students attended 1+ or 2+ hours.

Table 4. Outputs – Participation: Participant Attendance (Program Year)

# of Students by Attendance (Hours)						
	0+	1+	2+	3+	4+	5+
C10	–	146	107	20	7	0

As Table 5 reveals, Perkins MS had many non-regular students who participated in 1-44 days of ACE programming. One goal for next year is to encourage non-regular students (225) to attend more days of programming.

Table 5. Student Counts

	Regular	Non-
C10	55	225