

Executive Summary

West Orange Cove CISD (WOCCISD), Afterschool Centers on

Education (ACE) funded by the Texas Education Agency (TEA) – 21st Century Community Learning Centers (CCLC) purpose is to provide opportunities for academic enrichment. The funds can be used to support a broad array of program activities including arts, music, recreation, drug and violence prevention, and other youth development activities.

WOCCISD's ACE program goals are to:

- Improve the student participants' academic performance
- Improve the student participants' attendance
- Improve the student participants' behavior
- Improve the student participants' promotion rates
- Improve the student participants' graduation rates
- Improve the student participants' college and career readiness

WOCCISD's ACE program objectives are to:

- Increase the number and percentage of students achieving proficiency in reading, mathematics, science, social studies, and writing.
- Increase the percentage of students who meet or exceed standards on all tests within the TAKS administrations each year.
- Provide programs that address nutrition, health and wellness for students, staff, families and the community.
- Expand varied interests of students and families in a broad array of service-learning, cultural, social and recreational activities.
- Increase the number and percentage of families participating in family literacy, cultural and social activities.
- Increase the number and percentage of students participating in Project WOW promoted to the next grade level in succeeding year and graduating within 4 years of entering the 9th grade.
- Increase the opportunities parents/guardians have to interact with their children in an educational environment.
- Collaborate with community agencies, faith-based and civic organizations to enrich the learning environment.
- Develop a system in each school that integrates all service providers while maximizing the services of each.

Target Population: All students in the district are eligible to participate in the ACE program. The district has 3 sites which include an elementary, middle and high school site.

The grant requires that 125 students participate in the elementary site's program; 100 students in the middle school site's program; and 100 students in the high school site's program. These are unduplicated numbers.

Program Evaluation Standards: To ensure the quality of this assessment the four standards of evaluation were applied. The four standards are: 1) Direct Utility – the evaluation is tailored to produce results that can have a direct influence in the improvement of the program; 2) Feasibility – the information is reported in a practical, realistic and use-friendly report so that the information can be used; 3) Propriety – the evaluation was conducted legally, ethically and with regard for the welfare of those involved in the evaluation; and 4) Accuracy – the information reported reveals valid and reliable data; when data could not be confirmed it is noted in the report as “reported by staff”.

The district is to be commended for recognizing the importance of meeting its students’ learning and enrichment needs both during and after school. The ACE program is successful in that it incorporates many activities that promote the development and learning of participating students. It provides students with safe places to go where they can engage in enriching activities and make connections with caring adults. The ACE program effectively works closely with community partners and other agencies to support its activities. The community partnerships allow the program to capitalize on its resources and limited funds. This program successfully serves as a powerful vehicle to link parents and families with their children’s education. It also increases access, for parents, to adult education, computer classes, health and wellness seminars.

While there is no single formula for a successful afterschool program, decades of learning and evaluation of data on what works for an afterschool program is available. Research shows that a high-quality after-school program should have strong positive effects on the participating students’ academic, social, and emotional lives. In other words, whatever the program’s specific goals are, its overall focus should be to produce well-rounded students who will become productive citizens. The most effective afterschool programs reflect the needs of the young people they serve, and the resources available within a community and district to address those needs. Schools cannot accomplish all of their goals alone. The after school program is there to complement learning by offering additional activities that will assist with broaden the participants’ learning experience. When school and afterschool supports are integrated, the district can ensure that the students have the skills they need in order to be successful.

This evaluation report details the findings of the second year (2009-2010) in operation of the ACE program. Several critical factors are highlighted in this report that the program should consider in order to maximize its impact on the targeted population. When reading this report, the readers should bear in mind that:

- a) ACE and campus staff should agree on the desired outcomes of the program and its activities. Campus staff should understand the grant conditions and ACE staff should understand the campus needs. A shared understanding and commitment to high level outcomes for all students will help to guide all actions toward a shared vision and goals.

- b) The program should promote targeted outcomes through well-organized and engaging activities. Activities should be explicitly focused and targeted to specific outcomes. Activities should be aligned with the program's clear vision and established goals.
- c) Programs with strongest relationships between afterschool and school staff had students who improved the most in: 1) academic performance, 2) taking initiative, 3) improved behavior in school, and 4) relations with their peers (United Way, November, 2005). There should be consistent, formal, informal and specific communication between both school day and after-school staff.

In conclusion, this evaluation report is written for the purposes of assessing the program's second year of operation. It is not about proving the success or failure of the entire program. Many people believe that success is implementing the perfect program. In reality, there is no perfect program. Success is only attainable when lines of communication remain open to continuing feedback and using this information to adjust the program accordingly.

Appendix

B



Sherrie Thomas, Grant Management

January 14, 2010

Texas 21st Century Community Learning Centers Cycle 5 Year 2

West Orange Cove CISD

Summary Report – Initial Observation of Sites on Monday, January 11, 2010

Texas Afterschool Centers on Education™ (ACE), administered by the Texas Education Agency (TEA) and funded by the 21st CCLC Program administered by the US Department of Education, is a structured, safe, and supervised place for learning and social interaction.

ACE provides extended learning opportunities for children and their families and offers innovative, hands-on activities that reinforce and complement students' regular academic programs. These before and after-school activities are based on research and best practices and include academic enrichment, challenging curriculum, and tutorial services.

ACE strives to increase promotion and graduation rates and helps students prepare for college and the work-place.

Purpose of Observation:

1. To familiarize evaluator with the daily operations of the ACE program;
2. To briefly determine the daily practices and management of the ACE program;
3. To establish baseline data for improving daily operations and management; and
4. To provide suggestions so that the ACE program will avoid any pitfalls that will prevent the program from functioning as proposed.

Format:

Each site was observed separately and the evaluator briefly talked with the program's site managers/supervisors and adult volunteers.

Site 1 – Anderson Elementary [Operates Monday – Friday, 2:45 – 6:00 PM]

Observation	Rating
Positive social relationships between student and staff <ul style="list-style-type: none">• Staff to student ratio is appropriate• Staff knows students names• Staff appropriately interacts with students• Students appropriately interacts with staff• Staff listens to students• Students listens to staff	1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent



Positive social relationships between students <ul style="list-style-type: none"> • Students talk to each other • Students appropriately interact with each other • Students appropriately help each other 	1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent
Mix of academic and non-academic skill-building activities <ul style="list-style-type: none"> • Skills learned can be transferred to the regular school day • Skills learned can be transferred to higher learner • Skills learned can be used in building a career • Skills learned can make the students more well-rounded 	1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent 6-Not observed at this time
High level of student engagement <ul style="list-style-type: none"> • Students are busy and involved from the beginning • Students are allowed to unwind a little after the end of the school day 	1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent
Appropriate levels of structure <ul style="list-style-type: none"> • Staff sets appropriate behavior limits • Staff redirects inappropriate behavior • Goals for the day are stated and followed 	1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent
Opportunities for autonomy and choice <ul style="list-style-type: none"> • Once students decides to come to program there are choices of activities to participate • Students have a choice on how long to be involved in the program 	1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent 6-Not observed at this time

The commendations and recommendations in this summary report are based on information collected from interviews, observations and reviewing the written data (TEA's application). Commendations are defined as activities that are being done well; and recommendations are defined as a course of actions to consider for improving the program's effectiveness.

Commendations:

- Daily schedule is flexible.
- Program meets nutritional needs of students.
- Program is structured.
- Program has campus administration support and praise.
- Overall this site seems to be effective and well managed.



Recommendations:

- The ACE program improvements depend on the skills, performance and experience of staff and their effective management of daily operations. Recommendations are suggested in order for the Project Director and Site Managers/Supervisors to be more effective and ensure the highest quality of services that can be provide to the students.
- Kids at this age need physical activity periodically throughout the day. Movement not only enhances focus and attention, spatial awareness and motor skills that lay the framework for learning and reviewing academic information, but can bring a lethargic or hyperactive child back into balance and reduce the amount of acting out or behavioral problems [Action Based Learning, 2006]. The students come straight to the ACE program after sitting for most of the classroom day. *It was noted during the observation that the adult monitors in the gym was constantly redirecting the students to be quiet, turn around, keep your hands to yourself, etc.*
- The monitors could reduce the amount of redirecting students and students could be better served if some kind of activity is planned that produces movement at this time instead of sitting on the gym floor in rows waiting for the next transition. Because movement is an essential part of a child's day, *it is recommended that using physical activity as an educational tool will allow the students to release energy and free up mental space needed for the additional attention and focus of the ACE program.* In other words, maybe a brief team building or cooperative activity could be planned for this time of waiting.

Site 2 – West Orange Stark Middle [Operates Monday – Friday, 3:45 – 7:00 PM]

Observation	Rating
Positive social relationships between student and staff <ul style="list-style-type: none">• Staff to student ratio is appropriate• Staff knows students names• Staff appropriately interacts with students• Students appropriately interacts with staff• Staff listens to students• Students listens to staff	1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent
Positive social relationships between students <ul style="list-style-type: none">• Students talk to each other• Students appropriately interact with each other• Students appropriately help each other	1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent



<p>Mix of academic and non-academic skill-building activities</p> <ul style="list-style-type: none"> • Skills learned can be transferred to the regular school day • Skills learned can be transferred to higher learner • Skills learned can be used in building a career • Skills learned can make the students more well-rounded 	<p>1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent 6-Not observed at this time</p>
<p>High level of student engagement</p> <ul style="list-style-type: none"> • Students are busy and involved from the beginning • Students are allowed to unwind a little after the end of the school day 	<p>1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent</p>
<p>Appropriate levels of structure</p> <ul style="list-style-type: none"> • Staff sets appropriate behavior limits • Staff redirects inappropriate behavior • Goals for the day are stated and followed 	<p>1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent</p>
<p>Opportunities for autonomy and choice</p> <ul style="list-style-type: none"> • Once students decides to come to program there are choices of activities to participate • Students have a choice on how long to be involved in the program 	<p>1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent 6-Not observed at this time</p>

Commendations:

- Manager/Supervisor seems to relate to students.
- Ranges of activities are planned.

Recommendations:

The goal of the ACE program is to create an environment that provides physical and psychological safety; in order for this to occur day in and day out the program should also provide appropriate structure. Successful after-school programs balance exciting programming with structure and supervision. It is recommended that a balance of autonomy and structure be implemented in order to be more effective by:

- Keeping planned activities on schedule.
- Establishing a communication procedure between ACE staff and the school so that the ACE staff can be prepared to engage students when the teachers are not available immediately to start the "after-school" day.
- Ace staff being prepared with an activity when the teachers are not available.



- Establishing ground rules and some type of structure for entry into the cafeteria at the start of the "after-school" day. The students were in and out the cafeteria, horse-playing and with little direction for the period of time before moving to the computer lab.

Without structure youth participants in after school programs, at best, can fail to achieve positive outcomes and, at worst, can begin to perform worse. In fact, some research finds that when youth are concentrated together without appropriate structure and supervision, problematic behavior follows [Harvard Family Research, 2008]. This research and other research suggest that focused, intentional activities with appropriate structure and supervision are necessary to keep youth on an upward trajectory and out of trouble.

Site 3 – West Orange Stark High School [Operates Monday – Friday, 3:45 – 7:00 PM]

Observation	Rating
Positive social relationships between student and staff <ul style="list-style-type: none"> • Staff to student ratio is appropriate • Staff knows students names • Staff appropriately interacts with students • Students appropriately interacts with staff • Staff listens to students • Students listens to staff 	1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent
Positive social relationships between students <ul style="list-style-type: none"> • Students talk to each other • Students appropriately interact with each other • Students appropriately help each other 	1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent
Mix of academic and non-academic skill-building activities <ul style="list-style-type: none"> • Skills learned can be transferred to the regular school day • Skills learned can be transferred to higher learner • Skills learned can be used in building a career • Skills learned can make the students more well-rounded 	1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent 6-Not observed at this time
High level of student engagement <ul style="list-style-type: none"> • Students are busy and involved from the beginning • Students are allowed to unwind a little after the end of the school day 	1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent



Appropriate levels of structure <ul style="list-style-type: none"> • Staff sets appropriate behavior limits • Staff redirects inappropriate behavior • Goals for the day are stated and followed 	1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent
Opportunities for autonomy and choice <ul style="list-style-type: none"> • Once students decides to come to program there are choices of activities to participate • Students have a choice on how long to be involved in the program 	1-Needs major changes 2-Barely acceptable 3-Moderately good 4-Good 5-Excellent 6-Not observed at this time

Commendations:

- Manager/Supervisor seems to relate to students.
- Ranges of activities are planned.
- Program Schedules are matched to student's schedules.
- Program offers opportunities for leadership.

Recommendations:

Sustained participation is a key challenge for this site.

Young people experience greater gains if they participate in after school programs with greater frequency and in a more sustained manner. Students cannot benefit from after school programs if they do not attend. Unfortunately, due to busy schedules, claims of boredom, or desire for freedom on the part of youth, low attendance is the norm not only in this particular program but in many other after school programs for high school students. The following promising strategies are suggested for recruiting and retaining youth participation in the high school ACE program.

1. Reach out Directly to Youth and Their Parents

Rather than relying on posters, flyers, or referrals to generate interest, programs can benefit from reaching out directly to youth and their families. Phone calls and visits are an effective means of increasing local interest in these programs. Youth participants are often a program's most effective recruiters or ambassadors. If poor participation is due to youth's misperceptions about the quality of a program, then current participants may offer an honest account of program activities and of what potential participants can expect. Street outreach has also been touted as particularly effective for recruiting teens, and some programs hire outreach workers specifically for this task.

2. Decorative the ACE Program Space

This program has its own space, build ownership into the program by letting the kids decorate the space and make it their space. Make the space inviting, and warm.

3. Recruit Pairs or Groups to Join Together

Research indicates that youth with friends who participate in after school programs are more likely than others to participate themselves.

4. Mix Interesting, Fun Activities With Relaxation Time

Variety reduces boredom and encourages regular attendance. Diverse activities may promote academic achievement, physical and mental health, and overall positive development while



offering students a break from traditional classroom instruction. Some youth will be more easily drawn to less structured activities, such as pick-up basketball, while other students prefer an organized group activity (e.g., theater production or baseball) with clear goals. Another strategy for engagement is to offer activities that tend to be missing from the school day, such as arts activities that have been eliminated from the traditional school curriculum.

5. Offer Incentives to Promote Program Attendance

Incentives that have been found to be effective across all age groups are:

- Financial incentives such as cash, gift certificates, school coupons etc.
- Prizes – food, pens, pencils, T-shirts, tickets to school sporting events, raffle prizes etc.
- Special field trips for students with high attendance

This summary report is to be used internally for considerations in improving and making each site more effective. Do not hesitate to contact me for additional discussion on any information contained in this report.

Parental Involvement

The ACE Project Director and staff utilize several strategies to encourage parental involvement. This enhances the regular school day's parental involvement by providing another way to involve parents in school and their children's education.

Community Involvement

The ACE program encourages community involvement through the program's "Task Force". This involvement provides support, expands the scope of potential resources, and generally makes for a better program.

Recommendations:

Effective afterschool programs can offer numerous benefits to schools. The following recommendations are integral to improving the ACE program.

Hire Quality Afterschool Personnel to Manage the Campus Sites

The Site Coordinator should have knowledge of 1) techniques and strategies for effectively collaborating with school staff; 2) positive discipline and management techniques; and 3) safe work practices. Each Site Coordinator should also have the ability to 1) establish and maintain cooperative and effective working relationships with children and adults; 2) understand, carry out and communicate oral and written directions; 3) work independently with directives, strictly adhering to program requirements, deadlines and due dates; 4) work collaboratively with educators, agencies, & the general public; 5) maintain accurate records and files; and 6) be flexible and receptive to change.

Improve Communication between School and ACE Staff

Communication is essential to a strong partnership between school and ACE staff. However, due to busy and differing schedules, coordinating communication lines can be a challenge. Consider the following strategies to promote communication and linkages:

- Have regularly scheduled meetings with all campus administrators to discuss ongoing needs, progress and adjustments.
- Work with campus administrators to publish articles about the afterschool programs in the daily, weekly, or monthly school and/or staff bulletin.

- Whenever possible, attend campus meetings and offer brief updates to staff giving them an opportunity to ask questions and provide program feedback.
- Use available technology (e.g., e-mail, voicemail) to keep campus staff in touch with ACE staff.
- Use professional development time to explain the goals and vision of the afterschool program and how it is different from, yet complementary to, the school day.
- Develop ways for ACE staff and teachers to communicate any changes they notice in a student's achievement, behavior, or attendance.
- Ask teachers to provide information about curriculum and about state and local standards to ACE staff.
- Encourage ACE staff and teachers to work together to assess student progress at the end of each grading period.
- Invite teachers to provide activities for students to complete during tutoring or homework time in the afterschool program. Encourage teachers to send a list of homework for the day to tutors or homework center instructors; ACE staff members can provide feedback on student progress with homework.
- Before and during the standardized testing period, ACE staff could offer support by holding meetings to inform parents about the tests and planning activities to reduce students' anxiety.
- Encourage campus administrators to allow appropriate afterschool staff to attend conferences with parents.
- Require ACE staff to observe school-day classes in order to develop art, music, and drama activities that extend classroom learning.

Improve on Linking the ACE Program to the School Day

One of the most important factors in building an effective school-linked afterschool program is having strong support from the participating school's principal. Linkages with the school day can be made through homework assistance, tutoring, enrichment events, and recreational activities. But making such linkages does not imply replication of the school day. Indeed, this program should strive to offer an alternative learning environment for students who are not experiencing success in a traditional school setting. Just because an afterschool program is working with the school does not mean that it should ignore what distinguishes it from the school. The school and the afterschool program can cooperate to foster more opportunities for student learning. This cooperation and integration will build trust, understanding, mutual respect, and common purpose between school staff and ACE staff. To develop this culture of integration, the campus principals and ACE's coordinator must develop a working relationship and collaborate on forging connections between the school-day curriculum and afterschool programming.

Also, the principal should provide opportunities for collaborative relationships to develop between the ACE and campus staff.

The following questions should help both campus principal and ACE project coordinator identify how well programming is aligned with the school day:

- Is the afterschool program selected and designed based on needs revealed by the school's student assessments?
- Is the afterschool program selected and designed around curriculum guidelines?
- Is the afterschool program aligned with standards adopted by the district or state?
- Is the afterschool program selected, designed, and operated based (at least in part) on teacher feedback?
- Do teachers regularly share the specific needs of students—skills that should be learned more completely—with afterschool staff?
- Does the afterschool program include activities (e.g., field trips, student performances, lab experiments, and use of community space or resources) that build upon school-day lessons by using the less restrictive environment and time constraints available during after-school hours?

Knowledge learned in the classroom is better retained and even enhanced when the afterschool program provides organized academic and enrichment activities that link to the school day curriculum.

Focus on Intentional Programming

To be intentional means to have a clear intent or goal. Intentionality for an afterschool program consists of establishing appropriate goals, identifying key features to reach those goals, and determining the desired participant outcomes. The ACE program should not simply fill the time when school ends. Rather, its key role is to produce positive outcomes for participants that may include improved academic success, improved communication skills, the development of new social skills, and development of responsibility, increased decision making, and improved self-confidence.

The project coordinator and site coordinators can be creative and flexible about how activities are developed and how staff members and volunteers interact with participants. However, they should have a rationale for why each activity is chosen. Have a clear sense of what the activity is, why it is offered, and how this activity will aid student development. When developing activities and the program, ask the following questions to ensure intentionality:

- What is the purpose of this activity?
- Does the purpose align with our program's vision?
- Will this activity meet the participants' needs?
- What will the participants learn?

- What outcomes do we want to achieve?
- How will this activity help participants develop?

Promote More High School Student Participation

The older a student becomes, the more challenging it is to keep them engaged during afterschool programming. It is essential that older students find the afterschool programming appealing. Always consider the age, needs, and interests of your participants. The following strategies will help to increase high school student participation:

- Include students on program planning and task force.
- Recruit students through fliers, incentives, and announcements.
- Have participants, as well as enthusiastic teachers recruit other students.
- Provide participants with leadership roles by offering them opportunities to take responsibility for activities and projects.
- Create more programs in which older students work with younger students.
- Offer time for social activities to satisfy the high school students' needs to be with peers.
- Design programming that allows high school students to get involved with the community and that allows the community to get involved with the students.

High school students already participate in many extra-curricular activities, such as sports, drama club, and music. Reframing the situation as an opportunity for students to participate in a variety of activities is vital to being more flexible. The ultimate goal of the ACE program is to provide more opportunities, not limit them. Continue to offer flexibility in the high school program and activities.

Improve Documentation

Documentation is the life blood of a project; it is the raw material out of which facts are produced. Document: 1) to manage the project effectively, 2) for easier project evaluation, 3) to disseminate information, and 4) to ensure evidence for program continuation. Some examples of the documents that should be collected and filed either electronically or hard copy are:

- Minutes from internal planning meetings
- Minutes from partner meetings
- Results of focus group meetings
- All correspondence with grantors (letter, fax, email)
- Job descriptions
- Purchase orders
- Paid invoices

- Consultant contracts
- Staff training curriculum/materials
- Calendars for each term
- Daily schedules for each site
- Communications from partners
- Announcements
- Description of procedures
- Pre-test/ post-test results
- Survey results
- Incident reports

*This is not an exhaustive list

Organize the Scope of the Program

- Ensure that the afterschool program is an integral part of the entire school improvement plan.
- Sharpen unclear goals by modifying those that are not attainable; this will allow the program to be more focused on types of activities offered.
- Enlist regular-day instructional staff to support the afterschool program.
- Select appropriate curriculum materials.
- Establish staff accountability for positive student outcomes.
- Create a sound evaluation plan to assess how well students are progressing under the program goals.

District Leadership Should Provide Facilitative Administration

Implementing and maintaining a high-quality after-school program requires well-trained and well-prepared frontline staff who are supported by informed, and committed district administrators.

Research on after-school programs states that district administrators effectively promote high-quality implementation in multiple ways: by 1) providing organizational leadership; 2) ensuring that staff receives needed training and supervision; and 3) assisting with identifying and addressing implementation and maintenance concerns and problems. These functions are critical to achieving intended program outcomes.

Effective facilitative administration is important to program success because it is related to the:

- ACE Staff motivation and commitment;
- Retention of ACE staff;
- Retention of program participants;
- Establishment of a positive program environment;
- ACE Staff attitudes and job satisfaction; and
- Achievement of program goals;

Practicing the following four components is critical for facilitative administrators to promote a high – quality ACE program:

1. Leadership – guiding and directing using the guidelines of the grant.
2. Staff support – ensuring a sense of shared goals while validating the ACE staff.
3. Data-driven decision-making – develop program improvement strategies with ACE staff.
4. Organizational culture and climate – create a positive environment where ACE staff feels safe, and that they are supported.

Continue to Seek Additional Funding

Grants are one of the best solutions to find solid funding in order to continue the program. A grant offers the potential for various resources to help reach the goal of keeping the doors open and offering afterschool services to children. Successful grant writing involves solid advance planning and preparation. It takes time to coordinate your planning and research, organize, write and package your proposal, submit your proposal to the funder, and follow up. The District needs to dedicate a grant writer as part of the ACE program planning team. The grant writer is aware of available funding opportunities and has much of the needed information (community demographics, student population, and potential for in-kind contributions) available at their fingertips to submit a successful proposal. The tables on page 43 and 44 list several federal funding sources that could be explored for additional money.

Carol M. White Physical Education Program U.S. Department of Education	X		X Staff Training
Community Development Block Grants U.S. Department of Housing & Urban Development	X	X	X Facilities
Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP) U.S. Department of Education	X	X	
Grants to Reduce Alcohol Abuse U.S. Department of Education	X		
Juvenile Mentoring Program (JUMP) Office of Juvenile Justice and Delinquency Prevention	X		
Learn & Serve America Region 14 Education Service Center	X		
Parent Information & Resource Centers U.S. Department of Education	X	X	
School Dropout Prevention U.S. Department of Education	X	X	
Summer Food Service Program U.S. Department of Agricultural	X		

Student Success Initiative Grant	No, but district is eligible for funds
Algebra Readiness Grant	Yes
Grants for Student Clubs	Yes
Title I Supplemental Services	Yes
OnStar Foundation-AmeriCorp	Tutoring and Mentoring
Meadows Foundation, Dallas Texas	Children Health, Wellness, Literacy & Education

Conclusion:

In conclusion, TEA developed a “blueprint” to help ACE programs succeed. This blueprint includes four categories of activities and program requirements which include:

Planning: Create an enduring program through comprehensive planning process that begins with a needs assessment.

Resourcing: Connect the many valuable human and financial resources in your community to engage partners in strategic and long-lasting ways.

Implementing: Implement a high quality program that includes the four component activity models delivered by well-prepared staff and volunteers.

Managing: Manage resources effectively to create a dynamic program that meets performance standards, utilizes data to inform improvement, and complies with all grant requirements.

Enduring: Maintain and sustain the program into one that has an enduring impact on students, families, and the community.

TEA has also established a “Critical Success Model” for this program. Critical success factors reflect behavioral changes that must be demonstrated by students participating in the program. The factors are:

- Students’ active participation and engagement in learning;
- Students’ increased sense of involvement in school;
- Use of assessment data to revise/re-evaluate student services; and
- Implementation of strategies learned through training.