

Afterschool Centers on Education

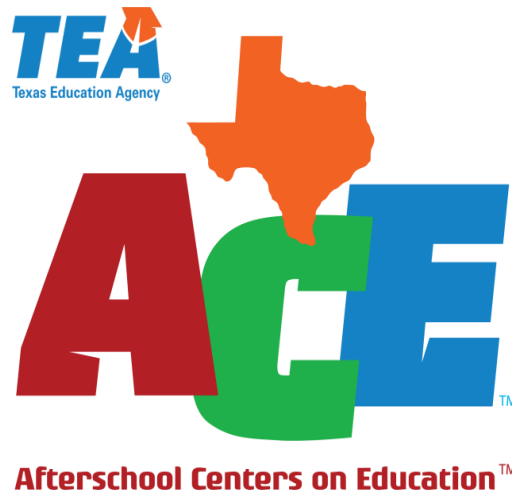
Cycle 10 Year 2

Hooks Independent School District

Final Report 2019-2020

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This report summarizes the Texas Education Agency's (TEA) reporting requirements of the Afterschool Centers on Education (ACE), as specified in the mandated report with elements provided by The Texas Education Agency (TEA), the American Institutes for Research (AIR), the Diehl Consulting Group, and the Texas ACE Local Evaluation Group.

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I. Executive Summary

Greg Abbott, Governor of Texas, issued a disaster proclamation on March 13, 2020, certifying that COVID-19 poses an imminent threat of disaster for all counties in the state of Texas and continues to spread and to pose an increasing, imminent threat of disaster throughout Texas. The Centers for Disease Control and Prevention (CDC) has advised that person-to-person contact heightens the risk of COVID-19 transmission. The President's Coronavirus Guidelines for America, as promulgated by President Donald J. Trump and the CDC on March 16th, 2020 call upon Americans to slow the spread of COVID-19 by avoiding social gathering in groups of more than 10 people. The Texas Department of State Health Services has now determined that as of March 19, 2020, COVID-19 represents a public health disaster within the meaning of Chapter 81 of the Texas Health and Safety Code. Under the Texas Disaster Act of 1975, the governor is responsible for meeting the dangers to the state and people presented by disaster (Section 418.001 of the Texas Government Code), and the legislature has given the governor broad authority to fulfill that responsibility. Greg Abbott, Governor of Texas, "by virtue of the power and authority vested in me by the Constitution and laws of the State of Texas, do hereby order the following on a statewide basis effective 11:59 p.m. on March 20th, 2020 and continuing until 11:59 p.m. on April 3, 2020, subject to extension thereafter based on the status of COVID-19 in Texas and the recommendations of CDC."

This is an unprecedented time in our history. The COVID-19 pandemic is having an impact on the health of our loved ones, the businesses we rely upon, the health of the global economy, and the way we live our daily lives. During these difficult days of COVID-19 there have been some incredible things happening in Hooks ISD. Throughout, this closure the district remained in constant contact with the Texas Education Agency (TEA), as well as monitored information from CDC, DSHS, State of Texas and U.S. Government so the district could make the most informed decisions possible.

Statement below is from Texas Education Commissioner, Mike Morath, on the Continuation of At-Home Instruction for the Remainder of the 2019-2020 School Year.

"Based on Governor Abbott's press conference held on April 17th, 2020, schools in Texas will remain closed for the remainder of the school year. In-person summer school will not be held as well.

Following on Governor Abbott's Executive Order issued on April 17th, 2020, it is important to note that while the Governor's decision continues the closure of school buildings for in-person classroom attendance for the duration of the 2019-2020 school year, it in no way ends at-home instructional support for Texas's millions of students. School districts across Texas have worked diligently to make the transition to virtual learning. Students must continue to receive daily academic support from their teachers and school for the remainder of the 2019-2020 school year.

Thank you to our superintendents, principals and teachers for their leadership in ensuring that academic progress continues during this unprecedented public health crisis. We fully support your efforts."

Last day of ACE instruction was March 16th, 2020. March 17th-March 27th were non instructional days (bad weather days, spring break, and Memorial Day). Instructional closure began March 31st, 2020.

The Afterschool Centers on Education (ACE) program is administered through the Texas Education Agency for the federally funded 21st Century Community Learning Center grant. The purpose of the ACE program is to support the creation of community learning centers that provided programs and activities that included after school tutorials to help students in grades K-12 to meet academic achievement standards; enrichment activities such as drug and violence prevention programs, product oriented education activities in art, music, STEM activities, technology programs, physical activities; family involvement activities such as Family Gardens, Trunk or Treat, Tai Chi Class, Christmas on Main and many other activities.

This report examines data that documents findings for program operations at the three participating campuses: **Hooks High School, Hooks Junior High, and Hooks Elementary as of March 16th, 2020.**

To determine the overall success of the program, we now look at the level of achievement of the ACE goals – Intermediate outcomes:

Strong level of Student and Adult Participation as of March 16th, 2020: Total enrollment at the three campus sites ranged from 92, 111 to 122 for a total of 325 students. Regular students (45 Day attendance) served ranged from 50, 63, to 114 for a total of 227. The number of adults served across all sites was 182; required 115.

The External Evaluator includes quality control and improvement processes in the monitoring role that consist of a series of announced site visits. During the 2019-20 school year, Project Director and External Evaluator conducted site visits with the campus afterschool programs to monitor program implementation. Common themes have emerged:

- “strong program alignment with the school day that includes shared understanding, activities aligned with TEKS”
- “provides activities targeted to student needs and interests that are hands on and different from the regular school day”
- “intentionally create opportunities for students and families to give input, use methods that document and collect input (survey, meetings, etc.) integrate their voice and choice in the delivery of the program”
- “staff are energetic and engaged and use techniques to help youth think through problems and reflect on learning”
- “program is organized but flexible, program offers a variety and balance of activities, instructional approaches, and group sizes”
- “homework time is organized and well-staffed for individual assistance”
- “transitions between activities are relaxed and organized and display clear evidence of procedures and behavioral expectations”
- “students enjoy the program”
- “amazing team of dedicated educators who are using the informal learning space of afterschool to enhance the lives of youth”
- “observed activity is well-planned, organized, and cognitively challenging”

Intermediate Outcomes:

- Hooks projected that regular students would increase proficiency in English/Reading, Math, Science, and Social Studies. Hooks did maintain academic performance with fall 2018 grades at 86% compared to fall 2019 grades at 86%. This is significant especially since the ACE students started out much lower than their non ACE peers.

The Hooks ACE program is a quality program which is a critical component in helping to increase the social and academic performance of the students it serves. The program targets working families, many of whom are single-parent, low-income, commuter families who would have no choice but to leave their child home alone if ACE were not available. In fact, of the parents who responded to the survey, 82% indicated that they work during the afterschool hours. In addition, Principals, Teachers, Parents and Students have all indicated that the program is helping to increase academic performance and conduct. A close examination of where successes occurred will be conducted and an analysis of what those

centers were doing to lead to the success will be undertaken. Results of the evaluation will be reviewed and shared with all centers, particularly those centers that did not achieve the same level of success.

Based upon the above findings and other observations, the Principal Solutions, Inc., external evaluator proposes two *findings and recommendations* for the 2020-2021 school year.

Finding: Due to the 2019-2020 school year ending March 16th, 2020 there may be significant gaps of academic learning with ACE students.

Recommendations: Continue to provide involvement by principals, assistant principals, and teachers in the implementation of the intentional planning of activities based on campus needs assessment and campus improvement plans.

Finding: Absenteeism trends showed an increase at Hooks Junior High at 135 fall 2018 to 373 fall 2019 as well as Hooks High School at 440 fall 2018 to 745 fall 2019.

Recommendations: Monitor attendance by grading period to identify students who have high absenteeism numbers. Provide incentives to increase days for Regular Participants with benchmark dates throughout the 2020-2021 school year to include 40 Days, 60 Days, 80 Days and 100 Days engagement. Some programs have a rewards system based on how many days youth attended 45 Days or more; those who attend 15 days in a month are invited to a pizza party or regular attending students are invited to take an educational field trip once a month or once a quarter. Having students suggest activities gives them a buy-in when that activity is offered.

A. Overall Strengths and Next Steps

Site Coordinator-Strengths and Accomplishments for Hooks Elementary

- During the 2019-2020 school year, the Elementary school provided After School programming for over 120 students, and over 115 of them attending the ACE program for more than 45 days. We provided Professional development for staff members on a weekly basis. Site Coordinator attended numerous conferences and continuing education programs throughout the Academic Year. Myself and many other staff members became NASP Certified Instructors.
- We had excellent attendance and participation from students and parents/families.
- We provided small group and one on one intervention to students every day, with Bilingual assistance when needed.

- Our site had partnerships with Spelling City, Gym-on-Wheels, BreakoutEdu, the Northeast Texas Apiary club, Texarkana Gardening Club, and NASP.
- Throughout the year we offered many educational opportunities with an emphasis placed on non-traditional opportunities: You Matter Club, NBA HOOPS Math, Archery through NASP, Gym-on-Wheels program, BreakoutEdu, OZOBOTS, Drones, Technology Today, Food Fun classes. Our You Matter Club performed for the School board and Seniors at their Senior Luncheon. We provided and made all the decorations for the Town of Hooks Christmas Tree on Main Street. We performed for the Christmas program as well as the Thanksgiving and Halloween offerings.
- We survived and Thrived during the COVID-19 Pandemic to provide educational opportunities to parents and students on a weekly basis and reached out to families and the community to fulfil the needs of those families.
- We were working on honing our skills to compete on the state level in Archery, but due to school cancelling we were unable to realize this goal.

Site Coordinator-Strengths and Accomplishments for Hooks Junior High

- **Strengths**

Great ACE Staff: Project Director, Family Engagement Specialist, Site Coordinators that go above and beyond to help each other

Good Working relationship with Campus Administration and core day teachers

Dedicated front line staff

Flexibility to offer students new activities and clubs that they choose

Partnerships with many outside vendors and volunteers to offer programming

- **Accomplishments**

Focused Math and Reading Intervention

Introduced new Activities (Clubs) to Program

- Archery Club in cooperation with NASP

- Chess Club

- Dungeons and Dragons Club

Cooking Club (refocused)

Drama Club

Learned about Veteran's Day and Made cards for High School event

Open House with Teacher Appreciation Letters

Partnered with High School ACE to have Drama and Dungeons and Dragons clubs be led by High School student volunteers

Partnered with Bowie County Juvenile Probation Office and ARISE Program: Importance of School and Students

Graphic Design

Design Graphics for T Shirts

Created Christmas ornaments with sublimation machine

Designed Bulletin Boards around School

Green Screen Edits

Created Multimedia Projects, Sculpted Bridges from Clay and Foil, Watercolor Painting, Painting with Pastels Art Contest and much more in Fine Arts

Mindworks Projects and Discoveries

Coding Club Introductions: Drones Raspberry PI's Virtual Reality

Site Coordinator-Strengths and Accomplishment for Hooks High School

- This year, one of our greatest accomplishments would be the creation and success of our new Dungeons and Dragons club. This club was the fastest growing and most successful new addition. Students were genuinely excited and looked forward to this class every week. The success of this class was so great that we eventually had to split it and open up a second session to accommodate more participation. Students were inviting their friends and it was exciting to see. We were also fortunate to have fantastic staff members willing to facilitate as well as participate in this group.
- The second accomplishment would be seeing the students take ownership in the program. This happened with the Dungeons and Dragons club as well as other activities like arts and crafts and the formation of an ACE choir. Students expressed an interest in the voice and choice survey

but faculty also noticed what students showed a true interest in music and got this group started. The COVID-19 break put a damper on the choir as it was getting started but it definitely created a building block for next year.

- Our ACE staff should be listed as one of our program strengths. I had a solid staff and watched them connected with students on several different levels. I had staff who would try to meet the academic needs of students any time they arose and were willing to go the extra mile to help ensure students completed their work and had the items they needed to succeed. I also saw staff connect with the social and emotional needs of students. I had staff members who would check in on student's personal well-being and who students would open up to.
- 100 day students! Another celebration worthy accomplishment would be the number of students to surpass 100 days in attendance. While the numbers could have been greater and were cut short due to the COVID-19 break, having 11 students meet this number was a great accomplishment. There were almost 20 more on pace to meet their 100 days. I believe this number showed the impact ACE had on its students and how it was an important part of their school routine.
- Student volunteers/mentors were also strengths to the program. We had high school students who mentored at the junior high campus for two separate groups. Some of our high school Dungeons and Dragons students helped mentor and get the junior high class up and going. We also had high school drama students help encourage and start the junior high Drama club.

The campus implemented school-wide plan to support white, economically disadvantaged students who are performing lower on STARR than their peers. The need to increase academic performance on STAAR Math and Reading is in the Campus and District Improvement plans. Both subjects are focused in academic enrichment and Mindworks. Technology classes utilized school day academic programs. Content teachers provide interventions using Skyward reports, ACE reports, and communication between stakeholders. DMAC and Skyward grades are discussed in teacher and administration

meetings to create clubs and identify content needs. Renaissance Learning-STAR reports show growth and track accelerated reading and math assignments. These are used for homework, peer tutoring and teacher intervention. Voice and choice surveys are used to create enrichment classes based on student choice, academic needs, and CCMR. Social emotional needs are addressed in ARISE and evidence based life skills class. Students are recommended by the administration, SRO, and teachers.

Hooks Elementary Action Plan

Improvement Area Identified-To support social emotional learning and foster social emotional growth in students.

- *CASEL (Collaborative for Academic, Social, Emotional Learning). ACE teacher/staff and school day teacher/staff input regarding the degree in which students are able to manage their emotions effectively. Various social emotional issues/situations have arisen that need to be addressed with students. This action will support social emotional learning and foster social emotional growth in students.*
- *Provide professional development during monthly staff meetings and weekly staff interactions.*
- *Implementation of a targeted SEL program as a session in the ACE program and expand on current programming to include SEL development into their programming.*

Hooks Junior High Action Plan

Improvement Area Identified-More enrichment programs tailored to student's wants and needs.

- *Provide professional development and online aides during monthly/weekly meetings.*
- *Use specialized teachers to help students achieve educational goals.*

Hooks High School Action Plan

Improvement Area Identified- Intervention plan for student behavior and academics. Offer career exploration in Mindworks and in enrichment classes.

- *School day teachers offering intervention during ACE sessions.*
- *Offer clubs and enrichment class choices to all students.*
- *BTS professional development for teachers. Curriculum includes math, reading, science, and writing elements.*
- *Study Island, Reading Renaissance Learning, Prodigy, and other technology websites that focus on TEKS.*

B. Brief Grantee and Center Overview

Hooks ISD completed year two of Cycle 10 21st CCLC grant providing afterschool funding at three sites: **Hooks High School, Hooks Junior High School, and Hooks Elementary School.** Each of these sites offered programming Monday through Thursday afternoons and were open 15 hours per week. Each center offered tutorials Monday through Friday for 45 minutes each morning. In an effort to accomplish 21st CCLC objectives, Hooks' ACE program administrators utilized a program schedule that included tutoring, homework, and academically-focused enrichment time. Each program opened upon school-day dismissal and remained open until 6:15 at Hooks Elementary, 6:30 at Hooks Junior High, and 6:35 at Hooks High school. Between August 20, 2019 and **March 16th, 2020 (due to COVID-19 schools did not open up for the remainder of the spring semester)** a total of **325 students** participated in afterschool activities. A total of **227 students were Regular Participants** (attended 45 days or more throughout the year). Academic activities were a substantial part of the Hooks ACE afterschool program. Students who struggle academically often need more time-on-task remediation. The afterschool ACE program in Hooks ISD provided those additional minutes of instruction that enabled teachers to use alternate strategies to assist with skill deficiencies. The afterschool program provided both individual and small group settings that allowed the teachers and staff to concentrate on the students' particular academic deficiencies. Compared to the school day, these programs' smaller groups, longer time slots and less formal settings provided opportunities for ACE students to study college environments, service learning projects, cultivate family gardens, enjoy a new hobby such as woodworking and have their love of discovery awakened in countless other ways.

According to the 2018-2019 Texas Academic Performance Report, Hooks High School had a student population of three hundred fifty (350) students in grades nine through twelve with 55.7% designated as economically disadvantaged. English Learners were at 2.0% and 38.9% of students were designated as At-Risk. As shown in **Table 1** the school's 2019 Accountability Rating was **Rated B** and Distinctions included *Academic Achievement in Mathematics*.

Table 1: Hooks High School CCLC After School Site by Gender and Ethnicity								
	Male	Female	African American	Asian	American Indian	Hispanic	White	Two or More
Total	61%	39%	17%	2%	3%	8%	70%	0%
Regular	38%	16%	12%	2%	2%	3%	35%	0%
Non-Regular	23%	23%	5%	0%	1%	4%	35%	0%
School Population	N/A	N/A	13.1%	0.3%	0.6%	8.6%	71.1%	6.3%

* Data Source: TX21st Year End Summary and 2018-2019 TAPR

According to the 2018-2019 Texas Academic Performance Report, Hooks Junior High School had a student population of two hundred fifty two (252) students in grades five through eight with 57.9% students designated as economically disadvantaged. English Learners were at 2.4% and 42.9% students were designated as At-Risk. As shown in **Table 2** the school's 2019 Accountability Rating was **Rated B** and Distinctions were earned with Academic Achievement in Mathematics.

Table 2: Hooks Junior High School CCLC After School Site by Gender and Ethnicity								
	Male	Female	African American	Asian	American Indian	Hispanic	White	Two or More
Total	44%	56%	27%	2%	2%	10%	59%	0%
Regular	26%	32%	17%	2%	1%	5%	33%	0%
Non-Regular	18%	24%	9%	0%	1%	5%	27%	0%
School Population	N/A	N/A	13.5%	0.5%	0%	81.9%	65.1%	9.5%

* Data Source: TX21st Year End Summary and 2018-2019 TAPR

According to the 2018-2019 Texas Academic Performance Report, Hooks Elementary School had a student population of three hundred and six (306) students in Early Childhood through four with 69.3% students designated as economically disadvantaged. English Learners were at 5.2% and 35.3% students were designated as At-Risk. As shown in **Table 3** the school's 2019 Accountability Rating was **Rated B** and Distinctions included *Academic Achievement in ELA/Reading, Academic Achievement in Math, Top 25% Comparative Closing the Gaps, and Postsecondary Readiness.*

Table 3: Hooks Elementary School CCLC After School Site by Gender and Ethnicity								
	Male	Female	African American	Asian	American Indian	Hispanic	White	Two or More
Total	45%	55%	16%	2%	1%	14%	66%	0%
Regular	43%	51%	16%	2%	1%	13%	61%	0%
Non-Regular	2%	4%	0%	0%	0%	1%	6%	0%
School Population	N/A	N/A	8.8%	0%	0.0%	9.5%	68.3%	13.4%

* Data Source: TX21st Year End Summary and 2018-2019 TAPR

First hour activities included: Academic enrichment expanding on the regular day curriculum: *Mindworks Curriculum*, homework assistance, tutoring, credit recovery, ACT prep, technology and web based instruction. The second hour included a variety of structural enrichment programs: Drivers Education, Welding, Archery, Tech Today (robotics, coding, and programming), Archery, Forever Fit, Sewing, 3D Printing, ARISE, Woodworking, Cooking, and many on-going family events for immediate family members of students participating in ACE. During the 2019-2020 school year, the ACE program provided activities for **182 adults**.

The evaluator worked with these centers to implement programs based on their evaluation plan, action plan and logic models, in accordance with all guidelines and requirements of TEA. Intermediate Outcomes were established by the grant’s guidelines, with other selected elements added by the grantee. The 2019-2020 intermediate outcomes for Cycle 10 campus programs were:

1. Improve Student School-Day Attendance
2. Improve Core grades
3. Improve Student Behavior
4. Improve on-time Advancement to the Next Grade

- 5. Increase High School Graduation rates
- 6. Enhance Student Preparedness for College and Careers

Data from TEA’s 2018-2019 Texas Academic Performance Reports (TAPR) report indicates that students from all of the campuses served by the 21st Century Community Learning Cycle 10 year 2 grant are performing above state averages. Two campuses received **Distinction Designations** on the State of Texas Assessments of Academic Readiness (STAAR) test: **Hooks Elementary**-Academic Achievement in English Language Arts/Reading Academic Achievement in Mathematics, Comparative Closing the Gaps, and Postsecondary Readiness; and **Hooks High School**-Academic Achievement in Mathematics

The percentage of students who are low SES (i.e., qualify to receive free or reduced lunch) are above state averages at (60%) at Hooks Elementary (69.3%). The percentage of students considered at-risk of dropping out of school is below state averages at (62.1%) for Hooks Elementary (35.3%), Hooks Junior High (42.9%) and Hooks High School (38.9%) (**Table 4**).

Table 4: Description of Need

Schools	Grade Level Served	STAAR Approaches Grade Level or Above All Subjects	SES	At Risk	ELL
Hooks Elementary	K-4	88%	69.3%	35.3%	5.2%
Hooks Junior High School	5-8	84%	57.9%	42.9%	2.4%
Hooks High School	9-12	79%	55.7%	38.9%	2.0%

2018-2019 Texas Academic Performance Reports (TAPR)

C. Implementation

Table 5 includes samples of the program activities that are linked and designed around the five 21st CCLC objectives: Improve academics, Improve attendance, Improve behavior, Increase promotion, and Increase graduation rates. The categories of activities offered during 21st CCLC programming undertaken during the 2019–2020 school year are listed. These categories of activities reflect the mandate of the 21st CCLC program to promote academic achievement while at the same time providing

access to enrichment and other youth development and support activities. All are designed around TEA's 4-Component Activity Guide and includes Academic Assistance, Enrichment, Family and Parental Engagement, and College/Workforce Readiness. Campus Needs Assessment data and community partnerships were utilized to determine the classes offered in the program. While classes vary between campuses based on need, activities offered can be placed in the following categories:

- Tutoring/Homework
- Academic Enrichment
- Health and Nutrition
- Recreation/Youth Development (sports, character development)
- Fine Arts

The selection of activities offered during the 2019-2020 school year was a response to identified special needs and interests of students. ACE provides an environment where extra help and the opportunity for learning are enhanced both through academic and enrichment learning. Key elements of the 21st CCLC program offered at the three Cycle 10 centers included examples in **Table 5** such as:

<p>Hooks Elementary School</p>	<p>TABLE 5: Samples of Activities by Center</p> <p>Forever Fit-This session focused on critical fitness skills such as stamina, speed, agility, accuracy, and balance. These are combined to create one-of-a kind, playful and sometimes competitive ways to get the body up and moving. Students were encouraged to exercise and work together as a team and individually with fun, creative, and challenging activities that get students up and moving while laughing and having fun. Students were also introduced to careers and jobs that involve physical fitness and exercise as well as careers and jobs that require a certain level of physical fitness and exercise. Students were given opportunities to excel, explore, and learn how to complete and compete in endless recreational activities designed to build on teamwork, competition, and SEL. Enrichment: Recreational Activity</p> <p>You Matter-The You Matter Club is based on Every Monday Matters which is an organization’s mission to create and inspire people to realize how much they matter and to get them involved in making a difference. In this club, students learned how they matter to themselves, to the world, and to the community around them. Students did service learning projects through this club while building leadership skills and self-esteem. They learned good character traits and how important it is to spread kindness and do nice things for others. Students also studied careers that are based on helping others. They were introduced to people who have been successful at making the world a better place. Community Service/Service Learning</p> <p>Social Emotional Learning Group (SEL Group) is to support social emotional learning in students as well as to foster their SEL growth. The session focused on CASEL (Collaborative for Academic Social Emotional Learning). Enrichment: Counseling Character Education</p> <p>Food Fun-Students learn basic nutrition and participated in cooking. Students also learned about jobs and careers related to nutrition and cooking. Students had the opportunity to research and decide on recipes, design plans for ingredients and meal preparation times, then execute those plans through a cooked meal. College and Workforce Readiness: Career/Job Training</p> <p>Breakout/Games Galore-Breakout EDU is an immersive learning games platform that brings the challenges of an escape room to the classroom. Students enter the classroom, and were presented with a challenge. They had to work as a group in order to solve the many clues to escape from the challenge or save the day. Students also learned about rules, competition, fair play, and used skills learned in classes to play the games. Promote Youth Leadership</p>
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<p>Hooks Junior High School</p>	<p>Mindworks-Students participated in themed-based units for different subjects which included math, social studies, art, science, reading, and language. Units included team building, individual, hands-on, and project-based learning activities that allowed social emotional and cooperative learning to take place. Academic Enrichment Learning Program</p> <p>Tech Time-Students explored learning through the use of computer software and iPad apps. Available apps reinforced school day learning and career opportunities. Grade level appropriate Math, Reading, Language Arts, Science, Social Studies, and Health activities were available for students to explore and enhance their learning. Students also used coding to enhance problem-solving and cooperative group skills. Drones were used for competition, coding, and time-lapse videos, and other activities students find. Green screen video production, and graphic design through sublimation printing and vinyl cutting were also done during tech time. The students created a google site in the form of a student-led ACE newspaper. College, Career, and Military Readiness</p> <p>Homework-School day learning was reinforced through grade-level homework. Students also focused on social-emotional learning as well as team building. Students were provided a positive hands-on learning experience which incorporated math, engineering, ELAR, social studies, geography, college, career and a variety of technology concepts, problem-solving and homework assistance as needed for students. Students worked independently and in small groups to practice skills. Grade level teachers assigned homework that works on fluency in reading, math facts, vocabulary, projects, reading music, and a variety of other assignments throughout the year. Academic Enrichment Learning Program</p> <p>Archery Club-Instruction in international-style target archery as part of in-school curriculum to improve educational performance and participation in sports as governed through The National Archery in the Schools Program (NASP). Student archers learned eleven steps to perform and execute ideal shooting form, shot execution and follow through. Lessons utilized time-proven and state-of-the-art training techniques, philosophies and educational methods to provide a foundation for archery enjoyment. Success in archery has been shown to enrich confidence, self-esteem, friendships, discipline and sportsmanship. Academic Enrichment: Supplemental Education Services</p>
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<p>Hooks High School</p>	<p>The Arts-Students were given the opportunity to participate in activities designed to enrich and encourage their artistic and musical abilities. Students were given the opportunity to express their creativity and collaborate with other students through music, artistic design, use of various art mediums and other options at student's request. They had access to wood crafts, painting, sewing, and various circuit machines and makers. Students had access to musical instruments like guitars where they can learn to explore their musical talents as a group or on their own. Academic Enrichment</p> <p>Food Fun was designed to give students an opportunity to gain practical skills for food preparation that they could use at home or within the workforce with an emphasis placed on the nutritional aspects of ingredient selection. Students learned about how different spices are used and learned to use various tools to cook with. Students will leave the classroom with an increased understanding of how food affects us and newfound self-sufficiency. College and Workforce Readiness: Career/Job Training</p> <p>Mind Mysteries-Students were given the opportunity to work as a team through various games and challenges. They were encouraged to communicate effectively and solve problems as a team. They learned proper social skills thorough working closely with their peers. They worked together with activities such as Dungeons and Dragons, Breakout Edu, and various board games. They had to use a higher level critical thinking and time management to accomplish a common goal. Enrichment: Counseling Character Education</p> <p>You Matter Club-The Club helped high school students learn the value of community service. The students donated their time and energy to such charitable organizations as Church Under the Bridge, Amanda's Square, and For the Sake of One. Community Service/Service Learning</p> <p>College and Career Readiness-Students were given the opportunity to explore college and career choices. Some choices included, but are not limited to, cosmetology, wood working, Adulting 101, and ARISE. Cosmetology allowed student's hands on experience and a working knowledge in the areas of hair design, styling, hair fashion, makeup application, nail techniques, and other area of interest to the students. Wood working also allowed for hands on experience with carpentry tools and safety guidelines. Adulting 101 and Arise helped students transition from high school to adulthood when dealing with basic life skills like budgets, basic home and auto maintenance, social and emotional well-being and any other appropriate student interests. College and Workforce Readiness: Career/Job Training</p>
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Summer Programming
Mini Cheer Camp
Scholastic All campuses
Math
Yoga
English
Cooking
Make Up Hours
Photography
Twitch
Coding
STEM
College 101
Outdoor Adventures
Adulting 101
Art
Dungeons and Dragons
Space Jam 2020
Family gardens

A student’s education is enhanced by bringing new concepts to light or by using old concepts in new ways. Academic enrichment activities are fun for the student, but they also impart knowledge. They allow the participants to apply knowledge and skills stressed in school to real-life experiences. The ACE program implemented academic enrichment activities that helped students meet local standards in the core content areas such as reading, social studies, science, and mathematics.

ACE is using Intentional Activities aligned with specific needs or interest of the students as shown in **Table 6**. These activities are centered on Career and College Readiness, Academics, Family Engagement, and Enrichment. Data used to determine Intentional Activities was gathered from sources such as CIPs, TAPRs, STAR Reports, DMAC, Skyward, Universal Screeners, Referrals, RtI Meetings, students, parents, staff and parent surveys. ACE provides an environment where extra help and the opportunity for learning are enhanced both through academic and enrichment learning.

Table 6: Activity Numbers		Hooks Elementary	Hooks Junior High	Hooks High School
Total Fall		35	17	17
Enrichment	Fall	13	2	5
C&C	Fall	0	2	4
Academic	Fall	14	4	2
Family	Fall	8	8	7

Source: ACE Grantee Activity Exports, Records 2019-2020

Table 7 below shows fifty-four percent (54%) of the students fell into the 61+ days percentile ranges of attendance. Campus Needs Assessment indicates that academic support to ensure students pass their classes and meet standard on their state assessment is their primary need. The Theory of Change and Logic Models were developed to accomplish these goals. The students most in need are attending the most this is due in large part to communication with parents of the need for student attendance when it comes to academic need. Student attendance is sufficient and even exceeds expectation.

Table 7: Attendance Percentile Range	Fall
0-20	37
21-40	53
41-60	48
61-80	140
81+	25
Total	303

During the site visits, site coordinators discussed factors they perceived as helping to cultivate a strong school-program partnership. Site Coordinators emphasized the importance of frequent communication between campuses and the ACE program, both at the principal and teacher level. This communication often involved discussions of homework assignments and dealing with individual student issues. All site coordinators also attended school teacher/staff meetings, and used these meetings as an opportunity to cultivate a close and respectful relationship with teachers. The campuses were also able to hire regular school day teachers as ACE instructors for their programs and these programs noted that this dual responsibility greatly strengthened the school-program partnership.

Site Coordinators address support from their campus team.

Hooks Junior High

Hooks Junior High in their endeavor to increase students’ math and reading academic performance which is a goal that was identified on the Junior High logic model. The activities address multiple real world problems through math experiences. Students get hands on learning and problem solving with each of the 6 lessons in Mindworks book. One specific lesson uses engineering a bridge while balancing the budget for all materials needed to build a 3D model. Students also use the bridge to test hypothesis and learn to collect quantitative data from the experience.

Students learned through hands on experiences and problem solving using real world math problems. Students who struggle using just lecture or book type problems can take concrete examples to abstract processing. The English Learners and dyslexic students in the class had hands on vocabulary exercises that made connections from words to the activities.

The student center lesson allows ACE students to research and apply problem based inquiry with most lessons. The students are working in collaborative groups to plan, create, test, and modify a product while utilizing math skills. The teacher is facilitating the progress of the project and giving the guidelines. The students are engaged and focused on the activity which allows them to apply their knowledge to produce different outcomes based on student choice.

The site coordinator writes all lesson plans and works with core day teachers to ensure incorporation of extension of the school day. Site coordinator is available to train and answer questions front line staff may have about lesson plans and visits classrooms/activities on a regular basis to monitor and provide assistance with lessons.

The administration is very supportive of the program. This is not the first year, so a back to school update meeting is held. We discussed the needs of the campus and ways ACE can help students in academic, college career and military readiness, and social emotional needs. We discussed the new staffing and locations for programing, any new safety changes for the new school year, and the STAAR data from the previous school year to determine needs. Student applications go out at the meet the teacher and are available online. Administrators and I discuss student priorities based off academic and home needs. If needed, we create a waiting list until more staff is hired. This year, clubs were added to the activity choices for sessions. Student's voice and choice and teachers have chosen clubs to offer for ACE students. Although there are open-lines of communication we schedule bi-weekly meetings where we discuss student campus needs, logic model, action plan, and other action items as needed.

The administrator builds relationships with students during ACE and superintendent attends family event. Administration seeks to be actively involved with ACE and deepens their knowledge throughout the year. We have an open line of communication and come to me with questions and ideas as they arise. Administrators allow the Site Coordinator time during staff and PLCs to communicate and collaborate with staff. Staff is always willing to participate where needed in the program. The campus has scheduled bi-weekly meetings throughout the year and they serve on my ACE Local Evaluation Team. Our superintendent attended our Family Kick-Off event to learn more and show his support. Project Director attends district administrative meetings with Superintendent and campus principles to

provide ACE updates and collaborate about student needs. ACE is allotted time at all district functions to share information.

School administration and ACE work hand in hand to benefit our students from small things like providing classrooms and bulletin boards to allow school day teachers to be out of class for ACE Professional Development. The calendar is in the center of the cafeteria where all students have visibility to ACE activities. Front office staff works with the student leaders of the project to identify upcoming events to put on the calendar. ACE is included in school professional learning communities and staff meetings. We are able to utilize the announcement system and scrolling TVs for information. Administrators' doors are always open but we have bi-weekly meetings to discuss student needs. We have full support from administration at a campus and district level.

The Site Coordinator at the Junior High shares various ways that center staff can access information about students' school day experiences. Examples are: meet one-on-one with teacher, email school day teacher, access information from school day teachers that work ACE, access information from school secretary who also works ACE, access information from Site Coordinator, or have SC access needed information from Skyward or DMAC Reports. We work hard to meet the needs of our students and ensure a smooth transition from school day to ACE.

Hook High School

The administration is very supportive of the program. As a new member on staff, we often touch base not only by email or newsletter, but also in passing with face to face conversations. Several things are discussed such as facility usage and needs of the campus I may not be aware of.

School administration and ACE work hand in hand to benefit our students. The calendar is in the center of the cafeteria where all students are visible to the activities being promoted throughout the school day and ACE program. This was supported by the administration and students during ACE created it. Front office staff works with the student leaders of the project to identify upcoming events to put on the calendar. ACE included in school professional learning communities and staff meetings. We are able to utilize the announcement system and scrolling TVs for information. Administrator's door is always open but we have bi-weekly meetings to discuss student needs. We have full support from administration at a campus and district level.

School administrators actively seek a deeper knowledge of the ACE program in several ways. Our superintendent serves on the ALET team, we have bi-weekly principal meetings where our administrators are open to ideas, are supportive of the program and trust the ACE program and staff to run a quality program that will ultimately support the overall mission and goal of the regular school day. Our superintendent attended our Family Kick-Off event to learn more and show his support. Project Director attends district administrative meetings with Superintendent and campus principals to provide ACE updates and collaborate about student needs. ACE is allotted time at all district functions to share information.

There are many great examples of our administration supporting the success of the ACE program. Just to mention one where we had a family event scheduled and had over 75 full sized pumpkins donated by a local business. After our maintenance department helped transport them, our assistant principal was contacted to find out the easiest way to unload them. He contacted an Ag teacher to bring his entire class to help in unloading the pumpkins for the ACE program. Our administration is willing to help our ACE program in any way possible.

The Site Coordinator at the High School shares as a new staff member there are opportunities for open communication to staff to encourage their involvement and ownership in ACE. There is also an effort to let staff know that ACE was available to help assist their regular day classroom in any way possible. Center staff has access to school day staff via email, one on one meetings, or serving as a liaison where scheduling conflicts exist.

Center staff accessing information about students' school day experiences takes place through the use of both the DMAC and Skyward programs. If information is requested, site coordinator may use the aforementioned systems to access information. Email to teachers and the school secretary are also other methods used. Lastly, face to face conversations between center staff and school day teachers are utilized when needed. Efforts are made to help ensure a smooth transition from school day to ACE.

Site coordinators share student's after school/summer experiences through various ways. One on one conversations with teachers and paraprofessionals, staff meetings and professional development, through principal and counselor meetings as well as information shared through newsletters, fliers, family events and emails. Emails are sent between specific teachers and site coordinators as needed

weekly following student grade checks. Many conversations are had in private due to confidentiality. There are always open lines of communication between school day staff, ACE Center staff, and administrators. Our school day staff and administration are very supportive of the ACE program and work closely to meet the needs of our students. Should communication need to be made at the district administration level, our Project Director is always available and willing to make those contacts as needed.

Hooks Elementary

The administration at Hooks Elementary School is very supportive of the ACE program. We as a school district have had the program for multiple years, and they see how the program benefits not only the school district as a whole, but on a campus level. They are pleased with our ability to assist in many facets of the 21st Century learning environment. How we are able to provide a safe and supportive after-school activity for students in their school district, by providing college and career readiness, and meeting the social and emotional needs of students that are enrolled in the program. Our program is able to provide many opportunities that our administration is unable to provide, and through that they provide absolute assistance and mentorship.

Our superintendent volunteers his time to come see the ACE program and offers his support to the program success. He is also open to all of our ideas, and we routinely use his open door policy as it relates to ensuring the success of the ACE program throughout all campuses in Hooks ISD. School administrators actively seek a deeper knowledge of the ACE program in several ways. Our superintendent serves on the ALET team, we have bi-weekly principal meetings where our administrators are open to ideas, are supportive of the program and trust the ACE program and staff to run a quality program that will ultimately support the overall mission and goal of the regular school day. Our superintendent attended our Family Kick-Off event to learn more and show his support. Project Director attends district administrative meetings with superintendent and campus principals to provide ACE updates and collaborate about student needs.

The Elementary school principal has consistently gone out of his way to assist the ACE program to ensure it is delivering quality programming to the campus. I, as the Site Coordinator routinely meet with him to discuss upcoming events, plans we have, and how we can work together to ensure all requirements are being met and both programs are supporting each other in every way possible.

The Site Coordinator at the Elementary School discusses ways he communicates with his campus. Due to confidentiality, most conversation are in private. There is an open line of communication with center staff and administration, counselor, and school day teachers. If there is a specific need call for a classroom teacher, then we invite the classroom teacher to be a part of our program to assist if they are not already working ACE. Thankfully all of our school day staff are supportive of ACE and work with us to help meet the needs of our students and families. If ever there was an need, we can go to our Project Director so she can work with district administration for support.

Additional Highlights

- Community Partnerships-Texarkana College, Walmart, Sew Darn Fun, Coast to Coast Soccer, Mindworks, Scholastic Real, The First Tee, and Gym on Wheels
- Hooks ACE program was featured on State Tech Time webinar
- Family Gardens were created
- DrumFit available for all families
- Increased Family Participation
- Project Director was selected to participate in and completed the TASBO Emerging Leader Program and was nominated for the TASBO RISE Award
- Project Director presented at the State Project Director's Meeting

D. Local Needs and Outcomes

The external evaluator and the ACE project director realized gathering targeted information about the afterschool activities was an integral component to ensuring high-quality afterschool experiences. To this end, it was important that the process of data collection was strategic and coordinated to identify information about key outcomes. The following data collection methods were used to gather information on students' use of out-of-school time.

Interviews and focus groups were used to gather detailed, qualitative descriptions of how programs operate and how stakeholders perceived them; interviews were conducted one-on-one. Focus groups

were conducted in small groups. Questions were generally open-ended and responses were documented in thorough, detailed notes. **Surveys** were an effective way to gather specific information from students, staff members, and families. Data collected included satisfaction levels and opinions about the program. **Observation** was an unobtrusive method for gathering information. Observations were highly structured, with protocols for recording specific behaviors. Evaluations included observation of peer interactions, staff participant interactions and evidence of youth autonomy and decision-making. The Youth Program Quality (YPQ) which is a comprehensive system for improving program quality was the assessment tool used. It involved a three-part approach to program quality: the assess-plan-improve sequence. This sequence began with assessment in order to identify both youth workers' existing strengths and areas for improvement. These areas then became goals in an improvement plan, with clear steps and benchmarks for success. As a whole, the assess-plan-improve sequence establishes a supportive system for continuous improvement. Site Coordinators do multiple observational walk throughs and one formal Weikart observation during each semester with teacher feedback. The ACE Local Evaluation Team which includes three site coordinators, project director, administrator, parent, community member, front line ACE staff, and non-ACE teacher, also does a formal observation of sessions with feedback also shared with staff and administration. The ACE team schedules professional development based on the results, if needed.

Stakeholder surveys are distributed to parents, students, school-day teachers, and campus principals through an on-line link and paper copy. Students completed surveys on their satisfaction with the program in the spring term during program hours. Across three campus sites, 192 students responded to surveys.

Charts below illustrates principals responded positively regarding the program meeting their campus needs as it relates to TEA objectives. This data indicates that the ACE program is adequately providing the services stakeholders believe are necessary to reach these goals. Results are summarized below.

Principal – Importance and Performance Regarding Program Goals	Importance (1=Not Important to 4=Very Important)	Performance (1=Not Important to 4=Very Important)
Increase academic performance	4.00	3.60
Decrease behavior referrals	3.40	3.60
Increase core day attendance percentages	4.00	3.60
Increase promotion rates	4.00	3.60
Increase graduation rates	4.00	3.60
Increase family engagement	3.60	3.60

Representative comments from principals:

- *ACE is a great addition to our community and serves a great need.*
- *Our ACE staff and admin are always willing to go above and beyond for the good of our students.*

ACE participants were asked to rate their feelings regarding the afterschool activities to determine if their needs are being met. The evaluator received seventy-three responses from students in grades 2-4, grades 5-8 fifty-eight surveys, and sixty-one responses from students in grades 9-12. **Chart below** shows where students rated five outcomes on a scale of 1=No to 4=Yes. Surveys were analyzed by grade levels (2-4, 5-8, and 9-12).

Student Activity Ratings		Overall Mean 2-4	Overall Mean 5-8	Overall Mean 9-12
Tell us how you feel about your afterschool activities	I like the activities	3.79	3.36	3.38
	There are enough activities	2.97	2.71	3.05
	The activities have taught me new things	3.56	3.14	3.05
	I get to help decide what activities we will have in afterschool	2.40	2.37	2.90
	I get to choose the activities I attend	2.48	3.37	3.51

Academics

Students participating in ACE were asked to rate the impact of the program on their academic life in six outcomes. Students in grades 2nd -12th were also asked to rate the impact of the program on their belief and attitude regarding graduating from high school and going to college, trade School, or joining the Military (1= No to 4=Yes). Sample student comments, “They would like more field trips, more job classes at the high school; ACE is perfect for me in my opinion.” **Table below** reflects their beliefs.

Student Perception on Academic Performance		Overall Mean	Overall Mean	Overall Mean
		2-4	5-8	9-12
Tell us how you are doing on your school work	I get all my homework done	3.73	3.24	3.07
	I understand my school work better	3.49	2.86	2.94
	My school work is getting easier	3.37	2.83	2.93
	I am getting better grades	3.47	3.31	3.18
	I believe I will finish High School	3.74	3.75	3.77
	I believe I will go to College, Trade School, or joining the Military	3.17	3.57	3.4

Teachers were asked if students increased in proficiency in school behaviors, they responded positively. Specifically, teachers indicated that 37% showed significant improvement in school day attendance, 26% showed significant improvement in student behavior, and 45% showed significant improvement with improved classroom management, such as homework completion and class participation.

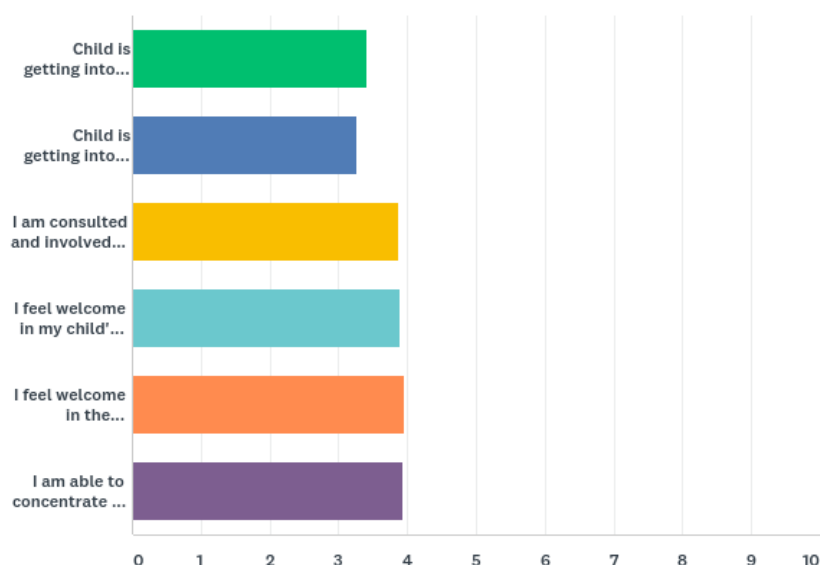
School Behaviors	Overall Mean Increased Proficiency
Decrease in Discipline	3.37
Homework Completion	3.34
Improved attendance rates over the year	3.06
Improved class participation	2.94

Parents were asked to rate the program (1= Never to 4=Always) on some strategies discussed in the Harvard Family Research Project report and they indicated that the program was doing a great job as illustrated in **Table below**. This is validated by the fact that all of the campuses exceeded their projected goal for the number of adults served. When asked in which activities they had participated, 23% said Parenting Workshop (Showcase, Meet the Teacher Night, Lights on Afterschool, and Open House), 95% said Family Events (ACE Christmas program, Homecoming Parade, Community Trunk or Treat, and Valentine Dance, and 40% said ACE Parent Sessions. Parents are strongly encouraged to attend at least two family events per semester. Parents are strongly encouraged to participate in two family events each semester.

Academic influences of the ACE program		Overall Mean
Rate Your Experience	Child is more enthusiastic about school	3.60
	Is getting better grades	3.62
	Is completing homework	3.84
	Is talking about completing HS	3.67
	Is talking about going to college	3.53
	My child is learning new activities he/she can do at home besides watching television or playing video games	3.74

Chart below shows that the parents were asked to rate the program (1= Never to 4=Always) on six influences of the ACE program and they indicated that the program was doing a great job especially in the area of completing homework. This is validated by the fact that Hooks ISD exceeded their projected goal for the number of **adults served at 182**.

Q8 As a parent/guardian, rate how the ACE program has impacted your family.

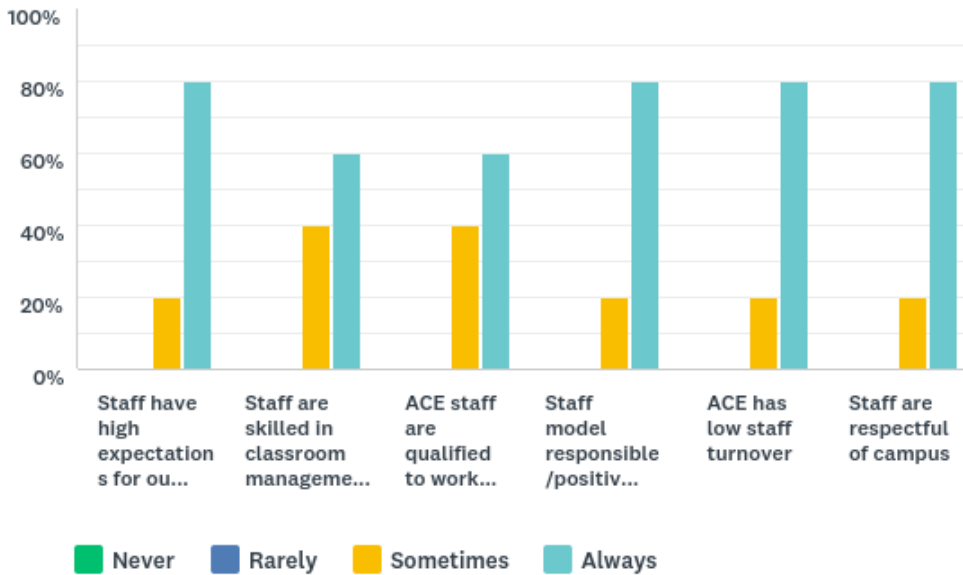


All stakeholder groups (principals, site coordinators, and the program director) noted that a primary purpose of their 21st CCLC program was to meet the needs of at-risk students, specifically noting the needs of students from low socio-economic status families (i.e. free or reduced lunch), and the needs of students who were already struggling academically (i.e. failing students and students with low achievement recommended by the day school teacher). However, stakeholders also noted that their programs did not exclude other students, and aimed to serve all students within the associated schools and/or grade levels. In fact, the project director and principals noted that this diverse representation of participants in ACE activities was the strength of the program, allowing for productive interactions between at-risk students, special education students, average students and gifted students.

The ACE program is a quality program which is a critical component in helping to increase the social and academic performance of the students it serves. The program targets working families, many of whom are single-parent, low-income, commuter families who would have no choice but to leave their child home alone if ACE were not available. In fact, of the parents who responded to the survey, 82% indicated that they work during the afterschool hours.

The administrative team responded to the survey and the results are illustrated below in charts

Q6 Please rate ACE staff in the following areas.



Representative comments from parents concerning the strengths of the ACE program:

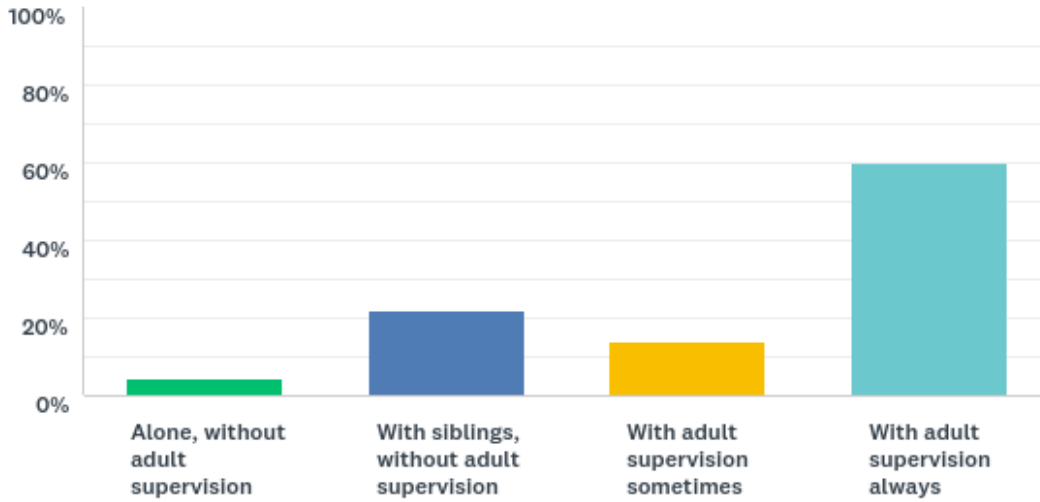
- *I love that ACE helps children with homework and assists with parents that work during afterschool hours.*
- *ACE is available at a needed time. Children are exposed to exciting activities that most families in our area are not able to afford whether it is money, time or resources, or knowledge.*
- *The way the teachers interact with my child with school work.*
- *We enjoy the Family events.*
- *ACE helps with homework and it is very helpful for my child.*
- *My child has something to do after school besides sit with his grandparents. He has homework completed most of the time and is upset if I pick him up early.*
- *Helping with homework and learning new traits.*
- *My child gets to spend more time with kids his own age and gets use to large groups.*

- *ACE engages the kids more and provides a positive atmosphere for the children to perform homework.*
- *ACE provides a safe afterschool place for my children.*
- *Positive adult influences.*
- *My child seems to really enjoy ACE, she says it's very helpful when it comes to helping her with her homework!*
- *ACE is Family focused.*
- *Helps my child learn about focus. Helps care for child while parents are still at work. Encourages child to learn and communicate with others while making relationships with other individuals.*
- *ACE gives extra help that my child gets with her school work when needed. Also, the educational activities the ACE program offers is helpful.*
- *It is great for the kids to do things they may not otherwise be able to do.*
- *Great staff support. ACE coordinator is very supportive when I ask for help.*
- *To help build a better future and character. To give children more time to express themselves freely in a safe and optimistic environment.*
- *Allows for homework help as needed and also allows for other fun activities as well.*
- *I am able to work and come home at 10:00 pm and know my kids have their homework done and have fun with different activities.*
- *ACE is helping my child stay interested in school and making good grades.*
- *Different activities my child gets to experience.*
- *Having a place for my child to go after school that will not just watch them and keep them safe, but also help them complete homework.*
- *The staff is amazing and very effective with students.*
- *Promotes kids that would not normally socialize to interact with others in a positive manner.*
- *Family oriented and interaction with the children.*

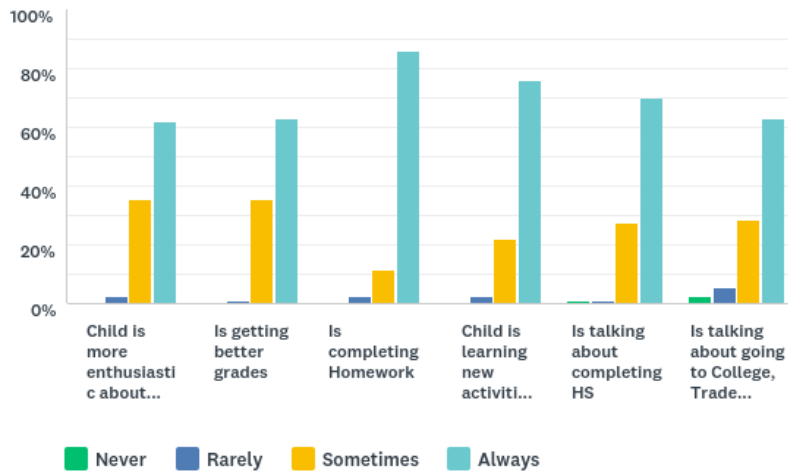
- *ACE serves a need in our community.*
- *Helps the kids with homework that the parents can't help with because they did not know how things are taught anymore. Personally it was a fight every single day trying to get my son to do his homework at home and ACE has helped minimize those fights by having the kids so it at school! Also helps the parents who are in school or work later than school hours without anyone to get their kids.*
- *They go all out with their events when parents are there.*
- *Family friendly environment for our kids.*
- *Knowing my child is safe instead of stressing on how he is getting home while I'm at work.*
- *Great activities with families.*
- *It's effective interaction for my only child with other children his age or not. A GREAT influence of new teachers so he knows what to expect later.*
- *The ACE program has been great for my son this year. Especially during this pandemic. I am sure how it could be improved.*
- *Keeping students motivated and helping with homework while they have the opportunity to learn new activities.*
- *The positive influence ACE brings to the campus is so evident. It keeps the kids excited about school and gives them a closer bond with each other and staff.*

The ACE parents responded to the survey and the results are illustrated below in charts.

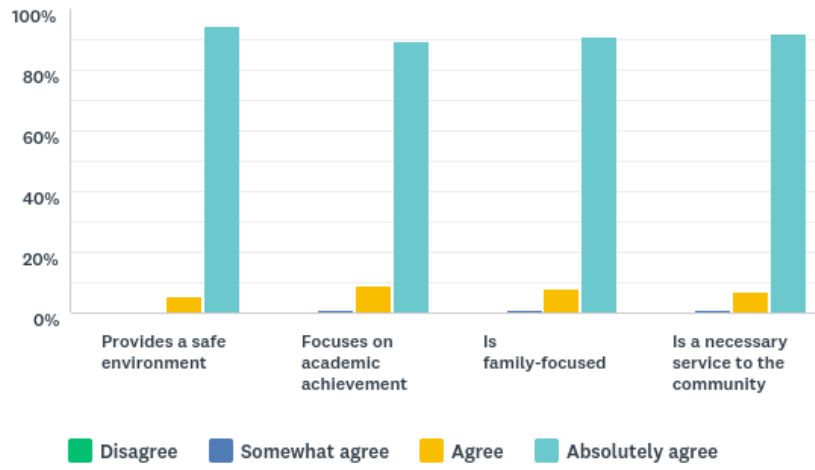
Q2 Where would your child be if they didn't attend ACE.



Q5 Rate the following academic influences of the ACE program.



Q9 Provide your beliefs about the overall effectiveness of the ACE program.



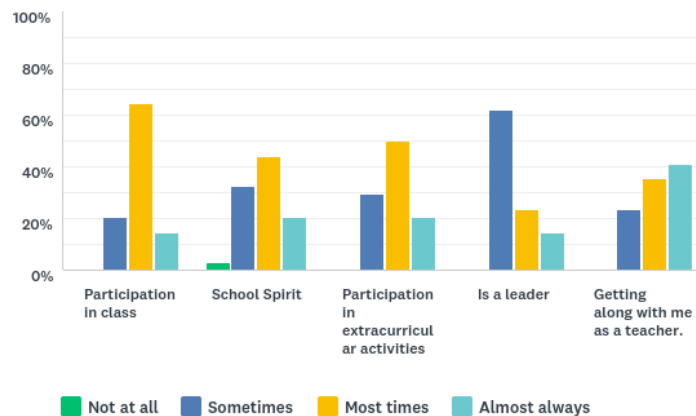
Representative comments from core day teachers what is the greatest strength of the ACE program.

- *Students have help with their homework.*
- *I believe the greatest strength of the ACE program is social skills among students.*
- *The connection that it allows between students and teachers. Students are truly able to see how much their teachers care about their wellbeing and success.*
- *ACE provides meals, supervision, and physical activity for kids that may not have that at home.*
- *Assignment help and project help.*
- *Homework completion for students who otherwise would not get help at home.*
- *It allows social skills growth for students. It allows for involvement in activities that our students may not otherwise get to do (e.g. Cooking, archery, drones, etc.)*
- *Safe environment for our kids and the teachers all truly have a heart for kids!*
- *Providing a safe afterschool place for our students to complete assignments and improve their core skills.*
- *ACE is a great place for kids of all social groups to learn and interact together. ACE is great at being inclusive and diverse in activities.*

- ACE is a program that helps kids have a positive attitude about school and the parents are really becoming more interested in ACE in their child's school activities and grades as a result.
- Giving kids something to do afterschool that is constructive and fun.
- Gives students opportunities that they may not have otherwise.
- Keeping students engaged in school.
- Safe environment that allows students to be kids while providing them opportunities to learn and experience different things.
- Offering Middle School kids activities they otherwise wouldn't have access to. It makes them excited to be at school.
- ACE offers a variety of extracurricular activities that these students otherwise would not get to do.

The Core Day teachers responded to the survey and the results are illustrated below.

Q4 Rate the typical ACE student's level of enthusiasm about school in the following areas.



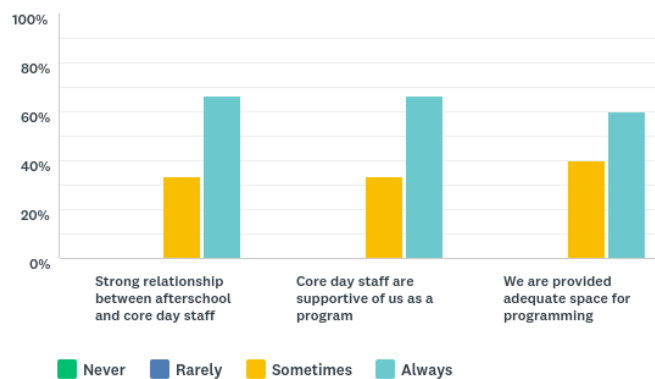
Representative comments from Site Coordinators and Front Line Staff: The greatest strength of the ACE program.

- Staff who are able to build relationships with students.
- Engaged students.
- The staff and the students' ability to work together.

- *ACE provides fun activities for students who don't have an opportunity anywhere else.*
- *Friendship and caring*
- *Helping kids after school with different activities.*
- *Builds character, provides discipline, and hope.*
- *ACE helps kids learn more interesting things.*
- *Great teachers*
- *Getting to help out the kids that need it the most.*
- *Getting the kids help with their homework.*
- *Helping students with work that they cannot complete at home.*

The Site Coordinator and Front Line Staff responded to the survey and the results are illustrated below .

Q2 Please rate your experience with core-day staff.



Representative comments from student focus groups and surveys:

Students' views on their academic improvement were primarily gathered via focus groups and surveys. During focus groups discussions, many students indicated that they had significantly improved since participating in the program. Several told the external evaluator that they started coming to the

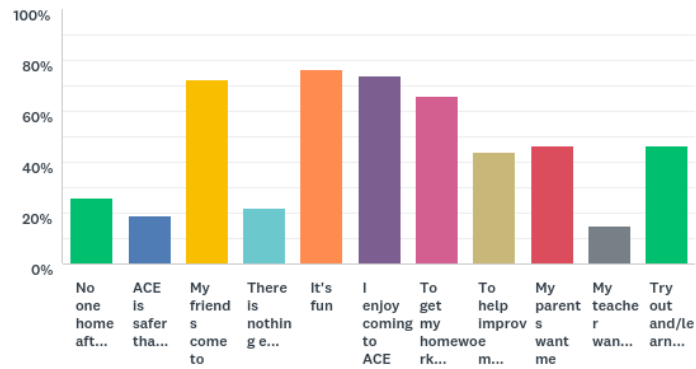
program because they were having “trouble in school” but since coming they had become better students. Students not only indicated their grades had improved, but they also felt more self-confident, and had more pride regarding their school work because of their participation in the program. Many indicated that their grades were improving because of this program helping them to get their homework done and giving them extra help in math or reading problems they were having.

- *My dad works overtime and ACE is a good place for me to do my homework.*
- *I am getting smarter and learning more since I have been in ACE.*
- *I have nowhere to go after school.*
- *I get to spend time with my friends outside.*
- *I like the You Matter Club because we get to make things.*
- *We learn how to get along with others.*
- *We learn how to work as a team.*
- *I get home late after a long bus ride and my parents do not have to cook.*
- *At ACE I get help with my homework and I am not arguing with my parents.*
- *Being in ACE allows me to get my homework done and my parents do not worry since I would be home alone.*
- *I get to have fun with my friends and get to get my homework done.*
- *I get to see my friends more and do a lot of activities.*

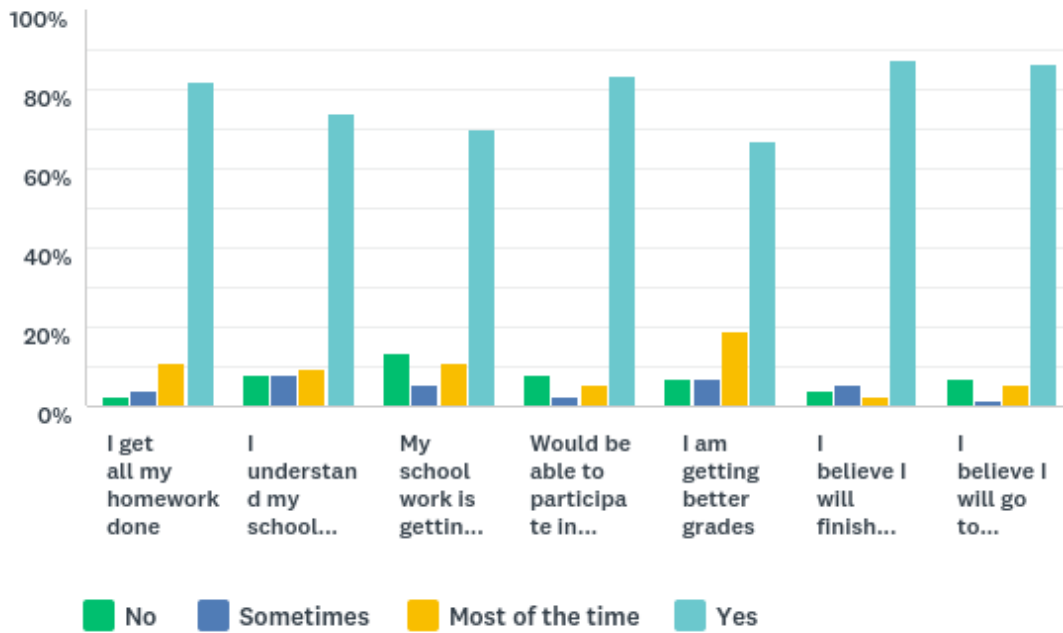
- *Education, ACE helps me with a lot of things.*
- *Friends and activities.*
- *Being able to have our freedom.*
- *Playing basketball and going outside.*
- *Mind works and activities.*
- *Drama Club*
- *I feel safe, comfortable, and happy alongside my peers and the faculty.*
- *Seeing my friends and having fun.*
- *I get to see my friends and get my work done.*
- *Getting my homework done quicker and I don't get in as much trouble.*
- *I get to hang out with my friends and my grades are getting better. I don't get into trouble for not getting my homework done anymore because I have time to do it now.*
- *The teachers.*

Students in grades 2-4 responded to the survey and the results are illustrated below in charts.

Q3 Why do you come to the afterschool program? You can choose more than one answer.

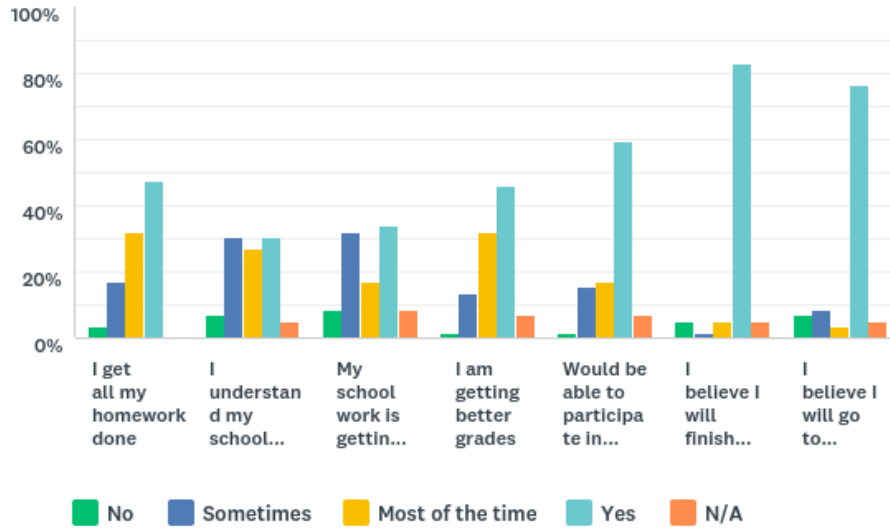


Q5 Tell us what you think about school.



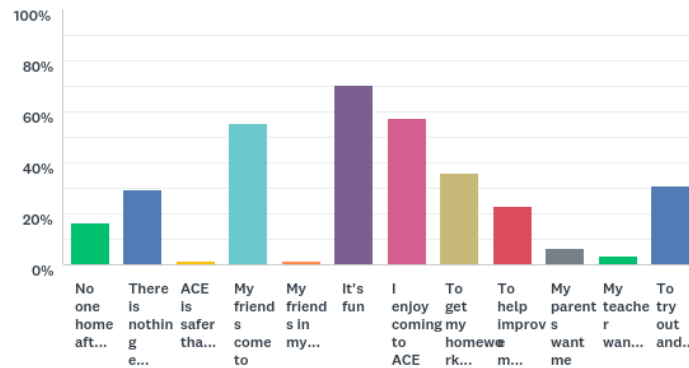
Students in grades 5-8 responded to the survey and the results are illustrated below.

Q5 Tell us what you think about school.

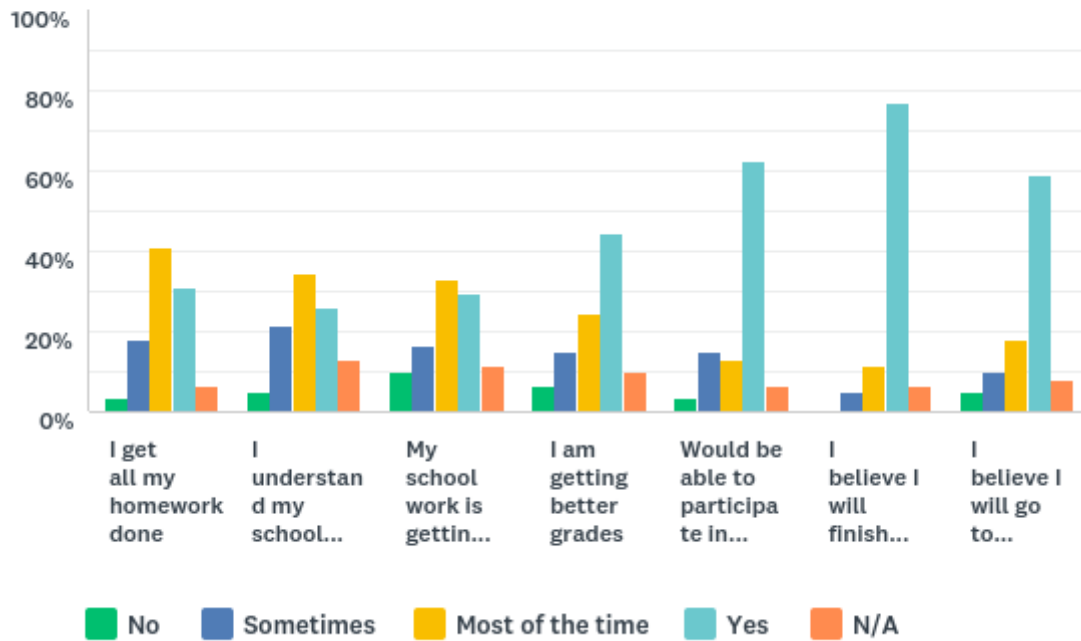


Students in grades 9-12 responded to the survey and the results are illustrated below in charts.

Q3 Why do you come to the afterschool program? You can choose more than one answer.



Q5 Tell us what you think about school.



E. State Outcomes

Analysis of the relationship between ACE program participations was compared from fall 2018 to fall 2019. Participants in the Hooks CCLC program and various school outcomes revealed the trend that participation in the program was positively related to increased year end grades, school attendance, and behavioral changes as seen in **tables below**. The enrollment policy targets students that are struggling academically, behaviorally, and those in danger of dropping out and not attending. ACE enrolls as many students as possible that are below grade level in the program and these students are starting off much lower than non ACE participants.

Participant Enrollment August 20 th 2019-March 16 th 2020	Required Regular Students	Total Students as of March 16 th , 2020	Regular Students as of March 16 th 2020	Required Parents	Adult Total as of March 16 th , 2020
Hooks Elementary	90	122	114	50	98
Hooks Junior High	70	111	63	40	58
Hooks High School	50	92	50	25	26

Source: Hooks Attendance Reports and Participant Activity Attendance Detail for 2019-2020.

Table above shows enrollment for Regular 45 Day ACE participants was at 114 for Hooks Elementary; Hooks Junior High at 63; and Hooks High School at 50.

All of Hooks ACE programs are implemented with a high level of fidelity, and with attendance in the ACE program possibly leading to higher levels of student participation. As shown in the table below ACE Regular participant's absenteeism numbers were higher fall 2019 for Hooks Junior High and Hooks High School as compared to fall 2018. Hooks Elementary attendance numbers decreased from fall 2018 to fall 2019.

Campuses	Attendance Numbers	
	ACE Students Fall 2018 Days Absent	ACE Students Fall 2019 Days Absent
Hooks Elementary	183	107
Hooks Junior High	135	373
Hooks High School	440	745

Source: Hooks ISD PIEMS Data for Fall 2018 and Fall 2019

As shown in the **Table** below, ACE Regular Participants increased in Criminal Removals at Hooks Junior High School from fall 2018 to fall 2019. Total Non-Criminal Referrals decreased from fall 2018 to fall 2019 at Hooks Junior High and Hooks High School. This data illustrates the potential ACE programs have to positively impact student behavior especially at secondary campuses which could have been much higher.

Campuses	Criminal removals		Non-Criminal referrals	
	Fall 2018	Fall 2019	Fall 2018	Fall 2019
Hooks Elementary	0	0	0	0
Hooks Junior High	0	3	6	4
Hooks High School	1	1	9	6
Total	1	4	15	10

Hooks ISD PIEMS Data fall 2018 and fall 2019

Table below illustrates a review of grades from fall 2018 to fall 2019. Hooks projected that regular students would increase proficiency in English/Reading, Math, Science, and Social Studies. Hooks did show that the majority of students maintained their performance level from fall 2018 to fall 2019.

Grade Averages		Reading	Math	Science	Social Studies
Hooks High School	Fall '18	84	79	84	83
	Fall '19	83	82	86	88
Hooks Junior High School	Fall '18	87	86	88	88
	Fall '19	88	86	90	88
Hooks Elementary School	Fall '18	84	85	92	95
	Fall '19	82	85	89	93
TOTAL	Fall '18	85	83	88	89
	Fall '19	84	84	88	90

ACE has now finished its second program year of Cycle 10. The program clearly plays a significant role in meeting the needs of ACE students for a safe place to be during the after school hours, opportunities to undertake activities to enhance academic performance, and opportunities to improve social and physical skills. In addition, Principals, Teachers, Parents and Students have all indicated that the program is helping to increase academic performance and conduct.