July, 2015
Publication 14.89d

Afterschool Centers on Education

Cycle 8 Boys and Girls Club of the Greater Austin Area

Final Report 2014–2015

EXECUTIVE SUMMARY

The Afterschool Centers on Education (ACE) is the program administered through the Texas Education Agency (TEA) for the federally funded 21st Century Community Learning Center (CCLC) grants authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB; Public Law 107–110). This report examines outcomes for the 875 program participants served by Cycle 8, BGCAA, during the 2014–2015 school year from a total of six AISD campuses- Garcia Young Men's Leadership Academy (YMLA), Jordan elementary school, LBJ high school, Overton elementary school, Sims elementary school, Walnut Creek elementary school.

Findings and Recommendations

Overall, results were mostly mixed on all three outcome goals for the Cycle 8 BGCAA campuses. None of the six Cycle 8 BGCAA campuses met all three outcome goals- increased academic achievement, decreased school-day absences, and decreased disciplinary referrals from year to year.

Program participants (regular and non-regular) at Garcia YMLA met both academic goals (increased GPA and course completion percentages).

Only regular participants at Walnut Creek elementary school, and non-regular participants at Jordan and Sims elementary schools met attendance outcomes (decreased school-day absences over time).

Program participants at LBJ high school met discipline outcome goals (decreased year to year mandatory and discretionary referrals).

Recommendation 1. Given the mixed results for ACE Austin participants related to grade point average (GPA) and course completion rates, it is recommended that academic-related afterschool programs implement changes to better align with program goals, particularly Walnut Creek elementary school where goals were not met on either outcome. In addition, identifying the specific programs and strategies used to address academic issues, specifically, at LBJ high school, where the goal was met for both academic outcomes, would be useful in understanding what may have contributed to this finding in order to influence the adoption of similar approaches at other campuses as well.

Recommendation 2. To meet attendance outcome goals at these campuses a closer examination of and modification of program activities and components designed to address attendance issues is warranted.

Recommendation 3. Refinement of components that are effective should be ongoing so that they may continue to meet the needs of students at campuses where the discipline outcome goal was met. Campuses where disciplinary goals were not met could be due to the fact that students who already have a history of high disciplinary issues are specifically targeted and therefore the program would have difficulty in demonstrating a significant reduction in referrals over the course of program participation. In these

cases, the specific program goals need to be examined in order to better understand the desired outcomes for these students.

Based on the evaluators' recommendations and commentary provided by the site coordinators in the Cycle 8 BGCAA center-level reports, the following next steps are recommended to help the Cycle 8 BGCAA campuses further improve the ACE program to meet the needs of students and parents.

Training: Sufficient training opportunities should be provided to afterschool program teachers throughout the course of the school year. Trainings should focus on topics such as program implementation fidelity, developing logic models, and the Youth Program Quality Model (YPQ). In addition, opportunities should be provided for school-day teachers and afterschool teachers to train together and work collaboratively in providing effective afterschool services and activities.

Identifying needs and aligning program goals to these needs: Overall program activities at each campus should be aligned with students' needs and interests. For example, applying Socio-Emotional Learning (SEL) curriculum to programs aimed at addressing discipline issues. This will help achieve better program specific outcomes and help increase program attendance.

To accomplish this, site coordinators along with afterschool teachers at each campus should conduct a needs assessment at the beginning of the school year. In addition, focus groups should be conducted with afterschool teachers, parents, students, site coordinators, and program directors to help determine the appropriate services for students at each campus.

Program implementation fidelity: To successfully meet the needs of students participating in the afterschool program and achieve outcome goals, it is crucial that appropriate curriculum, activities and services of the program be implemented consistently and accurately as they are supposed to be. In particular issues with implementing a program for the first time, as is the case for the Cycle 8 AISD campuses, should be identified so that appropriate modifications and or additions can be made for the upcoming school year. These issues could relate to recruitment, marketing, resource allotment, staff training, and scope and appropriateness of activities being offered. Furthermore, program implementation fidelity should be monitored and measured at regular intervals by site coordinators, program directors and the program evaluator and requisite modifications should be made if and when issues of fidelity are identified.

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Introduction and Purpose of Program

Afterschool Centers on Education (ACE) is the program administered through the Texas Education Agency (TEA) for the federally funded 21st Century Community Learning Center (CCLC) grants authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB; Public Law 107–110). The purpose of ACE programs is to support the creation of community learning centers to provide academic enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools. ACE Austin provides a comprehensive range of out-of-school-time (OST) academic assistance, enrichment, family and parental support, and college and workforce readiness activities. Building on its existing infrastructure of evidence-based OST activities and partnerships, ACE Austin collaborates with a range of partners including Boys & Girls Clubs of the Austin Area (BGCAA), to provide a comprehensive menu of before-school, afterschool, and summer programming. Activities are offered at least 15 hours per week for 30 weeks during the academic year and for 30 hours per week for 4 weeks during the summer. All activities focus on the four 21st CCLC core component areas: academic assistance, enrichment, family engagement, and college and workforce readiness/awareness.

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

- Decrease school-day absences
- Decrease discipline referrals
- Increase academic achievement through support and enrichment activities

21st CCLC Core Components

Academic assistance. ACE Austin offers a range of activities designed to improve students' 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 (LEP) 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.

This report examines outcomes for the 875 program participants served by Cycle 8, BGCAA, during the 2014–2015 school year from a total of six AISD campuses- Garcia Young Men's Leadership Academy (YMLA), Jordan elementary school, LBJ high school, Overton elementary school, Sims elementary school, Walnut Creek elementary school.

21st CCLC Core Components

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.

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 helped lower the cost of services; (d) accountability (producing evidence of program effects; and (e) sustainability (providing evidence or effectiveness to all stakeholders).

The ACE Austin 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 2013–2014 and 2014–2015. Program participants were categorized based on the total number of days they participated in the afterschool program: regular participants were students who participated in a program for 30 or more days, and non-regular participants were students who participated in a program between 1 and 29 days. Analyses were conducted to compare school outcomes (e.g., school attendance, discipline removals, core subject grade point average [GPA]; reading, mathematics [math], science, and social studies) and course completion percentages.

School Attendance

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.

Discipline Removals

To examine the program's 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 Support Strategy

Program Design

The BGCAA administrators reviewed each school's test results and student data to determine what types of afterschool 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.

The family engagement specialist worked closely with site directors and school-day parent support specialists to help identify parental needs and identify steps to meet those needs. Marketing for the program was through flyers, back-to-school nights, registration nights, lunches, and meetings with school administration.

Data from TEA's Academic Performance Report (TARP) 2013–2014 indicated that the percentage of students who were low SES (i.e., qualified to receive free or reduced price lunch); and considered at risk of dropping out of school were above district and state averages at all seven Cycle 8 BGCAA campuses; and the percentage of students classified as English language learners were above district and state averages at six of the seven Cycle 8 BGCAA campuses (Table 2).

Table 2. Description of Needs

School	Percentage low socioeconomic	Percentage at risk	Percentage limited English proficient
Garcia	97%	77%	31%
Jordan	98%	75%	56%
LBJ	85%	83%	15%
Overton	96%	79%	55%
Sims	95%	58%	33%
Walnut Creek	94%	84%	68%
AISD	61%	56%	27%
State	60%	50%	18%

Source: 2013–2014 TARP Reports, Texas Education Agency.

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

Youth Program Quality trainings were offered throughout the year to help build staff skills so staff could provide effective, hands-on classes. Education directors and site directors also went through Boys & Girls Club grant requirement and reporting trainings. Site directors attended 'Welcome back to school' trainings at the beginning of the year to understand and align with expectations for the school day. The project director conducted two monthly observations (one formal, one informal) at each site to provide feedback about the program. This feedback helped the site directors decide what trainings to attend or what trainings to offer staff.

Logic Model

Site coordinators at all six Cycle 8 BGCAA schools in conjunction with the project directors developed a logic model to guide the implementation of the ACE program at their campus. The model served as a tool for documenting programmatic changes over time. The logic model of the ACE program at each Cycle 8 BGCAA campus included six components: resources, implementation practices, outputs-activities, outputs-participation, intermediate outcomes, and impact.

Program Participation

Student Demographics

Table 3. Number of Students, by Campus and Afterschool Centers on Education (ACE) Austin Participation Status, 2014–2015

Cycle 8, BGCAA campuses	Regular participants		Non-regular participants		Non-participants		Total	
	n	%	n	%	n	%	n	%
Garcia YMLA	117	27%	111	26%	206	47%	434	100%
Jordan	123	15%	14	2%	700	84%	837	100%
LBJ	90	10%	20	2%	805	88%	915	100%
Overton	125	17%	18	2%	611	81%	754	100%
Sims	102	40%	17	7%	136	53%	255	100%
Walnut Creek	126	17%	12	2%	605	81%	743	100%
Total Cycle 8 - BGCAA	**683**	**17%**	**192**	**5%**	**3,063**	**78%**	**3,938**	**100%**

Source. ACE Austin participant records for 2014–2015; AISD student records.

The majority of program participants were regular participants (i.e., attended the afterschool program for 30 or more days) at five of the six Cycle 8 BGCAA campuses: Jordan, LBJ, Overton, Sims, Walnut Creek.

At all of the Cycle 8 BGCAA campuses the overall percentage of program participants was much lower when compared to the total school population. In order to increase program participation and retention, student and parent surveys were conducted to solicit feedback about the programs. After the fall term, program staff examined the survey data and created classes that would address student's requests and would maintain, if not increase, participation and retention. The program aimed to broaden students' normal range of choices and give them access to activities out of their normal set of choices. Program staff also used data in order to keep track of the fluctuation of students between classes, if there was low participation, lesson plans were modified using feedback from the students in order to make the activity more entertaining for them.

In addition, program staff offered incentives and tied enrichment and academic programs together to increase participation. Modifications were made constantly throughout the year. Several strategies were tested to determine what drew students into the academic programs (i.e., times offered, space program was offered in, resources provided that students would take advantage of, etc.). The adult ESL

classes were coupled with free childcare. Family nights were incentivized with prizes, gifts, and complimentary refreshments. Collaboration with the school's parent support specialist helped in reaching out to families for combined efforts.

Table 4. Student Gender, by Campus and Afterschool Centers on Education (ACE) Austin Participation Status, 2014–2015

Cycle 8, BGCAA campuses and participation level		Gender		
		Regular participants (*n* = 683)	Non-regular participants (*n* = 192)	Non-participants (*n* = 3,063)
Garcia YMLA	Female	0%	0%	0%
	Male	100%	100%	100%
Jordan	Female	47%	64%	50%
	Male	53%	36%	50%
LBJ	Female	54%	45%	48%
	Male	46%	55%	52%
Overton	Female	49%	61%	50%
	Male	51%	39%	50%
Sims	Female	66%	47%	44%
	Male	34%	53%	56%
Walnut Creek	Female	53%	58%	46%
	Male	47%	42%	54%

Source. ACE Austin participant records for 2014–2015; AISD student records

Table 5. Student Ethnicity, by Campus and Afterschool Centers on Education (ACE) Austin Participation Status, 2014–2015

Cycle 8, BGCAA campuses and participation level		Ethnicity						
		American Indian or Alaska Native	Asian	Black or African American	Hispanic	Native Hawaiian or other Pacific Islander	Two or more races	White
Garcia YMLA	Regular participants	-	-	40%	55%	-	3%	3%
	Non-regular participants	-	2%	31%	65%	-	1%	2%
	Non-participants	-	5%	22%	68%	-	2%	3%
Jordan	Regular participants	-	-	28%	72%	-	-	-
	Non-regular participants	-	-	-	100%	-	-	-
	Non-participants	1%	-	18%	79%	-	-	2%
LBJ	Regular participants	-	-	84%	11%	-	2%	1%
	Non-regular participants	-	-	45%	55%	-	-	-
	Non-participants	-	-	33%	63%	-	1%	2%
Overton	Regular participants	-	-	11%	86%	-	-	3%
	Non-regular participants	-	-	28%	56%	-	11%	6%
	Non-participants	-	-	32%	66%	-	1%	1%
Sims	Regular participants	-	-	46%	47%	-	1%	6%
	Non-regular participants	-	-	41%	47%	-	1%	6%
	Non-participants	-	-	41%	55%	-	1%	3%
Walnut Creek	Regular participants	-	1%	9%	83%	-	2%	5%
	Non-regular participants	-	-	42%	58%	-	-	-
	Non-participants	-	3%	12%	78%	-	2%	5%

Source. ACE Austin participant records for 2014–2015; AISD student records

Table 6. Student Limited English Proficiency (LEP) Status, by Campus and Afterschool Centers on Education (ACE) Austin Participation Status, 2014–2015

Cycle 8, BGCAA campuses and participation level		LEP status
Garcia YMLA	Regular participants	23%
	Non-regular participants	38%
	Non-participants	47%
Jordan	Regular participants	59%
	Non-regular participants	86%
	Non-participants	60%
LBJ	Regular participants	3%
	Non-regular participants	25%
	Non-participants	19%
Overton	Regular participants	74%
	Non-regular participants	44%
	Non-participants	53%
Sims	Regular participants	25%
	Non-regular participants	18%
	Non-participants	24%
Walnut Creek	Regular participants	62%
	Non-regular participants	50%
	Non-participants	67%

Source. ACE Austin participant records for 2014–2015; AISD student records

Program Intermediate Outcomes

Academic Achievement Outcome

Program participants (regular and non-regular) at Garcia YMLA, and non-regular participants at Sims and Walnut Creek elementary schools experienced an increase in mean GPA from 2013–2014 to 2014–2015. However, program participants at Overton elementary school and LBJ high school experienced a decline in year to year mean GPA in core subject areas. Results were mixed for participants at Jordan elementary school.

Program participants (regular and non-regular) at Garcia YMLA, Jordan, Sims and Walnut Creek elementary schools and regular participants at Overton elementary school had greater course completion percentages in 2014–2015 when compared to 2013–2014. However, Regular and non-regular program participants had lower course completion percentages at LBJ high school.

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

Campus	Core subject GPA	Participation status					
		Regular participants			Non-regular participants		
		2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Garcia YMLA	Reading	2.52	3.04	0.51	2.21	2.95	0.74
	Math	2.63	3.17	0.53	2.26	3.02	0.76
	Science	2.61	3.23	0.61	2.43	3.08	0.65
	Social studies	2.96	3.17	0.21	2.72	2.88	0.16
Jordan	Reading	2.38	2.54	0.16	2.57	2.54	-0.03
	Math	2.41	2.37	-0.04	2.50	2.31	-0.19
	Science	2.65	2.93	0.28	2.79	3.15	0.36
	Social studies	3.15	3.20	0.05	2.79	3.15	0.36
LBJ	Reading	3.03	2.78	-0.25	3.05	2.89	-0.16
	Math	2.78	2.56	-0.22	2.84	2.82	-0.02
	Science	2.83	2.55	-0.29	2.94	2.88	-0.05
	Social studies	2.93	2.71	-0.22	2.89	2.62	-0.27
Overton	Reading	2.80	2.65	-0.15	3.20	2.64	-0.56
	Math	2.91	2.57	-0.34	3.33	2.09	-1.24
	Science	3.30	3.27	-0.03	3.47	2.81	-0.65
	Social studies	2.92	2.71	-0.21	2.89	2.62	-0.27
Sims	Reading	2.79	2.70	-0.09	2.46	2.87	0.41
	Math	3.00	2.66	-0.34	2.46	3.06	0.60

Campus	Core subject GPA	Participation status					
		Regular participants			Non-regular participants		
		2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Walnut Creek	Science	3.27	3.22	-0.05	3.00	3.25	0.25
	Social studies	3.47	3.40	-0.07	3.23	3.50	0.27
	Reading	2.97	2.67	-0.30	2.50	2.55	0.05
	Math	3.04	2.75	-0.29	2.70	2.82	0.12
	Science	3.32	3.12	-0.19	2.80	3.27	0.47
	Social studies	3.44	3.62	0.18	3.20	3.45	0.25

Source. ACE Austin participant records for 2014–2015; AISD student records (TEAMS_GRDS)

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

Campus	Course pass percentage					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	Course pass percentage point change	2013–2014	2014–2015	Course pass percentage point change
Garcia YMLA	98.33	95.76	2.57	96.23	93.18	3.05
Jordan	94.57	97.4	2.83	94.18	98.3	4.12
LBJ	94.09	93.63	-0.46	94.89	92.31	-2.58
Overton	96.1	97.76	1.66	95.94	94.57	-1.37
Sims	98.44	98.69	0.25	94.63	98.96	4.33
Walnut Creek	93.96	97.65	3.69	93.43	97.66	4.23

Source. ACE Austin participant records for 2014–2015; AISD student records (TEAMS_GRDS)

Attendance Outcome

Regular program participants at Walnut Creek elementary school and non-regular participants at Jordan and Sims elementary school experienced a decline in school-day absences from 2013–2014 to 2014–2015. Program participants did not meet attendance goals at Garcia YMLA, LBJ high school, and Overton elementary school.

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

Mean days absent	Participation status					
	Regular participants			Non-regular participants		
	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Garcia YMLA	5.39	5.9	0.51	8.18	10.72	2.55
Jordan	5.2	5.64	0.44	7.36	5.5	-1.86
LBJ	10.13	12.63	2.5	9.1	14.15	5.05
Overton	3.97	4.8	0.83	8.5	9.44	0.94
Sims	5.34	6.25	0.91	9.23	7.12	-2.11
Walnut Creek	5.43	4.83	-0.60	4.3	7.25	2.95

Source. ACE Austin participant records for 2014–2015; AISD student attendance records.
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Program participants at LBJ high school experienced a decrease in discipline referrals (mandatory and discretionary) from 2013–2014 to 2014–2015. Furthermore, discipline outcomes were mostly positive for program participants at Walnut Creek and Overton elementary schools and mixed at the remaining three Cycle 8 BGCAA campuses.

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

Campus	Type of discipline removal	Regular participants			Non-regular participants		
		2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Garcia YMLA	Mandatory	0.03	0.01	-0.02	0.12	0.10	-0.02
	Discretionary	1.35	1.61	0.26	2.11	2.88	0.77
Jordan	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.04	0.30	0.26	0.00	0.29	0.29
LBJ	Mandatory	0.05	0.02	-0.03	0.05	0.00	-0.05
	Discretionary	1.30	0.80	-0.50	0.60	0.30	-0.30
Overton	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.00	0.02	0.02	0.17	0.06	-0.11
Sims	Mandatory	0.00	0.03	0.03	0.00	0.06	0.06
	Discretionary	0.21	0.21	0.00	0.12	0.18	0.06
Walnut Creek	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.02	0.02	0.00	0.00	0.42	0.42

Source. ACE Austin participant records for 2014–2015; 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.

Program Impacts

Overall results were mostly mixed on all three outcome goals for the Cycle 8 BGCAA campuses. None of the six Cycle 8 BGCAA campuses met all three outcome goals- increased academic achievement, decreased school-day absences, and decreased disciplinary referrals from year to year. Program participants (regular and non-regular) at Garcia YMLA met both academic goals (increased GPA and course completion percentages). Only regular participants at Walnut Creek elementary school, and non-regular participants at Jordan and Sims elementary schools met attendance outcomes (decreased school-day absences over time). Program participants at LBJ high school met discipline outcome goals (decreased year to year mandatory and discretionary referrals).

All afterschool classes & activities offered by BGCAA at Garcia YMLA were aligned with TEA, ACE, and YPQ curricula. Modifications were made for needs of specific students. Participants' academics, and behavior were monitored and teacher input was sought. Student and parent surveys were also conducted to obtain feedback which was then incorporated into program implementation. Additionally, incentives were provided to increase participation and student academic motivation. For example, a ZAP punch card was used for homework completion. A student who got 20 punches on the card got an immediate incentive and was entered into a larger drawing. The LIMO LUNCH was rewarded to students with the highest GPA's in each grade. These students were driven to breakfast & lunch at Dunkin Donuts and the Oasis. The above steps could have contributed to participants meeting program academic achievement goals.

At LBJ high school where the discipline outcome goal was met, feedback from parent and student surveys guided changes in the types of enrichment activities provided. For example, more fitness classes were added. Furthermore, a discussion-based social/peer-to-peer program called TEEN Talk was implemented where participants were able to discuss personal and social issues affecting them.

Evaluator Commentary and Recommendations

Program participants (regular and non-regular) at Garcia YMLA met both academic achievement goals (increased year-to year mean GPA and increased course completion percentages). Furthermore, non-regular participants at Sims and Walnut Creek elementary schools experienced an increase in mean GPA from 2013–2014 to 2014–2015. However, program participants at Overton elementary school and LBJ high school experienced a decline in year to year mean GPA in core subject areas. Results were mixed for participants at Jordan elementary school.

Program participants (regular and non-regular) at Jordan, Sims and Walnut Creek elementary schools and regular participants at Overton elementary school had greater course completion percentages in 2014–2015 when compared to 2013–2014. However, Regular and non-regular program participants had lower course completion percentages at LBJ high school.

Given the mixed results for ACE Austin participants related to GPA and course completion rates, it is recommended that academic-related afterschool programs implement changes to better align with program goals, particularly LBJ high school where goals were not met on either outcome. In addition, identifying the specific programs and strategies used to address academic issues, specifically, at Garcia YMLA, where the goal was met for both academic outcomes, would be useful in understanding what may have contributed to this finding in order to influence the adoption of similar approaches at other campuses as well.

Attendance outcomes were not met at most of the Cycle 8 BGCAA campuses. Regular program participants at Walnut Creek elementary school and non-regular participants at Jordan and Sims elementary school experienced a decline in school-day absences from 2013–2014 to 2014–2015. Program participants did not meet attendance goals at Garcia YMLA, LBJ high school, and Overton elementary school.

To meet attendance outcome goals at these campuses a closer examination and modification of program activities and components designed to address attendance issues is warranted.

Program participants at LBJ high school experienced a decrease in discipline referrals (mandatory and discretionary) from 2013–2014 to 2014–2015. Furthermore, discipline outcomes were mostly positive for program participants at Walnut Creek and Overton elementary schools and mixed at the remaining three Cycle 8 BGCAA campuses.

Refinement of components that are effective should be ongoing so that they may continue to meet the needs of students at campuses where the discipline outcome goal was met. Campuses where disciplinary goals were not met could be due to the fact that students who already have a history of high disciplinary issues are specifically targeted and therefore the program would have difficulty in demonstrating a significant reduction in referrals over the course of program participation. In these cases, the specific program goals need to be examined in order to better understand the desired outcomes for these students.

Next Steps

Based on the evaluators' recommendations and commentary provided by the site coordinators in the Cycle 8 BGCAA center-level reports, the following next steps are recommended to help the Cycle 8 BGCAA campuses further improve the ACE program to meet the needs of students and parents.

Training: Sufficient training opportunities should be provided to afterschool program teachers throughout the course of the school year. Trainings should focus on topics such as program implementation fidelity, developing logic models, and the Youth Program Quality Model (YPQ). In addition, opportunities should be provided for school-day teachers and afterschool teachers to train together and work collaboratively in providing effective afterschool services and activities.

Identifying needs and aligning program goals to these needs: Overall program activities at each campus should be aligned with students' needs and interests. For example, applying Socio-Emotional Learning (SEL) curriculum to programs aimed at addressing discipline issues. This will help achieve better program specific outcomes and help increase program attendance.

To accomplish this, site coordinators along with afterschool teachers at each campus should conduct a needs assessment at the beginning of the school year. In addition, focus groups should be conducted with afterschool teachers, parents, students, site coordinators, and program directors to help determine the appropriate services for students at each campus.

Program implementation fidelity: To successfully meet the needs of students participating in the afterschool program and achieve outcome goals, it is crucial that appropriate curriculum, activities and services of the program are implemented consistently and accurately as they are supposed to be. In particular issues with implementing a program for the first time, as is the case for the Cycle 8 AISD campuses, should be identified so that appropriate modifications and or additions can be made for the upcoming school year. These issues could relate to recruitment, marketing, resource allotment, staff training, and scope and appropriateness of activities being offered.

Furthermore, program implementation fidelity should be monitored and measured at regular intervals by site coordinators, program directors and the program evaluator and requisite modifications should be made if and when issues of fidelity are identified.

Evaluator Information

Evaluation of the ACE Austin program for the Cycle 8 campuses served by BGCAA was conducted by a team of evaluators from DRE at AISD. The evaluators' scope of work is detailed as follows:

- Meet with the project director to review TEA's evaluation requirements and create an evaluation plan; determine what additional data, if any, are going to be collected in addition to data collected through 21st CCLC and state-level evaluation
- Meet with the project director and site coordinators to develop the center logic models; review the minimum evaluation questions outlined in the *Texas ACE Independent Evaluation Guide 2014–2015*; and add additional evaluation questions, as desired
- Meet with program staff routinely; provide support to program staff for the two required interim reports, based on the evaluation questions and other findings from ongoing internal monitoring processes
- Help project directors and site coordinators use data to plan professional development activities, hire staff with different skills and interests, and link personnel evaluation with internal monitoring results
- Conduct unstructured or structured observations of program activities to assess fidelity of program implementation and recommend modifications, when necessary
- Assist centers in administering student and parent surveys
- Conduct focus groups with afterschool program participants
- Provide data for the fall, spring, and year-end reports due to TEA
- Collect program participation information, analyze data, and write the final annual evaluation reports (grant and center level), which will answer research questions stipulated in the grant proposals and link student outcomes to program objectives

The total cost of evaluation allocated for the 13 centers served by BGCAA across two Cycles (i.e., 7 and 8 in 2014–2015) was $52,000.

APPENDIX A

BGCAA Cycle 8 Parent Survey Results

A parent survey was administered to ACE program participants to obtain parents' feedback on program implementation and on the program's impact on student academic achievement and behaviors. A total of 200 parents of students who participated in Boys & Girls Club Austin cycle 8 afterschool programs responded to the survey. Results of the parent survey indicated that Family Nights/ Performances (40%) received the most parent attendance this past year, followed by Coffee with principal (17%) and Zumba (13%) (Table 11). A total of 70 participants provided feedback about which classes the ACE program should offer in the 2015—2016 school year. The following represent the most commonly mentioned classes: ESL (43%), Zumba (27%), Computer classes (17%), and Nutrition or cooking classes (16%).

Table 11.

Percentage of Parents Indicating They Participated in ACE Classes or Events, by Event/Activity Type

	%
Coffee with principal	17%
English as a second language	5%
Family Nights/Performances	40%
Love & Logic	1%
Social and emotional learning	4%
Strengthening families	6%
Zumba	13%

Source. ACE Austin Parent Survey 2015

When asked about the qualities of the ACE afterschool program they considered important, parent respondents checked the following areas most often: Safe environment (88%), *Homework help* (72%), and *Opportunity to have fun* (68%).

Table 12.

Percentage of Parents Who Reported Each Quality of the ACE Afterschool Program Was Important

	%
My child is in a safe environment afterschool	88%
Classes that encourage creativity	60%
Participation in sports and other physical activity	61%
Opportunity to have fun	68%
Academic enrichment	63%
It's free of charge	60%
Free summer camp	36%
Fieldtrips	46%
Homework help	72%

Source. ACE Austin Parent Survey 2015

A large percentage of parent respondents felt their children showed better school attendance (70%), behavior (68%), and grades (69%) because of their participation in the afterschool program. In addition, many respondents who participated in ACE parent classes indicated they were happy with their instructors (29%) and that they were more connected to the school community as a result of attending these classes (35%). Finally, 79% of parent respondents reported they knew who to contact when they had questions about the ACE program.

APPENDIX B

BGCAA Cycle 8 Student Survey

The AISD ACE Program Student Survey was administered in Spring 2015 to gather information about students' perceptions of the afterschool programs offered at AISD campuses. The survey was administered by the site coordinators or other program staff during the afterschool program time to students in grades 4 and above. A total of 213 students from cycle 8, BGCAA campuses completed the survey (response rate of 39.2%). More than a quarter of the survey participants were 4th graders. Most of the demographics (e.g., gender, ethnicity, and LEP status) of the survey respondents are similar to those of the population of program participants (Figure 2).

Most of the survey respondents reported that they participated in enrichment programs (90%). About one quarter of respondents were home alone or with friends after school without an adult present 3 or more days a week before they started coming to the afterschool program (Figure 4). Students participated in academic activities attended school more often than their peers in other programs (Figure 5). Discipline removal rates between participants in enrichment programs and their peers in other programs were not significantly different (Table 14). There was no significant difference in reading or math GPAs among academic program participants and their peers in other programs (Table 15). Student survey respondents rated items on the survey using a 4-point scale, ranging from *agree a lot* to d*isagree a lot*. The majority of the student survey participants *agreed a lot* or *agreed a little* on most of the items (Table 16).

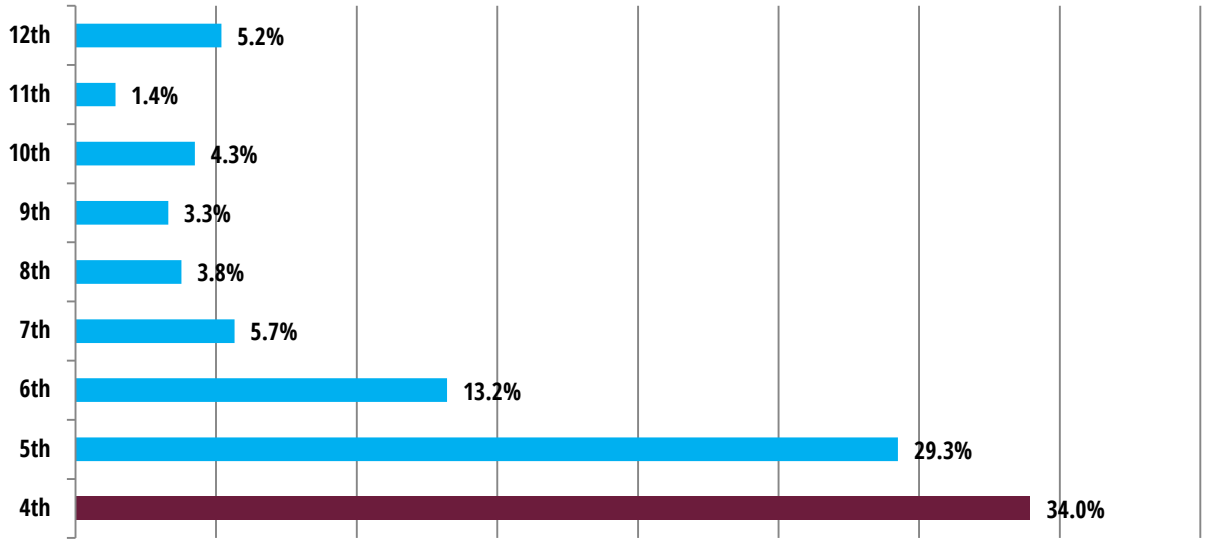
Table 13.
Survey response rates are low in most campuses

Campus Name	# of program participants*	# of survey respondents	Response rate
Gus Garcia Young Men's Leadership Academy	228	48	21.1%
Jordan Elementary School	49	41	83.7%
LBJ High School	110	31	28.2%
Overton Elementary School	49	34	69.4%
Sims Elementary School	50	16	32.0%
Walnut Creek Elementary School	58	43	74.1%
Cycle Total	544	213	39.2%

Source. AISD Afterschool Program Student Survey, 2014–2015; ACE Austin participant record for 2014–2015
* Note. The AISD Afterschool Program Survey was sent to students at grades 4 and above. The number of program participants listed in the table is the number of students in grades 4 and above, instead of the total number of program participants this year.

Figure 1.

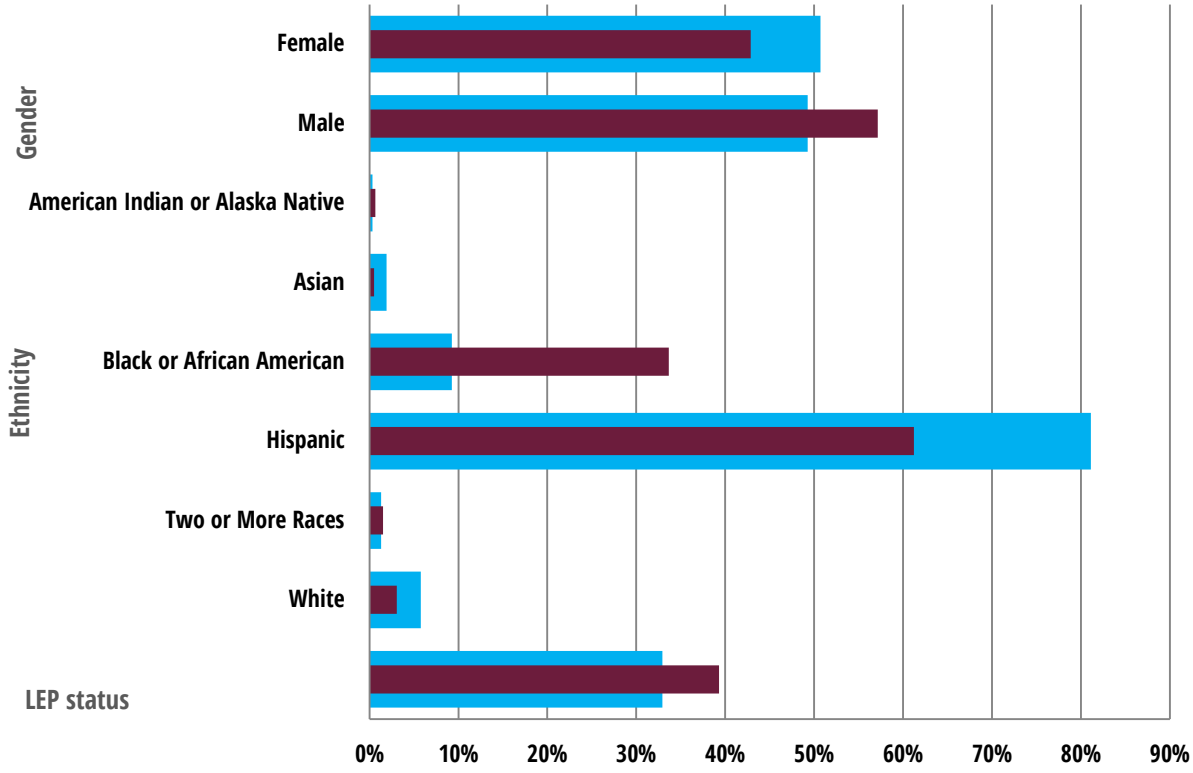
The Percentage of student survey participants was higher in 4th grade than any other grade.



Source. AISD Afterschool Program Student Survey, 2014–2015

Figure 2.

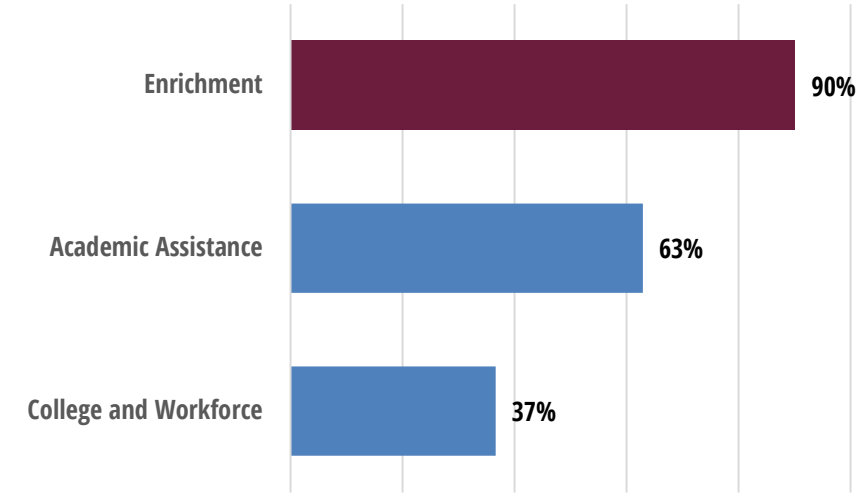
Survey participants matched program participants in most cases.



Source. ACE Austin participant record for 2014–2015; AISD Afterschool Program Student Survey

Figure 3

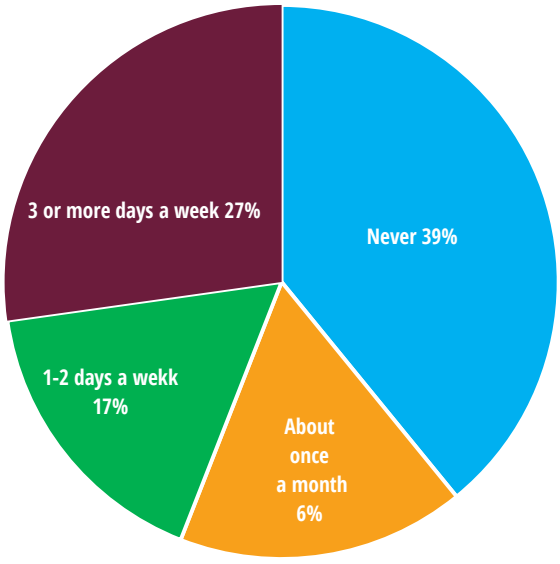
Many more program participants enrolled in enrichment activities than in other programs.



Source. ACE Austin participant record for 2014–2015

Figure 4.

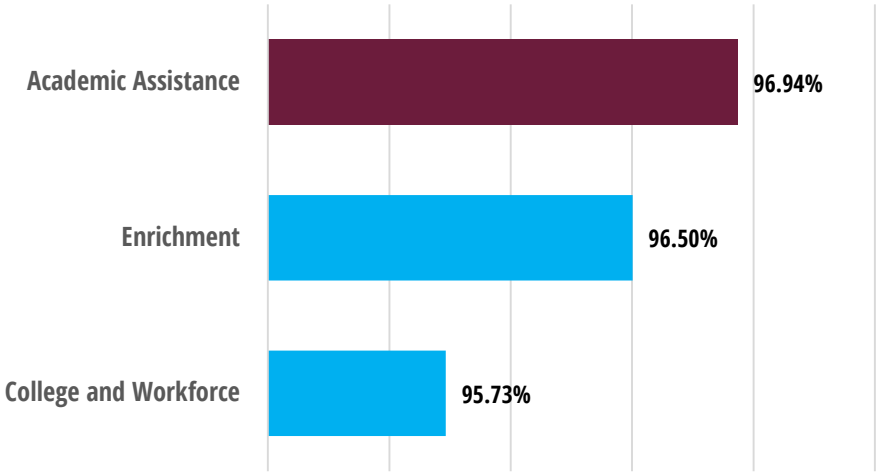
More than 1/4 of the students were home alone or with friends after school without an adult present 3 or more days a week before they started coming to the afterschool program.



Source. AISD Afterschool Program Student Survey, 2014–2015

Figure 5.

Students who participated in academic activities attended school more than did peers in other programs.



Source. ACE Austin participant record for 2014–2015; AISD student attendance records (TEAMS_ATTENDANCE)

Table 14.

The differences in discipline removal rates of survey respondents who participated in enrichment programs and respondents who participated in other program types were not significant.

Discipline removal rates	Enrichment program survey respondents			
	Mandatory removals		Discretionary removals	
	Participants (*n* = 192)	Non-participants (*n* = 21)	Participants (*n* = 192)	Non-participants (*n* = 21)
	0.000	0.000	0.432	0.333
Significant $p \leq 0.05$	-		-	

Source. ACE Austin participant record for 2014–2015; AISD student discipline records (ADIS)

Table 15.

The differences in math and reading GPAs of survey respondents who participated in academic programs and respondents who participated in other program types were not significant.

	Academic program survey respondents			
	Reading GPA		Math GPA	
	Participants (*n* = 134)	Non-participants (*n* = 79)	Participants (*n* = 134)	Non-participants (*n* = 79)
	2.43	2.34	2.41	2.45
Significant p<=0.05	-		-	

Source. ACE Austin participant record for 2014–2015; AISD student records (TEAMS_GRDS)

Table 16.

The majority of student survey respondents agreed on the survey items

Survey item	%	n
1. I like my afterschool classes.	93.53%	188
2. I feel safe in my afterschool program.	97.10%	201
3. The afterschool program keeps me from getting into trouble.	87.23%	164
4. I come to school more because of the afterschool program.	73.20%	142
5. I get help with my homework in the afterschool program.	94.55%	191
6. The afterschool program helps me learn skills that will help me get a job.	88.02%	169
7. The afterschool program helps me learn about how to get into college.	83.68%	159
8. The afterschool program gives me a chance to help others.	85.86%	170
9. The afterschool program helps me learn skills that will help me be a leader.	91.46%	182
10. In the afterschool program I have the opportunity to do things I like.	87.38%	180
11. My afterschool program makes learning fun.	82.14%	161
12. School is easier because I come to the afterschool program.	77.89%	148
13. My afterschool program teachers make me feel my school work is important.	87.98%	183
14. Someone in my family went to activities or events held in my afterschool program.	69.94%	121
15. The afterschool program teaches me about my health (e.g. the importance of eating healthy, exercising, etc.)	94.17%	194
16. I get to do math and science projects in my afterschool program.	77.37%	147
17. I trust the afterschool program teachers here.	91.30%	189
18. I would sign up again for the afterschool program.	89.69%	174
19. I am sure that I will finish high school.	97.50%	195
20. I am sure that I will go to college.	97.44%	190
21. My life now is the best it could possibly be.	84.97%	164
22. My life in five years will be the best it could possibly be.	90.11%	164

Source. **AISD Afterschool Program Student Survey, 2014–2015**

APPENDIX C

BGCAA Cycle 7 and 8 Focus Group Findings

The evaluation team at AISD conducted student focus groups with 49 ACE program participants from 3rd grade to 11th grade at six schools (three elementary schools, two middle schools, and one high school) in Spring 2015. The focus group participants were asked about their favorite activities in the ACE program, their understanding of the purpose of the afterschool program, and their educational and career aspirations.

Participation in the Program

The majority of students participating in the focus group reported that they participated in the afterschool program four or five days per week (29 out of 36 respondents). In addition, most of the participants started attending the afterschool program as early as the program became available on their campuses.

Attitude Towards the Program

Favorite Activities

When asked what aspects of or activities in the Afterschool Program they liked most, participants' responses varied. Out of 38 responses collected, the following were the most frequent: The variety of activities available (n = 7), the freedom to choose which activities they wanted to join (n = 4), and the outdoors time (n = 6). In addition, at least one student mentioned arts, the fact that the activities were fun, the staff, the other students, access to books, and the fact that food was provided. When asked to list their favorite activities, participants' answers varied from campus, and out of 33 responses, the following were the most common answers:

Physical activities and sports (n = 5)

Technology related activities (such as robotics classes and Club Tech, n = 5)

Homework help (n = 4)

Games (including card, board, and video games, n = 8)

Arts (including visual, media, and performing, n = 6).

In addition, a few participants indicated they liked cooking activities (n = 2) and the sessions where they got to discuss issues they may have been dealing with in their lives (n = 2).

Purpose of the program

Participants were asked what they thought was the purpose of the after school program. Their responses (n = 34) indicated they felt the program had the following main objectives:

Provide a place that is fun and safe for students to be after the school hours (n = 10)

Provide activities (n = 5)

Help students get their school work done (n = 4)

Provide a space for students to meet new people or make friends (n = 4)

In addition, at least one respondent indicated that the Afterschool program had a goal of providing food, taking kids out of home, helping kids learn more and get better grades, teaching healthy habits, and helping kids feel welcomed.

Participants were also asked whether being in the after school program changed the way they felt about school. A total of 28 responses were collected, and of these, the majority (n = 16) indicated that the after school program positively impacted how they felt about school. In such cases, students related that:

The Afterschool Program helped get their school work done (n = 4)

Relieved stress (n = 2)

Increased their energy and happiness (n = 7)

Made school feel easier (n = 1)

Increased the likelihood of one coming to school in the morning (n = 1)

Gave students more time with their friends (n = 1).

However, a few of the responses to this question (n = 12) indicated that the afterschool program had no impact in how participants felt about school.

College and Career

Student participants were asked what theirs plans were for the current school year and for after finishing high school. Out of 26 responses, many indicated that students planned to advance to the next grade (n=8) and to get good grades (including straight A's, or A's and B's, n=8). In addition, 3 or fewer participants also indicated an interest in focusing on homework, trying new things, reading more, passing the STAAR assessment, getting college credit, and having perfect attendance.

When asked about their goals for after high school, the majority of responses (25 out of 43) indicated that students intended to go to college. Their career choices converged on the following professions: Arts (including performing and visual, n = 9), teaching (n = 4), software engineering (n = 4), and business (n = 4). In addition, 3 or fewer students also indicated an interest in studying to become a medicine or veterinary doctor, an architect, a lawyer, or a police officer. Lastly, at 2 respondents also indicated they were unsure of their goals for after high school.

Program Environment

When asked if they had made new friends at the Afterschool program, all 41 respondents indicated they had made new friends. Of these, 35 reported they had someone they could go to for help, and in many cases (n = 12), that person was one of their teachers or the program staff.

When asked for ideas on how to improve the program, participants suggested the following changes: Add more physical activities and/or sports; more electronics, computer, or robotics classes; include a class or activity where students can discuss and deal with their issues; include field trips and college visits; more free time; add movie production and screening activities; change the food provided in the program.

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July 2015
Publication 14.89d

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Publication 14.89d RB i
July 2015

Afterschool Centers on Education

Cycle 8 BGCAA, Garcia YMLA

Final Report 2014–2015

This report presents data for the afterschool program at Garcia YMLA. The program received $217,549 and served 228 students (53% of the total students enrolled in Garcia YMLA) in 2014–2015. Among them, 117 were regular participants and 111 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Garcia YMLA	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	0%	0%	0%
Male	100%	100%	100%
American Indian or Alaska Native	-	-	-
Asian	-	2%	5%
Black or African American	40%	31%	22%
Hispanic	55%	65%	68%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	3%	1%	2%
White	3%	2%	3%
% Limited English Proficient	23%	38%	47%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

Each class had lesson plans that were aligned with the TEKS guidelines. The BGC was an extension of the GYMLA classroom and shared the same expectations that consisted of respect, behavior and excelling in the classroom. The school & BGC expectations were posted and students and families

could provide us with feedback to the program. These feedbacks helped us create a data base to show student and family participation and the outcomes of our classes.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

Afterschool program participants' core grade point average (GPA) increased in all core subjects from school year 2013–2014 to 2014–2015.

	Participation status					
	Regular participants			Non-regular participants		
Subject	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.52	3.04	0.51	2.21	2.49	0.74
Math	2.63	3.17	0.54	2.26	2.65	0.76
Science	2.61	3.23	0.61	2.43	2.73	0.65
Social studies	2.96	3.17	0.21	2.73	2.71	0.16

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

Table 3

The passing rate for both regular and non-regular participants increased from 2013–2014 to 2014–2015.

Garcia YMLA	Participation status					
	Regular participants			Non-regular participants		
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	98.33%	95.76	2.57	96.23%	93.18%	3.05

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

CYCLE 8 BGCAA AFTERSCHOOL PROGRAM

Main Goals

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

Participation level

- Regular: attended the program for 30 or more days
- Non-Regular: attended between 1 and 29 days of the program

Program activity examples

- Academic support: Homework Help, tutoring, Science Adventures, Kidz Math
- Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club
- College and Career: Youth in Government, College Ready, Tech Careers, Driver's Ed
- Family Engagement: Family Nights, Zumba, English as a Second Language

Attendance Outcome

Table 4

Mean absent days of both regular and non-regular participants increased from 2013–2014 to 2014–2015.

Garcia YMLA	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	5.39	5.90	.51	8.18	10.72	2.55

Source. ACE Austin participant records for 2013–2015; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals for both regular and non-regular program participants decreased, whereas discretionary removals for both groups increased.

Garcia YMLA	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.03	.01	- .02	.12	.10	- .02
Discretionary	1.35	1.61	.26	2.11	2.88	.77

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

Student outcomes were mixed. While grant requirements were met. Steps must be taken to improve academic and discipline results.

Next steps:

1. Address academic issues in ZAP classes by offering more core subject support on specific days, (e.g., offering Math and ELA support twice a week).
2. To meet discipline outcome goals in 2015-2016, offer more character, sports and leadership classes.

These classes will help build positive behavior and social skills.

3. Address attendnace issues by increasing incentives, adding more field trips and offering more classes that the students will want to participate in.

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Publication 14.89d RB ii
July 2015

Afterschool Centers on Education

Cycle 8 BGCAA, Jordan Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Jordan Elementary School. The program received $244,239 and served 137 students (17% of the total students enrolled in Jordan Elementary School) in 2014–2015. Among them, 123 were regular participants and 14 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Jordan Elementary School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	47%	64%	50%
Male	53%	36%	50%
American Indian or Alaska Native	-	-	1%
Asian	-	-	-
Black or African American	28%	0%	18%
Hispanic	72%	100%	79%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	-	-	-
White	-	-	2%
% Limited English Proficient	59%	86%	60%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

Program was well implemented on all levels. Having consistent staff who follow through and allow for professional develop were critical.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

Afterschool program participants' core grade point average (GPA) increased in some subjects and decreased in others from school year 2013–2014 to 2014–2015.

	Participation status					
	Regular participants			Non-regular participants		
Subject	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.38	2.54	.16	2.57	2.54	- .03
Math	2.41	2.37	- .04	2.50	2.31	- .19
Science	2.65	2.93	.28	2.79	3.15	.36
Social studies	3.15	3.20	.05	2.79	3.15	.36

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

Table 3

The passing rate for both regular and non-regular participants increased from 2013–2014 to 2014–2015.

Jordan Elementary School	Participation status					
	Regular participants			Non-regular participants		
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	94.57%	97.40%	2.83%	94.18%	98.30%	4.12%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

CYCLE 8 BGCAA AFTERSCHOOL PROGRAM

Main Goals

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

Participation level

- Regular: attended the program for 30 or more days
- Non-Regular: attended between 1 and 29 days of the program

Program activity examples

- Academic support: Homework Help, tutoring, Science Adventures, Kidz Math
- Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club
- College and Career: Youth in Government, College Ready, Tech Careers, Driver's Ed
- Family Engagement: Family Nights, Zumba, English as a Second Language

Attendance Outcome

Table 4

From 2013–2014 to 2014–2015, mean absent days of regular participants increased whereas for non-regular participants it decreased.

Jordan Elementary School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	5.20	5.64	.44	7.36	5.50	-1.86

Source. ACE Austin participant records for 2013–2015; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals for both regular and non-regular program participants did not change, whereas discretionary removals for both groups increased.

Jordan Elementary School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.00	.00	.00	.00	.00	.00
Discretionary	.04	.30	.26	.00	.29	.29

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

Next steps: Continue to offer a variety of academic classes that build upon their school day activities.

Aline Orr
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Publication 14.89d RB iii
July 2015

Afterschool Centers on Education

Cycle 8 BGCAA, LBJ High School

Final Report 2014–2015

This report presents data for the afterschool program at LBJ High School. The program received $206,611 and served 110 students (12% of the total students enrolled in LBJ High School) in 2014–2015. Among them, 90 were regular participants and 20 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

LBJ High School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	54%	45%	48%
Male	46%	55%	52%
American Indian or Alaska Native	-	-	-
Asian	-	-	-
Black or African American	84%	45%	33%
Hispanic	11%	55%	63%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	2%	-	1%
White	1%	-	2%
% Limited English Proficient	3%	25%	19%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

The site used unit and lesson plans focused on TEKS in order to provide the most developmental and effective programming possible. Student participants were referred to the program by the administration, teachers, parents, and youth themselves. All staff were monitored and reviewed

regularly. They also attended regular informational meetings and standardized and personalized trainings which assured that practices met the standards and requirements of the program. The ACE program staff had active participation in the school's Campus Advisory Council. As a result, schedules were changed as needed and additional activities were implemented (such as amended family/parent classes, more college visits, and more prescriptive tutoring in conjunction with the school's afterschool credit recovery program, and Twilight).

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

From school year 2013–2014 to 2014–2015, afterschool program participants' core grade point average (GPA) for all subjects decreased.

	Participation status					
	Regular participants			Non-regular participants		
Subject	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	3.03	2.78	- .25	3.05	2.89	- .16
Math	2.78	2.56	- .22	2.84	2.82	- .02
Science	2.84	2.55	- .29	2.94	2.88	- .06
Social studies	2.93	2.71	- .22	2.89	2.62	- .27

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

Table 3

The passing rate for both regular and non-regular participants decreased from 2013–2014 to 2014–2015.

LBJ High School	Participation status					
	Regular participants			Non-regular participants		
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	94.09%	93.63%	- .46%	94.89%	92.31%	-2.58%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

CYCLE 8 BGCAA AFTERSCHOOL PROGRAM

Main Goals

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

Participation level

- Regular: attended the program for 30 or more days
- Non-Regular: attended between 1 and 29 days of the program

Program activity examples

- Academic support: Homework Help, tutoring, Science Adventures, Kidz Math
- Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club
- College and Career: Youth in Government, College Ready, Tech Careers, Driver's Ed
- Family Engagement: Family Nights, Zumba, English as a Second Language

Attendance Outcome

Table 4

Mean absent days of both regular and non-regular participants increased from 2013–2014 to 2014–2015.

LBJ High School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	10.13	12.63	2.50	9.10	14.15	5.05

Source. ACE Austin participant records for 2013–2015; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals and discretionary removals for both regular and non-regular program participants decreased.

LBJ High School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.05	.02	- .03	.05	.00	- .05
Discretionary	1.30	.80	- .50	.60	.30	- .30

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

Taking into consideration the notes above, the following steps are recommended:

1. Establish regular weekly parent classes in addition to the monthly family/parent events. This can be done by following up with the prototype classes that were offered in the second half of the spring semester.
2. Offer more career exploration and college readiness opportunities through field trips.
3. Maintain strong relationships with the school administration and community in order to continue to

properly meet the needs of the school and the students it serves.

4. More intentionally facilitate prescriptive tutoring in partnership with the credit recovery program.

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Publication 14.89d RB iv
July 2015

Afterschool Centers on Education

Cycle 8 BGCAA, Overton Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Overton Elementary School. The program received $244,530 and served 143 students (19% of the total students enrolled in Overton Elementary School) in 2014–2015. Among them, 125 were regular participants and 18 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Overton Elementary School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	49%	61%	50%
Male	51%	39%	50%
American Indian or Alaska Native	-	-	-
Asian	-	-	-
Black or African American	11%	28%	32%
Hispanic	86%	56%	66%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	-	11%	1%
White	3%	6%	1%
% Limited English Proficient	74%	44%	53%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

All academic classes were TEKS aligned and often run concurrently with school day instruction. We used our alignment forms for this purpose to ensure all classes were aligned with state and district

standards. Our recruiting process was mainly done at the onset of the school year by hosting a parent night/orientation, in which parents were able to sign their students up for the program as well as receive information regarding all parameters, guidelines and expectations of themselves in addition to the child. Retaining students was not a critical issue regarding daily attendance and participation, but on the smaller scale of parents picking their child up early in the afternoon, which did not always allow the students to get the entire lesson taught.

Family surveys were given to parents at various points in the school year to identify parts of the afterschool program that would entice them to join the program. As the surveys were received and tabulated, future program offerings were made depending on the majority's need, on available time and space, and on monetary considerations.

Each and every activity/class was tracked and monitored as it related to participation and attendance. This data was tracked in multiple databases and used to compile future schedules and program offerings. Staff was required to attend 3 trainings per year and encouraged to take more if possible. This requirement was based on the evidence of a direct correlation between staff training and effectiveness in interacting with students in the afterschool programing. A few examples of trainings attended by our staff were: Clear Limits and Structure, Homework Help, Reframing Conflict, Classroom Management and more; along with First Aid and CPR classes.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

Afterschool program participants' core grade point average (GPA decreased in all core subjects from school year 2013–2014 to 2014–2015.

	Participation status					
	Regular participants			Non-regular participants		
Subject	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.80	2.65	- .15	3.20	2.64	- .56
Math	2.91	2.57	- .34	3.33	2.09	-1.24
Science	3.30	3.27	- .03	3.47	2.82	- .65
Social studies	2.92	2.71	- .21	2.89	2.62	- .27

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

CYCLE 8 BGCAA AFTERSCHOOL PROGRAM

Main Goals

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

Participation level

- Regular: attended the program for 30 or more days
- Non-Regular: attended between 1 and 29 days of the program

Program activity examples

- Academic support: Homework Help, tutoring, Science Adventures, Kidz Math
- Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club
- College and Career: Youth in Government, College Ready, Tech Careers, Driver's Ed
- Family Engagement: Family Nights, Zumba, English as a Second Language

Table 3

From 2013–2014 to 2014–2015, the passing rate for regular participants increased whereas for non-regular participants it decreased.

Overton Elementary School	Participation status					
	Regular participants			Non-regular participants		
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	96.10%	97.76%	1.66%	95.94%	94.57%	-1.37%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

Attendance Outcome

Table 4

Mean absent days of both regular and non-regular participants increased from 2013–2014 to 2014–2015.

Overton Elementary School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	3.97	4.80	.83	8.50	9.44	.94

Source. ACE Austin participant records for 2013–2015; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals for both regular and non-regular program participants did not change, whereas discretionary removals increased for regular participants and decreased for non-regular ones.

Overton Elementary School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.00	.00	.00	.00	.00	.00
Discretionary	.00	.02	.02	.17	.06	- .11

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

In the 2014-2015 school year, results for meeting grant goals were mixed. Regular attending members GPA's went down slightly and they missed more school days than in the previous year. In addition the mandatory discipline removals didn't change, but the discretionary discipline removals went up slightly. With that being said, regular members missed less days of school and had less behavioral problems than non-regular attending members.

Next Steps:

1. In the coming year the program will offer SMART Kids, which challenges students to make better choices in their lives, both in and out of school.
2. We will continue to survey parents and families to ensure that the Club is doing its best to meet the needs of the entire family, which in turn will bring a closer connection to the school and its programs.
3. Using the Campus Assessment done by the school administration, we will further enhance our reading and math support to those designated students which participate in our afterschool program.
4. Academic Case management program will continue to monitor its designated students in 3rd through 5th grades.
5. The Boys and Girls Club of Austin will continue to strengthen its relationship with the neighborhood association, the Austin Parks and Recreation Department and the Overton PSS to host programs, classes and activities to better serve the students, families and community which we are a part of.

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Publication 14.89d RB v
July 2015

Afterschool Centers on Education

Cycle 8 BGCAA, Sims Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Sims Elementary School. The program received $243,989 and served 119 students (47% of the total students enrolled in Sims Elementary School) in 2014–2015. Among them, 102 were regular participants and 17 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Sims Elementary School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	66%	47%	44%
Male	34%	53%	56%
American Indian or Alaska Native	-	-	-
Asian	-	-	-
Black or African American	46%	41%	41%
Hispanic	47%	47%	55%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	1%	1%	1%
White	6%	6%	3%
% Limited English Proficient	25%	18%	24%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

The principal at Sims Elementary considered being part of the afterschool program a privilege and provided input on which students attended the program. Recruitment nights were very helpful as

it gave parents the opportunity to ask questions and see what kind of classes their child would attend. In addition, program staff teamed up with the teachers at Sims to recruit students in their classes.

Offering appropriate classes to the students was a priority. Through the Campus Needs Assessment, our students' teachers, and the parent/teacher surveys, staff found out which academic areas and which grades students needed help with. The program Education Director worked closely with students and their teachers as well. Family Nights were a great way to talk to parents and learn what academic help their children needed. Having an open line of communication with administration, staff, and parents was vital to providing appropriate advice/help to participants.

Retaining students was also a high priority, and Keeping the curriculum fresh and engaging was extremely important. If sctudents were engaged with the curriculum they were more likely to attend club on a consistent basis. A way to keep the curriculum interesting and entertaining was to bring in outside sources like 4H, It's Time Texas, and Umlauf. In addition, incentivizing students with club bucks (so they could buy things from the club store) and providing informative and educational field trips were great ways to retain participants. Finally, offering students "Club 105" shirts for attending 105 days brought them a sense of belonging and increased participation.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

From school year 2013–2014 to 2014–2015, regular afterschool program participants' core grade point average (GPA) for all subjects decreased, whereas non-regular participants' core GPA increased for all subjects.

	Participation status					
	Regular participants			Non-regular participants		
Subject	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.79	2.70	- .09	2.46	2.87	.41
Math	3.00	2.66	- .34	2.46	3.06	.60
Science	3.27	3.22	- .05	3.00	3.25	.25
Social studies	3.47	3.40	- .07	3.23	3.50	.27

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

CYCLE 8 BGCAA AFTERSCHOOL PROGRAM

Main Goals

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

Participation level

- Regular: attended the program for 30 or more days
- Non-Regular: attended between 1 and 29 days of the program

Program activity examples

- Academic support: Homework Help, tutoring, Science Adventures, Kidz Math
- Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club
- College and Career: Youth in Government, College Ready, Tech Careers, Driver's Ed
- Family Engagement: Family Nights, Zumba, English as a Second Language

Table 3

The passing rate for both regular and non-regular participants increased from 2013–2014 to 2014–2015.

Sims Elementary School	Participation status					
	Regular participants			Non-regular participants		
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	98.44%	98.69%	.25%	94.63%	98.96%	4.33%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

Attendance Outcome

Table 4

From 2013–2014 to 2014–2015, mean absent days of regular participants increased whereas for non-regular participants it decreased.

Sims Elementary School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	5.34	6.25	.91	9.23	7.12	-2.11

Source. ACE Austin participant records for 2013–2015; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory discipline removals increased for both regular and non-regular participants, whereas discretionary removals did not change for regular participants but increased for non-regular ones.

Sims Elementary School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.00	.03	.03	.00	.06	.06
Discretionary	.21	.21	.00	.12	.18	.06

Source. ACE Austin participant records for 2013–2015; 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.

Site Coordinator Comments and Next Steps

Program staff will continue to team up with Sims' administration to better serve the program participants. It is extremely important to offer high academic yield courses to students in order to improve their academic standing within the district.

The program will continue to use external and internal resources to better improve programing. Retaining participants is extremely important to all parties involved so it is up to us to provide our students with a strong staff and strong, evolving curriculum. Our students' GPA in their academic subjects improved in all areas except math (which actually went down .03%). We will combat this by offering our participants more courses focused on math. We will continue to offer reading, writing, social studies, and science courses.

In addition, discretionary discipline went up .26%. We will combat this discipline issue by offering classes like "Junior Staff," "Project Adventure," and "Bring Your 'A' Game," and our sports league. These particular classes focus on building character and leadership skills. Combating school day absences can be difficult, however, we can continue to offer classes and activities that interest our scholars with the idea that they will be more likely to attend school if they are interested in their after school program.

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Publication 14.89d RB vi
July 2015

Afterschool Centers on Education

Cycle 8 BGCAA, Walnut Creek Elementary School

Final Report 2014–2015

This report presents data for the afterschool program at Walnut Creek Elementary School. The program received $244,289 and served 138 students (19% of the total students enrolled in Walnut Creek Elementary School) in 2014–2015. Among them, 126 were regular participants and 12 were non-regular participants.

Student Demographics

Table 1.

Demographic Data, by Campus and Afterschool Center on Education (ACE) Participation Status

Walnut Creek Elementary School	Regular participants	Non–regular participants	Non-participants
	%	%	%
Female	53%	58%	46%
Male	47%	42%	54%
American Indian or Alaska Native	-	-	-
Asian	-	-	3%
Black or African American	9%	42%	12%
Hispanic	83%	58%	78%
Native Hawaiian or Other Pacific Islander	-	-	-
Two or more races	2%	-	2%
White	5%	-	5%
% Limited English Proficient	62%	50%	67%

Source. ACE Austin participant records for 2014–2015; AISD student records

Implementation Fidelity

In the second year of programming, it was easier to recruit and retain participants. Many parents already knew what the program was and what to expect from the Site Coordinator and the staff. The school's Principal, Assistant Principal, teachers, and staff were also eager to nominate more students to attend the afterschool program. In addition, program staff made sure that the students in most need were recruited for the Academic Case Management.

To ensure the program retained student and parent participants and incorporated their voices/choices, program staff offered surveys and incentives. After reviewing the surveys, staff implemented what was requested to the best of their ability. To make sure that high quality programing was offered to the students and their parents, many of the items implemented in the fall semester came from the 2013-2014 end of the year surveys and from the Parent Orientation Survey.

An orientation was performed by the Site Director to welcome the staff to the program and guide them on how to implement it. To maintain qualified personnel, monthly staff meetings were organized so that staff could ask questions and understand what was expected of them in order to meet the school's and program's needs. Staff was offered carousal and YPQA trainings when available to help them implement Boys & Girls Clubs core values and the YPQA model. Staff was also aware of an open-door policy with their Site Coordinator, and if issues came up they could contact the Site Coordinator in person or via phone or e-mail.

Outcomes

To examine academic achievement outcomes, mean grade point average (GPA) and course passing rates were compared across participation level (regular and non-regular participants), and across school years.

Academic Achievement

Table 2

Afterschool program participants' core grade point average (GPA) increased in some subjects and decreased in others from school year 2013–2014 to 2014–2015.

	Participation status					
	Regular participants			Non-regular participants		
Subject	2013–2014	2014–2015	GPA change	2013–2014	2014–2015	GPA change
Reading	2.97	2.67	- .30	2.50	2.55	.05
Math	3.04	2.75	- .29	2.70	2.82	.12
Science	3.32	3.12	- .20	2.80	3.27	.47
Social studies	3.44	3.62	.18	3.20	3.45	.25

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

CYCLE 8 BGCAA AFTERSCHOOL PROGRAM

Main Goals

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

Participation level

- Regular: attended the program for 30 or more days
- Non-Regular: attended between 1 and 29 days of the program

Program activity examples

- Academic support: Homework Help, tutoring, Science Adventures, Kidz Math
- Enrichment: Theater Club, Robotics, Healthy Habits, Cooking Club
- College and Career: Youth in Government, College Ready, Tech Careers, Driver's Ed
- Family Engagement: Family Nights, Zumba, English as a Second Language

Table 3

The passing rate for both regular and non-regular participants increased from 2013–2014 to 2014–2015.

Walnut Creek Elementary School	Participation status					
	Regular participants			Non-regular participants		
Passing rates	2013–2014	2014–2015	Pass change	2013–2014	2014–2015	Pass change
Course pass percentage	93.96%	97.65%	3.69%	93.43%	97.66%	4.23%

Source. ACE Austin participant records for 2013–2015; AISD student records (TEAMS_GRDS)

Attendance Outcome

Table 4

From 2013–2014 to 2014–2015, mean absent days of regular participants decreased whereas for non-regular participants it increased.

Walnut Creek Elementary School	Participation status					
	Regular participants			Non-regular participants		
Attendance	2013–2014	2014–2015	Days absent change	2013–2014	2014–2015	Days absent change
Mean days absent	5.43	4.83	- .60	4.30	7.25	2.95

Source. ACE Austin participant records for 2013–2015; AISD student attendance records
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2013–2014 and 2014–2015 school years.

Discipline Outcome

Table 5

From 2013–2014 to 2014–2015, mandatory and discretionary discipline removals did not change for regular participants, however, discretionary removals increased for non-regular ones.

Walnut Creek Elementary School	Participation status					
	Regular participants			Non-regular participants		
Type of discipline removal	2013–2014	2014–2015	Discipline removal change	2013–2014	2014–2015	Discipline removal change
Mandatory	.00	.00	.00	.00	.00	.00
Discretionary	.02	.02	.00	.00	.42	.42

Source. ACE Austin participant records for 2013–2015; 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.**

Site Coordinator Comments and Next Steps

In the 2014-2015 school year, the after school program continued to meet the academic outcome goals (regular participants' GPAs stayed the same). Aiming to maintain or increase participants' GPA, the program will continue to provide a variety of academic classes that build upon what students learn during the school day.

The program did not decrease school day absence. However, the mean of days absent was lower for regular participants for non-regular ones. There was a higher rate of mobility throughout the school year. Consequently, many families moved into new homes that were much further from the school resulting in the students being absent more often than the previous year. Staff will continue to enroll students from the existing waiting list and to encourage them (through program incentives) to attend school and the afterschool program as often as possible.

The program met its goal to decrease discipline referrals thoughout the school day. To continue meeting these goals, program staff will encourage youth to have positive attitudes and report incidents before they escalate. In addition, the program will continue to provide character and leadership development classes and opportunities for youth to lead their peers afterschool as well as additional SEL training for staff to incorporate into their discipline strategies.