

**Afterschool Centers on Education**

**Cycle 8 Boys & Girls Club of Austin**

**Austin Independent School District**

**Overton Elementary School**

**Final Report 2013–2014**



**Austin Independent School District**

**Department of Program Evaluation**

August 2014

This report was developed to meet TEA's reporting requirements of the Afterschool Centers on Education (ACE), as specified in the mandated report elements and outline provided by TEA in Appendix 31 of the PRIME Blueprint for Texas ACE.

## **Executive Summary**

In 2013–2014, the Afterschool Center on Education (ACE) program at Overton Elementary School in Austin Independent School District (AISD) served 146 students. This report examines program implementation and outcomes of the ACE program at Overton Elementary School for the 2013–2014 school year. Major findings from this year’s program implementation and student and parent outcomes are:

1. The majority of students who participated in the afterschool program at Overton were classified as regular participants (i.e., student who attended the program for 30 or more days). The majority of students in all three participation groups were male. The majority of regular program participants and non-participant were Hispanic, while non-regular participants were largely African American. More than half the regular program participants and non-participants were classified as limited English proficient (LEP), while fewer than 10% of the non-regular participant group were classified as LEP.
2. The afterschool program at Overton was balanced and successful. Students participated in the program constantly. Parents showed interests in family events and other opportunities.<sup>1</sup>
3. The results for academic achievement goals were mixed at Overton. Non-regular program participants experienced an increase in mean grade point average (GPA) in all four core subject areas, while mean core GPA increased over time only in social studies for the regular participant group. Course completion rates declined over time for both participation groups.
4. Attendance outcome goals were met at Overton. The mean absent days decreased from 2012–2013 to 2013–2014 for regular participants and non-regular participants.
5. Discipline outcome goals were mixed positive at Overton. No mandatory discipline removals occurred in 2013–2014 or 2012–2013 for both regular and non-regular participants. Discretionary discipline removal rates increased slightly over time for regular participants and stayed the same for non-regular participants from 2012–2013 to 2013–2014.

After reviewing the results and consulting with ACE Austin project managers and the external evaluators from the AISD Department of Research and Evaluation (DRE), ACE program staff at Overton Elementary School recommended the following steps to further improve the ACE program to meet the needs of students and parents.

1. The program will be fully prepared to recruit quality staff for the upcoming year.

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<sup>1</sup> Data from the student survey were not available when the center report was drafted. The sample size of the parent survey was too small and was not suitable to be analyzed at the center level. A summary of the grantee-level findings of the parent survey is included in the appendices of the report.

2. The staff team will be trained and provide greater structure and resources for homework help. These resources will include access to a copy of the homework cycle, as discussed during the Youth Program Quality Assessment training.

3. The program will provide kits with enrichment activities for scholars to use after homework is completed. The program will create a check-in form so program staff can touch base with teachers if scholars do not bring their homework to Club or if they are having trouble turning it in. We will continue to offer academic enrichment classes that are Texas Essential Knowledge and Skills (TEKS) aligned to increase course completion.

4. The program will aim to decrease the percentage of scholars having discretionary removal issues by offering classes with positive social-emotional learning opportunities. The sports leagues and formal classes (e.g., SMART Moves and Second Step) will serve this purpose.

5. School-day attendance issues will be addressed by providing incentives for program participation.

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## **Introduction and Purpose of Program**

The Boys & Girls Club of Austin (BGCA) program offers a variety of activities to cover the four activity components: academic assistance, enrichment, college and career readiness, and family and parental support services. The program objectives for this grant are to improve academic performance, improve attendance rates, improve behavior, improve promotion rates, and improve graduation rates.

To improve academics, promotion rates, and graduation rates, the BGCA program implemented intensive academic intervention strategies at the elementary level, where selected students participated in interventions in math, science, and English language arts. At the high school and middle school sites, we offered academic case management to each school's most academically unsuccessful students. These students received regular check-ins and support services, given by the education director. We also offered homework assistance to help students with their homework. To help improve behavior, we offered prevention programs such as SMART Girls, SMART Kids, and Passport to Manhood, which are programs that teach resistance skills. To help improve attendance rates, we offered fun and engaging academic enrichment activities that were linked to the school day.

The following six sites are served by the ACE BGCA grant: LBJ High School, Garcia Middle School, Overton Elementary, Sims Elementary, Jordan Elementary, and Walnut Creek Elementary. All these schools have high concentrations of economically disadvantaged students. These schools were chosen because of their high rates of poverty, as well as retention and disciplinary action, and low attendance and graduation rates.

The main goals of the youth and family after school programs offered by ACE BGCA are based on narrowing the achievement gap between economically-disadvantaged students and students of more affluent families. Across activities and centers, the afterschool program focuses on three primary objectives:

- Decrease school day absences
- Decrease discipline referrals
- Increase academic achievement

The primary challenges at Overton Elementary School were increasing the percentage of students passing the State of Texas Assessment of Academic Readiness (STAAR) in core subjects: reading, math, science, and writing. The school also targeted early intervention for kindergarten and 1<sup>st</sup> and 2<sup>nd</sup> grade. The afterschool program at Overton provided targeted intervention for 3<sup>rd</sup> and 4<sup>th</sup> graders in math and reading. In addition to these intervention groups, lower grade levels received enrichment classes that targeted core areas such as Folktales, Science Adventures, Math Wizards, and Read It and Eat it.

All the 3<sup>rd</sup> and 4<sup>th</sup> graders were placed in either reading or math interventions, based on input from the principal. Math and reading intervention groups occurred twice each week and focused on improving STAAR-related skills. These classes were held year round and were taught by college students who were working toward becoming certified teachers.

For 1<sup>st</sup> and 2<sup>nd</sup> graders, a class called Folktales was implemented. This class focused on five steps for reading comprehension: introduce the story, read the story, discuss the story, connect to the story and wrap up the story. For the 1<sup>st</sup> graders, Read It and Eat It focused on practicing phonetic awareness and reading comprehension. In addition to these classes, Math Wizards and Science Adventures classes were implemented for both 1<sup>st</sup> and 2<sup>nd</sup> graders. These classes were Texas Essential Knowledge and Skills (TEKS) aligned and focused on basic math and science concepts.

This report examines outcomes for ACE program at Overton Elementary School, which served 146 students during the 2013–2014 school year.

## Evaluation Strategy

### Expectations

The Department of Research and Evaluation (DRE) evaluators and program staff, together, reviewed the grant requirements and developed an evaluation plan and timeline for the program, which were published online (<http://www.austinisd.org/dre/about-us>) as part of the DRE work plan. Throughout the duration of the grant program, evaluators worked closely with program staff to collect and submit identified data in a timely fashion and met regularly to monitor progress and make any needed adjustments.

The evaluation plan was used to ensure continuous improvement for (a) program management (monitoring program operation; (b) staying on track (ensuring that the program stayed focused on the goals, objectives, strategies, and outcomes; (c) efficiency (streamlining service delivery, which helps lower the cost of services; (d) accountability (producing evidence of program effects; and (e) sustainability (providing evidence or effectiveness to all stakeholders).

The ACE Afterschool program used TEA Security Environment (TEASE), the Texas ACE web-based tracking system, to track student attendance and other program data needed for TEA reports. The DRE evaluator extracted students' records from AISD's data warehouse and assisted program staff with formatting and data entry into TEASE for accurate reporting to TEA.

### Measurement

Program participation files and AISD student records provided demographic information and results for each of the school-related outcomes. Program participants' outcomes were compared for school years 2012–2013 and 2013–2014. Program participants were categorized based on the total number of days they participated in the afterschool program: regular participants were students who participated in a program for 30 or more days, and non-regular participants were students who participated in a program between 1 and 29 days. Analyses were conducted to compare school outcomes (e.g., school attendance, discipline removals, core subject grade point average [GPA]; reading, mathematics [math], science, and social studies) and course completion percentages.

### *School Attendance*<sup>2</sup>

The average number of school days absent was calculated for both the regular participant and non-regular participant groups. Absent days were defined as the total number of days a student did not come to school and included both excused and unexcused absences.

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<sup>2</sup> The mean number of school days absent was reported as required by TEA in the *ACE Final Evaluator Report Guidelines*. It is noted, however, that the number of days absent does not take into account the number of days enrolled. Across AISD, in 2013–2014, a negative correlation was found between the number of days students were enrolled and their absenteeism rate ( $r = -.29$ ,  $p < .0001$ ), i.e., students who were enrolled fewer days of the school year were absent for a greater proportion of those days. An absence or attendance rate that takes into account the days enrolled would be a better measure of student engagement.



### ***Discipline Removals***

To examine the program impact on discipline referrals, the percentage of students who were disciplined was calculated for the both regular and non-regular participant groups. Student discipline referrals 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 from the regular education environment 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 behaviors such as persistent misbehavior or fights.

### ***Academic Achievement***

Academic achievement was measured using school-year GPA in reading, math, science, and social studies and course completion percentages. The mean GPAs were calculated for coursework completed during the year, and the percentage of students who passed courses was also calculated.

Table 1. Afterschool Program Objectives and Description of How They Were Measured

Program objective	Measurement	Data source
Decrease participants' school-day absences	Mean school day absence	Program participation file, AISD student attendance records
Improve behavior	Percentage of students with a mandatory or discretionary discipline removal	Program participation file, AISD student discipline records
Improve academic performance	Core grade point average (reading, math, science, social studies)	Program participation file, AISD student grades records
	Course completion	Program participation file, AISD student grades records

Source. AISD Afterschool Program records

## **Program Design and Strategy: Logic Model**

### **Program Design**

The BGCA administrators reviewed each school's test results and student data to determine what types of activities to offer. The site directors created Campus Needs Assessments with which they surveyed principals, teachers, other school administration, and parents. They also reviewed the school's campus improvement plan to further guide them to determine what activities those students needed. The project director and site director met or emailed on a monthly basis with principals to check in and see how the program was going and ask for feedback. In addition, site directors had daily or weekly contact with school principals to inform them about what was going on in the program.

Recruitment of the academically cased-managed youth and the targeted-intervention youth, who were referred to the program by principals and teachers, was based on each youth's grades and behavior. Other students were recruited through open enrollment at back-to-school nights, lunches, and registration nights.

Youth Program Quality trainings were offered throughout the year to help build staff skills so staff could provide effective, hands-on classes. Education directors and site directors also went through BGCA trainings about grant requirements and reporting. Site directors attended the school welcome back trainings at the beginning of the year to understand and align with expectations for the school day. The project director conducted monthly site observations at each site to provide feedback about the program. This feedback helped the site directors know what trainings to attend or what trainings to offer to their staff.

Supplies for programs were ordered or purchased, as needed, throughout the year. The family engagement specialist worked closely with site directors and school-day parent support specialists to help identify parental needs and what the afterschool program could do to help meet those needs. Marketing for the program was through flyers, back-to-school nights, registration nights, lunches, and meetings with school administration.

### **Logic Model**

A logic model was designed to guide the implementation of the ACE program at Overton Elementary School. It also serves as a tool for documenting programmatic changes over time. The logic model of the ACE program at Overton Elementary School included six components: resources, implementation practices, outputs (activities), outputs (participation), intermediate outcomes, and impact. Table 2 lists the first four components of the logic model.

Table 2. Campus Logic Model Excerpts

Resources	Implementation	Outputs - Activities	Outputs - Participation
<p>Human:</p> <ul style="list-style-type: none"> <li>1 Project Director, Kelley Carmon, BA</li> <li>1 Site Coordinator, Caroline Anthony, BA</li> <li>1 Program Director, Ashley Coria</li> <li>1 Program Director, Ashely Gordon</li> <li>5 YDP Instructors: 1 with a BA.</li> <li>4 college students who want careers in education</li> <li>External experts and partners</li> <li>UTeach</li> <li>AISD</li> <li>CTAN</li> <li>YPQA</li> <li>4H</li> <li>Creative Action</li> <li>Sun Dragon</li> <li>125 Students</li> <li>25 Parents</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>Grant leadership/project director/FES</li> <li>CTAN</li> <li>YPQA national quality assurance standards</li> <li>University of Texas UTeach program</li> <li>Financial</li> <li>Budgets</li> <li>Controllor; Elizabeth Roden</li> <li>Facilities</li> <li>Campus space</li> <li>21<sup>st</sup> century web</li> </ul>	<p><b>School program alignment</b></p> <ul style="list-style-type: none"> <li>with unit and lesson plans (TEKS)</li> </ul> <p><b>Recruiting participants</b></p> <ul style="list-style-type: none"> <li>school admin referrals of 12 3<sup>rd</sup> and 12 4<sup>th</sup> graders</li> <li>open enrollment advertised to 1<sup>st</sup>-5<sup>th</sup> graders</li> </ul> <p><b>Retaining participants</b></p> <ul style="list-style-type: none"> <li>surveys</li> <li>incentives</li> </ul> <p><b>Well structured</b></p> <ul style="list-style-type: none"> <li>ongoing monitoring of data</li> <li>site observations with feedback</li> </ul> <p><b>Voice/Choice</b></p> <ul style="list-style-type: none"> <li>parent surveys</li> <li>student surveys</li> </ul> <p><b>Qualified personnel</b></p> <ul style="list-style-type: none"> <li>staff orientation done by director</li> </ul>	<p><b>Academic Support</b></p> <ul style="list-style-type: none"> <li>Power Hour</li> <li>UTeach</li> <li>LeLa</li> <li>4H</li> <li>Folktales</li> <li>Math Wizards</li> <li>Science Adventures</li> <li>Read it &amp; Eat It</li> </ul> <p>Spring 2014</p> <ul style="list-style-type: none"> <li>Literacy Enrichment</li> <li>Math Enrichment</li> <li>4H</li> <li>Folktales</li> <li>Math Wizards</li> <li>Science Adventures</li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>Brick Lab</li> <li>Gameroom</li> <li>Healthy Habits</li> <li>SMART Kids</li> <li>I Heart Art</li> <li>Arts and Me</li> <li>Bring Your a Game</li> <li>Project Adventure</li> </ul> <p>Spring 2014</p> <ul style="list-style-type: none"> <li>Brick Lab</li> <li>Caught on Camera</li> <li>Martial Arts</li> <li>SMART Kids</li> <li>Healthy Habits</li> <li>Be Proud</li> </ul> <p><b>Family and Parental</b></p>	<ul style="list-style-type: none"> <li>Target #125; 1<sup>st</sup>-5<sup>th</sup>; M-TH 2:45-4:15 (YDP instructors); 198 hours</li> <li>Target # 24; 3<sup>rd</sup> &amp; 4<sup>th</sup>; T/TH 4:15-5:45 (UT students); 99 hours</li> <li>Target # 24; 3<sup>rd</sup> &amp; 4<sup>th</sup>; M/W 4:15-5:45 (college students); 99 hours</li> <li>Target # 23; 1st ; M/W 4:15-5:45 (4 H vendor); 42 hours</li> <li>Target # 30; 2<sup>nd</sup>; M/TH (YDP); 42 hours</li> <li>Target # 30; 2<sup>nd</sup>; T/W 4:15pm-5:45pm (YDP); 42 hours</li> <li>Target # 30; 2<sup>nd</sup>; T/W 4:15pm-5:45pm (YDP); 42 Hours</li> <li>Target # 21; 1<sup>st</sup>; T/F 4:15pm-5:45pm (YDP); 99 hours</li> </ul> <p>Spring 2014 Academic Support</p> <ul style="list-style-type: none"> <li>Literacy Enrichment; Target #24; 3<sup>rd</sup> &amp; 4<sup>th</sup>; M/W 4:15pm-5:45pm (college students); 18 hours</li> <li>Math Enrichment; Target #24; 3<sup>rd</sup> and 4<sup>th</sup>; T/R 4:15pm-5:45pm (UT students); 18 hours</li> <li>4H; Target # 24; 2<sup>nd</sup> grade; M/W 4:15pm-5:45pm (4H instructor); 57 hours</li> <li>Folktales; Target #24; 1<sup>st</sup> grade; R/F 4:15pm-5:45pm/2:45pm-4:15pm (YDP); 57 hours</li> <li>Math Wizards; Target # 24; 1<sup>st</sup> grade; T/F 4:15pm-5:45pm/2:45pm-4:15pm (YDP); 57 hours</li> </ul> <p>Science Adventures; Target</p>

Resources	Implementation	Outputs - Activities	Outputs - Participation
<p><u>based tracking system</u> TEA/Edvance Curriculum</p> <ul style="list-style-type: none"> <li>• <u>Activity planning form (TEKS aligned)</u></li> <li>• <u>Healthy Habits; SMART Moves; 2<sup>nd</sup> step; UTeach; LeLa; I Heart Art; arts and crafts; sports; Psyched on Science; Science Adventures; Math Wizards; Brick Lab, Club Tech, Folktales)</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>YPQA trainings</u></li> <li>• <u>Part time carousal trainings</u></li> <li>• <u>Monthly staff meetings</u></li> </ul>	<p><b>Support</b></p> <ul style="list-style-type: none"> <li>• <u>Family Nights</u></li> </ul> <p>Spring 2014</p> <ul style="list-style-type: none"> <li>• <u>ESL</u></li> </ul> <p><b>College/Career Readiness</b></p> <ul style="list-style-type: none"> <li>• <u>Jr Staff</u></li> <li>• <u>Club Tech</u></li> </ul>	<p><b>#24; 1<sup>st</sup> grade; T/R 4:15pm-5:45pm</b></p> <ul style="list-style-type: none"> <li>• <b>(YDP) 57 hours</b></li> </ul> <p>Enrichment Fall</p> <ul style="list-style-type: none"> <li>• Brick Lab; Target #23; 1<sup>st</sup>; T/F 4:15pm-5:45pm (YDP); 42 hours</li> <li>• <u>Gameroom: Target #: 104; 2<sup>nd</sup>-5<sup>th</sup>; M/T/W/TH/F 2:45pm-4:15pm and 4:15pm-5:45pm (YDP); 276 hours</u></li> <li>• Healthy Habits; Target # 21; 5<sup>th</sup>; TH 4:15pm-5:45pm (YDP ); 21 hours</li> <li>• Smart Kids; Target # 21; 1<sup>st</sup>; TH/F 4:15pm-5:45pm and 2:45pm-4:15pm (YDP); 42 hours</li> <li>• I Heart Art; Target #47; 4<sup>th</sup> &amp; 5<sup>th</sup>; M/T/W 4:15pm-5:45pm (YDP); 63 hours</li> <li>• Art and Me; Target #65; 1<sup>st</sup>-3<sup>rd</sup>; M/T/TH/F 4:15pm-5:45pm and 2:45pm-4:15pm (YDP);105 hours</li> <li>• Bring Your A Game; #125; 1<sup>st</sup>-5<sup>th</sup>; M/T/W/TH/F 4:15pm-5:45pm (YDP); 276 hours</li> <li>• Target # 20; 5<sup>th</sup>; F 2:45pm-4:15pm (YDP); 21 hours</li> </ul> <p><b>Spring 2014</b></p> <ul style="list-style-type: none"> <li>• <b>Brick Lab; Target #24; 3<sup>rd</sup> grade;M/F; 4:15pm-5:45pm/2:45pm-4:15pm (YDP); 57 hours</b></li> <li>• <b>Caught on Camera; Target #27; 4<sup>th</sup> grade; F; 2:45pm-4:15pm/4:15pm-5:45pm (Creative Action staff);57 hours</b></li> </ul>

Resources	Implementation	Outputs - Activities	Outputs - Participation
			<p><b>Martial Arts; Target #</b></p> <ul style="list-style-type: none"> <li>● 21; 5<sup>th</sup> grade; F; 2:45pm-4:15pm (vendor); 28.5 hours</li> <li>● SMART Kids; Target # 26; 2<sup>nd</sup> grade; R/F; 4:15pm-5:45pm (YDP); 57 hours</li> <li>● Healthy Habits; Target # 26; 2<sup>nd</sup> grade; W/R; 4:15pm-5:45pm (YDP); 57 hours</li> <li>● Be Proud; Target # 21; 5<sup>th</sup> grade; F; 4:15pm-5:45pm (YDP); 28.5 hours</li> </ul> <p><b>Family and Parental Support</b></p> <ul style="list-style-type: none"> <li>● Target # 25; 1<sup>st</sup>-5<sup>th</sup>; TH 5:00pm-6:00pm; 33 hours.</li> <li>● ESL; Target # 22; 1<sup>st</sup>-5<sup>th</sup>; T/R; 8:00am-10:00am; 64 hours</li> </ul> <p><b>College/Career Readiness</b></p> <ul style="list-style-type: none"> <li>● Target # 12; 4<sup>th</sup> &amp; 5<sup>th</sup>; M/T/W/TH/F 4:15pm-5:45pm (Site Director); 248 hours</li> <li>● Target # 57; 4<sup>th</sup> &amp; 5<sup>th</sup>; T 2:45pm-4:15pm and 4:15pm-5:45pm (YDP); 99 hours</li> </ul>

*Note.* The logic model was developed and refined by the site coordinator and program staff.

### Modifications

The program changed the grade level of focus for several classes, including Healthy Habits, SMART Kids, Folktales, Math Wizards, and Science Adventures. The primary reason for changing the grade level of focus for these groups was to focus on providing a wider range of programming for all students. Having variety between semesters exposed students to more information, ideas, and tools than they would have been exposed to by repeating classes. It helped maintain excitement, interest, and engagement in the

program. It also maximized resources. For instance, the program used a set of 15 books for Folktales in the fall with 2<sup>nd</sup> graders and then used those same stories with 1<sup>st</sup> grade in the spring.

## Research Questions

### Program Structure: Was the program implemented as intended?

#### Overton Elementary School Level of Implementation:

1 - Very weak implementation	2	3	4	5	6	7	8	9	10 - Very strong implementation
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The implementation of the afterschool program at Overton was rated at 8. Overall, the classes were well balanced and successful. Areas for improvement included increasing documentation and tracking of college and career readiness activities, and fine-tuning strategies for recruitment for academic intervention.

### Resources: Were requisite resources available for program success?

Overall, requisite resources were available for program success. The budget was well aligned to programming needs, which allowed the program to purchase all that was necessary for the club without spending in excess. One example of adequate resources was the enrichment tools purchased for the homework time (e.g., sets of banana grahams to teach literacy skills, counting cubes for younger grades, and bilingual books for Family Literacy Nights). The biggest issue with regard to resource availability really stemmed from lacking resources to attract, recruit, and maintain high-quality staff. This challenge had an effect on program development throughout the year.

### Implementation Practices: Were program practices well implemented?

One of the biggest challenges with regard to school program alignment was that the students selected to participate by the principal to participate in reading or math intervention with Boys and Girls Club were also selected for afterschool tutoring. Students were burnt out and unmotivated by the time they reached the afterschool tutoring groups because they had participated in afterschool tutoring until 4 pm and then were expected to come to more interventions. This also left them no time within the program to complete homework (a priority component of Boys and Girls Club for parents and teachers). Participation in the Lela and Uteach programs was mandatory, which led to high attendance and retention, but decreased the overall appeal of the program for students. To compensate for this, it was important to incorporate youth voice. In our spring semester, we provided two new enrichment classes (chosen using responses on needs and interests surveys) to help balance the heavy academic component with activities of interest. The 4<sup>th</sup> graders participated in a photography class provided by Creative Action, and the 5<sup>th</sup> graders participated in a martial arts class.

Slight modifications of the programming occurred throughout the school year to improve programming practices. First, communication between teachers and programming staff increased. Second,

the program staff paid close attention to the UTeach and Lela programs to ensure that they were providing appropriate levels of intervention, coupled with structured icebreakers and engaging activities.

**Outputs–Activities: Were activities targeted to student needs?**

Program modifications were made each year, based on the school’s learning objectives and goals. All unit and lesson plans were TEKS aligned, and core subject area classes were usually aligned with the road maps so the learning objectives in Boys and Girls Club overlapped with the school’s learning objectives. In addition to the initial alignment of activities, the program staff communicated with teachers and school staff to modify the program to better meet the needs of the school. Examples of this included using the Second Step curriculum to teach self-discipline, listening skills, empathy, and problem solving. This was suggested by the school faculty during the Campus Needs Assessment for the school year 2012–2013. This year, the campus improvement plan indicated that one priority goal was to increase the percentage of kindergarten through 2<sup>nd</sup> graders reading at or above grade level. As a result, Boys and Girls Club targeted 2<sup>nd</sup> grade for reading interventions and offered several reading enrichment groups for scholars in 1<sup>st</sup> grade.

Instructional quality was assessed in several ways. First, the site director completed training of staff. Informal walk-throughs and observations were completed on a weekly basis, and the training tips were shared with staff, as needed. Second, the program coordinator completed monthly site evaluations and shared the results with the site director, who then used the feedback to further improve programming. In addition, the coaches for the UTeach and Lela programs were certified teachers who completed formal observation, evaluation, and training. Finally, staff were trained during the monthly staff meetings, Youth Program Quality trainings, and carousel trainings.

**Outputs–Participation: Were program modifications made to increase participation in program activities?**

One of the primary strategies used to increase program participation was providing enrichment classes that were based on students’ interest. The participation of the 5<sup>th</sup> graders used to decrease in the spring semester. The program proactively modified in December to provide a new enrichment class (martial arts) on Fridays during spring semester to encourage students to stay and participate. A photography class was also provided through Creative Action to 4<sup>th</sup>-grade scholars in the intervention groups for reading and math. The program staff always kept in mind balancing academic components with enrichment. Student participation was monitored regularly. If a class showed that it was struggling, adjustments were made immediately.

**Opportunity Analysis: How many and how varied were the proposed activities allocated to academic support, enrichment, family engagement, college and career?**

The allocation of academic support, enrichment, family engagement, and college and career readiness classes was based on the needs of students. The college and career readiness was targeted at older scholars, who were able to identify strengths and weaknesses and were more aware of interests.

The program hosted guest speakers every other month to discuss career opportunities. Family engagement continued to increase. Parent surveys showed parents really looked forward to more family sports opportunities. Enrichment activities were offered daily at Boys and Girls Club and were balanced by grade level so each grade received two to three classes of academic enrichment and two to three classes of enrichment. Enrichment classes were offered based on students' interest. Academic enrichment activities were offered for each grade level daily through homework help and several times a week for core subjects.



## Program Participation

### Student Demographics

Table 3. Number of Students by Campus and Afterschool Center on Education (ACE)  
Austin Participation Status, 2013–2014

Campus	Regular participants		Non –regular participants		Non-participants		Total	
	n	%	n	%	n	%	n	%
Overton Elementary School	135	17%	11	1%	627	81%	773	100%

Source. ACE Austin participant records for 2013–2014; AISD student records

Table 4. Student Gender, Ethnicity, and LEP Status,  
by Afterschool Center on Education (ACE) Austin Participation Status, 2013–2014

Demographics	Overton Elementary School	Participation status		
		Regular participants (n = 135)	Non-regular participants (n =11)	Non-participants (n =627)
Gender	Female	46%	9%	49%
	Male	54%	91%	51%
Ethnicity	American Indian or Alaska Native	0%	0%	0%
	Asian	1%	0%	0%
	Black or African American	16%	73%	30%
	Hispanic	79%	27%	68%
	Native Hawaiian or other Pacific Islander	0%	0%	0%
	Two or more races	1%	0%	2%
	White	3%	0%	0%
Limited English proficiency	% LEP	54%	9%	54%

Source. ACE Austin participant records for 2013–2014; AISD student records

The majority of students who participated in the afterschool program at Overton were classified as regular participants (i.e., student who attended the program for 30 or more days). The majority of students in all three participation groups were male. The majority of regular program participants and non-participant were Hispanic, while non-regular participants were largely African American. More than

half the regular program participants and non-participants were classified as limited English proficient (LEP), while fewer than 10% of the non-regular participant group were classified as LEP.

### Student Attendance in ACE Activities

Table 5. Student Participation in Afterschool Programs at Overton Elementary School, by Activity Category, 2013–2014

Activity category	Frequency
Academic enrichment learning program	Daily
Activity to promote youth leadership	Daily
Career/job training	Daily
Community service/service learning	Quarterly
Drug/substance abuse prevention	Weekly
Homework help	Daily
Promotion of family literacy	Weekly
Promotion of parental involvement	Weekly
Recreational activity	Daily
Violence prevention	Weekly

Source. Afterschool Center on Education Austin participant records for 2013–2014

Among classes, the least attended were Brick Lab, Read It and Eat It, and Prove Your Skills. The program scheduled the most-needed classes on Tuesdays, Wednesdays, and Thursdays and incorporated those well-liked classes on Mondays and Fridays to encourage students to stay longer.

Table 6. Student Participation in Afterschool Programs at Overton Elementary School, by Program Component, 2013–2014

Program component	Fall 2013		Spring 2014	
	Total number of hours	%	Total number of hours	%
Academic	1,011	55%	1,264	54%
Enrichment	676.5	37%	812	35%
Family engagement	16	1%	79	4%
Career	138	8%	173	7%

Source. Afterschool Center on Education Austin participant records for 2013–2014

Students participated at appropriate levels to benefit from the program. Data show that 134 of 139 members participated 30 days or more, and 99 students participated 105 days or more. Members consistently attended programs and participated for several hours each day.

## Program Intermediate Outcomes

### Academic Achievement Outcome

One of the program objectives was to improve students' academic achievement. We compared the mean GPA in the core subject areas of reading, math, science, and social studies, and course completion percentages for students with regular participation and students with non-regular participation in the ACE Austin program for the 2013–2014 and 2012–2013 school years.

Non-regular program participants experienced an increase in mean GPA in all four core subject areas, while mean core GPA increased over time only in social studies for the regular participant group. Course completion rates declined over time for both participation groups.

Table 7. Afterschool Center on Education (ACE) Participants Core Grade Point Average (GPA), by School Year

Overton Elementary School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
Core GPA	2012–2013	2013–2014		2012–2013	2013–2014	
Reading	2.63	2.32	-0.31	1.86	2.18	0.32
Math	2.73	2.48	-0.26	2.00	2.18	0.18
Science	3.05	2.84	-0.21	2.86	2.91	0.05
Social studies	3.17	3.19	0.02	2.86	3.36	0.51

Source. ACE Austin participant records for 2012–2014; AISD student records (TEAMS\_GRDS)

Table 8. Afterschool Center on Education (ACE) Participants Course Completion, by School Year

Overton Elementary School	Participation status					
	Regular participants		Course pass percentage point change	Non-regular participants		Course pass percentage point change
	2012–2013	2013–2014		2012–2013	2013–2014	
Course pass percentage	95.42%	95.10%	-0.32%	90.31%	88.89%	-1.42%

Source. ACE Austin participant records for 2012–2014; AISD student records (TEAMS\_GRDS)

### Attendance Outcome

Average absent days of ACE program participants at Garcia Middle School were calculated in school years 2012–2013 and 2013–2014. Absent days were defined as the total number of days a student did not come to school and included both excused and unexcused absences. Results indicated that regular and non-regular participants had fewer mean absences in 2013–2014 than in 2012–2013.

Table 9. Average Absent Days of Afterschool Center on Education (ACE) Participants, by School Year

Overton Elementary School	Participation status				
	Regular participants		Days absent change	Non-regular participants	
Attendance	2012–2013	2013–2014		2012–2013	2013–2014
Mean days absent	4.02	3.52	-0.50	10.44	6.18
					-4.26

Source. ACE Austin participant records for 2012–2014; AISD student attendance records

Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2012–2013 and 2013–2014 school years.

### Discipline Outcome

The percentages of students' mandatory and discretionary discipline removals were compared for school years 2012–2013 and 2013–2014. No mandatory discipline removals occurred in 2013–2014 and 2012–2013 for either regular or non-regular participants. Discretionary discipline removal rates increased slightly over time for regular participants and stayed the same for non-regular participants in 2013–2014 and 2012–2013.

Table 10. Mandatory and Discretionary Discipline Removals of Afterschool Center on Education (ACE) Austin Participants, by School Year

Overton Elementary School	Regular participants		Discipline removal change	Non-regular participants		Discipline removal change
	2012–2013	2013–2014		2012–2013	2013–2014	
Type of discipline removal						
Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
Discretionary	0.01	0.04	0.03	0.45	0.45	0.00

Source. ACE Austin participant records for 2012–2014; 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., 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.

## **Evaluator Commentary and Recommendations**

**Recommendation 1.** Results for academic achievement goals were mixed at Overton. Non-regular program participants experienced an increase in mean GPA in all four core subject areas, while mean core GPA increased over time only in social studies for the regular participant group. Course completion rates declined over time for both participation groups. 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 the program’s goals. In addition, refinements to components that were effective should be ongoing so they can continue to meet the needs of all program participants at Overton.

**Recommendation 2.** Attendance outcome goals were met at Overton. The mean absent days decreased from 2012–2013 to 2013–2014 for regular participants and non-regular participants. Based on this finding, it is recommended that program staff at Overton continue to implement and refine the program components and activities that successfully addressed attendance issues at their campus.

**Recommendation 3.** Discipline outcome goals were mixed positive at Overton. No mandatory discipline removals occurred in 2013–2014 and 2012–2013 for either regular or non-regular participants. Discretionary discipline removal rates increased slightly over time for regular participants and stayed the same for non-regular participants in 2013–2014 and 2012–2013. It is recommended that program staff continue to incorporate the activities that were effective in addressing the disciplinary issues at their campus, while also implementing changes to better align with program goals so they can continue to meet the needs of all program participants at Overton.

### **Site Coordinator Commentary and Next Steps**

The site coordinator agrees with the findings of the evaluator assessments. The top priority for Overton Elementary School is to increase academic achievement goals. The decrease in academic achievement among regular members this year was due to the new structure of the grant cycle. In addition to new structure and expectations for our academic support, the program also struggled to be fully staffed all year.

After reviewing the results and consulting with ACE Austin project managers and the external evaluators from the AISD DRE, ACE program staff at Overton Elementary School proposed the following steps to further improve the ACE program to meet the needs of students and parents.

First, the program will be fully prepared to recruit quality staff for the upcoming year.

Second, the staff team will be trained and provide greater structure, resources for homework help. These resources will include access to a copy of the homework cycle as discussed during the Youth Program Quality Assessment training.

Third, the program will provide kits with enrichment activities for scholars to utilize once homework is completed. The program will create a check-in form so program staff can touch base with teachers if scholars do not bring their homework to Club or if they are having trouble turning it in. We will continue to offer academic enrichment classes that are TEKS aligned to increase course completion.

Forth, the program will aim to decrease the percentage of scholars having discretionary removal issues by offering classes with positive social-emotional learning opportunities. The sports leagues and formal classes such as SMART Moves and Second Step will serve this purpose.

Finally, school day attendance issues will be address by providing incentives for program participation.

## References

- Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school time to improve academic achievement: A practice guide* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>
- Westmoreland, H. (2009). Family involvement across learning settings. *Family Involvement Network of Educators (FINE) Newsletter*, 1(3). Retrieved from <http://www.hfrp.org/family-involvement/publications-resources/family-involvement-across-learning-settings>

## Appendices

### Appendix A. Parent Survey

A parent survey was administered to BGCA program participants to obtain parent feedback on program implementation and impacts on student academic achievement and behaviors. A total of 147 parents of students who participated in BGCA cycle 8 afterschool programs responded to the survey. Results of the parent survey indicated that *Family Nights/ Performances* (67%) received most parent attendance this past year, followed by *Zumba* (11%) and *Coffee with Principal* (10%) (Table 11). Respondents recommended the afterschool program offer the following classes: *Zumba* (28%) and English as a second language (ESL) (22%) again next year.

Table 11. Percentage of Parents Indicating That They Participated in Afterschool Center on Education (ACE) Classes or Events, by Events/Activity Type

	%
Coffee with principal	10%
English as a second language	8%
Family Nights/Performances	67%
Literacy	5%
Love & Logic	6%
Social & Emotional Learning	2%
Strengthening families	3%
Zumba	11%

Source. ACE Austin Parent Survey 2014

When asked about the qualities of the ACE program that they considered important, parent respondents checked the following areas most often:: Safe environment (89%), *Homework help* (88%), and *Free of charge* (70%).

Table 12. Percentage of Parents Who Reported Each Quality of the Afterschool Center on Education (ACE) Afterschool Program is Important

	%
My child is in a safe environment afterschool	89%
Classes that encourage creativity	64%
Participation in sports and other physical activity	69%
Opportunity to have fun	65%
It's free of charge	70%
Free summer camp	48%
Fieldtrips	54%
Homework help	88%

Source. ACE Austin Parent Survey 2014



The majority (81% and 82%, respectively) of parent respondents indicated that the instructor cared about their individual progress and that they were more connected to the school community as a result of attending these classes. The majority (89%) of the parent respondents reported that they knew who to contact when they had questions about the BGCA afterschool program. Almost all (98%) parent survey respondents also reported that their children were doing better in school because of the afterschool program. All of them believed that their children enjoyed the time in the afterschool program.

**Appendix B. Tx21st reports: Year End Summary; Activity Average Daily Attendance (Fall and Spring); Student Attendance Percentage**

## Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Year: 2014

## C3 - Overton ES

## Student Counts

Total Students:	139	
Total Regular Students:	134	96%
Total Non-Regular Students:	5	4%

## Student Counts by Ethnicity

1997 Standard	% of Tot	% of Sub Pop	% of Tot	% of Sub Pop	% of Tot	% of Sub Pop	% of Tot	% of Sub Pop
	Hispanic		Two or More		White		American Indian/Alaskan	
Total:	108	78%	1	1%	4	3%	1	1%
Regular:	106	76%	1	1%	4	3%	0	0%
Non-Regular:	2	1%	0	0%	0	0%	1	20%
	Asian		African American		Hawaiian/Pacific			
Total:	1	1%	24	17%	0	0%		
Regular:	1	1%	22	16%	0	0%		
Non-Regular:	0	0%	2	1%	0	0%		

## Student Counts by Gender

Regular Male:	72	52%	Regular Female:	62	45%
Non-Regular Male:	5	4%	Non-Regular Female:	0	0%

## Student Counts by Category

		% of Tot	% of Sub Pop		% of Tot	% of Sub Pop		% of Tot	% of Sub Pop
Regular:	LEP:	73	53%	Eco. Dis.:	123	88%	Special:	11	8%
Non-Regular:	LEP:	1	1%	Eco. Dis.:	4	3%	Special:	0	0%
Regular:	At Risk:	98	71%	ESL:	3	2%	Migrant:	0	0%
Non-Regular:	At Risk:	4	3%	ESL:	0	0%	Migrant:	0	0%

## Student Counts by Grade Level

Regular:	PreK:	0	0%	1st:	27	19%	5th:	23	17%	9th:	0	0%
Non-Regular:	PreK:	0	0%	1st:	2	1%	5th:	0	0%	9th:	0	0%
	K:	0	0%	2nd:	31	22%	6th:	0	0%	10th:	0	0%
	K:	0	0%	2nd:	2	1%	6th:	0	0%	10th:	0	0%
				3rd:	26	19%	7th:	0	0%	11th:	0	0%
				3rd:	1	1%	7th:	0	0%	11th:	0	0%
				4th:	27	19%	8th:	0	0%	12th:	0	0%
				4th:	0	0%	8th:	0	0%	12th:	0	0%

## Activity Average Daily Attendance

Fall 2014

Printed Date: 8/19/2014

### Report Description:

This report contains enrollment counts, number of days scheduled, days with attendance, and the average daily attendance for individual activities.

**Grantee: Boys and Girls Clubs of the Austin Area**

**Combined Schools: LBJ HS**

**Center: C1 - LBJ HS**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Arcade	47	0	14	13	5	6	0
Archery	47	0	27	24	4	5	0
Around Town	56	0	1	4	5	10	0
Arts and Crafts	47	0	27	24	3	4	0
Club Tech	47	0	14	13	0	2	0
Family Night	49	12	3	3	0	0	7
Green Teens	47	0	14	13	12	11	0
Grill it Up	47	0	14	13	4	4	0
Hey - You Need a Job!	47	0	14	14	4	4	0
JK Living	47	0	28	27	12	12	0
Keystone	47	0	14	13	5	5	0
League Sports	47	0	14	39	0	1	0
Mad Science	47	0	14	14	4	7	0
Math Magic	47	0	13	11	11	10	0
Passport to Manhood	44	0	14	13	5	5	0
Recreational Sports	47	0	27	24	3	4	0
Smart Girls	46	0	14	14	3	3	0
The Social Network	47	0	69	64	9	9	0
Where in the World	47	0	14	13	5	6	0

**Center: C2 - Garcia MS**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Around Town	44	0	1	4	21	20	0
Arts and Crafts	33	0	13	11	8	9	0
BGC Sports	60	0	55	51	15	15	0
Campfire USA	32	0	13	11	9	9	0
Creative Action (Film Club)	30	0	28	27	6	6	0
Dragon Sports	37	0	47	43	8	8	0
Gameroom	38	0	11	11	0	7	0
Gameroom II	46	0	10	9	19	20	0
Healthy Habits	14	0	4	8	4	4	0
Healthy Habits II	40	0	20	19	7	7	0
I Heart Art	53	0	28	26	6	7	0
Parents in the Know	0	27	1	3	0	0	11
Power Hour	130	0	69	64	36	37	0
Robotics	14	0	11	10	5	5	0
SEEK	28	0	12	11	9	10	0
TECH Girls	15	0	11	11	7	6	0
Torch Club	10	0	8	7	3	4	0

**Center: C3 - Overton ES**

## Grantee: Boys and Girls Clubs of the Austin Area

## Combined Schools: LBJ HS

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
4H 1A	12	0	13	11	8	9	0
4H 1B	11	0	14	13	8	8	0
Around Town	11	0	3	3	4	4	0
Art and Me 1A	12	0	14	13	8	8	0
Art and Me 1B	11	0	14	14	8	7	0
Art and Me 2A	16	0	14	13	13	12	0
Art and Me 2B	15	0	14	13	13	12	0
Art and Me 3A	12	0	14	13	10	10	0
Art and Me 3B	12	0	13	11	10	10	0
Bricklab 1A	12	0	14	14	8	8	0
Bricklab 1B	11	0	14	13	7	7	0
Bring Your A Game 1A	12	0	14	13	7	7	0
Bring Your A Game 1B	11	0	14	13	7	7	0
Bring Your A Game 2A	16	0	13	11	11	11	0
Bring Your A Game 2B	15	0	14	13	8	9	0
Bring Your A Game 3A	12	0	14	14	11	11	0
Bring Your A Game 3B	12	0	14	13	10	10	0
Bring Your A Game 4A	15	0	14	13	9	10	0
Bring Your A Game 4B	12	0	14	13	7	8	0
Bring Your A Game 5th	21	0	14	13	11	11	0
Club Tech 4B	12	0	14	14	12	11	0
Club Tech 5th	21	0	14	14	14	13	0
Family Night	0	36	8	7	0	0	8
Folktales 2A	16	0	14	13	11	11	0
Folktales 2B	15	0	13	11	11	10	0
Gameroom 2A	16	0	14	13	10	10	0
Gameroom 2B	15	0	14	13	9	9	0
Gameroom 3A	12	0	14	13	10	10	0
Gameroom 3B	12	0	14	13	11	11	0
Gameroom 4A	15	0	14	13	11	11	0
Gameroom 4B	12	0	13	11	9	10	0
Gameroom 5th	21	0	14	13	14	13	0
Healthy Habits 5th	21	0	14	13	13	13	0
I Heart Art 4A	15	0	14	14	11	11	0
I Heart Art 4B	12	0	14	13	9	9	0
I Heart Art 5th	21	0	13	11	13	14	0
Junior Staff	19	0	69	64	1	1	0
LeLa 3A	12	0	27	24	11	10	0
LeLa 4A	15	0	27	24	14	13	0
Little Chefs 4A	15	0	14	13	14	14	0
Little Chefs 4B	12	0	14	13	11	11	0
Math Wizards 2A	16	0	14	14	11	11	0
Math Wizards 2B	15	0	14	13	9	10	0
Power Hour 1A	12	0	55	51	9	9	0
Power Hour 1B	11	0	55	51	10	10	0
Power Hour 2A	16	0	55	51	13	13	0
Power Hour 2B	15	0	55	51	13	13	0
Power Hour 3A	12	0	55	51	11	12	0
Power Hour 3B	12	0	55	51	11	11	0
Power Hour 4A	15	0	55	51	14	14	0
Power Hour 4B	12	0	41	38	12	11	0
Power Hour 5th	21	0	55	51	17	17	0
Project Adventure	21	0	14	13	17	16	0
Prove Your Skills 3A	12	0	14	13	7	8	0
Prove Your Skills 3B	12	0	14	13	9	9	0
Read it and Eat it 1A	12	0	14	13	9	9	0
Read it and Eat it 1B	11	0	13	11	7	8	0
Science Adventure 2A	16	0	14	13	11	11	0

**Activity Average Daily Attendance**

Printed Date: 8/19/2014

**Grantee: Boys and Girls Clubs of the Austin Area**

Combined Schools: LBJ HS

**Center: C3 - Overton ES**

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Science Adventure 2B	15	0	14	14	10	10	0
Smart Kids 1A	12	0	14	13	9	8	0
Smart Kids 1B	11	0	14	13	10	9	0
Uteach 3B	12	0	28	27	10	11	0
Uteach 4B	12	0	28	27	11	11	0

## Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Center: C3 - Overton ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
4H 2A	16	0	19	17	10	10	0
4H 2B	15	0	20	19	8	8	0
Adult ESL	0	14	32	30	0	0	7
Around Town	45	0	1	7	14	13	0
Art and Me 1A	14	0	20	19	9	9	0
Art and Me 1B	12	0	19	17	9	9	0
Art and Me 2A	16	0	20	16	8	8	0
Art and Me 2B	15	0	20	18	7	8	0
Art and Me 3A	13	0	20	19	8	8	0
Art and Me 3B	12	0	20	16	11	11	0
Art and Me 4A	15	0	20	16	13	13	0
Art and Me 4B	12	0	20	16	4	5	0
Art and Me 5th	22	0	19	17	9	10	0
Be Proud	21	0	20	16	8	9	0
Bricklab 3A	13	0	20	16	9	9	0
Bricklab 3B	12	0	19	17	10	10	0
Bring Your A Game 1A	14	0	20	16	8	8	0
Bring Your A Game 1B	12	0	20	16	7	7	0
Bring Your A Game 2A	16	0	20	16	11	11	0
Bring Your A Game 2B	15	0	19	17	7	8	0
Bring Your A Game 3A	13	0	20	18	9	9	0
Bring Your A Game 3B	12	0	20	19	9	9	0
Bring Your A Game 4A	15	0	20	18	11	12	0
Bring Your A Game 4B	12	0	20	19	5	6	0
Bring Your A Game 5th	21	0	20	19	9	9	0
Caught on Camera 4A	15	0	20	16	8	8	0
Caught on Camera 4B	12	0	20	16	10	9	0
Club Tech 4A	15	0	20	18	14	14	0
Club Tech 5th	21	0	20	18	10	10	0
Fall 2013 Academics	116	0	8	8	106	106	0
Fall 2013 Enrichment	116	0	10	10	91	91	0
Fall 2013 Family Night	0	29	2	2	0	0	7
Family Night	0	50	20	19	0	0	7
Folktales 1A	14	0	20	19	9	10	0
Folktales 1B	12	0	20	16	10	10	0
Gameroom 2A	16	0	20	18	9	9	0
Gameroom 2B	15	0	20	16	10	10	0
Gameroom 3A	13	0	20	16	7	7	0
Gameroom 3B	12	0	20	16	9	9	0
Gameroom 4A	15	0	20	19	10	10	0
Gameroom 4B	12	0	19	17	6	6	0
Gameroom 5th	21	0	20	19	9	10	0
Healthy Habits 2A	16	0	20	19	9	9	0
Healthy Habits 2B	15	0	20	19	7	8	0
Junior Staff	18	0	99	89	1	2	0
LeLa 3A	13	0	27	26	10	10	0
LeLa 4A	15	0	27	26	12	12	0
Literacy Enrichment 3rd	13	0	11	11	9	9	0
Literacy Enrichment 4th	15	0	11	11	10	11	0
Martial Arts	22	0	20	16	11	11	0
Math Enrichment 3rd	12	0	12	12	10	10	0
Math Enrichment 4th	12	0	12	12	7	7	0
Math Wizards 1A	14	0	20	16	11	11	0
Math Wizards 1B	12	0	20	18	9	9	0
Power Hour 1A	14	0	79	73	12	12	0

**Activity Average Daily Attendance**

Printed Date: 8/19/2014

**Grantee: Boys and Girls Clubs of the Austin Area**

Combined Schools: LBJ HS

Center: C3 - Overton ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Power Hour 1B	12	0	79	73	11	11	0
Power Hour 2A	16	0	79	73	11	11	0
Power Hour 2B	15	0	79	73	10	11	0
Power Hour 3A	13	0	79	73	10	11	0
Power Hour 3B	12	0	79	73	11	12	0
Power Hour 4A	15	0	59	55	14	14	0
Power Hour 4B	12	0	79	73	10	11	0
Power Hour 5th	21	0	79	73	13	13	0
Read it and Eat it 1A	14	0	20	17	9	10	0
Read it and Eat it 1B	12	0	20	19	10	9	0
Science Adventures 1A	14	0	20	18	10	10	0
Science Adventures 1B	12	0	20	19	8	9	0
Smart Kids 2A	16	0	20	19	9	9	0
Smart Kids 2B	15	0	20	16	6	6	0
Uteach 3B	12	0	28	25	11	11	0
Uteach 4B	12	0	28	25	9	10	0

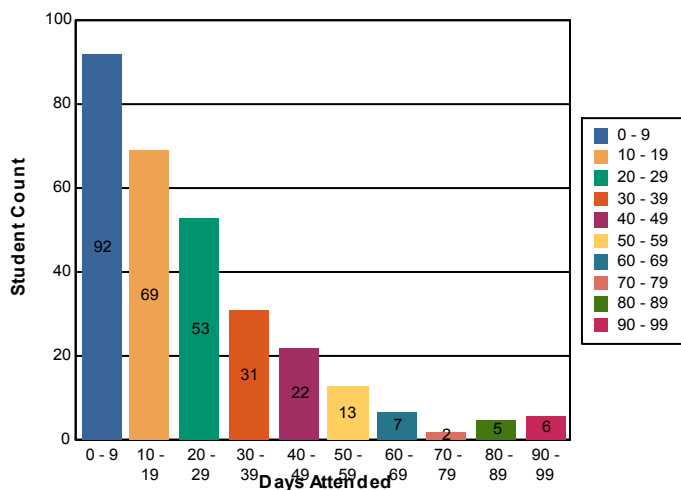
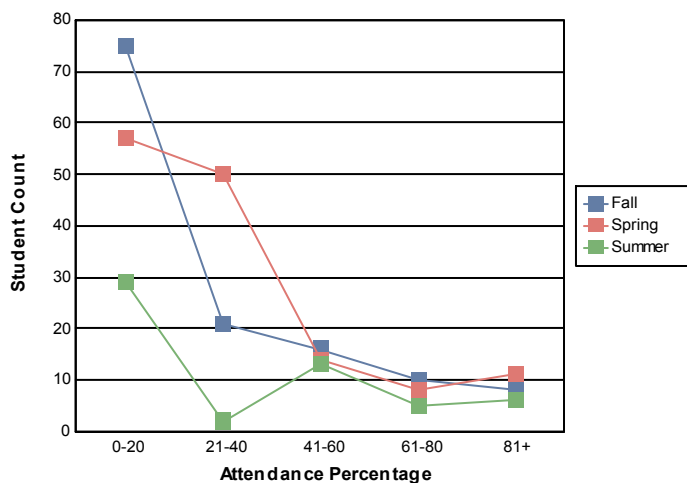


## Student Attendance Percentage - Grantee Level

Printed Date: 8/19/2014

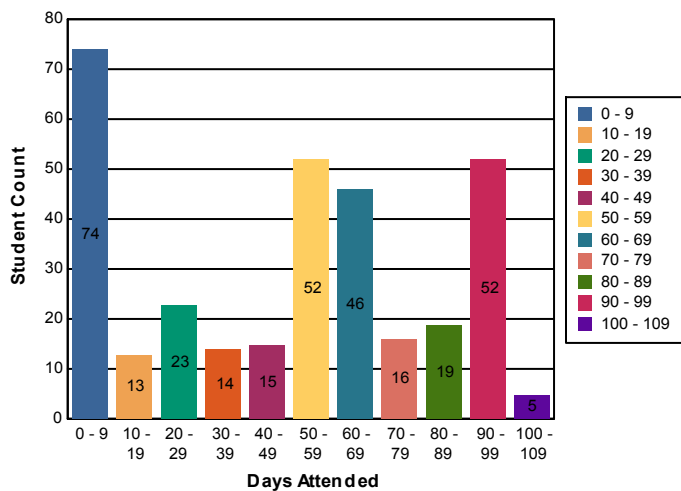
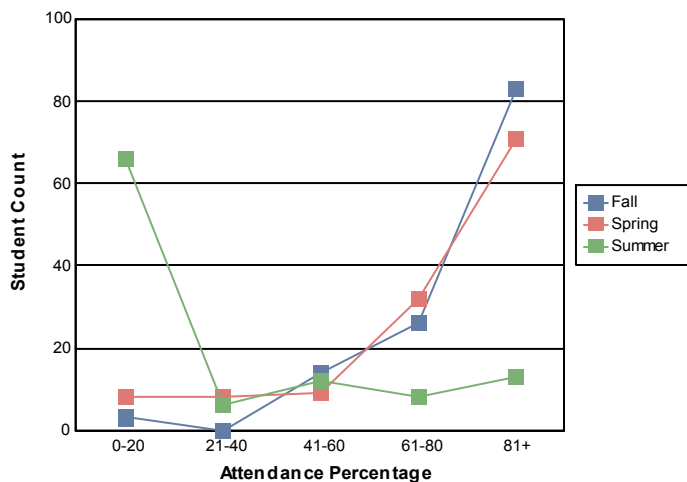
### Grantee: Boys and Girls Clubs of the Austin Area

#### C2 - Garcia MS



Attendance %	Fall	Spring	Summer
0-20	75	57	29
21-40	21	50	2
41-60	16	14	13
61-80	10	8	5
81+	8	11	6
<b>Total</b>	<b>130</b>	<b>140</b>	<b>55</b>

#### C3 - Overton ES



Attendance %	Fall	Spring	Summer
0-20	3	8	66
21-40	0	8	6
41-60	14	9	12
61-80	26	32	8
81+	83	71	13
<b>Total</b>	<b>126</b>	<b>128</b>	<b>105</b>

# AUSTIN INDEPENDENT SCHOOL DISTRICT

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