

PROGRAM DESCRIPTION

The Afterschool Centers on Education (ACE) is the program administered through the Texas Education Agency for the federally funded 21st Century Community Learning Center (CCLC) grants authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB; Public Law 107-110). The purpose of ACE programs is to support the creation of community learning centers to provide academic enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools. Austin Independent School District currently has multiple ACE grants, each serving different schools. This report examines outcomes for Cycle 4, grant 1, which serves 826 students from one northeast Austin high school campus, Lanier, and the four neighborhood elementary schools that feed into it: Brown, Hart, Reilly, and Wooldridge.

AISD and its community-based partners strive to provide a comprehensive range of high quality out-of-school-time academic assistance, enrichment, family and parental support, and college and workforce readiness activities. ACE Austin's formal partners for the project included the Travis County 4-H Capital Project, Theatre Action Project, ACTIVE Life Movement, and the Boys and Girls Clubs of Austin. ACE Austin and its partners provide a continuum of center-based academic, family, and community supports, all guided by ACE Austin's overarching vision: *"Youth making a positive difference through learning, working, thriving, connecting, and leading."*

PROGRAM ACTIVITIES AND GOALS

AISD after-school programs include but are not limited to the following types of activities: academic assistance, enrichment, family and parental support services, and college and workforce readiness. Academic assistance activities support all educational areas, as needed, to promote student achievement and success in their school experiences; these programs should create exciting intrinsic motivation to sustain constant student participation. Enrichment activities provide positive social, cultural, recreational, and interpersonal skills; health and wellness opportunities; and experiences to enrich and expand students' understanding of life and involvement in community. Family and parental support services and activities help to increase the participation of parents in the students' educational experience. College and workforce readiness activities promote workforce awareness, job and/or college readiness, skills training, preparation for the workforce, and assistance in the attainment of employment and/or funding for college.

PROGRAM OBJECTIVES

Across activities and centers, the ACE Austin programs focus on five primary objectives:

- Increase regular school day attendance
- Decrease discipline referrals
- Increase academic achievement through support and enrichment activities
- Increase promotion rates¹
- Increase graduation rates²

METHODOLOGY

Across the five ACE Austin afterschool campuses (Lanier High School, Brown Elementary School, Hart Elementary School, Reilly Elementary School, and Wooldridge Elementary School), outcomes were analyzed for two groups: participants, students who participated in an ACE Austin afterschool program and Non-participants, the comparison group of students who attended the same campuses but did not participate in an ACE Austin afterschool program.

Program participation files and AISD student records provided demographic information and results for each of the school-related outcomes:

Attendance rates: Average attendance rates were calculated across the student groups for both the participant and non-participant groups. Attendance rate is defined as the percentage of days enrolled in school that the student attended.

Discipline removals: To examine the program impact on discipline referrals, the percentage of students who were disciplined for either a mandatory referral or a discretionary referral was calculated for the participant and non-participant groups. Student discipline removals were included for analysis when the resultant action was a suspension (i.e., in-school or out-of-school suspension) or placement in a disciplinary alternative education program (DAEP; e.g., the Alternative Learning Center). These removals were divided into two categories for the purposes of analyses: those for which a removal was mandatory and those for which a removal was discretionary. All mandatory discipline offenses resulted in a removal from campus, as required by law. Discretionary removals were those offenses that did not require a removal by law, but for which a student was removed anyway. For example, mandatory removals included drug and alcohol violations, as well as assaults on other students or adults on campus; discretionary removals included persistent misbehavior.

Academic achievement: Academic achievement was measured using Texas Assessment of Knowledge and Skills (TAKS) scores, and school-year grade point average (GPA). For the participant and

¹ Student promotion data will not be available until October, 2011 and therefore is not presented in this report.

² Student graduation data will not be available until October, 2011 and therefore is not presented in this report.

non-participant groups, the percentages of students who met the passing standard on the TAKS tests in reading, mathematics, science, and social studies were calculated, as were the mean GPAs, for coursework completed during the year.

Student Demographics

Table 1. Number of Students by Campus and ACE Austin Participation Status, 2010-2011

Cycle 4, Grant 1 campuses	Participants		Non-participants		Total	
	number	percentage	number	percentage	number	percentage
Lanier	266	32%	1,621	41%	1,887	100%
Brown	171	21%	420	11%	591	100%
Hart	158	19%	829	21%	987	100%
Reilly	96	12%	236	6%	332	100%
Wooldridge	135	16%	811	21%	946	100%
Total Cycle 4, Grant 1	826	17%	3,917	83%	4,743	100%

Source. ACE Austin participant records for 2010–2011; AISD student records.

Note. This is an unduplicated count of ACE Austin program participants and non-participants

Table 2. Student Gender, by Campus and ACE Austin Participation Status, 2010–2011

Cycle 4, Grant 1 campuses and participation level		Gender	
		Female	Male
Lanier	Participants (n = 266)	44%	56%
	Non-participants (n = 1621)	50%	50%
Brown	Participants (n = 171)	50%	50%
	Non-participants (n = 420)	50%	50%
Hart	Participants (n = 158)	44%	56%
	Non-participants (n = 829)	50%	50%
Reilly	Participants (n = 96)	46%	54%
	Non-participants (n = 236)	50%	50%
Wooldridge	Participants (n = 135)	38%	62%
	Non-participants (n = 811)	50%	50%

Source. ACE Austin participant records for 2010–2011; AISD student records.

Table 3. Student Ethnicity, by Campus and ACE Austin Participation Status, 2010–2011

Cycle 4 Grant, 1 campuses and participation level		Ethnicity						
		American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	Two or More Races	White
Lanier	Participants	< 1%	1%	33%	59%	< 1%	2%	4%
	Non-participants	1%	3%	8%	82%	< 1%	1%	5%
Brown	Participants	-	-	4%	89%	-	3%	4%
	Non-participants	< 1%	< 1%	5%	89%	-	1%	4%
Hart	Participants	< 1%	1%	15%	82%	-	< 1%	1%
	Non-participants	< 1%	< 1%	5%	93%	-	< 1%	2%
Reilly	Participants	-	11%	3%	77%	-	2%	6%
	Non-participants	-	2%	5%	83%	-	1%	9%
Wooldridge	Participants	1%	1%	16%	78%	1%	1%	2%
	Non-participants	-	3%	3%	90%	< 1%	1%	2%

Source. ACE Austin participant records for 2010–2011; AISD student records.

Table 4. Student Grade Level, by Campus and ACE Austin Participation Status, 2010–2011

Cycle 4 Grant, 1 campuses and participation level		Grade level		
		Elementary school (Grades EE – 5)	Middle school (Grades 6 – 8)	High school (Grades 9 – 12)
Lanier	Participants	N/A	N/A	14%
	Non-participants	N/A	N/A	86%
Brown	Participants	29%	N/A	N/A
	Non-participants	71%	N/A	N/A
Hart	Participants	16%	N/A	N/A
	Non-participants	84%	N/A	N/A
Reilly	Participants	29%	N/A	N/A
	Non-participants	71%	N/A	N/A
Wooldridge	Participants	14%	N/A	N/A
	Non-participants	86%	N/A	N/A

Source. ACE Austin participant records for 2010–2011; AISD student records.

Table 5. Student Limited English Proficiency Status, by Campus and ACE Austin Participation Status, 2010–2011

Cycle 4, Grant 1 campuses and participation level		Limited English proficiency (LEP) status
Lanier	Participants	4%
	Non-participants	38%
Brown	Participants	24%
	Non-participants	63%
Hart	Participants	10%
	Non-participants	80%
Reilly	Participants	25%
	Non-participants	63%
Wooldridge	Participants	9%
	Non-participants	79%

Source. ACE Austin participant records for 2010–2011; AISD student records.

OUTCOMES

Attendance

Table 6. Mean Attendance Rates, by Campus and ACE Austin Participation Status 2010-2011

Cycle 4, Grant 1 campuses	Mean school attendance rate	
	Participants (n = 826)	Non-participants (n = 3,917)
Lanier	87.13	86.24
Brown	97.60	95.63
Hart	96.38	95.42
Reilly	97.82	95.01
Wooldridge	97.25	96.98
All Cycle 4, Grant 1	93.98	92.00

Source. ACE Austin participant records for 2010–2011; AISD student attendance records (TEAMS_ATTENDANCE). Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2010–2011 school year.

Discipline

Table 7. Percentage of Students with Discipline Removals, by Campus and ACE Austin Participation Status, 2010-2011

Cycle 4, Grant 1 campuses	Mandatory removals		Discretionary removals	
	Participants (n =826)	Non-participants (n =3,917)	Participants (n =826)	Non-participants (n = 3,917)
Lanier	4.89	3.08	31.58	19.86
Brown	0	0.48	2.92	2.86
Hart	0	0	0.63	1.33
Reilly	0	0	1.04	2.97
Wooldridge	0	0	0.74	0.86
All Cycle 4, Grant 1	1.57	1.33	11.14	9.17

Source. ACE Austin participant records for 2010–2011; AISD student discipline records (ADIS).

Note. Discipline removals refer to only those discipline offenses for which the resulting disciplinary action was removal from the classroom (e.g., in our out of school suspension, placement in disciplinary alternative education program [DAEP]). All Mandatory discipline offenses result in removal from campus. Discretionary removals are those offenses that do not require a removal by law.

Academic Achievement (Mean GPA and TAKS Passing Rates)

Table 8. School Year GPA, by Campus and ACE Austin Participation Status, 2010-2011

Cycle 4, Grant 1 campuses	Mean GPA	
	Participants (n =826)	Non-participants (n =3,917)
Lanier	2.36	2.46
Brown	3.39	3.27
Hart	3.10	3.07
Reilly	3.35	3.18
Wooldridge	3.36	3.28
All Cycle 4, Grant 1	3.03	2.93

Source. ACE Austin participant records for 2010–2011; AISD student records (TEAMS_GRDS)

Table 9. TAKS Passing Rates, by Campus and ACE Austin Participation Status, 2010-2011

Cycle 4, Grant 1 campuses and participation level		Subject			
		Reading	Mathematics	Science	Social Studies
Lanier	Participants	82% (n = 174)	62% (n = 169)	70% (n = 106)	89% (n = 102)
	Non-participants	79% (n = 1,024)	65% (n = 986)	64% (n = 581)	91% (n = 543)
Brown	Participants	86% (n = 93)	78% (n = 93)	75% (n = 28)	N/A (n = 0)
	Non-participants	84% (n = 117)	80% (n = 117)	66% (n = 35)	N/A (n = 0)
Hart	Participants	88% (n = 83)	88% (n = 83)	81% (n = 32)	N/A (n = 0)
	Non-participants	90% (n = 234)	89% (n = 234)	85% (n = 61)	N/A (n = 0)
Reilly	Participants	77% (n = 35)	86% (n = 35)	83% (n = 12)	N/A (n = 0)
	Non-participants	88% (n = 69)	89% (n = 70)	88% (n = 17)	N/A (n = 0)
Wooldridge	Participants	89% (n = 83)	87% (n = 83)	70% (n = 27)	N/A (n = 0)
	Non-participants	84% (n = 317)	82% (n = 318)	75% (n = 77)	N/A (n = 0)
All Cycle 4, Grant 1	Participants	85% (n = 468)	76% (n = 463)	73% (n = 205)	89% (n = 102)
	Non-participants	82% (n = 1,761)	73% (n = 1,725)	68% (n = 771)	91% (n = 543)

Source. ACE Austin participant records for 2010–2011; AISD student records (TAKS)

Note. The percentages equal the number of those who met the passing standard, and *n* represents the number of students who took the TAKS in each specified category. Elementary school students do not have TAKS Social Studies data as this subject is only administered in grades 8, and 10.

SUMMARY OF FINDINGS

Analyses of the relationship between participation in ACE afterschool programs and various school outcomes revealed that overall participation in an ACE afterschool program was positively related to some degree to school attendance rates. However, effects of program participation on discipline removals and academic achievement were mixed.

Table 10. ACE Austin program participant performance by school-related outcomes, 2010-2011

Expectation	Outcome	Program Success?
Attendance	<p>↑ Participants had better attendance rates than non-participants at all Cycle 4, grant 1 campuses.</p>	Success
Discipline	<p>↓ The percentage of program participants with mandatory and discretionary removals was greater than the percentage of non-participants with disciplinary removals at Lanier high school.</p> <p>↑ However, the percentage of participants with discretionary removals at all other Cycle 4, grant 1 campuses were less the percentage of non-participants with discretionary removals at those same campuses.</p>	Mixed
TAKS	<p>↑ A greater percentage of program participants met TAKS passing standards in Reading and Science compared to non-participants overall and at Lanier and Brown campuses. In addition, a greater percentage of program participants met TAKS passing standards in Reading and Mathematics compared to non-participants at Wooldridge.</p> <p>↓ However, a greater percentage of non-participants met TAKS passing standards in Reading, Mathematics and Science compared to participants at Hart and Reilly campuses. Social Studies TAKS is not administered at elementary school campuses.</p>	Mixed
GPA	<p>↑ Program participants, on average had a greater school-year grade point average compared to non-participants at all Cycle 4, grant 1 Elementary campuses.</p> <p>↓ Participants at Lanier high school did not have a greater mean school-year GPA than non-participants.</p>	Mixed

RECOMMENDATIONS

Finding 1: Program participants had better attendance rates than non-participants at all Cycle 4, grant 1 campuses.

Recommendation 1: Given the positive results for ACE Austin program participants related to school attendance outcomes, it is recommended that program components aimed at improving school-day attendance continue to be incorporated at all campuses.

Finding 2: Program participation had mixed results regarding discipline removals. The percentage of program participants who had a mandatory or discretionary removal was greater than the percentage of non-participants who had a removal at Lanier High School. However, the percentage of participants

who had a discretionary removal at all other campuses was less than the percentage of non-participants who had a discretionary removal at those same campuses.

Recommendation 2: To meet discipline outcome goals, a closer alignment of program activities designed to address discipline issues is warranted, specifically at Lanier High School. Identifying the specific programs and strategies used to address discipline issues at the ACE Austin campuses where the percentage of participants who had a discipline removal was less than the percentage of non-participants who had a discipline removal would be useful in understanding what may have contributed to this finding in order to influence the adoption of similar approaches at other campuses as well.

Finding 3: Academic achievement (TAKS passing rates) outcomes provided mixed results; participants showed gains only in some TAKS subject areas. A greater percentage of program participants met TAKS passing standards in Reading and Science compared to non-participants overall and at Lanier and Brown campuses. In addition, a greater percentage of program participants met TAKS passing standards in Reading and Mathematics compared to non-participants at Wooldridge.

However, a greater percentage of non-participants met TAKS passing standards in Reading, Mathematics and Science compared to participants at Hart and Reilly campuses. Social Studies TAKS is not administered at elementary school campuses.

Recommendation 3: Given the mixed results for ACE Austin participants related to academic achievement, it is recommended that academic-related afterschool programs implement changes to better align with program goals while refinements continue to be made to components that are effective and meet the specific needs of students at each campus.

Finding 4: Program participants had higher Mean GPA's compared to non-participants at all campuses except for Lanier. It is unclear whether the positive effect observed in school-year GPA for program participants at the elementary school level and the negative effect observed in school year GPA for participants at the high school level is due to program effect differences or due to differential recruitment into the after school program at elementary and high school levels.

Recommendation 4: It is recommended that academic-related afterschool programs implement changes to better align with program goals while refinements continue to be made to components that are effective and meet the specific needs of students at each campus. In addition, when it is possible that students are recruited into programs because they are having academic challenges, baseline achievements levels should be taken into account in future analyses to determine whether differences are due to selection effects, rather than program effects.

About the Department of Research and Evaluation. The Department of Research and Evaluation (DRE) was established in 1972 to support program decision and strategic planning in the district. The department is housed in the Office of Accountability and is charged with evaluating federal, state, and locally funded programs in AISD. DRE staff integrates best and innovative evaluation practices with educational and institutional knowledge. DRE staff work with program staff throughout the district to design and conduct formative and summative program evaluations. DRE's methods for evaluating programs vary depending on the research question, program design, and reporting requirements. The evaluations report objectively about program implementation and outcomes, and serve to inform program staff, decision makers, and planners in the district. DRE reports can be accessed online: <http://archive.austinisd.org/inside/accountability/evaluation/reports.phtml>

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PROJECT DIRECTOR'S ADDENDUM
ACE AUSTIN SUMMARY REPORT, 2010-2011
21ST CENTURY COMMUNITY LEARNING CENTERS
CYCLE 4, GRANT 1



Program Description

DESCRIPTION OF NEED

Texas Assessment of Knowledge and Skills (TAKS) test scores indicate that students at four of the five campuses served by the 21st Century Community Learning Center Cycle 4 grant are performing below district and state averages in all subjects. The percentage of students who are low SES (i.e., qualify to receive free or reduced price lunch), considered at risk of dropping out of school, or have limited English proficiency (LEP) are above district and state averages for all five schools (Table A1).

Table A1. Description of Needs (AEIS, 2009-10)

School	Percentage Passing All TAKS Tests	Percentage Low SES	Percentage At Risk	Percentage LEP
Lanier High School	53	84.9	80.2	35.3
Brown Elementary	61	95	77.3	66.7
Hart Elementary	68	96.2	81.2	73.4
Reilly Elementary	75	94.7	67.8	57.2
Wooldridge Elementary	70	98.3	97.9	80.6
AISD	74	63.5	53.9	29.1
State	77	59	47.2	16.9

Source: 2009-2010 AEIS Reports, Texas Education Agency.

PROPOSED BUDGET AND ACTUAL EXPENDITURES

Table A2. Budget

Category	Projected	Actual	Cost per Participant
Payroll	\$ 292,842	\$ 303,847	
Professional and Contracted Services	174,658	164,206	
Supplies and Materials	7,000	3,398	
Other Operating Costs	5,500	4,380	
Indirect Costs	0	4,169	
Total	\$480,000	\$ 480,000	\$ 581

Source: AISD Afterschool Program records

STRUCTURE OF PROGRAM

Building on its existing infrastructure of evidence-based out-of-school-time activities and partnerships, ACE Austin collaborates with a range of partners to provide a comprehensive, menu of before-school, after-school, and summer programming. Activities are offered at least 15 hours per week for 32 weeks during the academic year and for 20 hours per week for 2 weeks during summer. In school year 2010-2011, this grant served 826 students. All activities focus on the core 21st CCLC component areas as follows:

Academic Support: ACE Austin offers a range of activities designed to improve student achievement by providing extra academic assistance and support in the form of tutoring and homework help for students who are struggling in the core subjects, including science, math, and social studies. All extended day learning opportunities are aligned with the Texas Essential Knowledge and Skills (TEKS) standards and with the school-day reading/writing, math, science, technology, and social studies curricula and use hands-on, experiential, and project-based teaching strategies to reinforce learning. Academic support activities incorporate the district-wide Curriculum Roadmap and link the afterschool program with school-day instruction to ensure consistency and continuity.

Enrichment: ACE Austin offers a variety of skill-building enrichment activities to which most students would otherwise lack access, including fine arts, technology, games, health and fitness, outdoor and environmental education, and youth leadership and development. Enrichment activities are designed to extend, expand on, or otherwise enrich classroom learning by supporting students' physical, emotional, and social development.

Family Engagement: ACE Austin staff partner with the AISD Adult Education Department, Parent Support Specialists, Family Resource Centers, Austin Voices, and the Austin Project to provide family engagement activities that help connect families to schools and enable them to better support their children's academic achievement. Services include: English language support for limited English proficient students; technology classes, basic literacy classes for adult family members of participating students; parent support classes that focus on college readiness, child development, positive behavior, and ways to support student academic achievement; referrals to counseling and wrap around services; and family fitness nights, offered in partnership with ACTIVE Life Movement, a national organization dedicated to healthy lifestyles for all.

College and Workforce Readiness/Awareness: All activities and classes integrate college and workforce readiness whenever feasible, including discussions on careers and educational attainment, presentations from guest speakers, and information about the importance of high school graduation and college attendance.

AFTERSCHOOL PROGRAM STAFF, PROFESSIONAL DEVELOPMENT, AND EXPECTATIONS OF PERFORMANCE

It is expected that all staff hired will be qualified to work with youth and have the experience necessary to provide high quality enrichment and academic services for youth. It is also expected that staff will arrive at the center prepared and ready to deliver these activities for youth and families. Staff will be expected to dress appropriately, behave professionally, and observe all standards of care developed by the ACE Austin Afterschool Program. Students are to be supervised at all times and proper procedures for signing in and out will be followed.

Table A3. Afterschool Center Roles

Staff Title	Responsibilities	Qualifications
Project Director	Coordinate all program planning, implementation, evaluation, budget management and reporting to TEA. Hire, supervise, and evaluate program staff, as well as develop partnerships and secure and supervise CBO’s. Monitor program implementation. Serve as a liaison between school staff and partners. Attend 21 st CCLC training sessions as required.	Degree in education or related field with experience in youth development. Evidence of leadership with strong organizational, interpersonal, and problem solving skills. Knowledge of community resources required.
Partner or Community Liaison	Coordinate and facilitate the activities of the Afterschool Task Force. Work with area Universities to recruit and retain staff, monitor program curriculum and instruction regarding partner contributions to maintain quality and eliminate duplication of services. Seek community partners to assist with family programming. Establish training schedules for program staff and instructors. Attend 21 st CCLC training sessions as required.	Degree in education or related field with experience in youth development. Evidence of leadership with strong organizational, interpersonal, and problem solving skills. Knowledge of community resources required.
Site Coordinators	Conduct annual campus needs assessment; organize student and parent program activities; recruit instructors from the school staff, parents, and community; secure materials and supplies; monitor attendance; process payroll; assure security; organize campus-level advisory committee, attend ASTF and campus CAC meetings; assist in development of the annual center service delivery plan. Attend 21 st CCLC trainings as required.	Degree preferred, H.S. diploma accepted; bilingual preferred. Some experience in youth services field. Requires good organization and budgeting skills.
Instructional Staff	Responsible for preparing and teaching TEKS aligned classes that support and complement the regular day curriculum without repeating; creating hands-on experiences that are fun and educational	Expertise and /or desire to share knowledge with students; ability to create interesting, meaningful yet fun classes for students to stay engaged in school.

Source: Afterschool Program records

ACE Austin's training calendar was extensive. In addition to new employee orientations, and district and campus training sessions, staff attended webinars and regional training sessions provided by Edvance. All afterschool instructors participated in Youth Program Quality (YPQ) training sessions that were offered throughout the year, assessment tools and technique sessions, and instructional models sessions. To ensure that all TEA objectives were met, each objective had a professional development strategy for implementation. As part of the lesson planning training, afterschool staff learned how to assess learning styles, determine student progress, and assess portfolios. Strategies for professional development included:

- Professional development for all afterschool instructors about Department of Education evidence-based practices in lesson planning, instruction, tutoring, and homework assistance.
- Professional development for all afterschool instructors and staff about effective youth development practices and the development of high-interest, developmentally appropriate activities.
- Recruitment and training of adult advocates and assignment of trained advocates to targeted students in order to provide tutoring and mentoring on a consistent basis.
- Professional development for all afterschool instructors and staff about evidence-based Positive Behavior Support strategies.

AFTERSCHOOL PROGRAM ACTIVITIES

The grant requires four activity categories to be provided at funded sites: academic assistance, enrichment, family and parental support services, and college and workforce readiness. Key elements of the 21st CCLC program offered at the five Cycle 4 centers include:

Academic Assistance

- Academic Support: Students were provided with opportunities to learn study skills, learning styles, and problem solving through a variety of creative curricula. Students also received assistance with homework and other class assignments. Activities included: academic preparation, academic tune up, brick lab, Homework Haven, Power hour.

Enrichment

- Literacy Enrichment: Students practiced literacy skills through activities that focused on writing, reading, comprehension, language development, and storytelling. Activities included: debate, Readers Theatre, book clubs, story time, Read It and Eat It, performance poetry, and Teen Reporters. All activities were TEKS aligned.
- Math Enrichment: Students increased their knowledge of mathematics through activities that focused on higher-order thinking, numerical sequencing, and order of operations.

Activities included math games, math pentathlon, money matters, math puzzles, and number sense. All activities were TEKS aligned.

- *Outdoor & Environmental Education:* Students developed a sense of stewardship and general appreciation for the environment and the impact of human activity on our outdoor resources. Activities included: world garden club, conservation, recycling, sports fishing, environmental club, and camping skills. All activities were TEKS aligned.
- *Science Enrichment:* Students increase their knowledge of the natural world through activities that focused on scientific exploration, the scientific method, and hands-on discovery. Activities included: plant and animal science, water ecology, Dinosaur Detectives, rocketry, space exploration, Plant Pals, and physical science. All activities were TEKS Aligned.
- *Social Studies Enrichment:* Students increase their awareness of culture, history, diversity, community, and current events through activities that focused on exploring the world around them. Activities included: humanities studies, current events, Texas Tales, multicultural studies, and culture months. All activities were TEKS Aligned.
- *Arts & Crafts:* Students developed an appreciation of handicrafts and a deeper understanding of the social and economical role of craftwork in our society through a variety of activities. Activities included: general arts and crafts, clay work and pottery, embroidery and sewing, quilting, leatherwork, model making, origami puppet making, and scrap booking. All activities were TEKS aligned.
- *Driver Education:* Eligible high school students completed the classroom component of Driver's Education. The activity included Texas state laws regarding driving, alcohol and drug use, and vehicle maintenance.
- *English Academies:* Students and their families had the opportunity to learn and practice their English through engaging in enrichment classes that focused on language development, reading, writing, and public speaking. Activities included: public speaking, fun with books, book club, creative writing, and sign language. All activities were TEKS aligned.
- *Fine Arts:* Students developed an appreciation for the fine arts as a forum for creative and positive self-expression. Through music and the performing and visual arts, students practiced skills related to comprehension, literacy, and higher-level thinking. Activities included: drawing, painting, acting, cultural dance, singing, music, drums, and acting for the camera. All activities were TEKS aligned.
- *Games, Games & More Games:* Students practiced teamwork, strategic thinking, sportsmanship, conflict resolution, problem solving, and cooperation skills through activities such as strategy games, board games, game tables, puzzles, and role-playing. All activities were TEKS aligned.

- *Health & Fitness*: Students participated in traditional and non-traditional sports, active games, cooperative games, and/or team building activities for the purpose of developing strong, healthy bodies and healthy lifestyles. In addition, students learned about healthy eating habits and making healthy food choices. Activities included: sports, martial arts, international cooking, golf, Pilates, and strength and speed development. All activities were TEKS aligned.
- *Youth Leadership / Development*: To be successful adults, children must develop strength of character and the ability to make complex decisions. Youth leadership and development opportunities help build these skills and include activities such as scouting, student council, teen talk, girl power, junior staff, leadership clubs, Peacemakers club, teambuilding, challenge courses, and mentoring. All activities were TEKS Aligned.

Family and Parental Support Service

- *Family Literacy*: Adult family members of participating ACE Austin students were provided with opportunities to increase their literacy and improve related educational development. Activities included: (information sessions about the??) Family Advocacy Network, family connections (meetings?), parent homework support, and GED preparation.

College and Workforce Readiness

- *College and Career Awareness*: Students were exposed to a variety of career and post secondary opportunities through engaging and experiential explorations. Activities included: college visits, entrepreneurial exercises, Green Teens, Junior Achievement, Teen Teachers, career launch, and guest speakers. All activities were TEKS aligned.

RELATIONSHIP BETWEEN AFTERSCHOOL PROGRAM ACTIVITIES AND PROGRAM OBJECTIVES

Students were recruited and enrolled in the 21st CCLC program based on needs assessment data and student interest. These data were used to develop strategies that met the principles of effectiveness and supported the stated objectives. In addition, program activities were tailored to the specific social, emotional, and academic needs of students. Table A4 describes how the activities align with program objectives.

Table A4. Crosswalk of Program Activities and the Objectives They Address

Objectives	Academic Support	Arts and Crafts	College and Career Awareness	Driver Education	English Academies	Fine Arts	Games	Health and Fitness	Literacy Enrichment	Math Enrichment	Outdoor/Environmental Education	Science Enrichment	Social Studies Enrichment	Youth Leadership/ Development
Improve Academic Performance	X				X	X			X	X	X	X	X	
Improve Attendance	X	X	X	X		X	X	X			X			X
Improve Behavior		X	X			X	X	X			X			X
Improve Promotion Rates	X		X			X			X	X		X	X	
Improve Graduation Rates	X		X			X			X	X		X	X	

Source: Afterschool Program records

AFTERSCHOOL PROGRAM INTEGRATION WITH THE REGULAR SCHOOL DAY

The strategies and activities employed by ACE Austin are aligned with the district mission and initiatives as well as state and local standards. Each strategy is designed to incorporate the district-wide Curriculum Roadmap, a week-by-week plan for classroom instruction for each grade level and subject, thus linking the afterschool program with the regular school-day instruction and ensuring consistency, continuity, and a cumulative acquisition of knowledge throughout grades and schools. Site coordinators serve on the individual Campus Advisory Councils and Child Study Teams to ensure that afterschool programs will be an integral component of the campus improvement plans.

SPECIAL EVENTS

Breakfast of Champions – October 14, 2010. The Breakfast of Champions honors persons and organizations that exemplify quality afterschool programs serving children and families in the greater Austin area in the following categories:

- ◆ Afterschool Staff Member
- ◆ Afterschool Volunteer
- ◆ At-Large
- ◆ Donors
- ◆ Legacy Leadership Award
- ◆ Partners
- ◆ Policymaker
- ◆ School District Employee

Lights On Afterschool! – October 21, 2010. Over 100 youth and their families attended a march from Woodridge Elementary School to Lanier High School. Participants rallied at the high school to enjoy performances given by the students.

Afterschool Showcase – May 14, 2011. Students from 50 schools showcase their talent and what they learned in their afterschool program. Over 2,000 parents and family members attended the event at Kealing Middle School.

PROGRAM PARTNERS, CONTRIBUTIONS, AND FINANCIAL RESOURCES

The afterschool program staff collaborated with community based organization staff to deliver services at each center. ACE Austin is committed to full partnership and involvement of community agencies in all aspects of program development and implementation. In year 2010-2011, contracts for \$174,658 worth of services at campuses, with an estimated value of \$254,858, leveraged additional services valued at \$80,200. The chart below describes each partner’s contribution to the program.

Table A5. ACE Austin Partner Contributions

Partner	Contribution						
	Instructor	Volunteer	Curriculum	Other Partners	Funding	Paid	Not Paid
Boys and Girls Club of Austin Area	X	X	X	X	X	X	
Theatre Action Project	X	X	X	X	X	X	
Capital Area 4H	X	X	X	X	X	X	
ACTIVE Life Movement	X		X	X	X	X	
AISD Adult Education	X		X			X	
University of Texas U-Teach Program	X	X	X				X
University of Texas School of Social Work	X	X					X
University of Texas Bilingual Mentoring Program	X	X					X
Sustainable Foods Center	X		X	X	X		X
Austin Police Department		X					X
Austin Partners in Education		X	X	X			X

Source: Afterschool Program records