Region XIII Education Service Center
Evaluation Report - Year 1

21st Century Community Learning Centers

Cycle 7

Rockdale High School
Rockdale Junior High School
Rockdale Intermediate School
Rockdale Elementary
San Juan Diego Catholic High School
Smithville ISD Schools
Bartlett ISD Schools
Texas Empowerment Academy Middle School
Texas Empowerment Academy Elementary
Katherine Anne Porter Charter School

Canizales Consulting Services
Raymond Canizales, President
Round Rock, Texas 78665
July 31, 2012
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Raymond Canizales, President of Canizales Consulting Services, has served as an educator since 1970 and has been involved in all phases of the education system including curriculum development, human resource services and assessment, research and development. Extensive evaluative experience has been obtained in working with after school federal program grants and with Texas after school grants under cycles 5, 6 and 7. Those after school grants have included ten (10) school districts, one (1) Regional Education Service Center, one (1) private school and three (3) charter schools.

Canizales Consulting Services has also been the primary evaluator for a variety of federal and state grants including, Safe Schools Healthy Students, Small Learning Communities, Texas High School Completion, Comprehensive Reform, Science and Math Education at both the public school and higher education level, TARGET (Computer Technology), Mentoring and Professional Development Partnerships. Consultative services have also been provided to school districts seeking assistance with reorganization efforts involving Student and Family Services, Human Resource Services and Accountability and Assessment departments.

Canizales Consulting Services was contracted in September 2011 to oversee the evaluation of the Cycle 7 grant. The evaluator assisted the program staff in the initial assessment of the targeted schools and the development of program components. Major evaluation activities have included:

1. development of program activities and data collection sheets;
2. collection and analysis of student data elements;
3. development, administration, collection and analysis of surveys of teachers, students, and parents;
4. on-site meetings with project staff for data collection, technical assistance, and planning purposes.
5. development of an evaluation management plan;
6. creation of a relational database system and data collection forms; and
7. assistance in the submission of the annual performance reports (APR).

In the current school year, the external evaluator conducted two site visits each to each of the ten centers in Cycle 7. These site visits occurred in the fall of 2011 and in the spring of 2012. After the conclusion of each center site visit, a report was generated and sent to each project director and site coordinator. In addition, a comprehensive stakeholder survey was developed and administered in the spring of 2012. An extensive analysis of the survey findings was also distributed to the project director and each site coordinator in May 2012.

This current evaluation report was prepared for Region XIII Education Service Center by Mr. Raymond Canizales of Canizales Consulting Services, with assistance from Ms. Willa Rosen, 21st CCLC Project Director and Ms. Carolyn Canizales, president, Data Collection Services. Funding for this work was provided by the Region XIII Education Service Center through the Texas Department of Education 21st CCLC program funds.
This report resulted from the combined efforts of researchers, data collection experts, ESC XIII and individual center personnel. The evaluators wish to acknowledge the leadership provided by Ms. Willa Rosen whose ideas enabled the evaluator to broaden the focus and refine the conceptualization of the evaluation and offered constructive advice and comments that have helped shape the evaluation’s design and the report. We also thank the staff of the 21st-Century program office at the Texas Department of Education for their assistance and support in launching the evaluation.

Many individual site personnel and after-school program staff assisted the evaluation by providing data. We appreciate their willingness to respond to the many requests for information and their perspectives and insights during interviews.

Special thanks for the support and encouragement provided by each of the ten center site coordinators. Members of that group were:

- Broooksy Fisher, Rockdale Elementary
- Brynette Smith, Texas Empowerment Academy Elementary
- Denice Doss, Rockdale High School
- Orin Moore, Smithville Schools
- Peggy Wilfong, Katherine Anne Porter Charter School
- Sammi Krage, Bartlett Schools
- Sandi Wynn, Rockdale Junior High
- Susan Boyd, Rockdale Intermediate
- Tami Blackmon, Texas Empowerment Academy Middle School
- Vanessa Kraft, San Juan Diego Catholic High School

Canizales Consulting Services (CCS) is an independent nonpartisan business that conducts program evaluations, prepares evaluations reports, and provides consultation services on timely topics worthy of public consideration. The views expressed are those of the author and should not be attributed to Region XIII Education Service Center 21st CCLC staff, participating school agencies, their trustees, or the Texas Education Agency.
The 21st Century Community Learning Centers program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. As required in the legislation, each state education agency must submit an application to the Department of Education in order to receive funding. State education agencies may apply for the program using either a consolidated state application or a program-specific 21st Century Community Learning Centers application. State education agencies make competitive local grants to eligible organizations to support the implementation of community learning centers that will assist student learning and development.

The No Child Left Behind Act of 2001 recognizes that improved student achievement occurs when communities implement programs and strategies scientifically proven to be effective. The 21st Century Community Learning Centers program is an essential part of this initiative and provides funding for local communities to plan, implement or expand projects that benefit the general educational needs of children through after-school program activities.

The available grants support new school-based centers in communities across the country that submits well-developed plans for meeting the needs of young people in their communities. These centers, in collaboration with community partners, provide enriched learning opportunities in a safe environment for children and adults outside of regular school hours and during the summer.

As stated in the state application, the purpose of the after school program is to provide high-quality extended learning opportunities outside of the regular school day to students in need of academic assistance by developing highly effective and rigorous programs. The programs must provide quality academic assistance and enrichment opportunities to help students meet academic standards and graduate ready for college and/or the workforce. The program includes activities in four major components including academic assistance, enrichment, family and parental support services and college and workforce readiness.

The 21st Century Community Learning Centers program helps schools stay open longer to provide youth tutoring and homework help, academic enrichment, college prep activities, enrichment through the arts (including chorus, band and drama), technology education, drug and violence prevention counseling, supervised recreational opportunities, and services for youth with disabilities. Tutorial services and academic enrichment activities are intended to help the students meet local and state academic standards in reading, math, science and social studies.

Rural and inner-city public schools – in collaboration with other public and non-profit agencies, organizations, local businesses, postsecondary institutions, scientific/cultural and other community entities – benefit from the funding. The department particularly seeks the participation of school districts, collaborating with community-based organizations, to serve high-need communities and to assist children to meet or exceed state and local standards in core academic subjects.
The Central Texas ACE Collaboration (CTAC) is a partnership made up of small schools in the Central Texas area, managed jointly through a partnership of Education Service Center, Region 13 (ESC 13) and the Austin Community College (ACC). This collaboration consists of independent school districts, charter schools and a private school, serving students in grades from Pre-Kindergarten to grade 12. This collaboration allows a direct pathway to higher education and career training. Four of the ten schools in CTAC formerly collaborated in the Cycle 4 21st CCLC Project led by Region XIII Education Service Center. The experiences learned from the Cycle 4 Project have enabled the current collaboration of schools to share lessons learned and create mentor schools. This partnership has built a strong, effective and sustainable out-of-school time (OST) program. Members of this collaboration have shared successful strategies for engaging high-risk youth at state and national 21st CCLC conferences. The addition of ACC brings expertise on parent engagement, adult basic education, character development and a better linkage with higher education and post-secondary career training. Region XIII is a recognized leader in providing training and technical assistance to campuses in Central Texas on improving academic competencies, strategic tutoring, positive behavior intervention and college and career readiness. This partnership has expanded the community partnerships, family engagement and adult education outreach programs available to the ten participating centers.

The campuses partnering in CTAC are all smaller schools that have limited resources and infrastructure to oversee and manage the various components of 21st CCLC operations and accountability. All ten centers have great needs, in terms of at-risk students, academic achievement gaps and scarcity of community resources for students and their family members. Sharing strengths and experiences with proven, evidence-based strategies using the PRIME Blueprint planning process and associated tools have provided the necessary tools to boost student achievement, increase attendance, improve behavior, and keep students on track for timely promotion and graduation.

Key components of the CTAC program include integrated OST time academic tutoring, academic enrichment, technology training, and extracurricular learning for enrolled students and their family members. CTAC offers high quality learning opportunities to students who have been identified by their campus administration, teachers or parents as in need of additional assistance, either academic, behavioral, or both. Each school provides before school learning time, where students can receive tutoring, complete homework assignments and use the school’s computer and library resources. Students in the after school program are provided a range of learning opportunities, including homework assistance, tutoring in core academic areas, technology, fine arts, health/wellness, college and career exploration opportunities, and physical fitness. Each day, students participate in a minimum of one academic learning activity and one enrichment activity. These programs are offered 4-5 days per week during the school year and four 6 hours per day for four weeks in the summer. There are also occasional special weekend and evening activities available to students and their parents.

Each CTAC campus offers targeted parent and family learning opportunities, including parenting classes, strategies to support student learning, English as a Second Language classes, technology training, Adult Basic Education and college/career preparation activities. ACC has taken the lead in providing training, technical assistance and expertise in serving the adult and family members. Finally, many diverse community partners continue to participate in these programs. They provide volunteer assistance, college and career readiness opportunities, high engagement
classes and resources to support the program at each center. It is the general belief of the administrative and support team that building parent and community support is necessary to create an effective and sustainable program.
The following section provides an overview of the evaluator’s findings with respect to the targeted 21st CCLC Performance Goals and Objectives. After evaluation of the data obtained, the evaluator has concluded that the Region XIII Education Service Center Cycle 7 after school program has successfully met many of its target performance goals and is on schedule to fulfill all stated application objectives. Detailed information regarding the performance goals, their 2011-2012 outcomes, data verification sources and special notes, if applicable, are given below:

A. Performance Goal 1: By the end of the first year of the grant, the percentage of all 21st Century regular program participants whose mathematics and English grades improved from fall to spring was projected to be 53%.

**Goal Outcome:** Goal was achieved.

**Data Sources:**
PEIMS Data and End of Year Grade Reports

![Performance Goal 1 Achievement Comparisons](image)
The graph shown above and entitled "Performance Goal 1 Achievement Comparisons" shows that a combined average of 53% of all 21st Century regular participants showed improvement in their mathematics and English grades from semester 1 to semester 2. Six sites fell below the expected goal. They included Texas Empowerment Academy Elementary, Bartlett Schools, and all four Rockdale sites.

Tables 1 through 4 provide a comparison of grades in four content areas, English Language Arts, mathematics, science and social studies. Each table shows the performance level of each of the following student groupings:

- all enrolled students in schools
- all non-21st CCLC participants,
- all 21st CCLC participants and,
- all regular 21st CCLC participants.

Table 1

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Non 21st CCLC Students</th>
<th>All 21st CCLC Students</th>
<th>Regular 21st CCLC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>84.50</td>
<td>88.72</td>
<td>81.55</td>
<td>80.90</td>
</tr>
<tr>
<td>Sem 2</td>
<td>84.44</td>
<td>81.15</td>
<td>81.65</td>
<td>81.16</td>
</tr>
<tr>
<td>Change</td>
<td>-0.06</td>
<td>-7.57</td>
<td>0.10</td>
<td>0.26</td>
</tr>
</tbody>
</table>

Table 1 above shows that all students in the ten centers had an increase of 0.10 points for all 21st CCLC participating students and 0.26 points for all regular students on their English Language Arts grades from semester 1 to semester 2 while non-21st CCLC participating students had a 7.59 point decrease in their grades.

Table 2

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Non 21st CCLC Students</th>
<th>All 21st CCLC Students</th>
<th>Regular 21st CCLC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>80.33</td>
<td>79.65</td>
<td>80.80</td>
<td>80.65</td>
</tr>
<tr>
<td>Sem 2</td>
<td>80.56</td>
<td>80.13</td>
<td>80.86</td>
<td>80.41</td>
</tr>
<tr>
<td>Change</td>
<td>0.23</td>
<td>0.48</td>
<td>0.06</td>
<td>-0.24</td>
</tr>
</tbody>
</table>
Table 2 above shows that all regular participating 21st CCLC students had a decrease of 0.24 points in mathematics grades from semester 1 to semester 2. Students that were not enrolled in the 21st CCLC program had a 0.48 point increase in mathematics grades from semester 1 to semester 2.

Table 3
Science Grade Comparisons

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Non 21st CCLC Students</th>
<th>All 21st CCLC Students</th>
<th>Regular 21st CCLC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>80.18</td>
<td>79.72</td>
<td>80.49</td>
<td>80.16</td>
</tr>
<tr>
<td>Sem 2</td>
<td>81.15</td>
<td>79.95</td>
<td>82.00</td>
<td>82.13</td>
</tr>
<tr>
<td>Change</td>
<td>0.97</td>
<td>0.23</td>
<td>1.51</td>
<td>1.97</td>
</tr>
</tbody>
</table>

Table 3 above shows that all participating and regular 21st CCLC students had a greater increase in grades from semester 1 to semester 2 in science than students who were not enrolled in the 21st CCLC program. Regular participating 21st CCLC students had a 1.97 point increase in science grades from semester 1 to semester 2. The non-21st CCLC enrolled students had a point decrease of 0.23 from semester 1 to semester 2 in their science grades.

Table 4
Social Studies Grade Comparisons

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Non 21st CCLC Students</th>
<th>All 21st CCLC Students</th>
<th>Regular 21st CCLC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>70.95</td>
<td>68.66</td>
<td>72.56</td>
<td>77.01</td>
</tr>
<tr>
<td>Sem 2</td>
<td>71.92</td>
<td>69.50</td>
<td>73.64</td>
<td>78.52</td>
</tr>
<tr>
<td>Change</td>
<td>0.97</td>
<td>0.84</td>
<td>1.08</td>
<td>1.51</td>
</tr>
</tbody>
</table>

Table 4 above shows that all participating and regular 21st CCLC students had a greater increase in grades from semester 1 to semester 2 in social studies than students who were not enrolled in the 21st CCLC program. Regular participating 21st CCLC students had a 1.51 point increase in social studies grades from semester 1 to semester 2. The non-21st CCLC enrolled students had a point increase of only 0.84 from semester 1 to semester 2 in their social studies grades.
In a teacher survey conducted in spring 2012, teachers were asked if they perceived an academic improvement in their 21st CCLC participating students in school. The graph above entitled "Student Improvement In Academic Performance" shows that teachers perceived an academic improvement in 83% of their students.
B. Performance Goal 2: By the end of the first year of the grant, the percentage of all 21st Century regular program participants who improve from not proficient to proficient or above in TAKS (STAAR) reading and TAKS (STAAR) mathematics was projected to be 43%.

**Goal Outcome:** Goal was unable to be determined.

**Data Sources:** TAKS and STAAR Results

At the elementary and middle school grades the administration of the new state assessment (STAAR) in spring 2012 did not result in the state agency reporting whether students had passed or failed the state assessment. At the time of this evaluation report, information regarding benchmark testing was used to make a determination of how well students might have performed on the state assessments. The results are shown below on the graph entitled Performance Goal 2 Achievement Comparisons. It shows that the goal would have been met.
C. Performance Goal 3: By the end of the first year of the grant, the percentage of all 21st Century regular program participants with teacher reported improvement in homework completion and class participation was projected to be 72%.

Goal Outcome: Goal was achieved.

Data Sources: Teacher Survey Responses and Coordinator Interviews

The graph shown above entitled, Performance Goal 3 Achievement Comparisons, shows a 72% combined achievement in the perceived improvement in homework completion and classroom participation by students as reported by the site coordinators.
In a teacher survey conducted in spring 2012, teachers were asked to identify how well their 21st CCLC students improved in homework completion. The graph shown above entitled "Student Improvement In Homework Completion" shows that 80% of students were reported to have shown an improvement in their homework completion.
In that same teacher survey, teachers were asked to identify the level of satisfactory completion of homework by 21st CCLC participating students. The graph below entitled "Satisfactory Completion of Homework" shows that 82% of students were reported to have shown an improvement in the level of satisfactory completion of homework.

There is an overwhelming support from teachers and parents for students to complete their homework and participate in regular class activities. The two graphs shown below also reflect a positive teacher perceived behavior on the part of students to improve in classroom participation and requesting extra work to improve their grades. The graph entitled "Student Participation in Classroom" shows that 75% of students showed improvement in this area. The graph entitled "Students Seeking Extra Classroom Work" shows that 56% of the students requested the extra work.
D. Performance Goal 4: By the end of the first year of the grant, the percentage of all 21st Century regular program participants with teacher reported improvement in student behavior was projected to be 72%.

Goal Outcome: Goal was achieved.

Data Sources:
Teacher Survey

The graph shown above entitled, Performance Goal 4 Achievement Comparisons, shows a 72% combined achievement in teacher reported improvement in student behavior as reported by the site coordinators.
In a teacher survey conducted in spring 2012, teachers were asked to identify the percentage of 21st CCLC participating students whose behavior had improved. The graph shown below entitled "Improvement In Student Behavior" shows that 65.7% of 21st CCLC participating students were reported to have shown an improvement in their behavior.

There is a close relationship between how well students relate to their peers and their corresponding behavior. Also their attentiveness in the classroom impacts whether they will behave or misbehave in the classroom. The two graphs below are encouraging in that 65% of students were perceived by teachers to have improved relations with their peers and 72% showed improvement in their classroom attentiveness.
Table 5 below shows the comparison of the average disciplinary incidences for the various student groupings. Regular participating 21st CCLC students had an average increase of 0.15 incidences from semester 1 to semester 2 while non-21st CCLC participating students had a greater increase in the average disciplinary incidences of 0.17.

Table 5

Avg. Discipline Incidences Comparisons

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Non 21st CCLC Students</th>
<th>All 21st CCLC Students</th>
<th>Regular 21st CCLC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>0.41</td>
<td>0.26</td>
<td>0.51</td>
<td>0.48</td>
</tr>
<tr>
<td>Sem 2</td>
<td>0.58</td>
<td>0.43</td>
<td>0.68</td>
<td>0.63</td>
</tr>
<tr>
<td>Change</td>
<td>0.17</td>
<td>0.17</td>
<td>0.17</td>
<td>0.15</td>
</tr>
</tbody>
</table>
E. Performance Goal 5: By the end of the first year of the grant, the percentage of all 21st Century regular program participants showing improvement in school day attendance was projected to be 54%.

Goal Outcome: Goal was achieved.

Data Sources:
PEIMS Data

The graph shown above entitled, Performance Goal 5 Achievement Comparisons, shows a 54% combined achievement in the perceived improvement in school day attendance of students as reported by the site coordinators.
An important goal of the 21st CCLC is to increase student attendance in school and reduce their absences. Table 6 below shows that regular participating 21st CCLC students had an average increase of 12.62 days in attendance from semester 1 to semester 2 while non-21st CCLC students had an average increase of 13.33 days. Table 7 shows that absences increased for all student comparison groupings. Regular participating 21st CCLC students had an absence increase of 0.86 days as compared to non-participating 21st CCLC students who had only a 0.64 increase in absences from semester 1 to semester 2.

**Table 6**

Avg. Attendance Comparisons

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Non 21st CCLC Students</th>
<th>All 21st CCLC Students</th>
<th>Regular 21st CCLC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>78.79</td>
<td>78.20</td>
<td>79.21</td>
<td>79.34</td>
</tr>
<tr>
<td>Sem 2</td>
<td>91.92</td>
<td>91.53</td>
<td>92.20</td>
<td>91.96</td>
</tr>
<tr>
<td>Change</td>
<td>13.13</td>
<td>13.33</td>
<td>12.99</td>
<td>12.62</td>
</tr>
</tbody>
</table>

**Table 7**

Avg. Absences Comparisons

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Non 21st CCLC Students</th>
<th>All 21st CCLC Students</th>
<th>Regular 21st CCLC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>3.14</td>
<td>3.16</td>
<td>3.12</td>
<td>2.71</td>
</tr>
<tr>
<td>Sem 2</td>
<td>3.81</td>
<td>3.80</td>
<td>3.82</td>
<td>3.57</td>
</tr>
<tr>
<td>Change</td>
<td>0.67</td>
<td>0.64</td>
<td>0.70</td>
<td>0.86</td>
</tr>
</tbody>
</table>
In a teacher survey conducted in spring 2012, teachers were asked to indicate whether or not classroom attendance and student motivation for learning had increased for 21st CCLC participating students. The graphs below entitled "Student Regular Classroom Attendance" and "Student Motivation to Learn" show that teachers perceived that 47% of students have improved in classroom attendance and 71% had improved in motivation to learn.
F. Performance Goal 6: By the end of the first year of the grant, the percentage of students in K-11 that promote to the next grade as of the end of the school year was projected to be 87%.

Goal Outcome: Goal was achieved.

Data Sources:
District Reports

The graph shown above entitled, Performance Goal 6 Achievement Comparisons, shows an 87% combined achievement in the percentage of students in K-11 that promote to the next grade as of the end of the school year.
G. Performance Goal 7: By the end of the first year of the grant, the percentage of 11th and 12th grade high school students that graduate at the end of the school year/summer was projected to be 95%.

Goal Outcome: Goal was achieved.

Data Sources:
High School Report

The graph shown above entitled, Performance Goal 7 Achievement Comparisons, shows a 95% combined achievement in the percentage of 11th and 12th grade high school students that graduate at the end of the school year/summer.
H. Performance Goal 8: By the end of the first year of the grant, the percentage of all 21st Century program participants involved in extracurricular school activities was projected to be 53%.

Goal Outcome: Goal was not achieved.

Data Sources:
Attendance Reports
Interview and Survey Documents

The graph shown above entitled, Performance Goal 8 Achievement Comparisons, shows a 52% achievement in the percentage of 21st Century program participants involved in extracurricular school activities. Only four centers exceeded the projected goal. Those four centers were Katherine Anne Porter Charter School and Texas Empowerment Academy Elementary with 100%, Texas Empowerment Academy Elementary with 95% and San Juan Diego with 54%. 
I. Performance Goal 9: By the end of the first year of the grant, the percentage of all 21st Century program participants whose activity selection is based on a needs assessment was projected to be 88%.

**Goal Outcome:** Goal was achieved.

**Data Sources:**
- Menu of Services and Activities Offered in 2011-2012
- District and campus reports

The graph shown above entitled, Performance Goal 9 Achievement Comparisons, shows an 88% achievement in the percentage of all 21st Century program participants whose activity selection is based on a needs assessment.
J. Performance Goal 10: By the end of the first year of the grant, the percentage of 21st Century site coordinators who implement strategies learned as a result of training attended was projected to be 100%.

Goal Outcome: Goal was achieved.

Data Sources:
- Menu of Services and Activities Offered in 2011-2012
- Coordinator Assessments
- Campus Reports
- Interview Documents

The graph shown above entitled, Performance Goal 10 Achievement Comparisons, shows a 100% achievement in the percentage of 21st Century site coordinators who implemented strategies learned as a result of training attended.
K. Performance Goal 11: By the end of the first year of the grant, the number of innovative instructional activities offered was projected to be 202.

**Goal Outcome:** Goal was achieved.

**Data Sources:**
Menu of Services and Activities Offered in 2011-2012
Class Roll Sheets

The graph shown above entitled, Performance Goal 11 Achievement Comparisons, shows an achievement of 202 innovative instructional activities offered. Examples of innovative activities offered include the following: art, African Safari, recycling, sign language, Karate, parenting classes using Love and Logic curriculum, parenting classes for young mothers, Mural paintings, Tai Chi, Family Bank Project, Food Bank Project, Theatre Production of East Side High at Long Center, a computer class that instructed students on how to produce a mini movie or video, drumline, guitar, cooking and art clubs.
L. Performance Goal 12: By the end of the first year of the grant, the total number of students meeting with an assigned adult advocate was projected to be 25.

Goal Outcome: Goal was achieved.

Data Sources:
Sign-in Logs
Interview Responses
Campus Reports

The graph shown above entitled, Performance Goal 12 Achievement Comparisons, shows an achievement of 25 students meeting with an assigned adult advocate.
M. Performance Goal 13: By the end of the first year of the grant, the total number of parent meetings held by the site coordinator(s) was projected to be 128.

Goal Outcome: Goal was achieved.

Data Sources:
- Sign-in Logs
- 21st CCLC Tracking System

The graph shown above entitled, Performance Goal 13 Achievement Comparisons, shows an achievement of 128 parent meetings held by the site coordinators. Examples of topics covered in the parent meetings included: Family Movie Night, STAAR Readiness, Make and Take Ideas and Activities to help students at home, parent surveys requesting parent input to help make communication better, school-wide events such as dances & talent show, meet the teacher nights, Drug awareness activities, Love and Logic Curriculum, clothing giveaway for needy families, ELL for Spanish speaking parents, discussion of after-school activities, pickup time, parent volunteers, student behavior, TEA/ACE structure, purpose of ACE, parent volunteer opportunities, parent resource options, how to help families use tutorials effectively, announcements on new activities to be offered, parental involvement with the after school program, and tutoring offerings.
**N. Performance Goal 14:** By the end of the first year of the grant, the total number of school day staff meetings held by the site coordinator(s) was projected to be 51.

**Goal Outcome:** Goal was achieved.

**Data Sources:**
- Meeting Agendas - Training Log Rolls - Sign-in Logs

The graph shown above entitled, Performance Goal 14 Achievement Comparisons, shows an achievement of 51 school day staff meetings held by the site coordinators. Examples of topics covered in the school day staff meetings included: summer readiness, differences in grant cycles, lesson plans, expectations and planning, student needs and attendance issues, resources, special events, training to use ACE lesson plans, collaborating session offerings, information sharing, summer schedule planning, how to engage the students, how to make learning fun, afterschool timesheet, afterschool projects, afterschool activities, lead teacher training for the 21st CCLC program, student performance, student academic needs, materials/resource support, program schedules, ACE Prime Blueprint/ACE 4 components, parent district expectations, evaluation results, discipline and attendance procedures, increasing parental involvement at home and at school and sharing best practices.
O. Performance Goal 15: By the end of the first year of the grant, the total number of pre and post test assessments conducted was projected to be 1912.

Goal Outcome: Goal was achieved.

Data Sources:
- Benchmark Results
- Local Assessment Results

The graph shown above entitled, Performance Goal 15 Achievement Comparisons, shows an achievement of 1912 pre and post test assessments conducted.
P. Performance Goal 16: By the end of the first year of the grant, the total number of staff members receiving training was projected to be 204.

Goal Outcome: Goal was achieved.

Data Sources:
- Training Log Rolls
- Sign-in Logs

The graph shown above entitled, Performance Goal 16 Achievement Comparisons, shows an achievement of 204 staff members who received training to work in the after school program.

The evaluation contained in this document clearly shows a successful project that has made substantial progress throughout its three years of implementation. Evidence has been provided by data collected that the project has met most of its goals and is determined to address and meet all identified goals in 2012-2013.
Description of Program

The Region XIII Education Service Center after school program provided a varied menu of activities for students and parents. Special consideration was given to offering activities that would relate to the program objectives of improving student’s academic performance, improved student attendance and behavior in school and increase in promotion and graduation rates. The following tables and graphs give a visual presentation of the students being served by the Region XIII Cycle 7 after school program.

Table 8

Percent of Total Student Participation

<table>
<thead>
<tr>
<th>Center</th>
<th>All Students</th>
<th>Participating 21st CCLC Students</th>
<th>% of 21st CCLC Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartlett Schools</td>
<td>303</td>
<td>220</td>
<td>73%</td>
</tr>
<tr>
<td>Rockdale Elementary</td>
<td>357</td>
<td>118</td>
<td>33%</td>
</tr>
<tr>
<td>San Juan Diego CHS</td>
<td>132</td>
<td>132</td>
<td>100%</td>
</tr>
<tr>
<td>Katherine Anne Porter</td>
<td>140</td>
<td>139</td>
<td>99%</td>
</tr>
<tr>
<td>Rockdale Intermediate</td>
<td>364</td>
<td>212</td>
<td>58%</td>
</tr>
<tr>
<td>Rockdale Junior High</td>
<td>347</td>
<td>299</td>
<td>86%</td>
</tr>
<tr>
<td>Tx Emp Academy Elem</td>
<td>149</td>
<td>149</td>
<td>100%</td>
</tr>
<tr>
<td>Tx Emp Academy MS</td>
<td>131</td>
<td>128</td>
<td>98%</td>
</tr>
<tr>
<td>Rockdale High School</td>
<td>458</td>
<td>243</td>
<td>53%</td>
</tr>
<tr>
<td>Smithville Elementary</td>
<td>807</td>
<td>248</td>
<td>31%</td>
</tr>
<tr>
<td>Combined</td>
<td>3188</td>
<td>1888</td>
<td>59%</td>
</tr>
</tbody>
</table>

Table 8 above shows the distribution of the 1888 21st CCLC program participants by individual campuses. It shows that 3188 students are enrolled in the ten Region XIII Cycle 7 campuses. Exactly 59% of the enrolled students are participating in the 21st CCLC after school program. Eight campuses had over 50% of their enrolled students participating in the after school program. Those campuses included Bartlett Schools with 73%, San Juan Diego Catholic High School with 100%, Katherine Anne Porter Charter School with 99%, Rockdale Intermediate with 58%, Rockdale Junior High with 86%, Texas Empowerment Academy Elementary with 100%, Texas Empowerment Academy Middle School with 98% and Rockdale High School with 53%.
The graph shown below gives a visual representation of the number of 21st CCLC participants and non-21st CCLC participants.

![Comparison of Program Participation Combined Totals](image)

Table 9 shows the number and percent of regular 21st CCLC participants. The combined percentage of regular participants was 62%; however, two Rockdale centers had a percentage lower than that. Rockdale Junior High had only 25% of its 21st CCLC students as regular and Rockdale High School had 35% of its 21st CCLC students as regular participants.

<table>
<thead>
<tr>
<th>Center</th>
<th>All 21st CCLC Participants</th>
<th>Regular 21st CCLC Participants</th>
<th>% of Regular Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartlett Schools</td>
<td>220</td>
<td>162</td>
<td>74%</td>
</tr>
<tr>
<td>Rockdale Elementary</td>
<td>118</td>
<td>90</td>
<td>76%</td>
</tr>
<tr>
<td>San Juan Diego CHS</td>
<td>132</td>
<td>132</td>
<td>100%</td>
</tr>
<tr>
<td>Katherine Anne Porter</td>
<td>139</td>
<td>128</td>
<td>92%</td>
</tr>
<tr>
<td>Rockdale Intermediate</td>
<td>212</td>
<td>138</td>
<td>65%</td>
</tr>
<tr>
<td>Rockdale Junior High</td>
<td>299</td>
<td>76</td>
<td>25%</td>
</tr>
<tr>
<td>Tx Emp Academy Elem</td>
<td>149</td>
<td>146</td>
<td>98%</td>
</tr>
<tr>
<td>Tx Emp Academy MS</td>
<td>128</td>
<td>121</td>
<td>95%</td>
</tr>
<tr>
<td>Rockdale High School</td>
<td>243</td>
<td>85</td>
<td>35%</td>
</tr>
<tr>
<td>Smithville Elementary</td>
<td>248</td>
<td>159</td>
<td>64%</td>
</tr>
<tr>
<td><strong>Combined</strong></td>
<td><strong>1888</strong></td>
<td><strong>1168</strong></td>
<td><strong>62%</strong></td>
</tr>
</tbody>
</table>
The graph below entitled "Percent of Total Regular Participants shows that 62% of the 21st CCLC students were regular participants while 38% were not.
According to Table 10 below, students in grades 3 and 9 provided the greatest number of participants in the program. Between those two grades, there were two hundred ninety-three (293) participants, comprising 16% of all participants.

**Table 10**

**Student Enrollment by Grade Levels**

<table>
<thead>
<tr>
<th>Grade</th>
<th>All Students</th>
<th>Non 21st CCLC Students</th>
<th>All 21st CCLC Students</th>
<th>Regular 21st CCLC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre K</td>
<td>42</td>
<td>14</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>K</td>
<td>171</td>
<td>95</td>
<td>76</td>
<td>59</td>
</tr>
<tr>
<td>1</td>
<td>185</td>
<td>79</td>
<td>106</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>171</td>
<td>82</td>
<td>89</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>316</td>
<td>125</td>
<td>191</td>
<td>149</td>
</tr>
<tr>
<td>4</td>
<td>273</td>
<td>107</td>
<td>166</td>
<td>111</td>
</tr>
<tr>
<td>5</td>
<td>309</td>
<td>125</td>
<td>184</td>
<td>131</td>
</tr>
<tr>
<td>6</td>
<td>333</td>
<td>127</td>
<td>206</td>
<td>108</td>
</tr>
<tr>
<td>7</td>
<td>309</td>
<td>171</td>
<td>138</td>
<td>57</td>
</tr>
<tr>
<td>8</td>
<td>330</td>
<td>159</td>
<td>171</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>247</td>
<td>57</td>
<td>190</td>
<td>144</td>
</tr>
<tr>
<td>10</td>
<td>181</td>
<td>49</td>
<td>132</td>
<td>92</td>
</tr>
<tr>
<td>11</td>
<td>141</td>
<td>41</td>
<td>100</td>
<td>64</td>
</tr>
<tr>
<td>12</td>
<td>180</td>
<td>69</td>
<td>111</td>
<td>64</td>
</tr>
<tr>
<td>Combined</td>
<td>3188</td>
<td>1300</td>
<td>1888</td>
<td>1237</td>
</tr>
</tbody>
</table>
A comparison of the various student groupings and each group's enrollment per campus is shown in Table 11 below.

### Table 11

**Student Enrollment by Center**

<table>
<thead>
<tr>
<th>Center</th>
<th>All Students</th>
<th>Non 21st CCLC Students</th>
<th>All 21st CCLC Students</th>
<th>Regular 21st CCLC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartlett Schools</td>
<td>303</td>
<td>83</td>
<td>220</td>
<td>162</td>
</tr>
<tr>
<td>Rockdale Elementary</td>
<td>357</td>
<td>239</td>
<td>118</td>
<td>90</td>
</tr>
<tr>
<td>San Juan Diego CHS</td>
<td>132</td>
<td>0</td>
<td>132</td>
<td>132</td>
</tr>
<tr>
<td>Katherine Anne Porter</td>
<td>140</td>
<td>1</td>
<td>139</td>
<td>128</td>
</tr>
<tr>
<td>Rockdale Intermediate</td>
<td>364</td>
<td>152</td>
<td>212</td>
<td>138</td>
</tr>
<tr>
<td>Rockdale Junior High</td>
<td>347</td>
<td>48</td>
<td>299</td>
<td>76</td>
</tr>
<tr>
<td>Tx Emp Academy Elem</td>
<td>149</td>
<td>0</td>
<td>149</td>
<td>146</td>
</tr>
<tr>
<td>Tx Emp Academy MS</td>
<td>131</td>
<td>3</td>
<td>128</td>
<td>121</td>
</tr>
<tr>
<td>Rockdale High School</td>
<td>458</td>
<td>215</td>
<td>243</td>
<td>85</td>
</tr>
<tr>
<td>Smithville Elementary</td>
<td>807</td>
<td>559</td>
<td>248</td>
<td>159</td>
</tr>
<tr>
<td><strong>Combined</strong></td>
<td><strong>3188</strong></td>
<td><strong>1300</strong></td>
<td><strong>1888</strong></td>
<td><strong>1237</strong></td>
</tr>
</tbody>
</table>

A comparison of the various student groupings and each group's ethnicity distribution is shown in Table 12 below.

### Table 12

**Student Enrollment by Ethnicity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>All Students</th>
<th>Non 21st CCLC Students</th>
<th>All 21st CCLC Students</th>
<th>Regular 21st CCLC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am Indian</td>
<td>30</td>
<td>24</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Asian</td>
<td>19</td>
<td>8</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>African Am</td>
<td>565</td>
<td>127</td>
<td>438</td>
<td>359</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1063</td>
<td>342</td>
<td>721</td>
<td>496</td>
</tr>
<tr>
<td>White</td>
<td>1511</td>
<td>799</td>
<td>712</td>
<td>367</td>
</tr>
</tbody>
</table>
A comparison of the various student groupings and each group's gender distribution is shown in Table 13 below.

### Table 13

**Student Enrollment by Gender**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>All Students</th>
<th>Non 21st CCLC Students</th>
<th>All 21st CCLC Students</th>
<th>Regular 21st CCLC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1636</td>
<td>694</td>
<td>942</td>
<td>614</td>
</tr>
<tr>
<td>Female</td>
<td>1552</td>
<td>606</td>
<td>946</td>
<td>623</td>
</tr>
</tbody>
</table>

A comparison of the various student groupings and each group's identification with a school program is shown in Table 14 below.

### Table 14

**Student Enrollment by Program**

<table>
<thead>
<tr>
<th>Program</th>
<th>All Students</th>
<th>Non 21st CCLC Students</th>
<th>All 21st CCLC Students</th>
<th>Regular 21st CCLC Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eco Disadv.</td>
<td>1999</td>
<td>758</td>
<td>1241</td>
<td>843</td>
</tr>
<tr>
<td>Title I</td>
<td>2766</td>
<td>1217</td>
<td>1549</td>
<td>956</td>
</tr>
<tr>
<td>LEP</td>
<td>156</td>
<td>53</td>
<td>103</td>
<td>84</td>
</tr>
<tr>
<td>Migrant</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Bilingual</td>
<td>125</td>
<td>8</td>
<td>117</td>
<td>111</td>
</tr>
<tr>
<td>ESL</td>
<td>570</td>
<td>410</td>
<td>160</td>
<td>113</td>
</tr>
<tr>
<td>Special Ed.</td>
<td>299</td>
<td>124</td>
<td>175</td>
<td>120</td>
</tr>
<tr>
<td>At Risk</td>
<td>972</td>
<td>391</td>
<td>581</td>
<td>340</td>
</tr>
<tr>
<td>TAG</td>
<td>162</td>
<td>109</td>
<td>53</td>
<td>16</td>
</tr>
</tbody>
</table>
A. Rockdale High School Strengths and Opportunities:

The strengths of the after school program on the Rockdale High School campus include a strong summer program, increased community involvement and strong district administrative support.

Opportunities for improvement include improvement in regular attendance for students, more accurate analysis of tutorial results, and increased buy-in from campus leaders.

B. Rockdale Junior High School Strengths and Opportunities:

The strengths of the after school program on the Rockdale Junior High School campus include the offering of a wider range of enrichment and academic opportunities for students and strong administrative support and buy-in of the program.

Opportunities for improvement include increasing parental interest and attendance in parent activities and a better alignment with school day and after school program curricula.

C. Rockdale Intermediate School Strengths and Opportunities:

The strengths of the after school program on the Rockdale Intermediate School campus include the large attendance program attendance by students and the alignment between the school day and afterschool program.

Opportunities for improvement include increased parent engagement activities and an increase in the number of staff members available during transition times.

D. Rockdale Elementary Strengths and Opportunities:

The strengths of the after school program on the Rockdale Elementary campus include a well-managed and executed program for at-risk students, strong community partnerships and great behavior management strategies used in the program.

Opportunities for improvement include an increase in parent engagement activities and the inclusion of other students from the campus that are not considered at risk.
E. San Juan Diego Catholic High School Strengths and Opportunities:

The strengths of the after school program on the San Juan Diego Catholic High School campus include the development of a strong parent involvement and increased linkage between the school day and after school programs.

Opportunities for improvement include a higher attendance in tutorials.

F. Smithville Schools Strengths and Opportunities:

The strengths of the after school program on the Smithville Schools include the development of strong community partnerships and the strong support from district leaders.

Opportunities for improvement include improved partnership with BGC to provide higher quality enrichment programs and a better linkage in academic activities with school day personnel.

G. Bartlett Schools Strengths and Opportunities:

The strengths of the after school program on the Bartlett Schools include a large program serving many students, strong support from the superintendent, central administration and campus principal, and a strong academics alignment with the school day.

Opportunities for improvement include providing a greater number of enrichment activities that align with the TEKS and increased monitoring of the program.

H. Texas Empowerment Academy Middle School Strengths and Opportunities:

The strengths of the after school program on the Texas Empowerment Academy Middle School campus include the great number of high interest enrichment activities offered.

Opportunities for improvement include the need for more administrative support and more stable arrangement of after school personnel.

I. Texas Empowerment Academy Elementary Strengths and Opportunities:

The strengths of the after school program on the Texas Empowerment Academy Elementary campus include a high student attendance, the use of school day teachers to provide the bulk of
tutorials for students, and ensuring the alignment of the after school program with the school day.

Opportunities for improvement include obtaining more administrative support and improvement of the program organization.

**J. Katherine Anne Porter Charter School Strengths and Opportunities:**

The strengths of the after school program on the Katherine Anne Porter Charter School campus include the wide range of high-interest student activities, the strong community partnerships and the high level of support from campus leaders.

Opportunities for improvement include providing more parental engagement and involvement activities.

**D. General Staff Development Activities and Opportunities:**

It is important that staff receive the most practical and meaningful staff development opportunities in order to be effective. Staff working under the after school program were primarily exposed to monthly meetings held under the direction of the project director, Ms. Willa Rosen. These monthly meetings included a variety of topics deemed necessary for the successful operation of the program. Specific training for individual site coordinators was provided via Straightfinder training. Plans are underway to address the issue of sustainability early in the grant's life and thus, issues and topics related to sustainability will form the core of staff development training provided during the 2012-2013 school year.

**E. Challenges:**

The greatest challenge faced by each site coordinator was tapping the parents of students and finding ways to get them involved in the after school activities of their children. Efforts should continue be made to address this low engagement by parents because it has been shown that parents who are engaged in the activities of their children are more likely to have an interest in how well their children are performing in school. Once parents realize that they are a critical factor in their child's success in school, they will respond more favorably toward addressing issues that hold their children back in school.
F. Available Resources:

A great number of individuals and agencies joined forces with the after school program during the 2011-2012 school year. The cooperating partners provided financial, supplies, materials and human resource time. A brief listing of those individuals and agencies is listed below:

1. Mr. Grant and Ms. Fuentes provided volunteer hours, materials and financial support to the Bartlett after school program.

2. The Alpha Tau Delta service organization provided financial and a recycling program funding at Rockdale Elementary.

3. The Junior Master Gardeners provided services to Rockdale Intermediate.

4. The Rockdale Christian Church provided an open gym, monitoring and free snacks at Rockdale Junior High.

5. The City of Rockdale provided free use of the city pool during summer session for Rockdale Junior High.

6. The Rockdale High School afterschool program joined with the Rockdale Chamber of Commerce in putting on a festival in town. The afterschool program supplied games and activities for the kids, such as face painting, drawing, etc. Items were donated by the school and community partners to make a great event for students of all ages.

7. The Ebenezer Baptist Church provided school supplies to the children at the Texas Empowerment Elementary campus.

8. Freescale Semiconductor provided school supplies and equipment for the students at Texas Empowerment Elementary.

9. The Bastrop County Boys & Girls Club, Lions Club, Smithville Public Library all contributed resources to the Smithville after school program.

10. At San Juan Diego Catholic High School, Legacy of Giving partnered with a Service Club on campus and provided financial assistance.

11. At Katherine Anne Porter Charter School a strong partnership continued with the Lions Club, Keep Wimberley Beautiful and the Wimberley Library.
A. An analysis of the challenges that the after school program experienced in 2011-2012 is presented below:

At the Bartlett schools the greatest challenge in 2011-2012 was the issue of staffing and the staff following the schedules and outlines of the new Cycle 7 grant. After completing staff training on this issue, most issues were resolved.

At the Rockdale Elementary campus the greatest challenge in 2011-2012 was getting the parents involved with their students and the after school program.

At the Rockdale Intermediate campus the greatest challenge in 2011-2012 was getting the parents involved in the after school program. This will continue to be a major goal of the program in the coming year.

At the Rockdale Junior High campus the greatest challenge in 2011-2012 was having only minimal parent participation and engagement.

At the Rockdale High School campus the greatest challenge in 2011-2012 was getting the students involved in tutorials so that their grades would improve. This along with encouraging the students to care about their studies and their success was another challenge.

At the Texas Empowerment Academy Elementary campus the greatest challenge in 2011-2012 was not having the afterschool staff available for the program on Thursdays. The staff were regular school day teachers and they had to attend school day staff meetings each Thursday during the afterschool hours.

At the Texas Empowerment Academy Middle School campus the greatest challenge in 2011-2012 was the various interruptions experienced in the daily program structure.

At the Smithville campuses the greatest challenge in 2011-2012 was the instability of the after school personnel in working in the program.

At the San Juan Diego Catholic High School campus the greatest challenge in 2011-2012 was the limitation of their facilities. There is no gym or athletic fields on campus.

At the Katherine Anne Porter Charter School the greatest challenge in 2011-2012 was the abrupt departure of the original site coordinator in January 2012.
B. An analysis of the greatest need perceived at each site during the 2011-2012 school year is presented below along with the actions taken to address that need.

At the Bartlett Schools the greatest need appeared to be a greater focus on academics during the after school hours and less free play time.

At the Rockdale Elementary campus the greatest need appeared to be providing more math and reading tutorials for academic help.

At the Rockdale Intermediate campus the greatest need appeared to be in offering tutorials in reading and math.

At the Rockdale Junior High campus the greatest need appeared to be in the promotion of reading, math, and science activities.

At the Rockdale High School campus the greatest need appeared to be in getting greater student involvement and their enjoyment in learning.

At the Texas Empowerment Academy Elementary campus the greatest need appeared to be serving students that needed tutoring in math and English.

At the Texas Empowerment Academy Middle School campus the greatest need appeared to be providing students the needed extra academic help.

At the Smithville schools the greatest need appeared to be in the establishment of clear goals and expectations for school day staff and their availability to serve in the after school program. Also there was need for a better organization of students attending tutorials and the appropriateness of objectives for the enrichment & homework sessions.

At the San Juan Diego Catholic High School campus the greatest need appeared to be in providing effective tutoring while in large size classes.

At the Katherine Anne Porter Chart School campus the greatest need appeared to be in getting greater parental involvement.
C. An analysis of the successes that the after school program experienced in 2011-2012 is presented below:

At the Bartlett Schools more tutorial programs were put into place, as well as more academic enrichment offerings such as science experiments and cooking.

At the Rockdale Elementary campus there were additional classes added before and after school.

At the Rockdale Intermediate campus as a result of ECC/RTI meetings held each six weeks, students were recommended for tutorial classes by classroom teachers. These meetings were attended by classroom teachers, ESL, reading and math specialists, principal, counselor, and 21st CCLC site coordinator. All regular classroom teachers participated in spring 2012 tutorials of their students.

At the Rockdale Junior High campus numerous tutorials were offered to all grade levels for reading, math and science. The library was made available to students before and after school. During the spring semester library services were extended an extra 30 minutes 4 days a week.

At the Rockdale High School campus the site coordinator talked to the students about taking care of their school business by attending tutorials and being involved in fun activities after school.

At the Texas Empowerment Academy Elementary campus an individual was hired to specifically tutor and work with the students daily.

At the Texas Empowerment Academy Middle School campus tutorials were offered for students in need of such services.

At the Smithville schools a series of actions were taken and included a regular review of each student’s academic performance, conversations with parents concerning after school program expectations (homework completion and math tutorials), lesson and activity plans for enrichment activities, and after school program promotion at school meetings.

At the San Juan Diego Catholic High School campus tutors were hired and this resulted in smaller tutoring classes with lower student/teacher ratios.

At the Katherine Anne Porter Charter School campus parent interest surveys were distributed and personal phone calls were made to them. Also special events for parents were produced that included theatre production and hydro cell installation.

D. Conclusion

There continues to be a positive perception of the program that exists among students, parents and staff. With the upcoming 2012-2013 school year, efforts are underway to build on what has been done successfully and expand into areas that will have a meaningful and productive outcome for stakeholders.
1. The Lights On After School Open House was held in September to raise awareness of the ACE program at the Bartlett schools. Several parents were in attendance and they were treated to a tour, program information and snacks with their students.

2. The Parent Make and Take event on the Rockdale Elementary campus.

3. The Lights On After School evening in October held on the Rockdale Elementary campus where parents were encouraged to attend sessions with their children. Special activities were planned allowing the parents opportunities to interact with their children.

4. The Pumpkin Pies for Community Thanksgiving Dinner event on the Rockdale Elementary campus. Students, teachers, food service, and parents participated in this pie-making event where 100 pies were made from scratch.

5. The Polar Express Family Literacy Night held in December at Rockdale Elementary. Many parents attended this event to go through literacy stations with their children.

6. The Math/Science Family Night held in the spring at Rockdale Elementary. Stations were set up for parents and children to explore together.

7. The Parent/Student drug awareness activity entitled "I'd rather eat bugs, than do drugs" held at Rockdale Junior High.

8. The Replant Bastrop activity at Rockdale Junior High where students and some parents made seed balls to help replant in the Bastrop areas after the wildfires of 2011.

9. The Family Game Night held at Rockdale High School where parents were invited to attend a game after school and participate with their children in playing basketball, ping pong and board games.

10. The Fine Arts Program held at Rockdale High School where the Band, the ACE Cooking Class and other students in after school had a fine arts program of music, art and enjoying the delicacies the cooking class prepared.

11. The fall and spring family nights held at the Texas Empowerment Academy Elementary where the students performed for the parents.

12. The spelling bee held during afterschool at the Texas Empowerment Academy Elementary.

13. The animal share experience between the 4H program, Texas Empowerment Academy Middle School and the Texas Empowerment Academy Elementary.
14. The varied offerings at Smithville Elementary that included presentations from the Fire Department, TPWD, Young Eagles, Career Engineer Presentation, and four other presentations from local social agencies.

15. The Talent Show held at San Juan Diego Catholic High School that showcased all of the after school activities.

16. The Hydro Cell installation, theatre presentations and the Art Festival held on the Katherine Anne Porter campus.
The evaluator makes the following recommendation for improvement of the program:

1. Increase the number of parent and community volunteers in the after school program.
2. Increase the level of fine art enrichment offerings to students.
3. Provide opportunities for parents to become involved in the after school program.
4. Increase the offerings for parents that includes technology and fitness focus.
5. Continue to expand the number of enrichment classes that are exciting and fun for the students.
6. Provide classes for students that emphasis study skills that will help them with all their regular school day classes.
7. Design the tutorial and academic classes to be effective in addressing the objectives to be tested in the new state assessment of STAAR.
8. Provide staff development opportunities for teachers of the after school program that focus on effective tutoring methods and strategies.
9. Provide a more dedicated analysis of benchmark data to better identify students needing assistance and direct instruction where it is most needed.
10. Improve the academic offerings offered to students so that student engagement may increase.