

Afterschool Centers on Education

Cycle 8 Boys & Girls Club of Austin

Austin Independent School District

Walnut Creek 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 Walnut Creek Elementary School in Austin Independent School District (AISD) served 157 students. This report examines program implementation and outcomes of the ACE program at Walnut Creek Elementary School for the 2013–2014 school year. Major findings from this year’s program implementation and student and parent outcomes are the following:

1. The majority of participants who attended afterschool programs at Walnut Creek were classified as regular participants (i.e., they attended the program for 30 or more days). The majority of regular participants were female, while the majority of non-regular and non-participants groups were male. The majority of students were Hispanic and were classified as limited English proficient (LEP).
2. Students participated at appropriate levels to benefit from the program activities, and 84% of 158 students who were enrolled in the afterschool program attended 30 days or more. More than half those students attended 105 days of the program or more.¹
3. Mean absences declined from 2012–2013 to 2013–2014 for regular participants only.
4. Mean grade point average (GPA) in core subject areas declined from 2012–2013 to 2013–2014 for both the regular and non-regular participant groups. Furthermore, course completion rates declined over time for both participant groups.
5. No mandatory discipline removals occurred for the regular and non-regular participant groups in 2013–2014 or 2012–2013. Discretionary removals rates increased for both participant groups over time.

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 Walnut Creek Elementary School recommended the following steps to further improve the ACE program to meet the needs of students and parents.

1. Although academic achievement goals were not met at Walnut Creek, the course pass percentage point change of participants in the afterschool program was lower than that of students who did not participate. However, to meet our academic achievement goals, we will continue to align activities with school-day learning and implement more enrichment activities for youth participating in the afterschool program.
2. To continue to decrease absences for the afterschool program participants, we will continue to incentivize their attendance on a monthly and basis with our 30-day and 60-

¹ 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.

day incentives; we also will promote our 105 Club to all students who attend daily. The program also will incorporate enrichment programs that appeal to our youth

3. To address disciplinary issues more effectively, we will continue to implement programs such as Project Adventure and SMART Moves. We will incorporate social emotional learning strategies to help students learn critical life skills so they can recognize and manage emotions, solve problems effectively, and establish positive relationships.

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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 (ELA). 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.

Academic Assistance. 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, reading, 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.

Family engagement. ACE Austin staff partner with the AISD Adult Education Department and each school's parent support specialist 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; parent support classes that focus on college readiness, child development, positive behavior, and ways to support student academic achievement; and family fitness nights, offered in partnership with ACTIVE Life Movement, a national organization dedicated to healthy lifestyles for all.

Enrichment. ACE Austin offers a variety of skill-building enrichment activities to which some 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.

College and workforce readiness/awareness. ACE Austin implemented the Get Ready for College program with 5th graders at selected campuses. Students were targeted based on teachers' recommendations. Participating students investigated careers, visited area colleges and universities, practiced public speaking skills, participated in service projects, and played lacrosse. All ACE Austin activities and classes integrate college and workforce readiness whenever feasible, including discussions about careers and educational attainment, presentations from guest speakers, and information about the importance of high school graduation and college attendance.

The following seven sites are served by the ACE Boys & Girls Club grant: Wooldridge Elementary, Cook Elementary, McBee Elementary, Webb Middle, Burnet Middle, Ann Richards, and Lanier High. 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 Austin were 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 through support and enrichment activities

The primary challenge at Walnut Creek was that students had difficulty in reading and writing because they were trying to overcome the language barrier between English and Spanish. In most cases, students needed additional help at school that was unavailable at home. As a result, the reading and enrichment programs were created and implemented to target ELA students. In 2013–2014, the program introduced LeLa, a reading intervention for 3rd- and 4th-grade students to track their progress through reading and literacy exercises. Read It and Eat It students to find an appreciation through reading and discussion while eating a snack related to the story told. Pen Pals was created to increase 5th-grade students' ability to write a letter using proper grammar and writing techniques as they learned more about students from other Boys & Girls Clubs.

This report examines outcomes for the ACE program at Walnut Creek Elementary School, which served 157 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 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 Attendance²

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.

² 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 both the 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 mandatory or discretionary discipline removals	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 case-managed youth and the targeted-intervention youth, who was 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 Walnut Creek Elementary School. It also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at Walnut Creek 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
Human: <ul style="list-style-type: none"> Candice Williams, Site Coordinator Parents Students Community 1 Project Director, Kelley Carmon, BA 1 Site Coordinator, Danielle Faulkner, BA 1 Program Director, Benjamin Fisher, BA 7 YDP Instructors 4 college students who want careers in education External experts and partners <ul style="list-style-type: none"> UTeach AISD CTAN YPQA 4H 125 Students 25 Parents Support: <ul style="list-style-type: none"> Grant leadership/project director/FES CTAN YPQA national quality assurance standards University of Texas UTeach program Financial <ul style="list-style-type: none"> Budgets Controller; Elizabeth Roden Facilities Campus Space 21st Century Web based tracking system TEA/Edvance 	School program alignment <ul style="list-style-type: none"> MOU's with campus on file Curriculum aligned with district curriculum road map Needs Assessment Participation on Campus Advisory Council with unit and lesson plans (TEKS) Recruiting participants <ul style="list-style-type: none"> school admin referrals of 12 3rd and 12 4th graders open enrollment advertised to 1st-5th graders Retaining participants <ul style="list-style-type: none"> surveys incentives Well structured <ul style="list-style-type: none"> ongoing monitoring of data site observations with feedback Voice/Choice parent surveys student surveys Qualified personnel <ul style="list-style-type: none"> staff orientation done by 	Academic Support <ul style="list-style-type: none"> Homework Help STAARburst English Academies Power Hour UTeach LeLa 4H KidzLit Psyched on Science Read It & Eat It Enrichment <ul style="list-style-type: none"> Fine Arts Enrichment STEM Enrichment Literacy Enrichment Creative Action KidzLit Read It & Eat It Arts Around the World Math Enrichment Literacy Enrichment Enrichment <ul style="list-style-type: none"> Gameroom Healthy Habits SMART Kids I Heart Art Arts and Crafts Bring Your a Game Project Adventure Brick Lab Gameroom Healthy 	Academic Support <ul style="list-style-type: none"> Homework Help 22 hours per week for 160 students- all staff English Academies- 2.5 hours per week for 30 students. Target #125; 1st-5th; M-F 2:45-4:15 (YDP instructors); 216 hours Target # 12; 3rd & 4th T/TH 4:15-5:45 (UT students)- 96 hours Target # 12; 3rd & 4th T/TH 4:15-5:45 (college students); 96 hours Target #25; 2nd; M/W 4:15-5:45 (4H vendor); 108 hours Target #50; 2nd; M/W 4:15-5:45 & F 2:45-4:15 & 4:15-5:45 (YDP); 96 hours Target # 25; 1st; T/TH 4:15-5:45 (YDP); 48 hours Target # 25; 1st; T/TH 4:15-5:45 (YDP); 48 hours Target #15; 1st; T/Th 4:15-5:45 (CA vendor); 60 hours Target #15; 1st; Friday 2:45-4:15 & 4:15-5:45 (YDP instructors); 60 hours Target #25; 1st; M/W 4:15-5:45 (YDP instructors); 60 hours Target #25; 2nd; T/W 4:15-5:45 (YDP instructors); 60 hours Target #12; 3rd & 4th grade; T/Th 4:15-5:45 (YDP)- 12 hours Target #12; 3rd & 4th grade; M/W 4:15-5:45 (YDP)- 12 hours

Resources	Implementation	Outputs - Activities	Outputs - Participation
<ul style="list-style-type: none"> Curriculum <ul style="list-style-type: none"> Activity planning form (TEKS aligned) Healthy Habits; SMART Moves; UTeach; LeLa; I heart art; arts and crafts; sports; psyched on science; math wizards, brick lab) 	<ul style="list-style-type: none"> director YPQA trainings Part time carousal trainings Monthly staff meetings 	Habits <ul style="list-style-type: none"> SMART Kids I Heart Art Art & Me Project Adventure Brick Lab Pen Pals Be Proud Family and Parental Support <ul style="list-style-type: none"> <u>Family Nights</u> College/Career Readiness <ul style="list-style-type: none"> <u>Jr Staff</u> Club Tech Club Tech 	Enrichment <ul style="list-style-type: none"> Target #100; 2nd-4th; TH/F 2:45-5:45 & M/T/W/TH/F 4:15-5:45 (YDP); 168 hours Target #25; 2nd; T/TH 4:15-5:45 (YDP); 48 hours Target # 40; 1st & 5th; W/TH/F 4:15-5:45 (YDP); 72 hours Target #35; 4th & 5th; F 2:45-4:15 & T/F 4:15-5:45 (YDP); 72 hours Target #60; 1st-3rd; M/T/W/F 4:15-5:45 (YDP); 96 hours <u>Target #125; 1st-5th M/T/W/TH/F 4:15-5:45 & F 2:45-4:15 (YDP); 324 hours</u> Target #25; 3rd; F 2:45-4:15 & 4:15-5:45 (YDP); 48 hours Target #35; 4th & 5th; M 4:15-5:45 and F 2:45-4:15 & 4:15-5:45 (YDP); 72 hours Target #60; 2nd, 3rd & 5th; M/T/Th/F 4:15-5:45 & F 2:15-4:15 (YDP); 150 hours Target # 20; 4th; T/W 4:15 – 5:45 (YDP); 60 hours Target #25; 3rd; M/Th 4:15-5:45 (YDP); 60 hours Target #35; Th/F 4:15-5:45 & F 2:45-4:15 (YDP); 90 hours Target # 60; 1st-3rd; M/T/W/Th/F 4:15-5:45 & F 2:45-4:15 (YDP); 180 hours Target #20; 5th F 4:15-5:45 (YDP); 30 hours Target #25; F 2:45- 4:15 & 4:15-5:45 (YDP); 60

Resources	Implementation	Outputs - Activities	Outputs - Participation
			<p>hours</p> <ul style="list-style-type: none"> • Target #15; W 4:15-5:45 (YDP); 30 hours • Target #20; M 4:15-5:45 (YDP); 30 hours <p>FAMILY & PARENTAL SUPPORT</p> <ul style="list-style-type: none"> • <u>Target #25 TH 5:15-6:00 (SC or PD); 27 hours</u> <p>College/ Career Readiness</p> <ul style="list-style-type: none"> • <u>Target #10; 4th & 5th; M/T/W/TH/F 4:15-5:45 (Site Coordinator); 270 hours</u> • Target #15; 5th; W 4:15-5:45 (YDP); 24 hours • Target #25; 4th; F 2:45-4:15 & 4:15-5:45 (YDP); 60 hours

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

Modifications

In the Spring semester, we added Arts Around the World and Be Proud. After talking to the school staff, we realized students were no longer receiving instruction in social studies. We incorporated this class to give students an introduction and understanding of the world around them. Be Proud was incorporated to transition 5th-grade students from elementary to middle school. This class allowed students to understand themselves and build a sense of comradery within their group.

RESEARCH QUESTIONS

Program Structure: Was the program implemented as intended?

Walnut Creek 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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Program Assessment = 7. Full program implementation met with some difficulty at the start of the year due to staffing issues. However, this was mitigated by starting the year with a smaller program and not compromising the integrity and quality of what was offered. As qualified youth development professionals were hired during the year, they were matched with the right number of students to ensure that the quality of the program was maintained.

Resources: Were requisite resources available for program success?

The quality of the program was maintained throughout the year, and required resources were always available to the staff. The only time this was an issue was when lessons in the UTeach classes required a Doc Cam. To address this issue, overhead projectors were made available to the UTeach coaches. The effectiveness of the program at Walnut Creek BGCA was not affected by this issue.

Implementation Practices: Were program practices well implemented?

Outputs – Implementation: 8

Concerns arose when some students were no longer able to participate in the program because they were pulled from the school or because they had transportation or household issues. When students had transportation issues, many families worked together to provide carpools to keep students in the program, even if only for 3 days a week. Typically, if students were having issues at home, parents communicated with the site coordinator, and when those problems subsided at home, the site coordinator and the parents checked if room was still available for the student to return. In most cases, students were able to return to the afterschool program. Each semester, surveys were sent home with students to collect students' and parents' opinions of the program. After evaluating their responses, program staff tried to find ways to incorporate their requests into the program. This increased parent buy-in and support for the program if something came up during the school year.

Core management teams for Uteach and LeLa at Walnut Creek were very supportive and on task when observing the programs. They were very approachable, always had great feedback for our staff, and served as a great resource for our staff to develop their skills (whether it was classroom management or engaging youth in different aspects of their teaching). All staff were invited to the various Youth Program Quality Assessment (YPQA) trainings. These helped them gain an understanding of what a homework class should look like, of what classroom management means, and of the different aspects of the YPQA model shadowing Maslow's Hierarchy of Needs.

Outputs–Activities: Were activities targeted to student needs?

Outputs (Activities): 5

To target students, especially in the targeted Uteach and LeLa courses, staff assessed students' previous State of Texas Assessment of Academic Readiness (STAAR) scores to see where students were scoring lower than they should. Based on that information, staff focused on specific areas to increase the students' understanding of concepts that were not yet comprehended. Staff also administered pre- and posttests for all students enrolled in the class to analyze their comprehension of those concepts. It was difficult to gauge students' true level of understanding if staff were unavailable or had difficulty with classroom management. Subject comprehension also was difficult to track if students were absent from

class; to address these issues, staff spoke with parents on a daily basis or replaced students who were not attending regularly.

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

Outputs (Participation): 9

Because this was the first year the program was held at Walnut Creek Elementary, staff initially had difficulty getting students to participate in the program. For much of the first few months, staff sent letters home to parents that included publicity about the program. Teachers and school administrators spoke with parents to let them know what the afterschool program had to offer. Soon after this, the program reached capacity. In addition, family referrals to other families (i.e., based on their experience with the BGCA) helped increase attendance in the program. Many students also referred the program to their classmates, which helped fill the afterschool classes quickly. This resulted in a long waitlist of students requesting to become part of the program.

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

Academic support: Program staff increased some of the activities in the spring to create greater academic focus without losing out on the fun. In the fall, staff did not yet know who the audience was going to be, but after spending a semester with the students, staff acquired a better understanding of their needs and were able to better match the program to the students' grade levels; for example, 5th-grade students needed help with writing and composition, so staff incorporated a Pen Pals class to teach them how to write a composition.

Enrichment: When transitioning from fall to spring classes, staff kept most classes but changed the lessons to be more appealing for students. This resulted in students being more engaged and on task on a daily basis.

Family engagement: Parents' participation increased from the fall to the spring semester because parents had built better relationships with the program staff. Parents also fit weekly family nights into their schedule, allowing them to spend quality time with their children. On several occasions, parents brought other family members to participate, as well. They saw those experiences as focused family time that they did not have before participating in the program.

College and career: Staff saw a great interest from students when guest speakers were invited, so staff invited a variety of guest speakers with different backgrounds to speak to students. Staff also incorporated field trips to meet these needs.

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	%
Walnut Creek Elementary School	134	18%	23	3%	586	79%	743	100%

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

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

Demographics	Walnut Creek Elementary School	Participation status		
		Regular participants (n = 134)	Non-regular participants (n = 23)	Non-participants (n = 586)
Gender	Female	59%	27%	45%
	Male	41%	73%	55%
Ethnicity	American Indian or Alaska Native	0%	0%	0%
	Asian	1%	0%	4%
	Black or African American	16%	14%	10%
	Hispanic	75%	86%	80%
	Native Hawaiian or Other Pacific Islander	0%	0%	0%
	Two or more races	2%	0%	2%
	White	6%	0%	5%
Limited English proficiency	% LEP	56%	73%	66%

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

The majority of participants who attended afterschool programs at Walnut Creek were classified as regular participants, i.e., they attended the program for 30 or more days. The majority of regular participants were female while the majority of students were male for the non-regular and non-

participants groups. Majority of students were Hispanic and were classified as LEP.

STUDENT ATTENDANCE IN ACE ACTIVITIES

Table 5. Frequency of Program Administration at Brown Elementary School, by Program Type, 2013–2014

Activity Category	Frequency
Academic enrichment learning program	daily
Activity to promote youth leadership	daily
Career/job training	Bi-monthly
Community service/service learning	Weekly
Drug/substance abuse prevention	Weekly
Homework help	Daily
Promotion of parental involvement	Weekly
Recreational activity	Daily
Violence prevention	Daily

Source. Afterschool Centers on Education Austin participant records for 2013–2014; AISD student records

Of the activities we offered in 2013–2014, the ones with most attendance were Gameroom, Sports and Art classes. Students tended to enjoy those classes more because they were emphasized the least throughout the school day.

Activities with the least attendance were KidzLit, Junior Staff and SMART Kids. To increase program attendance, staff changed the classes to days with the higher attendance, assigning classes to staff based on their strengths, and moving teachers to other classes if they realized their impact was not as strong as they had intended.

In both the fall and spring semesters, staff found that 57% of the time was allocated to Academic support, 37% was allocated to Enrichment, 1% to Family Engagement, and 5% to Career and College readiness.

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

Program component	Fall		Spring	
	Total number of hours	%	Total number of hours	%
Academic	981	57%	1226	57%
Enrichment	639	37%	798	37%
Family engagement	16	1%	20	1%
Career	84	5%	105	5%

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

Students participated at appropriate levels to benefit from the program activities and 84% of 158 students who were enrolled in the afterschool program attended 30 days or more. Over half of those students attended 105 days of program or more (despite the fact that the program started with only 12 students). Many students who enrolled later in the school year maintained high participation rates. Students who dropped from the program did so because of outside factors, such as transportation issues. To make the programs more interesting for students, if a class was not offered for certain grades in the Fall staff made sure it was offered in the Spring. Students loved the opportunity to participate in all kinds of classes throughout the school year.

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.

Mean GPA in core subject areas declined in 2013–2014 when compared to 2012–2013 for both the regular and non-regular participant groups. Further, course completion rates also declined over time for both participant groups.

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

Walnut Creek Elementary School	Participation status					
	Regular participants		GPA change	Non-regular participants		GPA change
	2012–2013	2013–2014		2012–2013	2013–2014	
Core GPA						
Reading	2.89	2.66	-0.23	2.67	2.45	-0.21
Math	2.96	2.81	-0.15	2.81	2.59	-0.22
Science	3.23	3.19	-0.04	3.14	2.86	-0.28
Social studies	3.43	3.35	-0.08	3.48	3.23	-0.25

Source. Afterschool Centers on Education Austin participant records for 2012–2014; AISD student records (TEAMS_GRDS)

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

Walnut Creek Elementary School	Participation status				
	Regular participants		Course pass percentage point change	Non-regular participants	
	2012–2013	2013–2014		2012–2013	2013–2014
Course pass percentage					
	94.96%	93.83%	-1.13%	95.56%	93.07%
					-2.49%

Source. ACE Austin participant records for 2012–2014; AISD student records (TEAMS_GRDS)

ATTENDANCE OUTCOME

Average absent days of ACE program participants at Walnut Creek Elementary School were calculated in school year 2012–2013 and 2013–2014. Absent days were defined as the total number of days a student did not come to school and includes both excused and unexcused absences.

Results indicated that mean absences declined in 2013–2014 than in 2012–2013 for regular participants only.

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

Walnut Creek Elementary School	Participation status				
	Regular participants		Days absent change	Non-regular participants	
Attendance	2012–2013	2013–2014		2012–2013	2013–2014
Mean days absent	5.56	4.88	-0.68	4.90	7.30
					2.40

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 percentage of students' mandatory and discretionary discipline removals were compared for school years 2012–2013 and 2013–2014.

There were no mandatory discipline removals for the regular and non-regular participant group in 2013–2014 and 2012–2013. Discretionary removals rates increased for both participant groups over time.

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

Walnut Creek 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	0.04	0.05	0.01	0.00	0.04	0.04
---------------	------	------	------	------	------	------

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. Academic achievement goals were not met at Walnut Creek. ACE Austin regular and non-regular participants did not experience greater GPA improvement for the core subjects over time. In addition, both regular and non-regular participants experienced a decrease in course completion rates from 2012–2013 to 2013–2014. To meet the academic outcome goals, a closer alignment of program goals and activities designed to address academic issues is warranted.

Recommendation 2. Attendance outcomes were mixed at Walnut Creek. Only regular participants experienced a decrease in mean absences over time. This indicates that increased participation in the afterschool program had an effect on attendance rates. Therefore, it is recommended that program staff use strategies to encourage increased program participation by students in order to better their attendance outcomes.

Recommendation 3. Discipline goals were mixed at Walnut Creek. Regular and non-regular participants experienced an increase in discretionary discipline removals from 2012–2013 to 2013–2014. However, no mandatory discipline removals occurred in either participation group in the 2012–2013 and 2013–2014 school years. It is recommended that program staff at Walnut Creek continue to implement and refine program components that have been effective in addressing disciplinary issues, as well as implement changes to better align with program goals.

SITE COORDINATOR COMMENTARY AND NEXT STEPS

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

1. Although academic achievement goals were not met at Walnut Creek, the course pass percentage point change of participants in the afterschool program was lower than that of students who did not participate. However, to meet our academic achievement goals, we will continue to align activities with school-day learning and implement more enrichment activities for youth participating in the afterschool program.
2. To continue to decrease absences for the afterschool program participants, we will continue to incentivize their attendance on a monthly and basis with our 30-day and 60-day incentives; we also will promote our 105 Club to all students who attend daily. The program also will incorporate enrichment programs that appeal to our youth
3. To address disciplinary issues more effectively, we will continue to implement programs such as Project Adventure and SMART Moves. We will incorporate social emotional learning strategies to help students learn critical life skills so they can recognize and manage emotions, solve problems effectively, and establish positive relationships.

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 ACE program participants to obtain parent feedback on program implementation and impacts on student academic achievement and behaviors. A total of 161 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* (94%) received most parent attendance this past year, followed by *English as a second language* (21%) and *Coffee with Principal* (24%) (Table 11). Respondents recommended the ACE program offer the following classes: *Family Nights/ Performances* (92%) and *ESL* (14%) again next year.

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

	%
Coffee with principal	9%
ESL	21%
Family Nights/Performances	94%
Literacy	7%
Love & Logic	1%
Social & Emotional Learning	1%
Strengthening families	2%
Zumba	4%

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: Homework help (78%), Safe environment (74%), and Free of charge (63%).

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

	%
My child is in a safe environment afterschool	74%
Classes that encourage creativity	45%
Participation in sports and other physical activity	43%
Opportunity to have fun	40%
It's free of charge	63%
Free summer camp	38%
Fieldtrips	33%
Homework help	88%

Source. ACE Austin Parent Survey 2014

Almost all (99% and 98%, 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. All parent respondents reported that they knew who to contact when they had questions about the ACE program. All parent survey respondents also reported that their children were doing better in school because of the after-school 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

C6 - Walnut Creek ES

Student Counts

Total Students:	160	
Total Regular Students:	132	83%
Total Non-Regular Students:	28	18%

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:	127	79%	3	2%	8	5%	0	0%
Regular:	100	63%	3	2%	8	5%	0	0%
Non-Regular:	27	17%	0	0%	0	0%	0	0%
	Asian		African American		Hawaiian/Pacific			
Total:	1	1%	21	13%	0	0%		
Regular:	1	1%	20	13%	0	0%		
Non-Regular:	0	0%	1	1%	0	0%		

Student Counts by Gender

Regular Male:	55	34%	Regular Female:	77	48%
Non-Regular Male:	19	12%	Non-Regular Female:	9	6%

Student Counts by Category

		% of Tot	% of Sub Pop		% of Tot	% of Sub Pop		% of Tot	% of Sub Pop
Regular:	LEP:	72	45%	Eco. Dis.:	114	71%	Special:	3	2%
Non-Regular:	LEP:	14	9%	Eco. Dis.:	17	11%	Special:	2	1%
Regular:	At Risk:	100	63%	ESL:	4	3%	Migrant:	0	0%
Non-Regular:	At Risk:	17	11%	ESL:	1	1%	Migrant:	0	0%

Student Counts by Grade Level

Regular:	PreK:	0	0%	1st:	20	13%	5th:	20	13%	9th:	0	0%
Non-Regular:	PreK:	0	0%	1st:	11	7%	5th:	3	2%	9th:	0	0%
	K:	0	0%	2nd:	30	19%	6th:	0	0%	10th:	0	0%
	K:	0	0%	2nd:	6	4%	6th:	0	0%	10th:	0	0%
				3rd:	29	18%	7th:	0	0%	11th:	0	0%
				3rd:	3	2%	7th:	0	0%	11th:	0	0%
				4th:	33	21%	8th:	0	0%	12th:	0	0%
				4th:	5	3%	8th:	0	0%	12th:	0	0%

Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Center: C6 - Walnut Creek ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
4H 2A	13	0	12	10	10	10	0
4H 2B	12	0	12	11	10	10	0
Around Town	115	0	1	3	5	5	0
Art and Me 1A	8	0	13	11	6	6	0
Art and Me 1B	9	0	13	12	6	6	0
Art and Me 2A	13	0	12	12	10	10	0
Art and Me 2B	12	0	12	11	7	8	0
Art and Me 3A	13	0	14	13	9	9	0
Art and Me 3B	9	0	14	13	7	7	0
Bricklab 4A	11	0	14	13	9	8	0
Bricklab 4B	12	0	13	11	8	8	0
Bricklab 5th	12	0	13	12	8	8	0
Bring Your A Game 1A	8	0	13	12	5	6	0
Bring Your A Game 1B	9	0	13	11	5	5	0
Bring Your A Game 2A	13	0	12	11	11	10	0
Bring Your A Game 2B	12	0	12	11	9	9	0
Bring Your A Game 3A	13	0	14	13	8	8	0
Bring Your A Game 3B	9	0	13	11	7	8	0
Bring Your A Game 4A	11	0	14	13	9	8	0
Bring Your A Game 4B	12	0	14	13	9	9	0
Bring Your A Game 5th	12	0	13	13	9	8	0
Club Tech 5th	12	0	13	12	8	8	0
Family Night	0	50	10	9	0	0	15
Gameroom 2A	13	0	12	11	10	10	0
Gameroom 2B	12	0	12	11	8	8	0
Gameroom 3A	13	0	14	14	9	8	0
Gameroom 3B	9	0	14	13	7	7	0
Gameroom 4A	11	0	14	13	8	8	0
Gameroom 4B	12	0	14	13	10	10	0
Gameroom 5th	12	0	13	11	9	8	0
Healthy Habits 2A	13	0	12	11	10	10	0
Healthy Habits 2B	12	0	12	12	9	9	0
I Heart Art 4A	11	0	14	14	9	8	0
I Heart Art 4B	12	0	14	13	8	8	0
I Heart Art 5th	12	0	13	12	10	9	0
Junior Staff	11	0	49	44	1	2	0
KidzLit 1A	8	0	13	12	5	5	0
KidzLit 1B	9	0	13	12	5	5	0
KidzLit 2A	13	0	12	11	9	9	0
KidzLit 2B	12	0	12	10	10	9	0
LeLa 3A	13	0	27	24	10	10	0
LeLa 4A	11	0	27	24	10	9	0
Power Hour 1A	8	0	52	48	6	6	0
Power Hour 1B	9	0	52	48	6	6	0
Power Hour 2A	13	0	48	44	10	10	0
Power Hour 2B	12	0	48	44	10	9	0
Power Hour 3A	13	0	55	51	9	9	0
Power Hour 3B	9	0	55	51	8	8	0
Power Hour 4A	11	0	55	51	10	9	0
Power Hour 4B	12	0	55	51	10	9	0
Power Hour 5th	12	0	52	48	10	9	0
Project Adventure 3A	13	0	14	13	9	9	0
Project Adventure 3B	9	0	14	13	7	8	0
Psyched About Science 1A	8	0	13	12	6	6	0
Psyched About Science 1B	9	0	13	13	6	6	0

Activity Average Daily Attendance

Printed Date: 8/19/2014

Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Center: C6 - Walnut Creek ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Read it and Eat it 1A	8	0	13	13	6	6	0
Read it and Eat it 1B	9	0	13	12	7	6	0
Smart Kids 1A	8	0	13	12	5	6	0
Smart Kids 1B	9	0	13	12	6	5	0
Smart Kids 5th	12	0	13	12	9	8	0
Uteach 3B	9	0	28	27	7	8	0
Uteach 4B	11	0	28	27	10	9	0

Grantee: Boys and Girls Clubs of the Austin Area

Combined Schools: LBJ HS

Center: C6 - Walnut Creek ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
4H 2A	14	0	19	17	10	11	0
4H 2B	13	0	20	19	11	12	0
Around Town	52	0	1	8	11	12	0
Art and Me 1A	9	0	20	19	7	7	0
Art and Me 1B	8	0	19	17	6	6	0
Art and Me 2A	14	0	20	16	10	10	0
Art and Me 2B	13	0	20	19	11	11	0
Art and Me 3A	11	0	20	18	9	9	0
Art and Me 3B	12	0	20	16	11	11	0
Arts around the World 2A	14	0	20	19	11	11	0
Arts around the World 2B	13	0	20	18	11	12	0
Be Proud	15	0	19	17	11	12	0
Bricklab 1A	9	0	20	18	7	7	0
Bricklab 1B	8	0	20	19	6	6	0
Bricklab 2A	14	0	20	16	13	13	0
Bricklab 2B	13	0	20	16	11	11	0
Bring Your A Game 1A	9	0	20	16	7	7	0
Bring Your A Game 1B	8	0	20	16	7	7	0
Bring Your A Game 2A	14	0	20	18	12	12	0
Bring Your A Game 2B	13	0	20	16	12	12	0
Bring Your A Game 3A	11	0	20	16	9	9	0
Bring Your A Game 3B	12	0	20	19	10	11	0
Bring Your A Game 4A	14	0	20	19	10	10	0
Bring Your A Game 4B	13	0	19	17	10	10	0
Bring Your A Game 5th	15	0	20	16	13	14	0
Club Tech 4A	14	0	20	16	10	11	0
Club Tech 4B	13	0	20	16	9	9	0
Creative Action 1A	9	0	20	19	6	7	0
Creative Action 1B	8	0	20	18	5	6	0
Fall 2013 Academics	86	0	8	8	83	82	0
Fall 2013 Enrichment	86	0	10	10	77	75	0
Fall 2013 Family Night	0	25	2	2	0	0	17
Family Night	0	57	20	19	0	0	13
Gameroom 2A	14	0	20	19	12	12	0
Gameroom 2B	13	0	19	17	12	12	0
Gameroom 3A	11	0	20	16	10	10	0
Gameroom 3B	12	0	20	16	10	10	0
Gameroom 5th	15	0	20	18	12	13	0
Healthy Habits 4A	14	0	20	18	10	10	0
Healthy Habits 4B	13	0	20	19	9	9	0
I Heart Art 4A	14	0	20	16	10	10	0
I Heart Art 4B	13	0	20	16	10	10	0
I Heart Art 5th	15	0	20	19	11	11	0
Junior Staff	16	0	99	90	1	2	0
KidzLit 1A	9	0	20	17	8	8	0
KidzLit 1B	8	0	20	16	6	6	0
LeLa 3A	11	0	27	25	10	10	0
LeLa 4A	14	0	27	25	11	12	0
Literacy Enrichment 3rd	11	0	11	11	8	8	0
Literacy Enrichment 4th	14	0	11	11	9	9	0
Math Enrichment 3rd	12	0	12	12	9	9	0
Math Enrichment 4th	13	0	12	12	10	9	0
Pen Pals 5th	15	0	20	19	10	12	0
Power Hour 1A	9	0	99	91	8	7	0
Power Hour 1B	8	0	99	91	7	6	0

Activity Average Daily Attendance

Printed Date: 8/19/2014

Grantee: Boys and Girls Clubs of the Austin Area

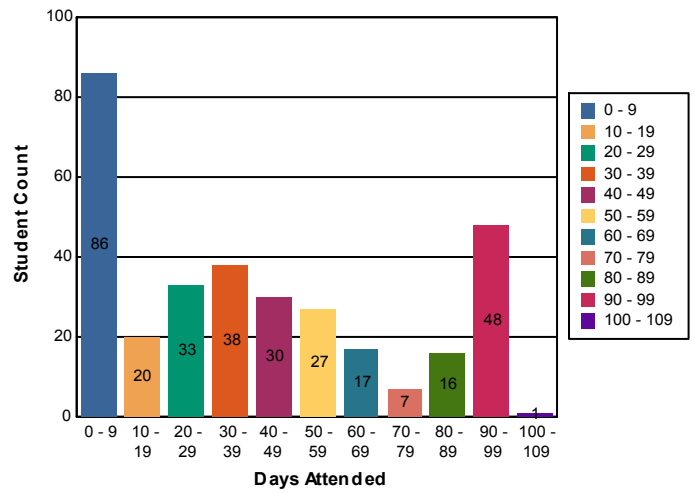
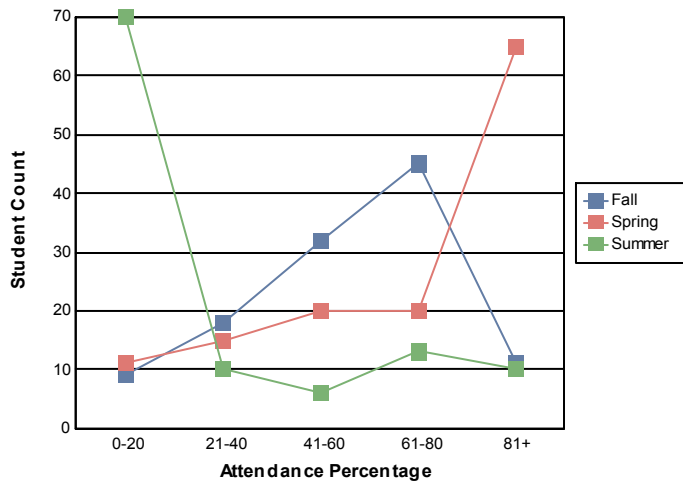
Combined Schools: LBJ HS

Center: C6 - Walnut Creek ES

ACTIVITY	Students Enrolled	Adults Enrolled	Days Schedule	Days Attended	Student Median	Student ADA	Adult ADA
Power Hour 2A	14	0	99	90	13	11	0
Power Hour 2B	13	0	99	90	11	10	0
Power Hour 3A	11	0	99	90	9	8	0
Power Hour 3B	12	0	99	90	11	9	0
Power Hour 4A	14	0	99	90	11	9	0
Power Hour 4B	13	0	99	90	11	9	0
Power Hour 5th	15	0	99	90	13	12	0
Project Adventure 5th	15	0	20	16	11	11	0
Read it and Eat it 1A	9	0	19	17	7	7	0
Read it and Eat it 1B	8	0	20	19	6	6	0
Smart Kids 3A	11	0	20	19	9	9	0
Smart Kids 3B	12	0	19	17	11	10	0
Uteach 3B	12	0	28	25	10	11	0
Uteach 4B	13	0	28	25	11	11	0

Grantee: Boys and Girls Clubs of the Austin Area

C6 - Walnut Creek ES



Attendance %	Fall	Spring	Summer
0-20	9	11	70
21-40	18	15	10
41-60	32	20	6
61-80	45	20	13
81+	11	65	10
Total	115	131	109

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