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Afterschool Centers on Education

Cycle 7 Boys and Girls Club of the Greater Austin Area

Final Report 2015–2016

Department of
Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

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 1,944 program participants served by Cycle 7, Boys and Girls Club of the Austin Area (BGCAA) during the 2015–2016 school year at a total of seven AISD campuses: Wooldridge Elementary, Cook Elementary, McBee Elementary, Webb Middle, Burnet Middle, Ann Richards, and Lanier High.

FINDINGS AND RECOMMENDATIONS

Significant academic achievement outcome results were mixed for almost all Cycle 7 BGCAA campuses. Program participants at Wooldridge elementary school met most school outcomes: higher course completion rates, decreased school-day absences, and decreased discipline removals.

Program participants (regular and non-regular) at Burnet and Webb campuses experienced mean GPA rate increases from school year 2014–2015 to 2015–2016. Program participants at McBee had an increase in course completion rates over time.

Program participants at Cook, McBee, and Wooldridge, met attendance goals of decreased school-day absences from 2014-2015 to 2015-2016 (Table 9). However, participants at Burnet, Lanier and Webb experienced a significant increase in school-day absences from year to year.

Program participants (regular and non-regular) at Ann Richards, Cook, and Wooldridge met discipline outcome goals of either no removals or a decline in removals from 2014-2015 to 2015-2016. Further, participants at Lanier had significantly fewer discretionary removals in 2015-2016 compared to the prior year. Program participants at Burnet and Webb experienced an increase in year-to-year discipline removals.

Across all Cycle 7 BGCAA campuses, program participants who attended the program more (i.e., 80% or more of the time) experienced better academic, attendance, and discipline outcomes compared to participants who attended less frequently.

Recommendation 1. 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. In addition, identifying the specific programs and strategies used to address academic issues, specifically at campuses where the goal was met (Burnet, Webb, Wooldridge, McBee) 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 to program activities and components designed to address attendance issues is warranted. Again, identifying the strategies implemented to address attendance issues at Cook, McBee, and Wooldridge

elementary school, where the goal was met, could prove useful in understanding how attendance related challenges could be handled at other campuses.

Recommendation 3. Refinement to 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.

Recommendation 4. The importance for students to attend the afterschool programs on a regular basis is critical in order to truly reap the benefits of the classes and activities being offered and see an impact on school outcomes. Program providers should identify and implement appropriate retention strategies such as incentives, point reward systems, better snacks/food, which would increase student engagement and improve attendance.

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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 1,944 program participants served by Cycle 7 BGCAA during the 2015–2016 school year at a total of seven AISD campuses: Wooldridge Elementary, Cook Elementary, McBee Elementary, Webb Middle, Burnet Middle, Ann Richards, and Lanier High.

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 operations); (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 students' 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 2014–2015 and 2015–2016 (Table 1). 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] in 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.

For all three school outcomes, additional analyses were conducted to determine if program participants' outcomes significantly improved over time, and, based on their level of program participation. Program participants' outcomes were compared for school years 2014–2015 and 2015–2016. Participation level was categorized based on the percentage of time students attended the afterschool program (e.g., 10%, 40%, and 70% of the time).

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* (TAPR) 2014–2015 indicated that the percentage of students who were low SES (i.e., qualified to receive free or reduced price lunch), considered at risk of dropping out of school, and classified as English language learners were above district and state averages at six of the seven Cycle 7 BGCAA campuses (Table 2).

Table 2. Description of Needs

School	Percentage low socioeconomic	Percentage at risk	Percentage limited English proficient
Ann Richards	59%	12%	3%
Burnet	93%	73%	47%
Cook	96%	87%	66%
Lanier	86%	75%	33%
McBee	96%	86%	73%
Webb	97%	76%	47%
Wooldridge	97%	87%	76%
AISD	60%	53%	28%
State	59%	51%	18%

Source. 2014–2015 Texas Education Agency's *Academic Performance Reports.*

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 seven Cycle 7 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 also served as a tool for documenting programmatic changes over time. The logic model of the ACE program at each Cycle 7 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, 2015–2016

Cycle 7, BGCAA campuses	Regular participants		Non-regular participants		Non-participants		Total	
	n	%	n	%	n	%	n	%
Ann Richards	225	29%	344	44%	212	27%	781	100%
Burnet	125	13%	150	16%	669	71%	944	100%
Cook	181	31%	10	2%	383	67%	574	100%
Lanier	136	8%	124	7%	1431	85%	1691	100%
McBee	150	30%	38	8%	311	62%	499	100%
Webb	125	19%	120	18%	422	63%	667	100%
Wooldridge	201	33%	15	2%	394	65%	610	100%
Total Cycle 7 - BGCAA	**1,143**	**20%**	**801**	**14%**	**3822**	**66%**	**5766**	**100%**

Source. ACE Austin participant records for 2015–2016; 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 seven Cycle 7 BGCAA campuses: Cook, Lanier, McBee, Webb and Wooldridge.

At the following campuses: Burnet, Cook, Lanier, McBee, Webb and Wooldridge the overall percentage of program participants were 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.

Additionally, 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, 2015–2016

Cycle 7, BGCA campuses and participation level		Gender		
		Regular participants (n = 1,143)	Non-regular participants (n = 801)	Non-participants (n = 3,882)
Ann Richards	Female	100%	100%	100%
	Male	0%	0%	0%
Burnet	Female	44%	44%	52%
	Male	56%	56%	48%
Cook	Female	43%	80%	54%
	Male	57%	20%	46%
Lanier	Female	43%	41%	50%
	Male	57%	59%	50%
McBee	Female	50%	55%	52%
	Male	50%	45%	48%
Webb	Female	37%	45%	49%
	Male	63%	55%	51%
Wooldridge	Female	41%	47%	52%
	Male	59%	53%	48%

Source. ACE Austin participant records for 2015–2016; AISD student records.

Table 5. Student Ethnicity, by Campus and Afterschool Centers on Education (ACE) Austin Participation Status, 2015–2016

Cycle 7, BGCA 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
Ann Richards	Regular participants	-	2%	8%	61%	-	3%	26%
	Non-regular participants	-	4%	7%	65%	-	6%	18%
	Non-participants	-	3%	6%	71%	-	4%	16%
Burnet	Regular participants	-	1%	30%	61%	-	3%	5%
	Non-regular participants	-	2%	13%	78%	-	2%	5%
	Non-participants	-	3%	5%	86%	-	2%	4%
Cook	Regular participants	-	-	10%	84%	-	-	6%
	Non-regular participants	-	-	20%	70%	-	10%	-
	Non-participants	-	1%	7%	88%	-	1%	3%
Lanier	Regular participants	-	-	48%	42%	-	2%	7%
	Non-regular participants	1%	1%	25%	64%	-	2%	6%
	Non-participants	-	2%	6%	88%	-	-	4%
McBee	Regular participants	-	3%	5%	88%	-	1%	2%
	Non-regular participants	-	-	3%	95%	-	-	3%
	Non-participants	-	-	5%	92%	-	-	3%
Webb	Regular participants	-	-	21%	73%	-	2%	3%
	Non-regular participants	-	1%	8%	87%	-	1%	3%
	Non-participants	-	-	%	92%	-	2%	1%
Wooldridge	Regular participants	-	2%	11%	82%	-	1%	3%
	Non-regular participants	-	13%	20%	60%	-	-	7%
	Non-participants	-	7%	4%	82%	-	-	7%

Source. ACE Austin participant records for 2015–2016; AISD student records.

Table 6. Student Limited English Proficiency (LEP) Status, by Campus and Afterschool Centers on Education (ACE) Austin Participation Status, 2015–2016

Cycle 7, BGCA campuses and participation level		LEP status
Ann Richards	Regular participants	7%
	Non-regular participants	5%
	Non-participants	4%
Burnet	Regular participants	31%
	Non-regular participants	46%
	Non-participants	52%
Cook	Regular participants	56%
	Non-regular participants	22%
	Non-participants	65%
Lanier	Regular participants	9%
	Non-regular participants	22%
	Non-participants	36%
McBee	Regular participants	66%
	Non-regular participants	89%
	Non-participants	71%
Webb	Regular participants	46%
	Non-regular participants	45%
	Non-participants	56%
Wooldridge	Regular participants	65%
	Non-regular participants	61%
	Non-participants	80%

Source. ACE Austin participant records for 2015–2016; AISD student records.

Program Intermediate Outcomes

Academic Achievement Outcome

Significant academic achievement outcome results were mixed for all the Cycle 7 BGCAA campuses (Tables 7 and 8). Program participants (regular and non-regular) at Burnet and Webb campuses experienced mean GPA rate increases from school year 2014–2015 to 2015–2016. Program participants at Wooldridge and McBee had an increase in course completion rates over time. Cycle 7 BGCCA participants who participated in the program at least 80% or more of the time, regardless of campus of participation, had significantly higher grade averages (in science and social studies) and course passing rates (Figures 1 and 2).

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		
		2014–2015	2015–2016	GPA change	2014–2015	2015–2016	GPA change
Ann Richards	Reading	2.77	2.97	0.20↑	2.85	3.05	0.19↑
	Math	2.67	2.62	-0.05	2.68	2.76	0.07
	Science	2.83	2.68	-0.14↓	2.80	2.74	-0.05
	Social studies	2.81	2.83	0.01	2.83	2.77	-0.06↓
Burnet	Reading	2.06	2.22	0.15	2.13	2.23	0.10
	Math	1.86	2.19	0.32↑	1.88	2.19	0.30↑
	Science	2.20	2.34	0.14	2.15	2.27	0.12
	Social studies	2.24	2.33	0.08	2.34	2.27	-0.06
Cook	Reading	2.45	2.32	-0.13↓	1.90	2.12	0.21
	Math	2.49	2.19	-0.29↓	1.61	1.75	0.13
	Science	2.85	2.61	-0.23↓	2.50	2.62	0.12
	Social studies	2.86	2.79	-0.07	2.61	2.62	0.01
Lanier	Reading	2.19	2.01	-0.17	2.00	1.98	-0.02
	Math	1.64	1.65	0.01	1.76	1.65	-0.11↓
	Science	1.89	1.65	-0.24↓	1.77	1.62	-0.15↓
	Social studies	2.01	1.85	-0.16	2.03	2.09	0.06
McBee	Reading	2.33	2.16	-0.16	2.47	2.40	-0.07
	Math	2.40	2.07	-0.32↓	2.47	2.43	-0.03
	Science	2.79	2.52	-0.26↑	2.86	2.92	0.06
	Social studies	2.88	2.96	0.07	2.95	3.15	0.19
Webb	Reading	2.15	2.27	0.11	2.29	2.47	0.17↑
	Math	2.20	2.46	0.25↑	2.22	2.49	0.26↑
	Science	2.19	2.47	0.28↑	2.31	2.48	0.16↑
	Social studies	2.71	2.65	-0.06	2.82	2.48	-0.33↑
Wooldridge	Reading	2.47	2.42	-0.05	2.36	2.14	-0.22
	Math	2.41	2.29	-0.12	2.30	1.95	-0.34
	Science	2.65	2.55	-0.09	2.16	2.20	0.04
	Social studies	2.93	2.84	-0.08	2.63	2.54	-0.09

Source. ACE Austin participant records for 2015–2016; AISD student records (TEAMS_GRDS).
Note. Arrows indicate statistically meaningful changes from year to year ($p \leq 0.05$).

Figure 1.

ACE students who participated in the program between 80% and 90% of the time had significantly higher grade averages in science and social studies only.

Participants did not demonstrate improved year-to-year grades in any of the four subject areas, regardless of participation level.

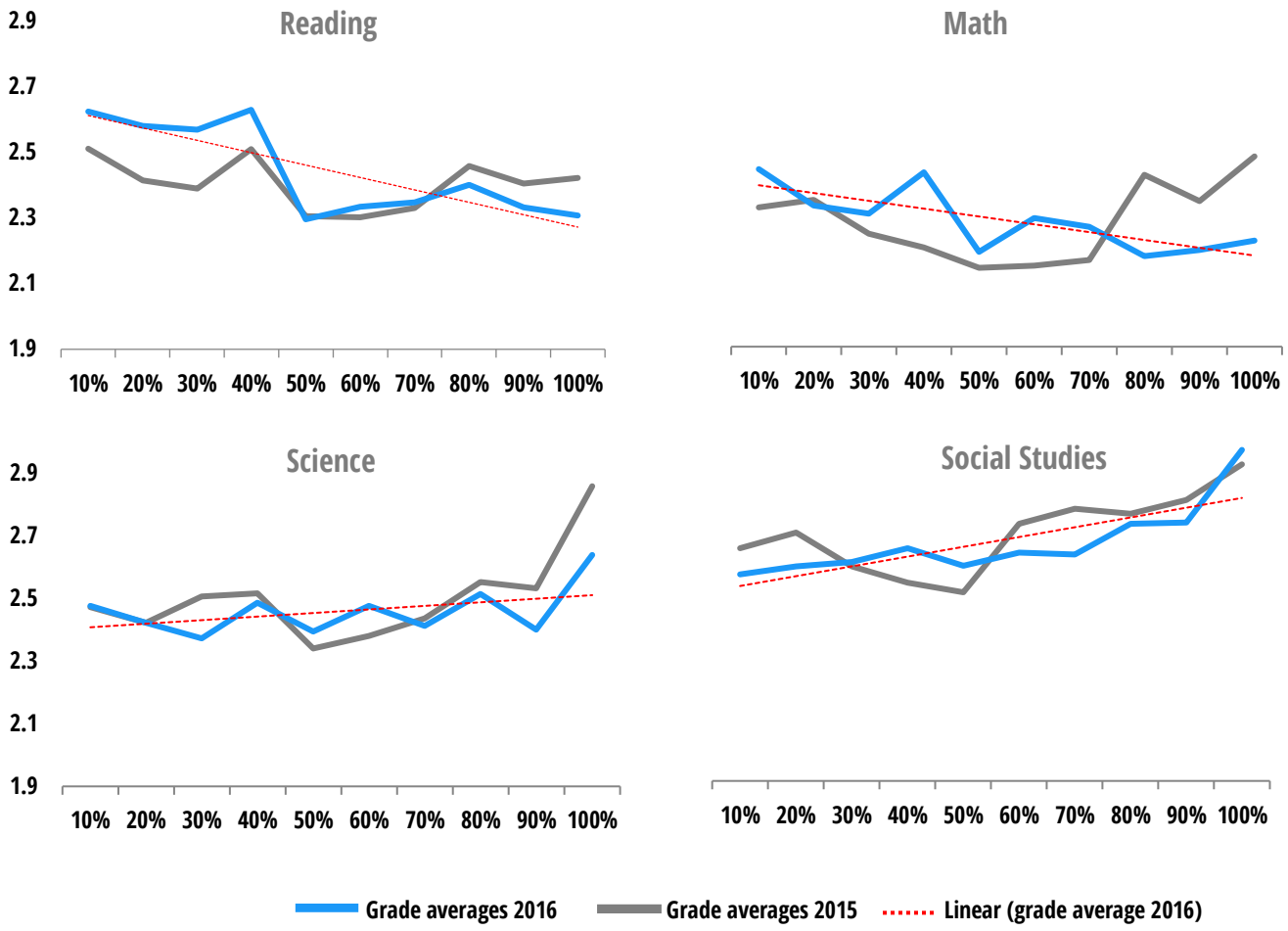


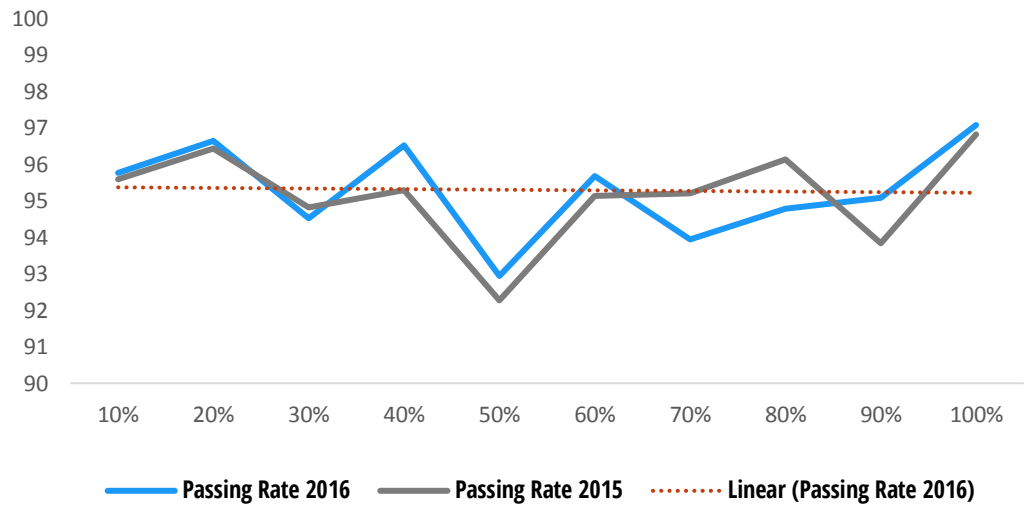
Table 8. Afterschool Center on Education (ACE) Participants' Course Completion, by School Year

Campus	Course pass percentage					
	Regular participants			Non-regular participants		
	2014–2015	2015–2016	Course pass percentage point change	2014–2015	2015–2016	Course pass percentage point change
Ann Richards	99.73	99.53	-0.20	99.41	99.19	-0.22
Burnet	94.68	93.96	-0.72	95.09	94.08	-1.01
Cook	95.67	95.09	-0.58	88.69	96.05	7.36
Lanier	87.07	86.45	-0.62↓	84.63	85.05	0.42
McBee	94.89	95.94	1.05	95.57	97.21	1.64
Webb	96.40	97.18	0.78	97.82	97.60	-0.22
Wooldridge	96.40	97.30	0.90	94.20	96.98	2.78

Source. ACE Austin participant records for 2015–2016; AISD student records (TEAMS_GRDS).
Note. Arrows indicate statistically meaningful changes from year to year ($p \leq 0.05$).

Figure 2.

ACE Austin participants who participated in the program between 90% or more of the time had significantly higher course passing rates.



ATTENDANCE OUTCOME

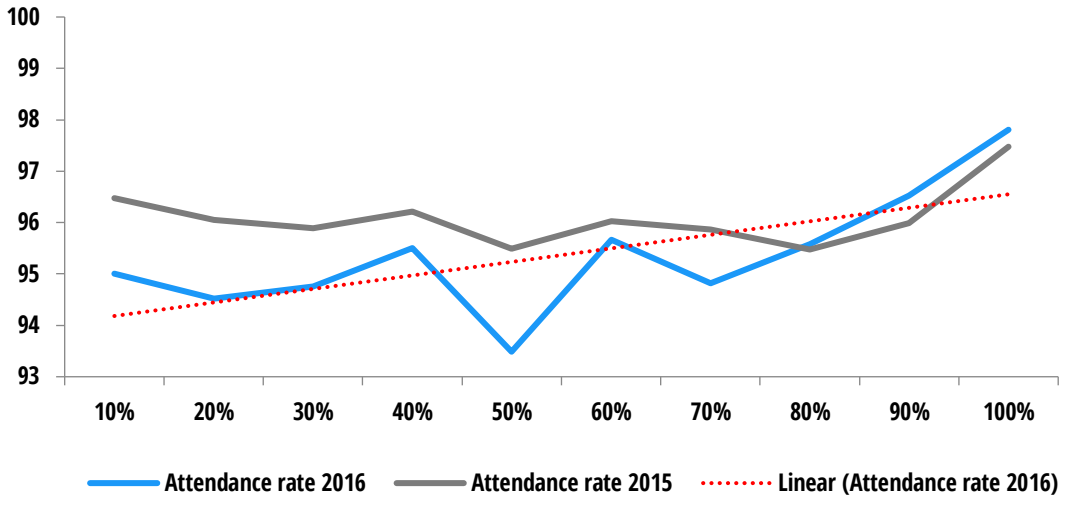
Program participants at Cook, McBee, and Wooldridge, met attendance goals of decreased school-day absences from 2014-2015 to 2015-2016 (Table 9). However, participants at Burnet, Lanier and Webb experienced a significant increase in school-day absences from year to year. Cycle 7 BGCCA participants who attended the program 80% or more of the time had higher attendance rates, regardless of campus of participation (Figure 3).

Table 9. Average School-Day Absences of Afterschool Center on Education (ACE) Participants, by School Year

Mean days absent	Participation status					
	Regular participants			Non-regular participants		
	2014–2015	2015–2016	Days absent change	2014–2015	2015–2016	Days absent change
Ann Richards	3.04	3.28	0.24	3.60	4.15	0.54↑
Burnet	6.60	9.73	3.12↑	6.66	10.20	3.56↑
Cook	8.22	7.99	-0.23	15.01	11.20	-3.91↓
Lanier	8.68	12.50	3.79↑	11.60	14.50	2.92↑
McBee	5.68	5.16	-0.52	4.94	4.76	-0.19
Webb	6.20	8.48	2.28↑	7.97	11.60	3.61↑
Wooldridge	6.45	4.86	-1.59↓	6.13	4.20	-1.93↓

Source. ACE Austin participant records for 2015–2016; AISD student attendance records.
Note. Attendance was calculated for students who were enrolled at ACE Austin campuses during 2014–2015 & 2015–2016 school years.
Note. Arrows indicate statistically meaningful changes from year to year ($p \leq 0.05$).

Figure 3.
ACE students who participated in the program more number of days had significantly better school-day attendance rates.
Students who participated in the program 80% or more of the time had better school-day attendance rates in 2015–2016 compared to 2014–2015.



Discipline Outcome

Program participants (regular and non-regular) at Ann Richards, Cook, and Wooldridge met discipline outcome goals of either no removals or a decline in removals from 2014-2015 to 2015-2016 (Table 10). Further, participants at Lanier had significantly fewer discretionary removals in 2015-2016 compared to the prior year. Program participants at Burnet and Webb experienced an increase in year-to-year discipline removals. Amount of program participation had a significant impact on discipline removals. Participants who attended the program 80% or more of the time had fewer discipline removals compared to participants who attended the program less.

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

Campus	Type of discipline removal	Participation Status					
		Regular participants			Non-regular participants		
		2014–2015	2015–2016	Discipline removal change	2014–2015	2015–2016	Discipline removal change
Ann Richards	Mandatory	0.00	0.00	0.00	0.01	0.00	-0.01
	Discretionary	0.01	0.01	0.00	0.02	0.02	0.00
Burnet	Mandatory	0.02	0.09	0.07↑	0.04	0.07	0.03
	Discretionary	1.60	2.97	1.37↑	1.33	2.87	1.54↑
Cook	Mandatory	0.01	0.01	0.00	0.00	0.00	0.00
	Discretionary	0.24	0.12	-0.12	0.10	0.00	-0.10
Lanier	Mandatory	0.03	0.07	0.04	0.09	0.04	-0.05
	Discretionary	1.36	0.83	-0.53↓	1.88	1.16	-0.72↓
McBee	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.15	0.44	0.29↑	0.11	0.11	0.00
Webb	Mandatory	0.02	0.06	0.04	0.01	0.07	0.06↑
	Discretionary	0.55	1.51	0.96↑	0.86	1.58	0.72↑
Wooldridge	Mandatory	0.00	0.00	0.00	0.00	0.00	0.00
	Discretionary	0.20	0.20	0.00	0.80	0.07	-0.73↓

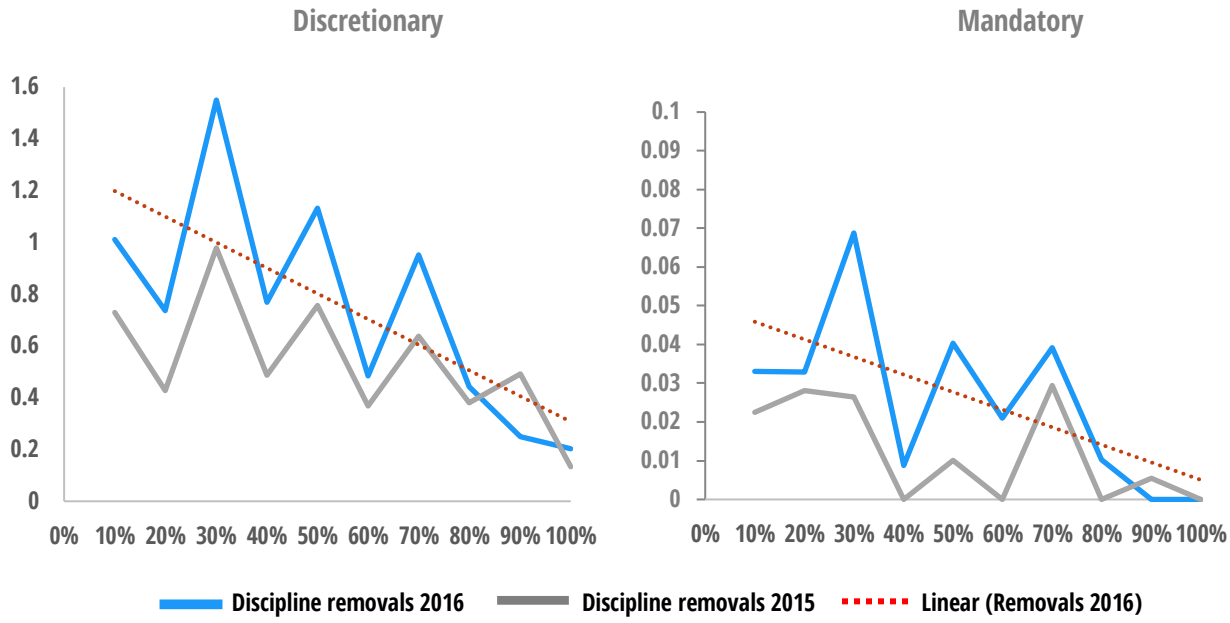
Source. ACE Austin participant records for 2015–2016; AISD student discipline records (ADIS)

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. Arrows indicate statistically meaningful changes from year to year ($p \leq 0.05$)

Figure 4.

Program participation had a significant impact on decline in discretionary and mandatory referrals.

ACE Austin participants who participated in the program 80% or more of the time had fewer discipline referrals (discretionary & mandatory).



Program Impacts

Overall results were mostly mixed on all three outcome goals for the Cycle 7 BGCAA campuses. None of the seven Cycle 7 BGCA campuses met all three outcome goals- increased academic achievement, decreased school-day absences, and decreased disciplinary referrals from year to year. Academic achievement results (increased year-to-year core subject GPA and course completion rates) were mixed for all seven Cycle 7 BGCAA campuses. Program participants at Cook, McBee, and Wooldridge, met attendance goals of decreased school-day absences from 2014-2015 to 2015-2016. Program participants (regular and non-regular) at Ann Richards, Cook, and Wooldridge met discipline outcome goals of either no removals or a decline in removals from 2014-2015 to 2015-2016. Regardless of campus of participation, students who attended after school program 80% to 90% or more of the time experienced significantly better results on all three school outcomes: academic achievement, attendance, and discipline.

Evaluator Commentary and Recommendations

Significant academic achievement outcome results were mixed for almost all Cycle 7 BGCAA campuses. Program participants at Wooldridge elementary school met most school outcomes: higher course completion rates, decreased school-day absences, and decreased discipline removals.

Program participants (regular and non-regular) at Burnet and Webb campuses experienced mean GPA rate increases from school year 2014–2015 to 2015–2016. Program participants at McBee had an increase in course completion rates over time.

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. In addition, identifying the specific programs and strategies used to address academic issues, specifically at campuses where the goal was met (Burnet, Webb, Wooldridge, McBee) 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.

Program participants at Cook, McBee, and Wooldridge, met attendance goals of decreased school-day absences from 2014-2015 to 2015-2016 (Table 9). However, participants at Burnet, Lanier and Webb experienced a significant increase in school-day absences from year to year.

To meet attendance outcome goals at these campuses a closer examination of and modification to program activities and components designed to address attendance issues is warranted. Again, identifying the strategies implemented to address attendance issues at Cook, McBee, and Wooldridge elementary school, where the goal was met, could prove useful in understanding how attendance related challenges could be handled at other campuses.

Program participants (regular and non-regular) at Ann Richards, Cook, and Wooldridge met discipline outcome goals of either no removals or a decline in removals from 2014-2015 to 2015-2016. Further, participants at Lanier had significantly fewer discretionary removals in 2015-2016 compared to the prior year. Program participants at Burnet and Webb experienced an increase in year-to-year discipline removals.

Refinement to 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.

Across all Cycle 7 BGCAA campuses, program participants who attended the program more (i.e., 80% or more of the time) experienced better academic, attendance, and discipline outcomes compared to participants who attended less frequently.

This finding underscores the importance for students to attend the afterschool programs on a regular basis in order to reap the benefits of the classes and activities being offered. Program providers should identify

and implement appropriate retention strategies such as incentives, point reward systems, better snacks/food, which would increase student engagement and improve attendance.

Evaluator Information

Evaluation of the ACE Austin program for the Cycle 7 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 2015–2016*; 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 the 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 2015–2016) was $52,000.

Appendix A

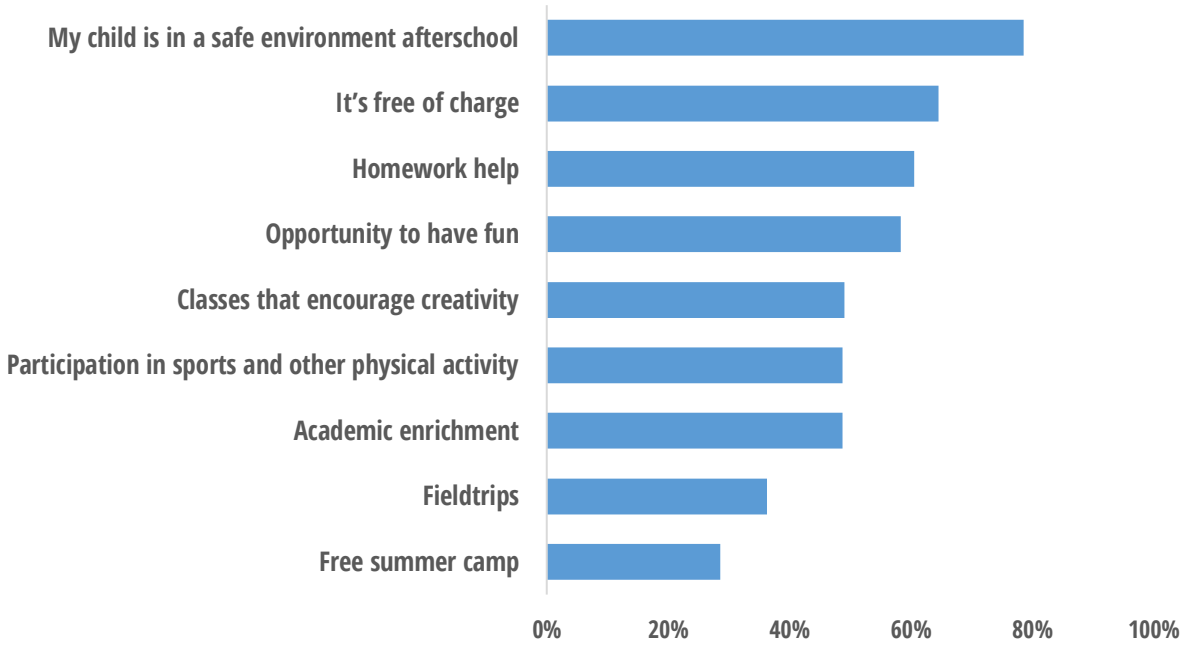
BGCAA Cycle 7 Parent Survey

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 322 parents of students who participated in ACE BGCAA Cycle 7 afterschool programs responded to the survey.

Results of the parent survey indicated that the following characteristics of the ACE afterschool program were considered most important (Figure 5): safe environment (79%), free of charge (65%), and homework help (61%). A large percentage of parent respondents felt their children showed better school attendance (67%), behavior (72%), and grades (75%) because of participation in the afterschool program (Figure 6).

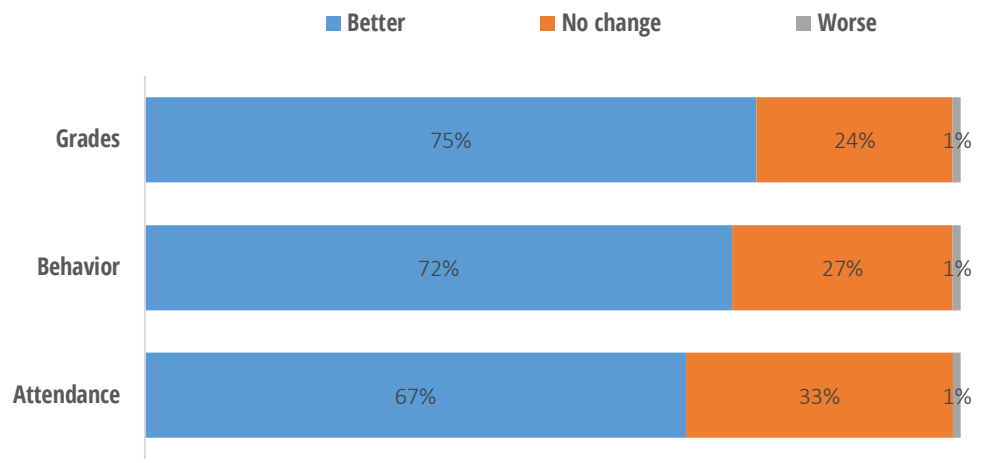
In addition, most respondents who participated in ACE parent classes or events indicated they were happy with their instructors (Table 11). Sixty-five percent of parent respondents reported they knew whom to contact when they had questions about the ACE program. Finally, most respondents (96%) felt that they were more connected to the school community as a result of attending these classes.

Figure 5.
ACE parent reported that the following qualities of the ACE Afterschool Program were most important



Source. ACE Austin Parent Survey 2016

Figure 6.
ACE parent reported that their children did better because of the Afterschool Program.



Source. ACE Austin Parent Survey 2016

Table 11.
Percentage of Parents Indicating They Liked the Instructor of ACE Classes or Events, by Events/Activity Type

	% liked the instructor
Coffee with principal	96%
English as a second language	100%
Family nights/Performances	99%
Love & Logic	96%
Social and emotional learning	100%
Strengthening families	97%
Zumba	98%

Source. ACE Austin Parent Survey 2016

Appendix B

BGCAA Cycle 7 Student Survey

The AISD ACE Program Student Survey was administered in Spring 2016 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 287 students from Cycle 7 BGCAA campuses completed the survey (response rate of 18%; Table 12). More than one-third of the survey participants were 4th graders. The demographics (e.g., gender, ethnicity, and LEP status) of the survey respondents were similar to those of the population of program participants (Figure 8).

Most of the survey respondents (94%) reported that they participated in enrichment programs. About half of the students were never home alone, and about one-fifth 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 9). Students who participated in academic assistance activities attended school more than did peers in other programs (Figure 10). Participation in enrichment programs did not have an effect on students' discipline removal rates (Table 13). Academic program participants received significantly higher GPAs in reading but not in math than their peers who did not participate in academic programs (Table 14). 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 15).

Table 12.

Survey response rates were low at most campuses.

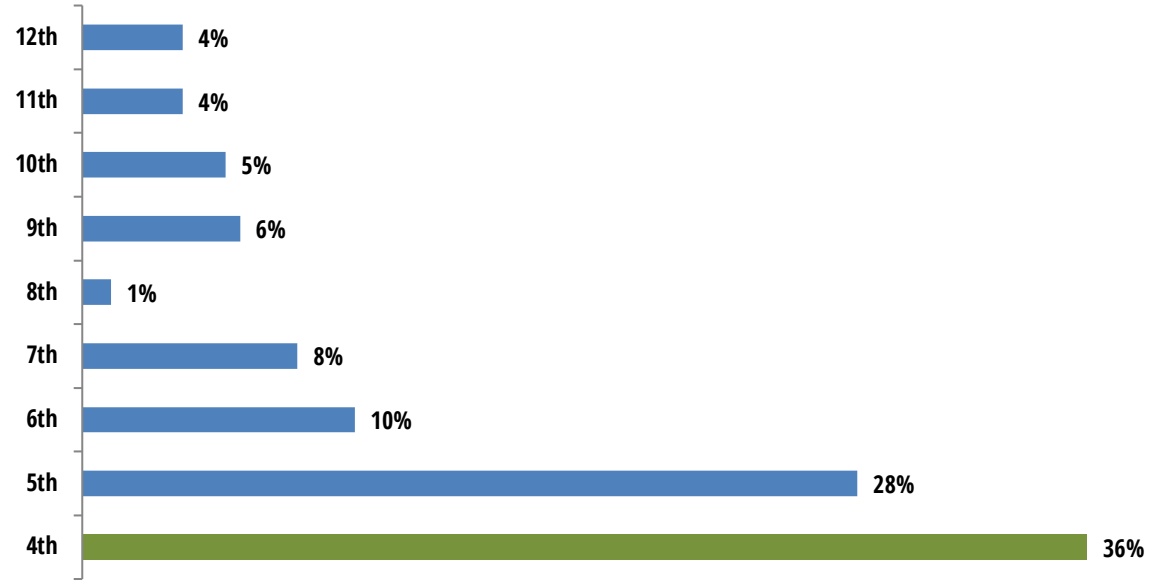
Campus Name	# of program participants*	# of survey respondents	Response rate
Ann Richards School for Young Women Leaders	569	54	9.5%
Burnet Middle School	275	50	18.2%
Cook Elementary School	68	26	38.2%
Lanier High School	260	50	19.2%
McBee Elementary School	68	28	41.2%
Webb Middle School	245	45	18.4%
Wooldridge Elementary School	86	34	39.5%
Cycle Total	1,571	287	18.3%

Source. AISD Afterschool Program Student Survey, 2015–2016; ACE Austin participant record for 2015–2016

* *Note*. 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.

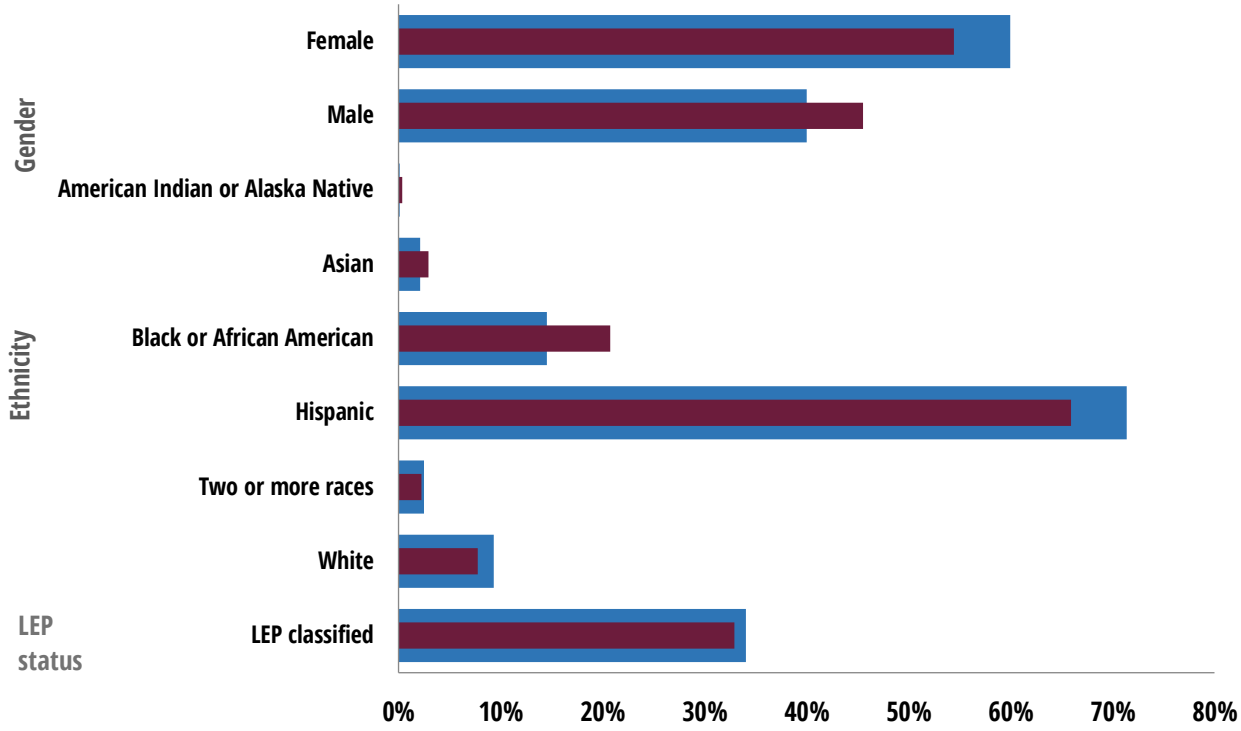
*The AISD Afterschool Program Survey was administered to students at grades 4 and above.

Figure 7.
The percentage of student survey partcipants was higher in 4th grade than any other grade.



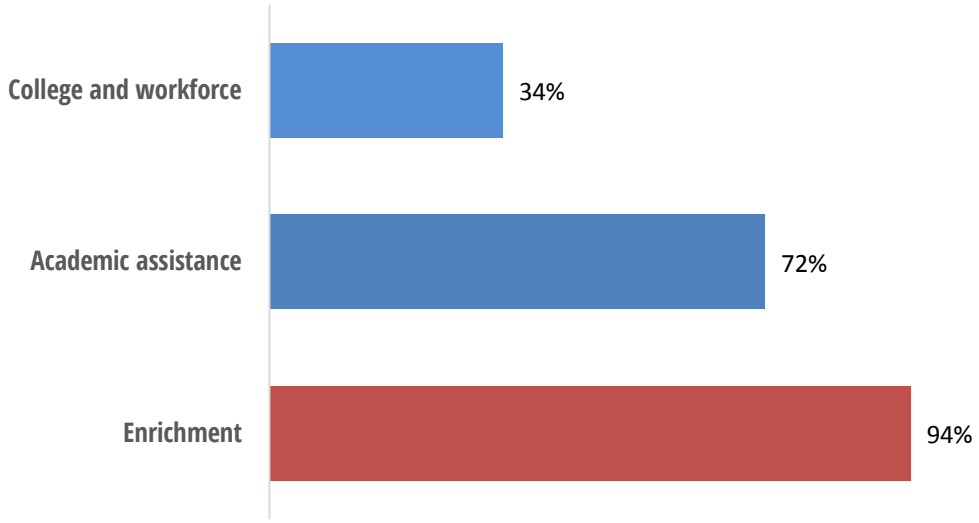
Source. AISD Afterschool Program Student Survey, 2015–2016

Figure 8.
Survey participants' demographics matched program participants' demographics in nearly all cases.



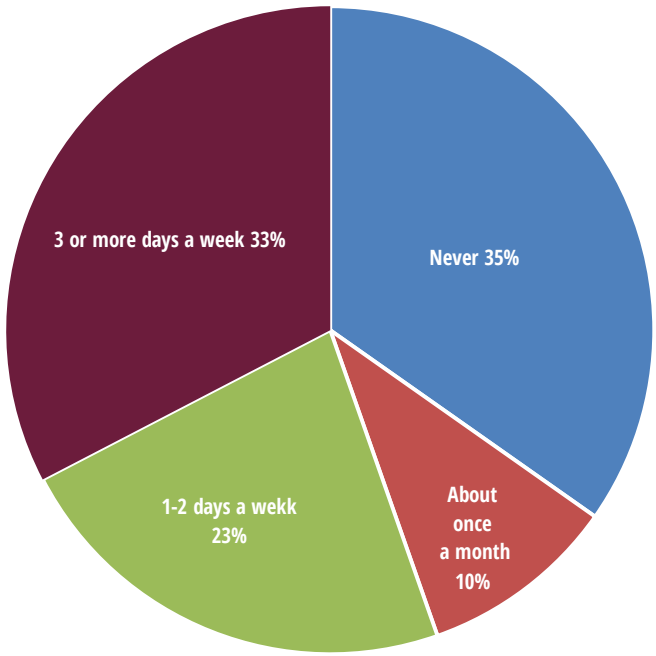
Source. ACE Austin participant record for 2015–2016; AISD Afterschool Program Student Survey, 2015–2016.

Figure 9.
More program participants enrolled in **enrichment activities** than in other programs.



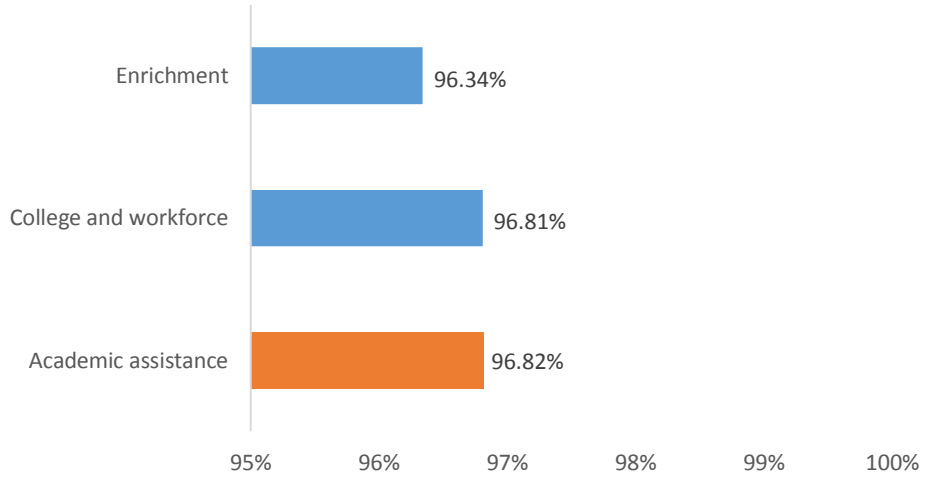
Source. AISD Afterschool Program Student Survey, 2015–2016

Figure 10.
Nearly 1/3 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, 2015–2016

Figure 11.
Students who participated in academic assistance activities attended school more than did peers in other programs.



Source. ACE Austin participant record for 2015–2016; AISD student attendance records (TEAMS_ATTENDANCE).

Table 13.
The differences between discipline removal rates of survey respondents who participated in enrichment programs and of survey respondents who participated in other program types were not significant.

Discipline removal rates	Enrichment program survey respondents			
	Mandatory removals		Discretionary removals	
	Participants (*n* = 272)	Non-participants (*n* = 18)	Participants (*n* = 272)	Non-participants (*n* = 18)
	0.03	0.06	0.55	1.22
Significant $p \leq 0.05$	-		-	

Source. ACE AISD participant record for 2015–2016; AISD student discipline records (ADIS).

Table 14.
The differences between math and reading GPAs of survey respondents who participated in academic programs and of survey respondents who participated in other program types were significant.

	Academic program survey respondents			
	Reading GPA		Math GPA	
	Participants (*n* = 179)	Non-participants (*n* = 60)	Participants (*n* = 181)	Non-participants (*n* = 64)
	2.35	2.24	2.18	2.24
Significant $p \leq 0.05$	*		-	

Source. ACE Austin participant record for 2015–2016; AISD student records (TEAMS_GRDS).

Table 15.

The majority of student survey respondents agreed on the survey items

Survey item	%	n
1. I like my afterschool classes.	95.0%	278
2. I feel safe in my afterschool program.	95.8%	284
3. The afterschool program keeps me from getting into trouble.	89.1%	265
4. I come to school more because of the afterschool program.	71.9%	263
5. I get help with my homework in the afterschool program.	87.1%	271
6. The afterschool program helps me learn skills that will help me get a job.	84.9%	258
7. The afterschool program helps me learn about how to get into college.	80.6%	258
8. The afterschool program gives me a chance to help others.	87.1%	271
9. The afterschool program helps me learn skills that will help me be a leader.	88.6%	263
10. In the afterschool program I have the opportunity to do things I like.	92.9%	281
11. My afterschool program makes learning fun.	87.8%	271
12. School is easier because I come to the afterschool program.	78.0%	268
13. My afterschool program teachers make me feel my school work is important.	89.4%	264
14. Someone in my family went to activities or events held in my afterschool	63.8%	243
15. The afterschool program teaches me about my health (e.g. the importance of eating healthy, exercising)	86.9%	260
16. I get to do math and science projects in my afterschool program.	73.6%	254
17. I trust the afterschool program teachers here.	94.4%	269
18. I would sign up again for the afterschool program.	93.8%	272
19. I am sure that I will finish high school.	96.7%	275
20. I am sure that I will go to college.	94.1%	253
21. My life now is the best it could possibly be.	83.7%	258
22. My life in five years will be the best it could possibly be.	88.7%	230

Source. AISD Afterschool Program Student Survey, 2015–2016

Appendix C

BGCAA Cycle 7 & 8 Student Focus Group Summary

The AISD evaluation team conducted student focus groups with Afterschool Center on Education (ACE) program participants in the spring of 2016. Student participants ranged from 3rd to 12th grade and attended the program at one of six schools (five elementary schools were represented by 44 students, and one high school by nine students). 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. About half of the focus group participants had participated in the afterschool program for one to two years and about 40% participated in the program for three to four years.

Attitude towards the Program

Favorite activities

When asked what aspects of or activities in the Afterschool Program they liked most, participants' responses varied and the following were the most common answers: Physical activities and sports (*n* = 11); Science and engineering projects (*n* = 5); Homework help (*n* = 4); Arts (*n* = 5). In addition, a few students indicated they liked the computer hours, math class, and tutoring. The high school students reported that they liked all those activities or events in the program, including the service with the city, college and career fest.

Purpose of the program

Participants were asked what they thought was the purpose of the after school program. Their responses (*n* = 22) 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* = 17)

Provide fun activities (*n* = 3)

Help students get their homework done (*n* = 3)

If the ACE program was not available, 16 out of 27 student participants thought they would go home, playing games, watching TV or just sleeping or doing nothing. Three of them said they would wait in the school office, sometimes for a long time until their parents came to pick them up. Some of them also indicated that they would go outside and play (*n* = 5) and others believed that they would go to other afterschool programs (*n* = 2).

Participants were also asked whether being in the after school program changed the way they felt about school. A total of 19 responses were collected, and of these, about half (*n* = 11) 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 homework done. However, a few of the responses to this question (*n* = 8) 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 24 responses, many indicated that students planned to advance to the next grade (*n* = 5). At one elementary school, students indicated that they were working to earn more points to get the rewards in the afterschool program. At the high school, the afterschool program participants were striving for a higher level of their community service.

When asked about their goals for after high school, the majority of responses (33 out of 43) indicated that students intended to go to college. Their career choices converged on the following professions: Athletes (*n* = 12), doctor (*n* = 7), veterinary doctor (*n* = 3). In addition, two or fewer students also indicated an interest in studying to become an artist, a biologist, a lawyer, an engineer, or a police officer. A few respondents also indicated they were unsure of their goals for after high school.

Almost all student participants (18 of 19) reported that the afterschool program had helped them achieve their goals. The program was reported to be helpful in general (*n* = 3). One student stated: "(The afterschool program) make you believe in yourself that you can do something." Some students thought that the program had helped them to get better grades, to eat more healthy things, and to become more independent.

Program Environment

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

When asked for ideas on how to improve the program, participants suggested the following changes: Provide better food (*n* = 7); add more outside activities and/or games (*n* = 12); better arrangement of space sharing for younger kids and older kids; some additional classes such as sex education class, anger control class, and dealing with bully class.

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