

Profiles of After School Centers Visited in Spring 2017

Prepared for:

Client

Prepared by:

Company We Worked With
Gibson Consulting Group

Centers Visited in Spring 2017

1	Campus 1, District for Campus 1	1
2	Campus 2, District for Campus 2	9

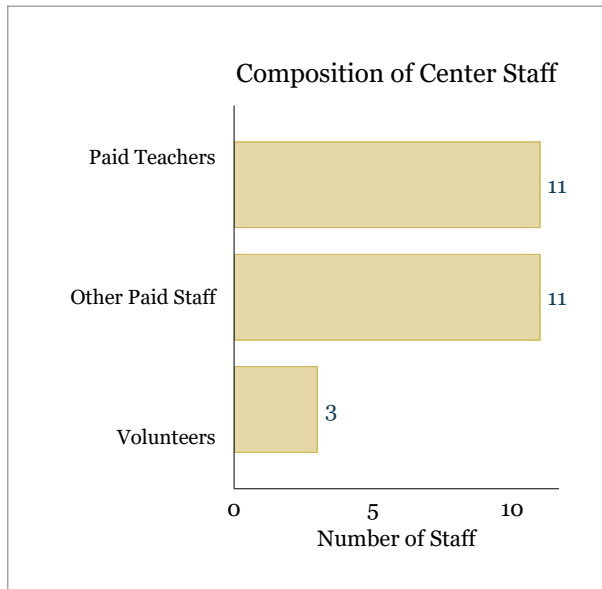
Campus 1, District for Campus 1

Regional Education Service Center 13, Austin

Afterschool Center on Education Profile, Spring 2017

Center Staff and Activities Offered

The majority of the 25 staff members at the Example Elementary (EL) Afterschool Center on Education (ACE) were paid teachers and other paid staff, a category that includes youth development workers and center administrators.



Source: Texas 21st CCLC Tracking System, Spring 2017.

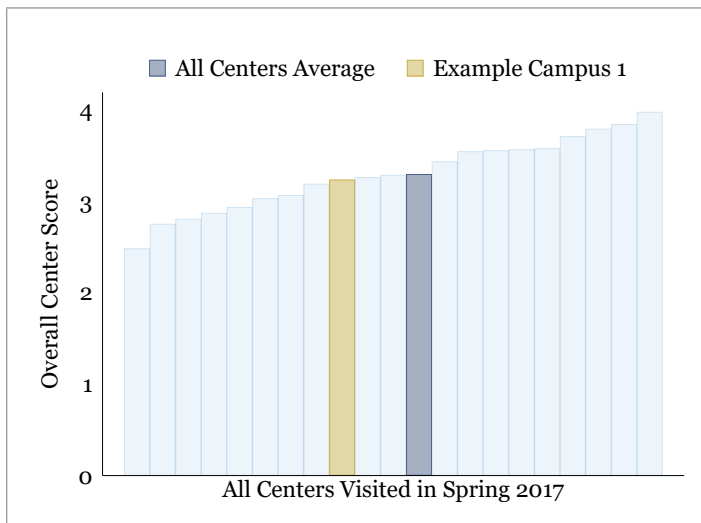
Activities Most Offered	
Activity Type	Activities
Recreational Activity	28
Academic Enrichment	13
Promotion of Parental Involvement	3

Source: Texas 21st CCLC Tracking System, Spring 2017.

Throughout the school year, ACE at Example EL offered three different types of activities: recreational activities, academic enrichment learning programs, and homework help. The majority of the activities offered were recreational activities.

Program Quality Assessment (PQA) Scores

In spring 2017, the research team visited 20 ACE centers across the state based on location to ensure geographic diversity across the sample.



Source: Program Quality Assessment, Spring 2017.

Note: Each indicator on the PQA can be scored as a 1, 3 or 5, with 5 being the best possible score.

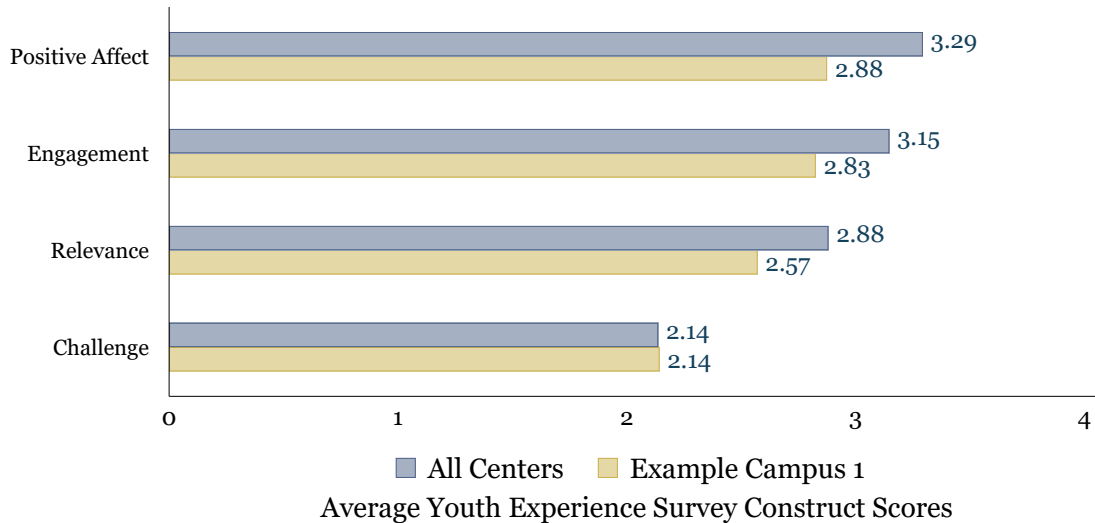
PQA Construct	Example Campus 1	All Centers Visited
Supportive Environment	4.39	4.31
Interaction	3.23	3.35
Engagement	2.08	2.20
Overall	3.23	3.29

Source: Program Quality Assessment, Spring 2017.

Example EL had lower construct scores for Interaction and Engagement and a lower overall PQA score than average across the 20 ACE centers visited, yet scored higher than average on the Supportive Environment construct.

Youth Experience Survey Results by Construct

On the day of survey administration, students in ACE at Example EL reported less positive affect, engagement, and relevance in the afterschool activities in which they participated compared to other students in all ACE centers visited.

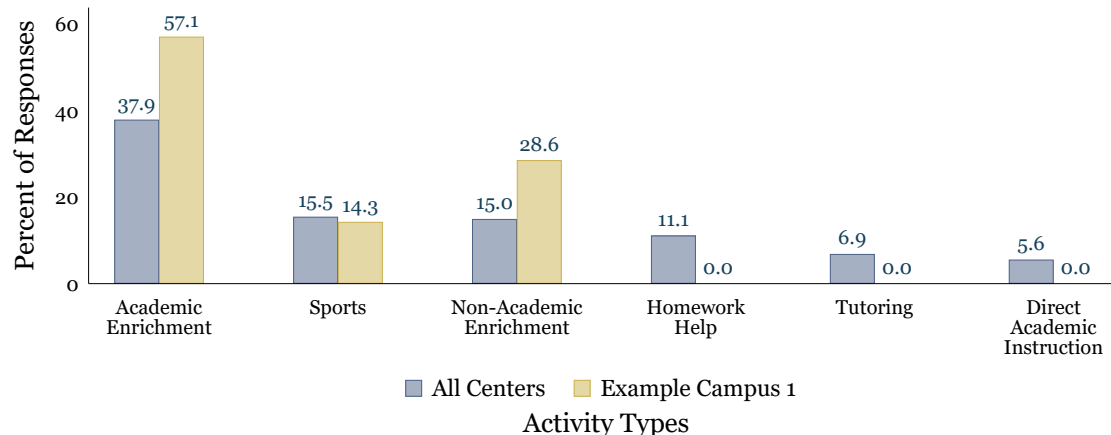


Source: Youth Experience Survey, Spring 2017.

Note: The youth survey contained 4 scales that measured positive affect, engagement, relevance to youth's lives, and challenge associated with activities on the day of survey administration. Survey questions were rated on a 4-point scale, where 1=Not at all, 2=A little, 3=Somewhat and 4=Very much.

Activity Leader Survey Results

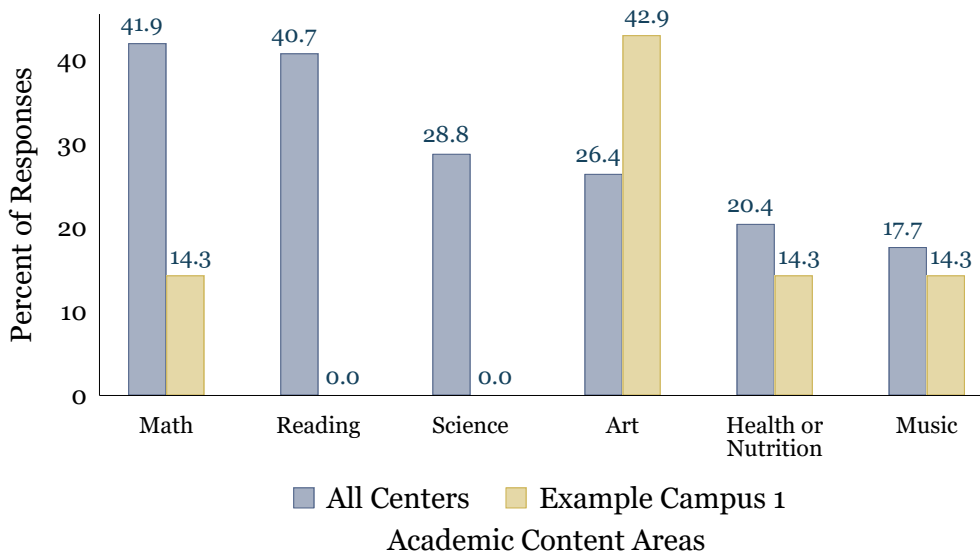
Across all the ACE centers, the three most common activity types on the day of survey administration were academic enrichment, sports, and non-academic enrichment, comprising 68% of the activities. The top three activities reported at Example EL mirrored the top three activities overall, though a greater percentage of activities at Example EL were academic enrichment and non-academic enrichment compared to all centers. None of activities at Example EL on the day of survey administration were homework help, tutoring, or academic direct instruction.



Source: Activity Leader Survey, Spring 2017.

Note: Only the six most frequently marked activities are presented. The left three bars are the most frequent at all centers, and the right three are the next three most frequent at Example Campus 1 (unless there are no other activity types).

Across all the ACE centers, the three most common content areas of activities on the day of survey administration were math, reading, and science. At Example EL, none of the activities reported were reading or science, while math was the content area for 14% of the day's activities. The three most common content areas at Example EL were art (43%), health/nutrition (14%), and music (14%).



Source: Activity Leader Survey, Spring 2017.

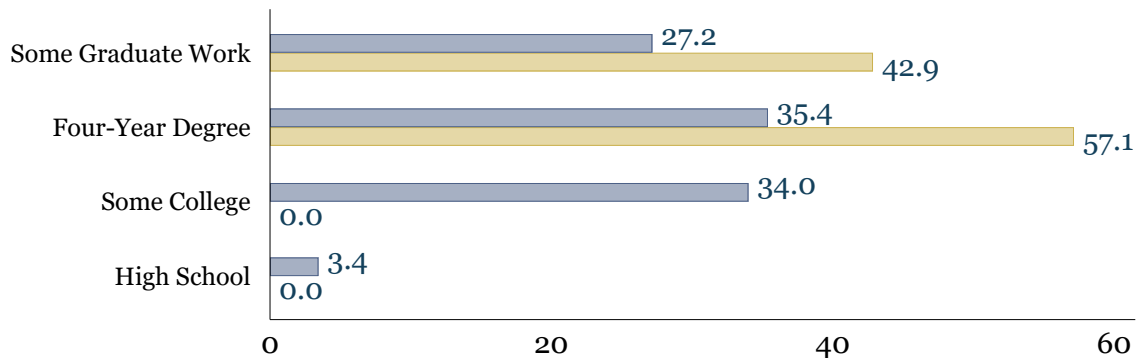
Note: Because survey respondents could select more than one academic content area and only the six most common topic areas are presented, the summed percent of responses may be greater or less than 100.

The table below depicts the percentage of activities in which activity leaders at Example EL answered “the majority of programming time was spent doing this” for the activity they led on day the of survey administration compared to all ACE centers. At Example EL, none of the activities involving direct instruction comprised the majority of programming time compared to 32% at all centers. Fewer activities at Example EL (14%) involved working in small groups the majority of programming time compared to all centers (60%).

The majority of program time was spent doing the following activities:	Example Campus 1	All Centers
Youth primarily worked in small groups on tasks related to the activity	14%	60%
Youth participated in activities that allowed them to explore and discover new things on their own	29%	45%
Youth learned or practiced a skill that is not related to specific school-day content area (e.g., learning tae kwon do, etc.)	43%	42%
Youth received direct instruction in a particular academic content area (e.g., math, science, reading, etc.)	0%	32%
Youth worked on a group project that will take multiple sessions to complete	29%	30%
Youth primarily worked alone on tasks related to the activity	33%	27%

Source: Activity Leader Survey, Spring 2017.

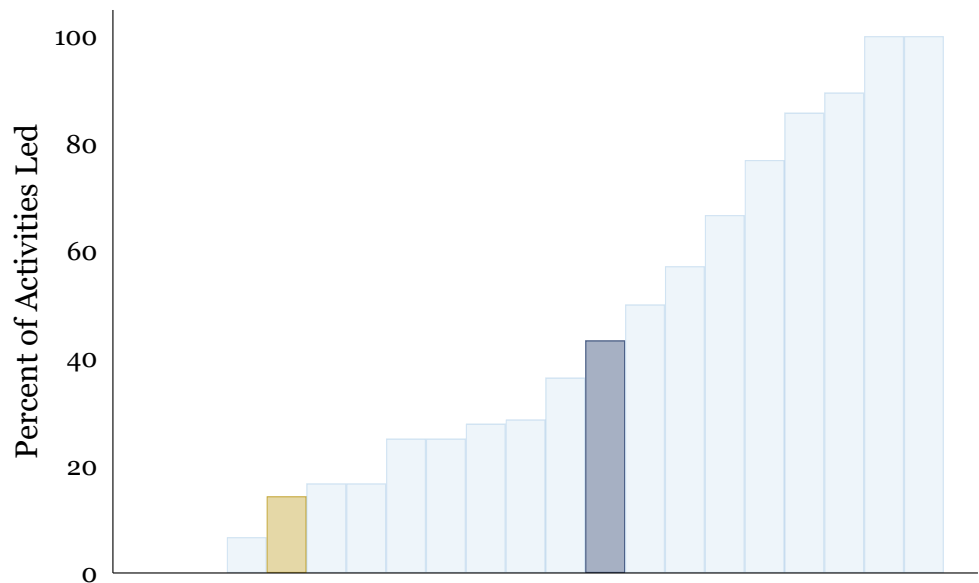
On the day of survey administration, a substantially larger proportion of afterschool activities at Example EL were led by staff who completed a four-year degree (57%) or some graduate work (43%) compared to all other ACE centers visited.



■ All Centers ■ Example Campus 1
Percent of Activities Led by Staff with Various Education Levels

Source: Activity Leader Survey, Spring 2017.
Note: percentages may not sum to 100% due to rounding.

Across all centers, 43% of the activities on the day of survey administration were led by ACE staff holding teaching credentials. A substantially smaller proportion of activities at Example EL were led by staff who held teaching credentials (14%) compared to all centers.



■ All Centers Average (43.3%) ■ Example Campus 1 (14.3%)
Staff with Teaching Credentials at Centers Visited in Spring 2017

Source: Activity Leader Survey, Spring 2017.

Results from Interviews with ACE and School Staff

Definition of Target Population and Recruitment Approaches

A needs assessment, examining key subject areas in which academic outcomes should be increased, informed the Example Elementary School Texas Afterschool Centers on Education (ACE) center's target population. In addition to targeting students with specific academic needs, the center also seeks to more heavily target students experiencing behavior issues. As a result of trying to match the needs of the school, there is room for collaboration between center and school—day staff to best serve the center's target population:

"We partnered with school—day teachers, and they came in in the morning and did an academic class with students that didn't do as well in testing in that area."

There is a waiting list to get into the ACE center at Example Elementary School, as there is a need in the community for afterschool childcare. Center staff hand out flyers promoting ACE and the center holds open registration at the beginning of the school year. Entry into the ACE center is on a first—come, first—serve basis and there is a mandatory orientation during which ACE expectations, rules, and information are dispersed. Many students continue with the program each year, and many of those students' siblings also join.

Activity Design and Delivery

ACE center leadership believe the center should increase student academic achievement, school—day attendance, and student engagement. One center staff member shared the following sentiment:

"To me, that is the purpose of the program, to increase academic achievement and then also increase attendance and other important factors; behavior and just student engagement in general."

Center programming is also designed around the needs of the school; science and math have been focal points over the last year. Center staff believe it is important for students from low socioeconomic backgrounds to have a learning space in which they can feel safe, as a safe learning environment allows students to build a foundation for future academic achievement. Center programming is also designed to provide students with new experiences, ranging from access to technology to learning new instruments.

To achieve these goals, center leadership and staff collect student surveys that provide feedback on what students do and don't like about their current activities, as well as suggest ideas for future activities. The center relies on outside vendors to support the delivery of some activities, including those activities focused on careers, emotional learning, and learning musical instruments.

Staffing Model

The ACE project director and district program administrator are included on the interview panel when hiring a site coordinator. Frontline staff are hired by the site coordinator. Center leadership consider being passionate, flexible, and organized as desired qualifications.

Staff composition for the ACE center at Example Elementary School include vendor partners, college students, school—day teachers, and parents:

"We have a mix. We have a lot of school—day teachers and then I have a few parents that also work for the program. Then we have some college students."

"And then a lot of the academic enrichment activities and some other types of enrichment activities are led by partners. So, vendors that we contract with, to come in and provide activities."

Use of Quality Data Tools and Data to Support Program Improvement

To monitor the progress and success of ACE students, formal observations using the Youth Program Quality (YPQ) assessment tool are conducted as well as 'drop-in', checklist versions of the assessment tool:

"I have an observation check list that I do every time I come through. And, it's based on the YPQ[A]. There is a YPQ assessment that [is based on] some of the larger process[es] . . . If I walk in the door of any activities, I should see these best practices happening. Is what they're learning about today up on the board? Did they start the day off with an introduction, saying hi to the kids? And, maybe a fun ice breaker. Does that activity include something hands on and engaging for the kids? Just little things like that."

Observations of afterschool activities also allow for changes to be implemented as needed and to emphasize areas of focus, such as student safety. Programmatically, the observations are an opportunity to influence the structure of activities, such as providing visual reminders of learning agendas.

In addition to conducting observations, center leadership measure student academic progress by means of access to electronic Child Study Team (eCST) data, STAAR scores, and data relayed by individual school—day teachers. Center leadership also conduct student pre— and post—tests through IStation. Some center staff reported that, unlike center leadership, they do not review school—day student data to address student needs including grades or teacher notes, and that some center staff do not have access to such data.

Alignment to School Day

ACE center leadership are invited to school meetings and have day—to—day working relationships with the principal, which has led to collaboration between the school and the ACE center. A result of this collaboration is that the center has been able to supplement the school's needs:

"When I am in meetings with principals, things that come up a lot, for example, if the school wants to offer a tutoring program, what can we do to supplement and work with them on that. And, a lot of times it's just around logistics and working together to provide the best afterschool program that we can."

School—day staff – including the assistant principal and front office staff – help with center activities or are involved in the center in some way.

Family Engagement

The district—level ACE program strives to ensure that all centers in the district, including the Example Elementary School ACE center, are compliant with grant requirements regarding family activities and programs. The Example Elementary ACE center tries to target the entire parent and adult family population, developing activities designed for both specific and general audiences. While there isn't a particular time in which parents and adult family members are targeted more than others, the center is aware that there is lowered family participation during testing and holiday seasons.

The center administers a parent survey, which allows families to have a voice in what activities are offered. Many of these activities are focused on enabling families to better assist and interact with their students, from math nights to communication skills activities. Other family engagement offerings are focused on social/emotional learning (SEL) and English as a second language (ESL). The center also offers programs and activities that enhance parents' and adult family members' technological proficiency, life skills, and job skills:

"We teach them how to set up an email because you need an email in order to access that program. We've also done interviewing skills for parents looking for work. We've had a person come and teach women the proper attire and makeup, and that's been also really popular. Another one that was really popular . . . is we created a basic car maintenance class for our parents. They were mainly women, but that was really popular, teaching parents how to deal if you have a flat tire, how to sort of be self—sufficient in that category."

A noted challenge to parent participation was the frequency of offered classes; classes scheduled once a month rather than twice a week were more successful. In higher grade levels, there is more difficulty in getting parents involved because so many children take the bus home, rather than have their parents pick them up. This reduces the opportunity for center staff to engage in one-on-one conversations with parents and adult family members. Despite any challenges, however, center staff believe that parents benefit from the program by knowing that their child is in a safe and supportive environment, and that the activities in which parents participate often allow for the opportunity to spend quality time with their students.

Perceived Youth Outcomes

ACE center staff reflected that programming primarily provides students with opportunities they would not otherwise have, homework help, and improved academic performance during the school-day:

“Having those kinds of opportunities, those enrichment opportunities that they wouldn’t otherwise get I would say is a big one. The homework time and then I would say improving academic outcomes during the school day.”

Other benefits included students receiving an additional meal, and having a safe space during afterschool hours. Center staff also mentioned that it is important to establish expectations accordingly, as programming does not help all students the same.

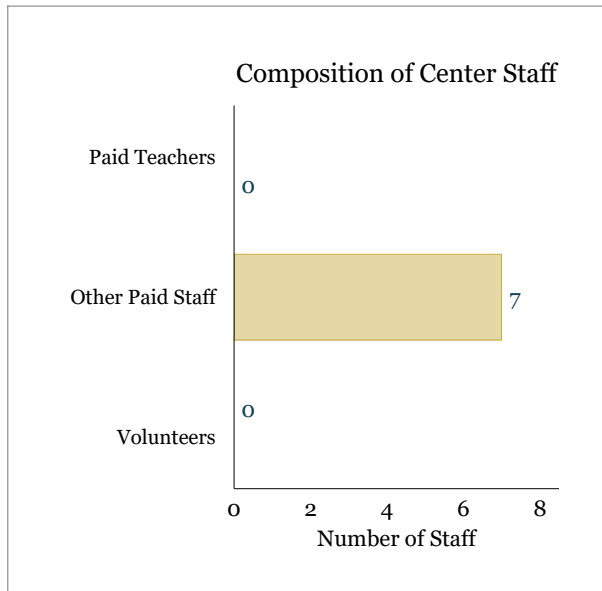
Campus 2, District for Campus 2

Regional Education Service Center 13, Austin

Afterschool Center on Education Profile, Spring 2017

Center Staff and Activities Offered

The 7 staff members at Example Middle School (MS) Texas Center for Education (ACE) were all paid staff other than teachers, a category that includes youth development workers and center administrators.



Source: Texas 21st CCLC Tracking System, Spring 2017.

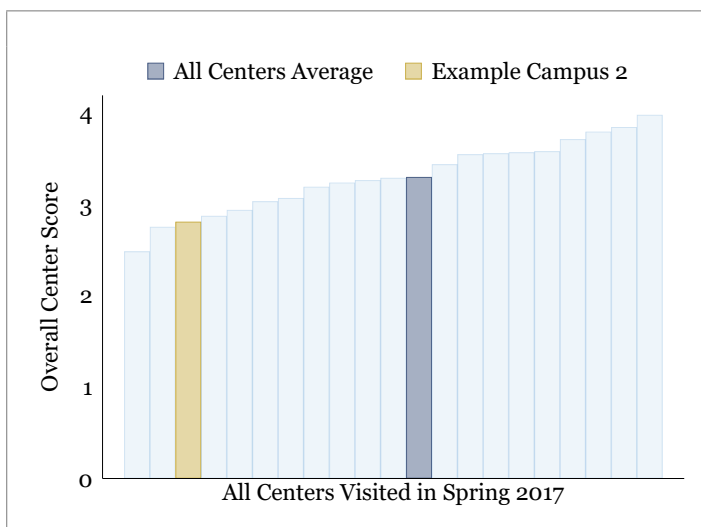
Activities Most Offered	
Activity Type	Activities
Recreational Activity	10
Career/Job Training	8
Academic Enrichment	3
Promotion of Parental Involvement	2
Counseling or Character Education	2

Source: Texas 21st CCLC Tracking System, Spring 2017.

Throughout the school year, ACE at Example MS offered five different types of activities. The majority of the activities offered were recreational and career/job training.

Program Quality Assessment (PQA) Scores

In spring 2017, the research team visited 20 ACE centers across the state based on location to ensure geographic diversity across the sample.



Source: Program Quality Assessment, Spring 2017.

Note: Each indicator on the PQA can be scored as a 1, 3 or 5, with 5 being the best possible score.

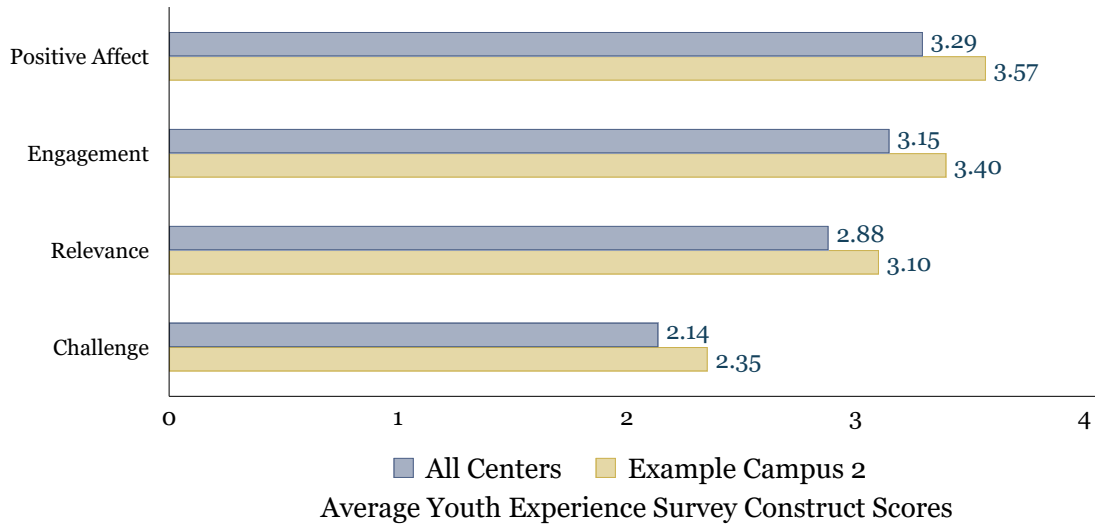
PQA Construct	Example Campus 2	All Centers Visited
Supportive Environment	3.87	4.31
Interaction	2.52	3.35
Engagement	2.01	2.20
Overall	2.80	3.29

Source: Program Quality Assessment, Spring 2017.

Example MS had a lower overall PQA score compared to all the ACE centers visited and scored lower on each PQA construct.

Youth Experience Survey Results by Construct

On the day of survey administration, students in ACE at Example MS reported greater positive affect, engagement, relevance, and challenge in the afterschool activities in which they participated compared to students in all the ACE centers visited.

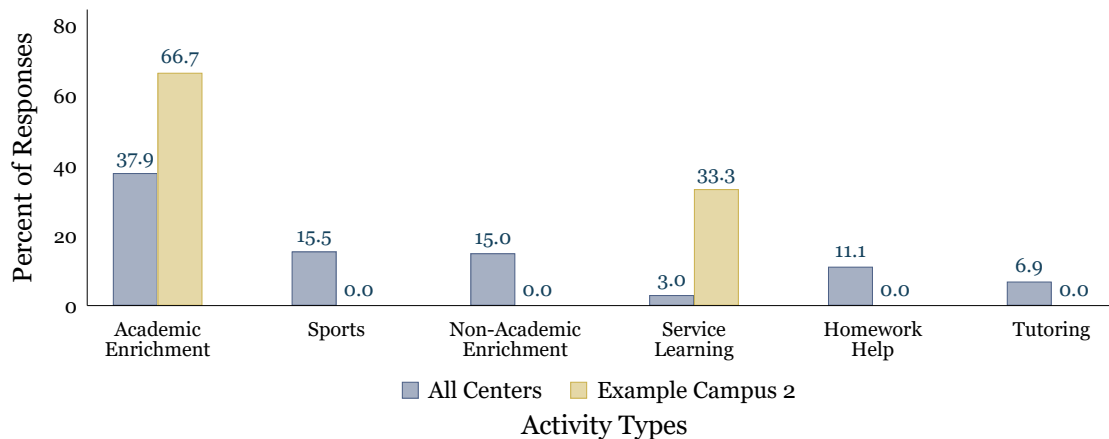


Source: Youth Experience Survey, Spring 2017.

Note: The youth survey contained 4 scales that measured positive affect, engagement, relevance to youth's lives, and challenge associated with activities on the day of survey administration. Survey questions were rated on a 4-point scale, where 1=Not at all, 2=A little, 3=Somewhat and 4=Very much.

Activity Leader Survey Results

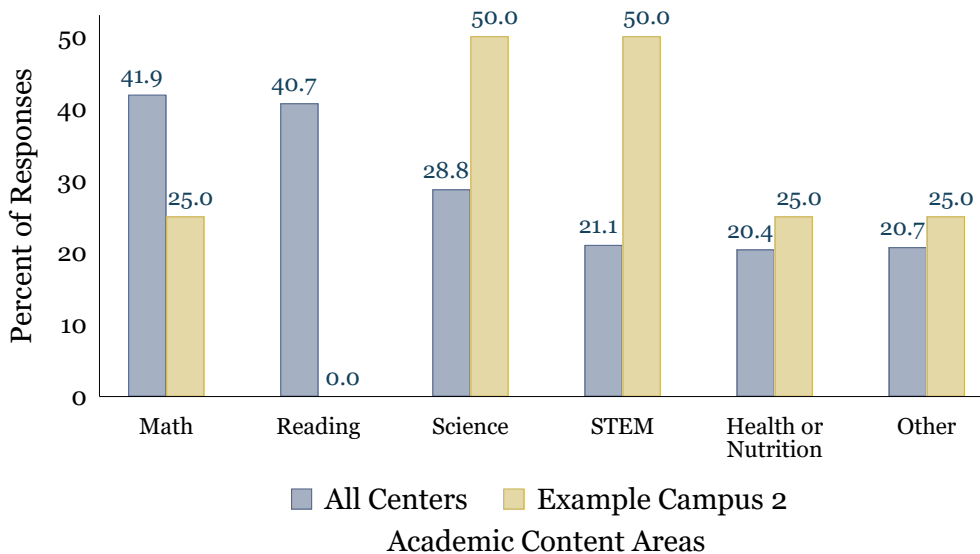
Across all the ACE centers, the three most common activity types on the day of survey administration were academic enrichment, sports, and non-academic enrichment, comprising 68% of the activities. The most common activity at Example MS on the day of survey administration was academic enrichment (67%). Service learning (33%) was the only other activity offered on the day of survey administration.



Source: Activity Leader Survey, Spring 2017.

Note: Only the six most frequently marked activities are presented. The left three bars are the most frequent at all centers, and the right three are the next three most frequent at Example Campus 2 (unless there are no other activity types).

Across all the ACE centers, the three most common content areas of activities on the day of survey administration were math, reading, and science. At Example MS, the two most common content areas were science (50%) and STEM (50%). The third most common content areas were math, health/nutrition, and “other” activities, each comprising 25%. Example MS offered a smaller proportion of math activities, no reading activities, and a larger proportion of science activities compared to other centers visited.



Source: Activity Leader Survey, Spring 2017.

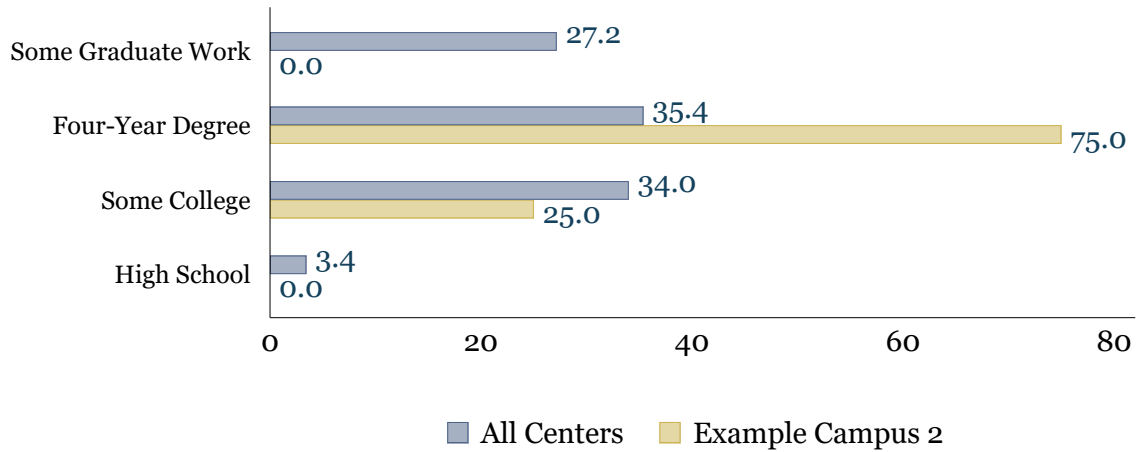
Note: Because survey respondents could select more than one academic content area and only the six most common topic areas are presented, the summed percent of responses may be greater or less than 100.

The table below depicts the percentage of activities in which activity leaders at Example MS answered “the majority of programming time was spent doing this” compared to activity leaders at all ACE centers on the day of survey administration. At Example MS, a larger proportion of activities in which youth primarily worked in small groups (100%) comprised the majority of programming time compared to all centers visited. At Example MS, none of the activities in which youth primarily worked alone comprised the majority of programming time.

The majority of program time was spent doing the following activities:	Example Campus 2	All Centers
Youth primarily worked in small groups on tasks related to the activity	100%	60%
Youth participated in activities that allowed them to explore and discover new things on their own	50%	45%
Youth learned or practiced a skill that is not related to specific school-day content area (e.g., learning tae kwon do, etc.)	25%	42%
Youth received direct instruction in a particular academic content area (e.g., math, science, reading, etc.)	25%	32%
Youth worked on a group project that will take multiple sessions to complete	25%	30%
Youth primarily worked alone on tasks related to the activity	0%	27%

Source: Activity Leader Survey, Spring 2017.

On the day of survey administration, a substantially larger proportion of afterschool activities at Example MS were led by staff who completed a four-year degree (75%) compared to all other ACE centers visited. A smaller proportion of activities at Example MS were led by staff who completed some college (25%) compared to other ACE centers.

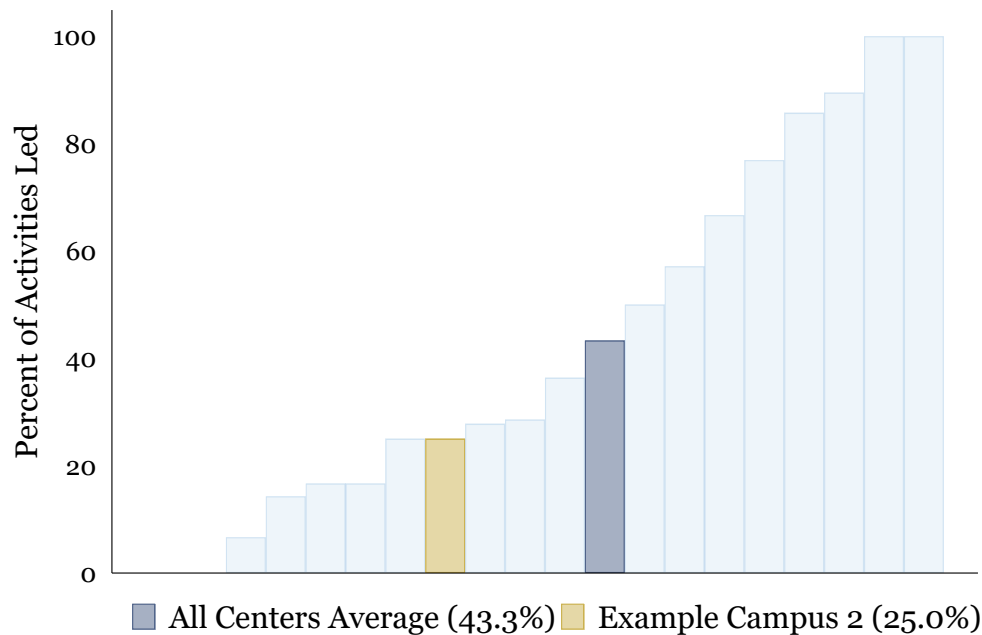


Percent of Activities Led by Staff with Various Education Levels

Source: Activity Leader Survey, Spring 2017.

Note: percentages may not sum to 100% due to rounding.

Across all centers, 43% of the activities on the day of survey administration were led by ACE staff holding teaching credentials. Compared to all the centers visited, a smaller proportion of activities (25%) at Example Middle School were led by staff with teaching credentials.



Staff with Teaching Credentials at Centers Visited in Spring 2017

Source: Activity Leader Survey, Spring 2017.

Results from Interviews with ACE and School Staff

Definition of Target Population and Recruitment Approaches

The ACE center at Example Middle School doesn't necessarily have a target population, as the goal is to reach and serve as many students as possible. Center activities are not set up to where students are required to come every day, and they can decide which days to attend because meeting enrollment targets are generally met.

To assist recruitment efforts, the school allows the center to represent itself at school nights and events, and center leadership are welcome to participate in school house meetings and the social service committee.

Activity Design and Delivery

Programming is influenced by Boys and Girls Club requirements, as well as requirements for the ACE grant. Examples of required programming include the vocabulary activity Brainstormers and Power Hour, which is homework assistance. Other programming is open to more flexibility.

The center also holds students accountable for their school-day grades; to accomplish this, the center has implemented the Zeroes Aren't Permitted (Z.A.P.) program and a rewards system, which enters student names into a raffle for prizes for completed homework.

The center relies on vendors for programming such as the Seek and Young Knights engineering groups from the University of Texas, Creative Action, and Sticky Fingers.

Staffing Model

The project director is involved in hiring the site coordinator and has a final say. The project director and site coordinator are involved in hiring the education directors, and the center prefers to hire from within for this position because an inside hire would ideally understand how the center operates. The education director operates as second in command.

The center also employs youth development professionals for frontline staff. Although turnover for these positions has been low, "filling the spots has been a struggle." When it comes to frontline staff, the site coordinator and education director make the hiring decisions. For youth development workers, the center provides a long on-boarding process to make sure they're qualified.

As of May 2017, the center does not staff school-day teachers for tutoring though one school-day teacher operates as a vendor for an enrichment activity. At the time of the interview, the center was reported to be understaffed but is currently engaged in the hiring process.

Use of Quality Data Tools and Data to Support Program Improvement

To monitor center programming, data are compared against the Boys and Girls Club workbook. The project director conducts monthly onsite observations, and site coordinators also conduct observations. During observations, the project director examines, in part, the interaction between frontline staff and students, that staff are following the lessons plan, and whether the learning environment is safe. The center also implements self-assessments; the district-level ACE program most recently used the New York State Afterschool Network (NYSAN) Quality Self-Assessment tool. The principal also provides feedback on programming.

The center administers student surveys, which allows students to provide feedback regarding what programming they would like to see going forward and their opinion on existing programming. School-day grades and behavior data are monitored; if a student is not passing, or has ISS/suspensions or is out of dress code, they are not allowed to participate in field trips. The education director, who also has access to school-day grade data, monitors student academic progress and speaks with students who are not performing as well as expected. This allows the center to more fully understand outside factors that may influence academic and even behavioral outcomes, which enhances the quality of center-to-parent communication about student issues. There are 30 students who are considered "ACM" students, or academically case managed students. While all students

have their school—day academic and behavior data monitored, these case managed students have grades tracked from the first six weeks grading period all the way through the end of the school year, and school—day teachers are regularly consulted about these students' performance.

Center leadership also meets with the principal about once a week, during which student academics and other needs are discussed.

Alignment to School Day

Constant communication between the center and school influences areas and subjects that the center focuses on, and the center is informed about events and changes occurring in the school—day. The school collaborates with the center in different ways, including sharing the cost of field trips and other events. The school also helps with contacting parents, ensuring the center has sufficient space for programming, and coordinating afterschool transportation for students. A cited key to the level of collaboration and alignment is the center's demonstrated competence and that students' best interests are held as a priority.

The center strives to align with school—day goals in whatever capacity possible, including assisting students with STAAR performance and grade—level promotion:

"So, I mean, that's the goal of everything. We want to see the students' progress. So just aligning with whatever they can ... Aligning our afterschool program with the school—day is maybe the most important thing."

Center leadership also collaborates with school—day teachers to find out what they've been teaching and attends professional learning communities (PLCs). This allows the center to more accurately align with what is occurring on a day—to—day basis during the school—day and be aware of any school—day behavioral issues that might impact student performance during center programming. This extends to ensuring that consequences encountered for school—day behavior are upheld during center programming.

The school has specific goals surrounding academic achievement, parent involvement, and attendance, and the center is said to assist with those goals. The center also provides student updates and feedback to school—day teachers.

The school considers the center to be an extension of the school day, and this is reflected by the site coordinator having an AISD badge and ACE students riding an AISD bus home after center programming. The school and center both meet parents together, which helps the parents recognize the center as part of the school. Additionally, the center has been incorporated into the school improvement plan.

Family Engagement

Primary responsibilities for the family engagement specialist (FES) include communicating with the site coordinator to create family engagement programming and administering parent and adult family member surveys. In addition to asking for feedback regarding programming, the survey also asks parents and adult family members to indicate their preferred method of contact. The center has staff on—site who can communicate with non—English speaking parents and adult family members. The FES works closely with the parent support specialist at the school and the site coordinator, as they tend to know the parents well; the site coordinator makes it a point to communicate with families during student pick—up time. The FES also works closely with the project director regarding outreach strategies and finding appropriate vendors for programming. The FES and parent support specialist at the school brainstorm ways to reach out to parents and find space for programming. During pick—up time, center staff also communicate with parents regarding parent and adult family member programming and sign them up for activities. Recruitment also occurs during school orientation at the beginning of the year; surveys are administered during this time as well. Other recruitment activities involve calling parents and adult family members and sending materials home with students.

Baskets containing household necessities, such as laundry soap, bleach, and detergents, are raffled off at the end of parent activities to encourage parent and adult family member participation:

“And every time [the parents and adult family members] come, they get a raffle ticket. At the end of the class, they have raffle tickets in the bucket, their name will get drawn and they’ll keep coming.”

It was noted that family engagement is more difficult to achieve at the middle school level compared to the elementary school level. While parents and adult family members may still want to be involved, participation is hit or miss. Although participation may be harder to achieve, family members who do participate tend to volunteer at events.

Some parent and adult family member programming include English classes, Love and Logic parenting classes, resume building classes, computer literacy classes, and Spanish classes. There is no particular target population of parents and adult family members; instead, the center simply considers how to get any parent “through the door.” When communicating about family engagement programming, the center emphasizes that activities and events are designed to help better the entire family unit.

While the center does not offer any specific referrals to outside organizations, if a family is known to be in need of assistance, the center will make an attempt to help; an example given involved finding resources to help a family get their electricity turned back on. The site coordinator is able to pass this type of information along to the FES because the site coordinator is more familiar with their families, and this prevents a family need from having to tell their story more than once.

Parents and adult family members enjoy special events, such as Father–Daughter dances, family potlucks, and student showcases. These events can be important because they demonstrate to parents and adult family members the consistency of the program and helps to build trust.

Perceived Youth Outcomes

In addition to improved academic progress, students enrolled in the ACE center at Example Middle School benefit through exposure to new experiences, including formal dinner and social etiquette. Described as a “constructive type of child care,” the program provides a safe learning environment where students are able to appropriately interact with adults, experience enrichment activities, and gain confidence in themselves. Students enjoy attending the program “because they get to hang out with their friends, they get to work on homework, they get to work on cool projects, they get to go on field trips, and they get to learn about themselves.”