

After School Centers on Education Cycle 6, 2010-2011

Austin Independent School District

**Barrington Elementary School
Harris Elementary School
Norman Elementary School
Pecan Springs Elementary School
Winn Elementary School
Wooten Elementary School
Fulmore Middle School
Pearce Middle School
Reagan High School
Travis High School**



Austin Independent School District Department of Program Evaluation

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This report was developed to meet the Texas Education Agency (TEA) reporting requirements of the After School Centers on Education (ACE) program funded through federal 21st Century Community Learning Center grants. The mandated report elements and outline were provided by TEA in Appendix 25 of the PRIME Blueprint for Texas ACE.

EXECUTIVE SUMMARY

The Afterschool Centers on Education (ACE) is the program administered through the Texas Education Agency 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. Austin Independent School District (AISD) currently has two Cycle 6 ACE grants. This report examines outcomes for Cycle 6, AISD, which serves 3,625 students from a total of ten AISD campuses- six elementary schools: Barrington Elementary School, Harris Elementary School, Norman Elementary School, Pecan Springs Elementary School, Winn Elementary School, and Wooten Elementary School; two middle schools: Fulmore Middle School, and Pearce Middle School; and two high schools: Reagan High School, and Travis High School.

RECOMMENDATIONS

Finding 1: Program participants had better attendance rates than non-participants at all Cycle 6, AISD campuses.

Recommendation 1: Given the positive results for ACE Austin program participants related to school attendance outcomes, it is recommended that program components aimed at improving school-day attendance continue to be incorporated at all campuses.

Finding 2: Program participation had mixed results regarding discipline removals. The percentage of program participants with mandatory removals was lower than the percentage of non-participants with mandatory removals at all campuses except for Pecan Springs. However, the percentage of participants with discretionary removals was higher than the percentage of non-participants with discretionary removals at most campuses except for Barrington, Fulmore, Pearce and Travis.

Recommendation 2: To meet discipline outcome goals, a closer alignment of program activities designed to address discipline issues is warranted, especially at Pecan Springs, where the percentage of participants with discipline removals (mandatory or discretionary) was higher than the percentage of non-participants with discipline removals. Identifying the specific programs and strategies used to address discipline issues, specifically, at Barrington, Fulmore, Pearce, and Travis, where the goal was met, 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.

Finding 3: Program participants had greater mean school year GPA's compared to non-participants at most Cycle 6, AISD campuses. Program participants, on average had greater mean school year grade point averages compared to non-participants at all campuses except for Norman and Wooten elementary campuses.

Recommendation 3: Given the mostly positive results for ACE Austin program participants related to school year GPA, it is recommended that program components aimed at improving school year GPA continue to be incorporated at all campuses, particularly at Norman and Wooten, where goals were not met.

Finding 4: Academic achievement (TAKS passing rates) outcomes provided mixed results; participants showed gains only in some TAKS subject areas. Overall, a greater percentage of program participants met TAKS passing standards in all four TAKS subject areas compared to non-participants. At the campus level, at both high schools, Reagan and Travis, as well as at Fulmore middle school, more participants than non-participants met standards for all subjects.

However, a lower percentage of participants met TAKS passing standards in Reading, Mathematics, and Science compared to non-participants at Winn and Wooten campuses. Social Studies TAKS is not administered at elementary school campuses.

Recommendation 4: Given the mixed results for ACE Austin participants related to academic achievement, it is recommended that academic-related afterschool programs implement changes to better align with program goals, particularly at Winn and Wooten. In addition, refinements to components that are effective should be ongoing, so that they may continue to meet the needs of students at each campus.

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INTRODUCTION

PURPOSE OF PROGRAM

The Afterschool Centers on Education (ACE) is the program administered through the Texas Education Agency 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. Austin Independent School District (AISD) currently has two Cycle 6 ACE grants. This report examines outcomes for Cycle 6, AISD, which serves 3,625 students from a total of ten AISD campuses- six elementary schools: Barrington Elementary School, Harris Elementary School, Norman Elementary School, Pecan Springs Elementary School, Winn Elementary School, and Wooten Elementary School; two middle schools: Fulmore Middle School, and Pearce Middle School; and two high schools: Reagan High School, and Travis High School.

NEEDS ASSESSMENT AND HOW THE AFTERSCHOOL PROGRAM ADDRESSED THAT NEED

During the summer of 2010, a campus needs assessment was conducted for each campus. The program leadership: (a) analyzed indicators including TAKS scores, student socio-economic status, school disciplinary referrals, student and family mobility, school dropout and completion rates, and college readiness; (b) reviewed each school's Campus Improvement Plan, and (c) conducted in-depth interviews with school administrators, staff, teachers, community members, partners, parents, and students to identify gaps in services on each campus and the surrounding neighborhoods. Common themes emerged indicative of the campus needs which included opportunities for extended learning, youth development, and health and fitness, school safety, family engagement, and neighborhood safety.

Data from TEA's Academic Excellence Indicator System (AEIS) 2009-2010 report indicate that students at seven of the ten campuses served by the 21st Century Community Learning Center Cycle 6 grant are performing below district and state averages in all subjects on the Texas Assessment of Knowledge and Skills (TAKS) test. The percentage of students who are low SES (i.e., qualify to receive free or reduced price lunch) are above district and state averages for all ten schools, the percentage of students considered at risk of dropping out of school are above district and state averages for nine of the ten schools, and the percentage of students who are classified as limited English proficient (LEP) are above district and state averages for seven of the ten schools (Table 1).

Table 1. Description of Needs

School	Percentage Passing All TAKS Tests	Percentage Low SES	Percentage At Risk	Percentage LEP
Barrington Elementary School	67%	97.8%	78.7%	70.2%
Fulmore Middle School	64%	75.5%	59.9%	26.2%
Harris Elementary School	77%	97.4%	77.7%	68.4%
Norman Elementary School	76%	95.9%	47.1%	27.1%
Pearce Middle School	47%	96.3%	79.9%	41.1%
Pecan Springs Elementary School	64%	97.1%	54.1%	36.5%
Reagan High School	54%	88.35	86.6%	36.5%
Travis High School	56%	79%	78.3%	25.3%
Winn Elementary School	71%	96.1%	66.4%	48.9%
Wooten Elementary School	75%	98.1%	83.4%	72.9%
AISD	74	63.5	53.9	29.1
State	77	59	47.2	16.9

Source: 2009-2010 AEIS Reports, Texas Education Agency.

The need for afterschool, family literacy, and youth program development far exceeds the current capacity of existing programs at these schools. Neighborhoods in flux need a point of stability and these schools represent common ground; a place where people of all backgrounds can gather, support their children, and better themselves. In spite of the problems faced by these neighborhoods, there is already a strong commitment by the school leadership, neighborhood association, service providers, police, and other collaborators to make the community a better place for children. Together with their partners in this effort, these campuses have made connections with families that will keep children engaged in the educational process, increase academic achievement, improve life skills, build character, and help create a safer community.

Austin ISD and its community-based partners strive to provide a comprehensive range of high quality out-of-school-time academic assistance, enrichment, family and parental support, and college and workforce readiness activities. Funding from Cycle 6 was used to expand and align out-of-school-time programming at the ten schools in this grant. Afterschool Centers on Education (ACE) Austin's formal partners for the project included the Travis County 4-H Capital Project, Theatre Action Project, ACTIVE Life Movement, and the Boys and Girls Clubs of Austin. ACE Austin and its partners provide a continuum of center-based academic, family, and community supports, all guided by ACE Austin's

overarching vision: “Youth making a positive difference through learning, working, thriving, connecting, and leading.”

AFTERSCHOOL PROGRAM PHILOSOPHIES EMPLOYED

High quality out-of-school time programs are an integral part of the pipeline to graduation and college success. All of the services and activities for this project were designed based on research about what works in out-of-school time (OST) programs – primarily research from the Department of Education’s “What Works” Clearing House publication *Structuring Out-of-School Time to Improve Academic Achievement* (Beckett, et al., 2009) and research about family engagement from the Harvard Family Research Project (Westmoreland, 2009). The program uses an evidence-based assessment tool developed by the Weikart Center for Youth Program Quality and trains all afterschool staff members on best practices for activity development and implementation. In addition, all of the project’s family engagement activities are based on the national parent involvement standards established by the National PTA, including: (a) regular, two-way, meaningful, communication between home and school; (b) promotion and support of parenting skills; (c) active parent participation in student learning; (d) parents as welcome volunteer partners in schools, (e) parents as full partners in school decisions that affect children and families, and (f) outreach to community resources. ACE Austin and its partner’s take a coordinated approach to engaging families so that those most in need will have multiple points of entry into the continuum of services available through this program.

PROGRAM OBJECTIVES

The main goals of the youth and family after school programs offered by Foundation Communities 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 five primary objectives:

- Increase regular school day attendance
- Decrease discipline referrals
- Increase academic achievement through support and enrichment activities
- Increase promotion rates¹
- Increase graduation rates²

HOW IS THE AFTERSCHOOL PROGRAM PROGRESS MEASURED?

Across the ten ACE Austin afterschool campuses (Barrington, Harris, Norman, Pecan Springs, Winn, Wooten, Fulmore, Pearce, Reagan, and Travis), program participant outcomes will be compared to non-participants (students who attended the same campuses but did not participate in the

¹ Student promotion data will not be available until October, 2011 and therefore is not presented in this report.

² Student graduation data will not be available until October, 2011 and therefore is not presented in this report.

afterschool programs). Analyses will be conducted to determine if program participants had better outcomes than non-participants on school attendance rates, discipline removals, TAKS passing scores, and school-year grade point averages (GPA).

Table 2. Afterschool program objectives and description of how they are measured

Program objective	Measurement	Data Source
Program participants will have higher attendance rates than non-participants.	Mean school-day attendance rates	Program participation file, AISD student attendance records
The percentage of program participants with discipline removals will be lower than the percentage of non-participants with discipline removals.	Percentage of students with mandatory or discretionary discipline removals	Program participation file, AISD student discipline records
A greater percentage of program participants will meet TAKS passing standards for Reading, Mathematics, Science, and Social Studies compared to non-participants.	Percentage of students who meet TAKS passing standards for Reading, Mathematics, Science, and Social Studies	Program participation file, AISD student TAKS records
Program participants will have higher school-year GPA's compared to non-participant GPA's.	School-year GPA	Program participation file, AISD student grades records

Source: AISD Afterschool Program record

STATUS OF OBJECTIVES

Highlights of the evaluation outcomes are presented in Table 3. Please see the "Afterschool Program Outcomes" section below for more details.

Table 3. Status of afterschool program objectives

Program objective	Status
Program participants will have higher attendance rates than non-participants.	Met objective
The percentage of program participants with discipline removals will be lower than the percentage of non-participants with discipline removals.	Mixed results. Met objective at some campuses.
A greater percentage of program participants will meet TAKS passing standards for Reading, Mathematics, Science, and Social Studies compared to non-participants.	Mixed results. Met objective at some campuses.
Program participants will have higher school-year GPA's compared to non-participant GPA's.	Mixed results. Met objective at most campuses.

Source: AISD Afterschool Program record

DESCRIPTION OF PROGRAM

Table 4. Budget

Category	Projected	Actual	Cost per Regular Participant
Payroll	\$ 1,275,198	\$ 1,178,253	
Professional and Contracted Services	473,129	590,949	
Supplies and Materials	155,012	36,271	
Other Operating Costs	68,661	25,263	
Total	\$ 1,972,000	\$,830,736	\$ 505

Source: AISD Afterschool Program record

STRUCTURE OF PROGRAM

Building on its existing infrastructure of evidence-based out-of-school-time activities and partnerships, ACE Austin collaborates with a range of partners to provide a comprehensive, menu of before-school, after-school, and summer programming. Activities are offered at least 15 hours per week for 30 weeks during the academic year and for 20 hours per week for 4 weeks during summer. In school year 2010-2011, this grant served 3,625 students. All activities focus on the core 21st CCLC core component areas as follows:

- **Academic assistance.** ACE Austin offers a range of activities designed to improve student achievement by providing extra academic assistance and support in the form of tutoring and homework help for students who are struggling in the core subjects, including science, math, 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.
- **Enrichment.** ACE Austin offers a variety of skill-building enrichment activities to which most 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.

- **Family Engagement.** ACE Austin staff partner with the AISD Adult Education Department and each school's Parent Support Specialist to provide family engagement activities that help connect families to schools and enable them to better support their children's academic achievement. Services include: English language support for limited English proficient students; technology classes; parent support classes that focus on college readiness, child development, positive behavior, and ways to support student academic achievement; and family fitness nights, offered in partnership with ACTIVE Life Movement, a national organization dedicated to healthy lifestyles for all.
- **College and Workforce Readiness/Awareness.** In the fall semester ACE Austin implemented the *Get Ready for College* program at Harris, Pecan Springs, and Winn Elementary Schools. Students were targeted based on teacher 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 on careers and educational attainment, presentations from guest speakers, and information about the importance of high school graduation and college attendance.

AFTERSCHOOL PROGRAM STAFF, PROFESSIONAL DEVELOPMENT, AND EXPECTATIONS OF PERFORMANCE.

It is expected that all staff hired will be qualified to work with youth and have the experience necessary to provide high quality enrichment and academic services for youth. It is also expected that staff will arrive at the center prepared and ready to deliver these activities for youth and families. Staff will be expected to dress appropriately, behave professionally, and observe all standards of care developed by the ACE Austin Afterschool Program. Students are to be supervised at all times and proper procedures for signing in and out will be followed.

Table 5. Afterschool Center Roles

Staff Title	Responsibilities	Qualifications
Project Director	Coordinate all program planning, implementation, evaluation, budget management and reporting to TEA. Hire, supervise, and evaluate program staff, as well as develop partnerships and secure and supervise CBO's. Monitor program implementation. Serve as a liaison between school staff and partners. Attend 21 st CCLC training sessions as required.	Degree in education or related field with experience in youth development. Evidence of leadership with strong organizational, interpersonal, and problem solving skills. Knowledge of community resources required.
Quality Coordinator	Coordinate and facilitate the activities of the Afterschool Task Force. Work with area Universities to recruit and retain staff, monitor program curriculum and instruction regarding partner contributions to maintain quality and eliminate duplication of services. Seek community partners to assist with youth and family programming. Establish training schedules for program staff and instructors. Serve as ACE Austin liaison to CTAN's YPQ Initiative. Attend 21 st CCLC training sessions as required.	Degree in education or related field with experience in youth development. Evidence of leadership with strong organizational, interpersonal, and problem solving skills. Knowledge of OST Best Practices and community resources required.
Site Coordinators	Conduct annual campus needs assessment; organize student and parent program activities; recruit instructors from the school staff, parents, and community; secure materials and supplies; monitor attendance; process payroll; assure security; organize campus-level advisory committee, attend ASTF and campus CAC meetings; assist in development of the annual center service delivery plan. Attend 21 st CCLC trainings as required.	Degree preferred, H.S. diploma accepted; bilingual preferred. Some experience in youth services field. Requires good organization and budgeting skills.
Instructional Staff	Responsible for preparing and teaching TEKS aligned classes that support and complement the regular day curriculum without repeating; creating hands-on experiences that are fun and educational	Expertise and /or desire to share knowledge with students; ability to create interesting, meaningful yet fun classes for students to stay engaged in school.

Source: Afterschool Program records

ACE Austin's training calendar was extensive. In addition to new employee orientations, and district and campus training sessions, staff attended webinars and regional training sessions provided by Edvance. All afterschool instructors participated in Youth Program Quality (YPQ) training sessions that were offered throughout the year, assessment tools and technique sessions, and instructional models sessions. To ensure that all TEA objectives were met, each objective had a professional

development strategy for implementation. As part of the lesson planning training, afterschool staff learned how to assess learning styles, determine student progress, and assess portfolios. Strategies for professional development included:

- Professional development for all afterschool instructors about Department of Education evidence-based practices in lesson planning, instruction, tutoring, and homework assistance.
- Professional development for all afterschool instructors and staff about effective youth development practices and the development of high-interest, developmentally appropriate activities.
- Recruitment and training of adult advocates and assignment of trained advocates to targeted students in order to provide tutoring and mentoring on a consistent basis.
- Professional development for all afterschool instructors and staff about evidence-based Positive Behavior Support strategies.

AFTERSCHOOL PROGRAM ACTIVITIES OFFERED

The grant requires four activity categories to be provided at funded sites: academic assistance, enrichment, family and parental support services, and college and workforce readiness. Key elements of the 21st CCLC program offered at the ten Cycle 6 centers include:

- **Academic Assistance.** Students were provided with opportunities to learn study skills, learning styles, and problem solving through a variety of creative curricula. Students also received assistance with homework and other class assignments. Activities included: academic preparation, academic tune up, brick lab, Homework Haven, Power hour.
- **Enrichment.** A variety of enrichment activities were provided to students.
 - **Literacy Enrichment:** Students practiced literacy skills through activities that focused on writing, reading, comprehension, language development, and storytelling. Activities included: debate, Readers Theatre, book clubs, story time, Read It and Eat It, performance poetry, and Teen Reporters. All activities were TEKS aligned.
 - **Math Enrichment:** Students increased their knowledge of mathematics through activities that focused on higher-order thinking, numerical sequencing, and order of operations. Activities included math games, math pentathlon, money matters, math puzzles, and number sense. All activities were TEKS aligned.
 - **Outdoor & Environmental Education:** Students developed a sense of stewardship and general appreciation for the environment and the impact of human activity on our outdoor resources. Activities included: world garden club, conservation, recycling, sports fishing, environmental club, and camping skills. All activities were TEKS aligned.

- Science Enrichment: Students increase their knowledge of the natural world through activities that focused on scientific exploration, the scientific method, and hands-on discovery. Activities included: plant and animal science, water ecology, Dinosaur Detectives, rocketry, space exploration, Plant Pals, and physical science. All activities were TEKS Aligned.
- Social Studies Enrichment: Students increase their awareness of culture, history, diversity, community, and current events through activities that focused on exploring the world around them. Activities included: humanities studies, current events, Texas Tales, multicultural studies, and culture months. All activities were TEKS Aligned.
- Arts & Crafts: Students developed an appreciation of handicrafts and a deeper understanding of the social and economical role of craftwork in our society through a variety of activities. Activities included: general arts and crafts, clay work and pottery, embroidery and sewing, quilting, leatherwork, model making, origami puppet making, and scrap booking. All activities were TEKS aligned.
- Driver Education: Eligible high school students completed the classroom component of Driver's Education. The activity included Texas state laws regarding driving, alcohol and drug use, and vehicle maintenance.
- English Academies: Students and their families had the opportunity to learn and practice their English through engaging enrichment classes that focused on language development, reading, writing, and public speaking. Activities included: public speaking, fun with books, book club, creative writing, and sign language. All activities were TEKS aligned.
- Fine Arts: Students developed an appreciation for the fine arts as a forum for creative and positive self-expression. Through music and the performing and visual arts, students practiced skills related to comprehension, literacy, and higher-level thinking. Activities included: drawing, painting, acting, cultural dance, singing, music, drums, and acting for the camera. All activities were TEKS aligned.
- Games, Games & More Games: Students practiced teamwork, strategic thinking, sportsmanship, conflict resolution, problem solving, and cooperation skills through activities such as strategy games, board games, game tables, puzzles, and role-playing. All activities were TEKS aligned.
- Health & Fitness: Students participated in traditional and non-traditional sports, active games, cooperative games, and/or team building activities for the purpose of developing strong, healthy bodies and healthy lifestyles. In addition, students learned about healthy eating habits and making healthy food choices. Activities included:

sports, martial arts, international cooking, golf, Pilates, and strength and speed development. All activities were TEKS aligned.

- Youth Leadership / Development: To be successful adults, children must develop strength of character and the ability to make complex decisions. Youth leadership and development opportunities help build these skills and include activities such as scouting, student council, teen talk, girl power, junior staff, leadership clubs, Peacemakers club, teambuilding, challenge courses, and mentoring. All activities were TEKS Aligned.
- **Family and Parental Support Service.** Adult family members of participating ACE Austin students were provided with opportunities to increase their literacy and improve related educational development. Activities included informational sessions about positive behavior support, advocating for your child's education, Parent Connections, parent homework support, ESL and technology classes.
- **College and Workforce Readiness.** Students were exposed to a variety of career and post secondary opportunities through engaging and experiential explorations. Activities included: college visits, entrepreneurial exercises, Green Teens, Junior Achievement, Teen Teachers, career launch, and guest speakers. All activities were TEKS aligned.

RELATIONSHIP BETWEEN AFTERSCHOOL PROGRAM ACTIVITIES AND PROGRAM OBJECTIVES

Students were recruited and enrolled in the 21st CCLC program based on needs assessment data and student interest. These data were used to develop strategies that met the principles of effectiveness and supported the stated objectives. In addition, program activities were tailored to the specific social, emotional, and academic needs of students. Table 6 describes how the activities align with program objectives.

Table 6. Crosswalk of Program Activities and the Objectives They Address

Objectives	Academic Support	Arts and Crafts	College and Career Awareness	Driver Education	English Academies	Fine Arts	Games	Health and Fitness	Literacy Enrichment	Math Enrichment	Outdoor/Environmental Education	Science Enrichment	Social Studies Enrichment	Youth Leadership/Development
Improve Academic Performance	X				X	X			X	X	X	X	X	
Improve Attendance	X	X	X	X		X	X	X			X			X
Improve Behavior		X	X			X	X	X			X			X
Improve Promotion Rates	X		X			X			X	X		X	X	
Improve Graduation Rates	X		X			X			X	X		X	X	

Source: Afterschool Program records

AFTERSCHOOL PROGRAM INTEGRATION WITH THE REGULAR SCHOOL DAY

The strategies and activities employed by ACE Austin are aligned with the district mission and initiatives as well as state and local standards. Each strategy is designed to incorporate the district-wide Curriculum Roadmap, a week-by-week plan for classroom instruction for each grade level and subject, thus linking the afterschool program with the regular school-day instruction and ensuring consistency, continuity, and a cumulative acquisition of knowledge throughout grades and schools. Site coordinators serve on the individual Campus Advisory Councils and Child Study Teams to ensure that afterschool programs will be an integral component of the campus improvement plans.

SPECIAL EVENTS

Breakfast of Champions – October 14, 2010. The Breakfast of Champions honors persons and organizations that exemplify quality afterschool programs serving children and families in the greater Austin area in the following categories:

- ◆ Afterschool Staff Member
- ◆ Afterschool Volunteer
- ◆ At-Large
- ◆ Donors
- ◆ Legacy Leadership Award
- ◆ Partners
- ◆ Policymaker
- ◆ School District Employee

Lights On Afterschool! – October 21, 2010. Over 100 youth and their families attended a march from Woodridge Elementary School to Lanier High School. Participants rallied at the high school to enjoy performances given by the students.

Afterschool Showcase – May 14, 2011. Students from 50 schools showcase their talent and what they learned in their afterschool program. Over 2,000 parents and family members attended the event at Kealing Middle School.

PROGRAM PARTNERS, CONTRIBUTIONS, AND FINANCIAL RESOURCES

The afterschool program staff collaborated with community based organization staff to deliver services at each center. ACE Austin is committed to full partnership and involvement of community agencies in all aspects of program development and implementation. In year 2010-2011, contracts for \$590,949 worth of services at campuses, with an estimated value of \$766,308, leveraged additional services valued at \$176,154. The chart below describes each partner's contribution to the program.

Table 7. ACE Austin Partner Contributions

Partner	Contribution						
	Instructor	Volunteer	Curriculum	Other Partners	Funding	Paid	Not Paid
Boys and Girls Club of Austin Area	X	X	X	X			X
Theatre Action Project	X	X	X	X	X	X	
Capital Area 4H	X	X	X	X	X	X	
ACTIVE Life Movement	X		X	X	X	X	
AISD Adult Education	X		X			X	
Council on At Risk Youth	X		X				X
Communities In Schools	X		X				X
Travis County					X		
University of Texas U-Teach Program	X	X	X				X
University of Texas Bilingual Mentoring Program	X	X					X
Sustainable Foods Center	X		X	X	X		X

Source: Afterschool Program records

OTHER AFTERSCHOOL RESOURCES

Each center funded by this grant is in an AISD school that does not charge for the use or maintenance of the facility or utilities. ACE Austin seeks to complement, enhance, and, in many instances, extend services provided by other grants currently operating on these campuses, including Title I, Student Success Initiative (SSI), College Readiness, and School Improvement. AISD's Department of Family and Parent Support Services was a key contributor to the planning and implementation of parent activities for this project. This program collaborates with the AISD Student Support Services Department as needed for assistance in serving homeless students and other students with special needs. The AISD Department of Program Evaluation assists as required in obtaining data necessary for TEA reports. Together with its partners, ACE Austin staff facilitate and coordinate with other AISD departments to effectively leverage Federal, State, and local resources resulting in maximum benefit to the students.

AFTERSCHOOL PROGRAM OUTCOMES

EXPECTATIONS

The DPE evaluator and program staff, together, reviewed grant requirements and data being requested to determine availability of existing data sources and scope of work required to obtain requested data elements. An evaluation plan and timeline was developed for the program and published online (<http://www.austinisd.org/inside/accountability/evaluation/agenda.phtml>) as part of the DPE 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 to meet regularly to monitor progress and make any adjustments as necessary.

The evaluation plan is used to ensure continuous improvement for: (a) *Program Management* – monitors program operation, (b) *Staying on Track* – ensures that the program stays focused on the goals, objectives, strategies, and outcomes, (c) *Efficiency* – streamlines service delivery which helps lower the cost of services, (d) *Accountability* – produces evidence of program effects, and (e) *Sustainability* – provides evidence or effectiveness to all stakeholders.

The ACE Afterschool program uses TX21, the Texas ACE web-based tracking system to track student attendance and other program data needed for TEA reports. The DPE evaluator extracted student records from AISD's data warehouse and assisted program staff with formatting and data entry into TEASE for accurate reporting to TEA.

MEASUREMENT

Across the ten ACE Austin afterschool campuses (Barrington, Harris, Norman, Pecan Springs, Winn, Wooten, Fulmore, Pearce, Reagan, and Travis), outcomes were analyzed for two groups: participants, students who participated in an ACE Austin afterschool program and Non-participants, the comparison group of students who attended the same campuses but did not participate in an ACE Austin afterschool program.

Program participation files and AISD student records provided demographic information and results for each of the school-related outcomes:

Attendance rates

Average attendance rates were calculated across the student groups for both the participant and non-participant groups. Attendance rate is defined as the percentage of days enrolled in school that the student attended.

Discipline removals

To examine the program impact on discipline referrals, the percentage of students who were disciplined for either a mandatory referral or a discretionary referral was calculated for the participant and non-participant groups. Student discipline removals 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 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 persistent misbehavior.

Academic achievement

Academic achievement was measured using Texas Assessment of Knowledge and Skills (TAKS) scores, and school-year grade point average (GPA). For the participant and non-participant groups, the percentages of students who met the passing standard on the TAKS tests in reading, mathematics, science, and social studies were calculated, as were the mean GPAs, for coursework completed during the year.

OUTCOMES**Student Demographics**

The following demographic and outcome table's present program participant and non-participant data by the school campuses that the Cycle 6, AISD grant serves.

Table 8. Number of Students by Campus and ACE Austin Participation Status, 2010-2011

Cycle 6, AISD campuses	Participants		Non-participants		Total	
	number	percentage	number	percentage	number	percentage
Barrington	259	23%	887	77%	1,146	100%
Fulmore	374	35%	702	65%	1,076	100%
Harris	367	39%	582	61%	949	100%
Norman	240	58%	172	42%	412	100%
Pearce	212	56%	167	44%	379	100%
Pecan Springs	283	46%	338	54%	621	100%
Reagan	639	61%	414	39%	1,053	100%
Travis	619	38%	1,020	62%	1,639	100%
Winn	292	54%	253	46%	545	100%
Wooten	340	45%	415	55%	755	100%
Total Cycle 6	3,625	42%	4,950	58%	8,575	100%

Source. ACE Austin participant records for 2010–2011; AISD student records.

Table 9. Student Gender, by Campus and ACE Austin Participation Status, 2010–2011

Cycle 6, AISD campuses and participation level		Gender	
		Female	Male
Barrington	Participants	51%	49%
	Non-participants	46%	54%
Fulmore	Participants	45%	55%
	Non-participants	50%	50%
Harris	Participants	49%	51%
	Non-participants	47%	53%
Norman	Participants	50%	50%
	Non-participants	47%	53%
Pearce	Participants	46%	54%
	Non-participants	50%	50%
Pecan Springs	Participants	52%	48%
	Non-participants	48%	52%
Reagan	Participants	45%	55%
	Non-participants	45%	55%
Travis	Participants	42%	58%
	Non-participants	49%	51%
Winn	Participants	51%	49%
	Non-participants	46%	54%
Wooten	Participants	48%	52%
	Non-participants	51%	49%

Source. ACE Austin participant records for 2010–2011; AISD student records

Table 10. Student Grade Level, by Campus and ACE Austin Participation Status, 2010–2011

Cycle 6, AISD campuses and participation level		Grade level		
		Elementary school (Grades EE – 5)	Middle school (Grades 6 – 8)	High school (Grades 9 – 12)
Barrington	Participants	23%	N/A	N/A
	Non-participants	77%	N/A	N/A
Fulmore	Participants	N/A	35%	N/A
	Non-participants	N/A	65%	N/A
Harris	Participants	39%	N/A	N/A
	Non-participants	61%	N/A	N/A
Norman	Participants	58%	N/A	N/A
	Non-participants	42%	N/A	N/A
Pearce	Participants	N/A	56%	N/A
	Non-participants	N/A	44%	N/A
Pecan Springs	Participants	46%	N/A	N/A
	Non-participants	54%	N/A	N/A
Reagan	Participants	N/A	N/A	61%
	Non-participants	N/A	N/A	39%
Travis	Participants	N/A	N/A	38%
	Non-participants	N/A	N/A	62%
Winn	Participants	54%	N/A	N/A
	Non-participants	46%	N/A	N/A
Wooten	Participants	45%	N/A	N/A
	Non-participants	55%	N/A	N/A

Source. ACE Austin participant records for 2010–2011; AISD student records.

Table 11. Student Ethnicity, by Campus and ACE Austin Participation Status, 2010–2011

Cycle 6, AISD 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
Barrington	Participants	-	1%	10%	88%	-	-	< 1%
	Non-participants	-	< 1%	9%	87%	< 1%	1%	2%
Fulmore	Participants	-	2%	8%	64%	-	4%	22%
	Non-participants	1%	2%	8%	79%	-	1%	9%
Harris	Participants	< 1%	4%	13%	78%	< 1%	1%	3%
	Non-participants	< 1%	1%	15%	79%	-	2%	2%
Norman	Participants	< 1%	-	50%	45%	-	2%	2%
	Non-participants	1%	-	45%	50%	-	-	4%
Pearce	Participants	-	2%	38%	58%	-	< 1%	1%
	Non-participants	-	-	17%	77%	-	-	6%
Pecan Springs	Participants	< 1%	-	45%	52%	-	< 1%	2%
	Non-participants	< 1%	1%	34%	63%	-	1%	1%
Reagan	Participants	< 1%	1%	26%	69%	-	1%	2%
	Non-participants	< 1%	< 1%	18%	76%	-	< 1%	4%
Travis	Participants	1%	2%	14%	76%	-	2%	5%
	Non-participants	1%	1%	7%	86%	< 1%	< 1%	5%
Winn	Participants	-	-	38%	60%	-	1%	1%
	Non-participants	-	-	24%	67%	-	3%	6%
Wooten	Participants	-	-	5%	88%	-	1%	6%
	Non-participants	< 1%	1%	9%	81%	-	2%	5%

Source. ACE Austin participant records for 2010–2011; AISD student records.

Table 12. Student Limited English Proficiency Status, by Campus and ACE Austin Participation Status, 2010–2011

Cycle 6, AISD campuses and participation level		Limited English proficiency (LEP) status
Barrington	Participants	18%
	Non-participants	63%
Fulmore	Participants	12%
	Non-participants	30%
Harris	Participants	32%
	Non-participants	57%
Norman	Participants	38%
	Non-participants	42%
Pearce	Participants	26%
	Non-participants	24%
Pecan Springs	Participants	40%
	Non-participants	54%
Reagan	Participants	26%
	Non-participants	22%
Travis	Participants	7%
	Non-participants	30%
Winn	Participants	46%
	Non-participants	44%
Wooten	Participants	40%
	Non-participants	46%

Source. ACE Austin participant records for 2010–2011; AISD student records.

Attendance

Table 13. Mean Attendance Rates, by Campus and
ACE Austin Participation Status, 2010-2011

Cycle 6, AISD campuses	Mean school attendance rate	
	Participants (<i>n</i> =3,625)	Non-participants (<i>n</i> = 4,950)
Barrington	97.13	95.35
Fulmore	96.57	93.37
Harris	96.71	94.23
Norman	95.41	94.20
Pearce	94.63	90.01
Pecan Springs	96.55	94.36
Reagan	89.38	80.66
Travis	89.73	81.32
Winn	96.48	94.05
Wooten	96.30	95.33
All Cycle 6	93.99	90.63

Source. ACE Austin participant records for 2010–2011; AISD student attendance records (TEAMS_ATTENDANCE). Attendance was calculated for students who were enrolled at ACE Austin campuses during the 2010–2011 school year.

Discipline

Table 14. Percentage of Students with Discipline Removals, by Campus and ACE Austin Participation Status, 2010-2011

Cycle 6, AISD campuses	Mandatory removals		Discretionary removals	
	Participants (n = 3,625)	Non-participants (n = 4,950)	Participants (n = 3,625)	Non-participants (n = 4,950)
Barrington	0.00	0.11	1.54	1.69
Fulmore	0.80	3.85	20.86	28.63
Harris	0.27	0.34	3.54	2.75
Norman	0.00	0.00	2.50	1.74
Pearce	7.08	8.98	34.91	40.72
Pecan Springs	0.71	0.30	8.83	2.96
Reagan	3.91	4.59	19.56	16.43
Travis	3.39	4.51	13.73	16.57
Winn	0.00	0.00	11.99	3.95
Wooten	0.00	0.00	4.71	2.41
Cycle 6	1.85	2.24	12.72	11.52

Source. ACE Austin participant records for 2010–2011; 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., in our 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.

Academic Achievement

Table 15. School Year GPA, by Campus and ACE Austin Participation Status, 2010-2011

Cycle 6, AISD campuses	Mean GPA	
	Participants (n = 3,625)	Non-participants (n = 4,950)
Barrington	3.26	3.09
Fulmore	3.21	2.94
Harris	3.17	3.01
Norman	3.14	3.34
Pearce	3.08	2.71
Pecan Springs	3.19	3.18
Reagan	2.41	2.28
Travis	2.66	2.39
Winn	3.31	3.20
Wooten	2.77	2.92
All Cycle 6	2.94	2.88

Source. ACE Austin participant records for 2010–2011; AISD student records (TEAMS_GRDS)

Table 16. TAKS Passing Rates, by Campus and ACE Austin Participation Status, 2010-2011

Cycle 6, AISD campuses and participation level		Subject			
		Reading	Mathematics	Science	Social Studies
Barrington	Participants	77% (n = 146)	88% (n = 146)	74% (n = 47)	N/A (n = 0)
	Non-participants	81% (n = 201)	88% (n = 200)	83% (n = 40)	N/A (n = 0)
Fulmore	Participants	86% (n = 362)	83% (n = 362)	89% (n = 79)	96% (n = 79)
	Non-participants	75% (n = 610)	67% (n = 610)	62% (n = 210)	90% (n = 212)
Harris	Participants	80% (n = 238)	81% (n = 238)	73% (n = 60)	N/A (n = 0)
	Non-participants	75% (n = 96)	71% (n = 97)	77% (n = 22)	N/A (n = 0)
Norman	Participants	91% (n = 131)	91% (n = 131)	68% (n = 44)	N/A (n = 0)
	Non-participants	86% (n = 29)	86% (n = 29)	100% (n = 5)	N/A (n = 0)
Pearce	Participants	72% (n = 178)	67% (n = 180)	53% (n = 95)	78% (n = 96)
	Non-participants	73% (n = 120)	55% (n = 123)	33% (n = 61)	75% (n = 60)
Pecan Springs	Participants	81% (n = 189)	87% (n = 189)	65% (n = 49)	N/A (n = 0)
	Non-participants	77% (n = 39)	79% (n = 39)	69% (n = 16)	N/A (n = 0)
Reagan	Participants	82% (n = 431)	63% (n = 431)	66% (n = 259)	89% (n = 232)
	Non-participants	72% (n = 186)	55% (n = 188)	61% (n = 115)	86% (n = 96)
Travis	Participants	86% (n = 438)	74% (n = 435)	82% (n = 291)	92% (n = 275)
	Non-participants	77% (n = 607)	60% (n = 598)	64% (n = 334)	89% (n = 304)
Winn	Participants	80% (n = 186)	83% (n = 188)	67% (n = 46)	N/A (n = 0)
	Non-participants	89% (n = 38)	92% (n = 38)	75% (n = 4)	N/A (n = 0)
Wooten	Participants	90% (n = 185)	79% (n = 185)	67% (n = 48)	N/A (n = 0)
	Non-participants	100% (n = 76)	99% (n = 76)	100% (n = 18)	N/A (n = 0)
All Cycle 6	Participants	83% (n = 2,484)	77% (n = 2,485)	72% (n = 1,018)	90% (n = 682)
	Non-participants	77% (n = 2,002)	67% (n = 1,998)	63% (n = 825)	88% (n = 672)

Source. ACE Austin participant records for 2010–2011; AISD student records (TAKS)

Note. The percentages equal the number of those who met the passing standard, and *n* represents the number of students who took the TAKS in each specified category. Elementary school students do not have TAKS Social Studies data as this subject is only administered in grades 8, and 10.

ANALYSES

Summary of Findings

Analyses of the relationship between participation in ACE Austin afterschool programs and various school outcomes revealed that overall participation in an ACE Austin afterschool program was positively related to some degree to school attendance rates. However, effects of program participation on discipline removals and academic achievement were mixed.

Table 17. ACE Austin program participant performance by school-related outcomes, 2010-2011

Expectation	Outcome	Program Success?
Attendance	<p>↑ Participants had better attendance rates than non-participants at all Cycle 6, AISD campuses.</p>	Success
Discipline	<p>↑ The percentage of program participants with mandatory removals was lower than the percentage of non-participants with mandatory removals at all campuses except for Pecan Springs.</p> <p>↓ However, the percentage of participants with discretionary removals was higher than the percentage of non-participants with discretionary removals at most campuses except for Barrington, Fulmore, Pearce and Travis.</p>	Mixed
GPA	<p>↑ Program participants, on average had greater school-year grade point averages compared to non-participants at all campuses except for Norman and Wooten elementary campuses</p> <p>↓</p>	Mixed
TAKS	<p>↑ Overall, a greater percentage of program participants met TAKS passing standards in all four TAKS subject areas compared to non-participants. At the campus level, at both high schools, Reagan and Travis, as well as at Fulmore middle school, more participants than non-participants met standards for all subjects.</p> <p>↓ However, a lower percentage of participants met TAKS passing standards in Reading, Mathematics, and Science compared to non-participants at Winn and Wooten campuses. Social Studies TAKS is not administered at elementary school campuses.</p>	Mixed

RECOMMENDATIONS

Finding 1: Program participants had better attendance rates than non-participants at all Cycle 6, AISD campuses.

Recommendation 1: Given the positive results for ACE Austin program participants related to school attendance outcomes, it is recommended that program components aimed at improving school-day attendance continue to be incorporated at all campuses.

Finding 2: Program participation had mixed results regarding discipline removals. The percentage of program participants with mandatory removals was lower than the percentage of non-participants with mandatory removals at all campuses except for Pecan Springs. However, the percentage of participants with discretionary removals was higher than the percentage of non-participants with discretionary removals at most campuses except for Barrington, Fulmore, Pearce and Travis.

Recommendation 2: To meet discipline outcome goals, a closer alignment of program activities designed to address discipline issues is warranted, especially at Pecan Springs, where the percentage of participants with discipline removals (mandatory or discretionary) was higher than the percentage of non-participants with discipline removals. Identifying the specific programs and strategies used to address discipline issues, specifically, at Barrington, Fulmore, Pearce, and Travis, where the goal was met, 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.

Finding 3: Program participants had greater mean school year GPA's compared to non-participants at most Cycle 6, AISD campuses. Program participants, on average had greater mean school year grade point averages compared to non-participants at all campuses except for Norman and Wooten elementary campuses.

Recommendation 3: Given the mostly positive results for ACE Austin program participants related to school year GPA, it is recommended that program components aimed at improving school year GPA continue to be incorporated at all campuses, particularly at Norman and Wooten, where goals were not met.

Finding 4: Academic achievement (TAKS passing rates) outcomes provided mixed results; participants showed gains only in some TAKS subject areas. Overall, a greater percentage of program participants met TAKS passing standards in all four TAKS subject areas compared to non-participants. At the campus level, at both high schools, Reagan and Travis, as well as at Fulmore middle school, more participants than non-participants met standards for all subjects.

However, a lower percentage of participants met TAKS passing standards in Reading, Mathematics, and Science compared to non-participants at Winn and Wooten campuses. Social Studies TAKS is not administered at elementary school campuses.

Recommendation 4: Given the mixed results for ACE Austin participants related to academic achievement, it is recommended that academic-related afterschool programs implement changes to better align with program goals, particularly at Winn and Wooten. In addition, refinements to components that are effective should be ongoing, so that they may continue to meet the needs of students at each campus.

Where and why was the afterschool program successful?

Program participants had higher attendance rates than non-participants at all campuses. Further, program participants at both AISD middle schools- Fulmore and Pearce, appeared to achieve better outcomes on discipline, TAKS passing standards in some subject areas, and school-year GPA's compared to non-participants. Reagan and Travis High Schools also had better outcomes on academic achievement compared to non-participants at those campuses.

Where and why was the afterschool program less successful than anticipated?

Program participant outcomes were generally mixed on discipline, TAKS passing standards, and school-year GPA's when compared to non-participants at the elementary school level, particularly at Norman, Winn and Wooten.

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