

2019
2020



**Texas 21st CCLC
Evaluation**

District-Level Report

Conducted by:

Educational Research Institute

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Executive Summary

Despite the appearance of the Coronavirus (COVID-19) in the spring of this year causing the Donna Independent School District (ISD) to shut down as of March 14, 2020, the district's After-school Centers on Education (ACE) Program was successfully implemented in its fourth year during this 2019-2020 academic school year. The ACE Program spans across seven (7) elementary schools, two (2) middle schools, and one (1) high school, for a total of 10 campuses.

Although the year was marred by this COVID-19 pandemic, leading to the inability for all schools to complete and properly document student attendance and involvement regarding the 45-day requirement, the overall success of the program was evident even prior to the school closures. As of March 13, the final day of school and the in-person ACE program within the district, the total accumulative sum of 1,585 students and 417 parents were served during the school year. The number of regular students, attaining the 45-day requirement, was 828 as of March 13, 2020, the last day of on-campus classes for the district. There is no doubt, without the COVID-19 pandemic that closed the schools with just 10 of 18 weeks in service for the spring, the Donna ISD ACE program would have reached its goal of the required 1,000 regular students. Only one of the campuses met the regular student requirement of 100 regular students, but one school was at 92% and another at 96% of reaching their numbers.

Students continued to be served through virtual activities, online video offerings and homework assistance, but not officially counted and documented from March 23, 2020, through the remainder of the school year and then into summer. There is no doubt, the district unofficially exceeded its grant minimum of serving 1,000 students and 300 parents, respectively.

The program staff includes one (1) ACE Program Director, ten (10) Site Coordinators, one (1) Family Engagement Specialist and numerous teachers, professionals, tutors, and volunteers. This allows each site to be able to offer tutoring, recreational activities, and a diverse number of family engagement events to meet its students' and parents' needs. This was all done despite Donna ISD being allocated a total district budget of \$965,816 for the 2019-2020 school year, which is much less than other districts typically receive. This budgetary struggle causes issues with being able to hire staff, creating limited activities and supplies for the participating students.

Despite these challenges, it is our observation that overall the ACE Program continues to provide high quality services to the children most in need within the targeted campuses through their creative efforts regarding their limited budgets and the enthusiasm with which they solve these problems. The activity components for the program compliance were met at each of the 10 campuses.

However, programs such as the ACE 21st Century Learning Center must always be on the lookout for improvement, potential opportunities, and ideas on how to grow and improve the program to create better outcomes.

The following report was based on site visits, observations, survey results, interviews with Site Coordinators and students, and limited data that could be collected due to the



Runn Elementary School

closure of school and the unofficial tracking of students for the final eight (8) weeks of the school year. This report is intended to ensure the district can make timely modifications to the program to improve and/or grow the Donna ISD ACE Program as well as provide an overall look at the success and challenges of this specific program in the Donna ISD from an external evaluator’s perspective.

Introduction and Purpose of Program

Donna ISD serves students between the ages of 3 and 18 within their ACE Program. The district has a student population of 14,439, of which, 14,396 (99.7%) are Hispanic, and 13,587 (94.1%) are economically disadvantaged. Furthermore, 7,352 (50.9%) are English Language

Learners (ELL) and 11,770 (81.5%) are at-risk. (Source: Texas Academic Performance Report (TAPR) 2018-2019).

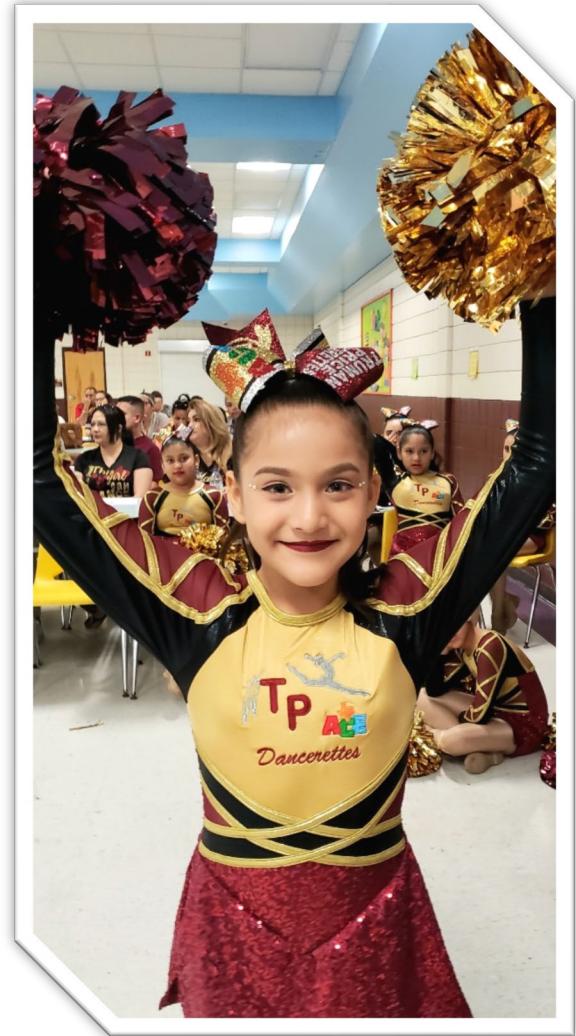
In order to address the barriers and enable their students to succeed, the administrators at Donna ISD strive to provide their students with an education that will help propel them above the education level of their parents. Based on the U.S. Census Bureau, 35.9% of the adult population in the City of Donna have an education level lower than a high school diploma or equivalent. Due to these staggering statistics, the continuation of the ACE Program was designed to address the following four (4) focus areas:

- Academic performance;
- Attendance;
- Behavior; and
- Promotion rates of students.

These areas of focus were developed into goals that were monitored to ensure the success of the ACE Program at each of Donna ISD's individual campuses. The theory of action designed for each campus placed students in need within a well-structured program that contained after-school activities which were aligned, taught, and led by qualified personnel.

During this fourth year of the funding cycle, Donna ISD served 1,585 students through the ACE Program as of March 13, prior to the closure of the district due to the Coronavirus (COVID-19)

pandemic. The program's numbers and data show the impact the efforts have had thus far. The students were recruited, much like the first three (3) years of the program based on at-risk factors; teacher, counselor, and administrator referrals; and general interest in the program from students and parents. These recruitment efforts allowed the district to focus and strive to make an impact



Truman Price Middle School

on the four (4) highest priority needs, which continue to include: retention rates, disciplinary action, gaps in ELL proficiency and adult education services.

Based upon a need's assessment conducted prior to the 2019-2020 ACE Program, Mr. Raul Torres, the Program Director, found the following statistics relevant to the high priority needs of the district. (Source: Texas Academic Performance Report (TAPR) 2018-2019) and community (U.S. Census Bureau: 2018).

- 11,770 (81.5%) of the students in the district were At-risk;
- 7,352 (50.9%) of the students in the district were English Language Learners (ELL);
- 410 (2.61%) of the students within the district had disciplinary placements;
- 38.8% of the population in the City of Donna 25 years and older do not have a high school diploma or GED; and
- 404 (2.8%) of the students in the district population drop out each year.

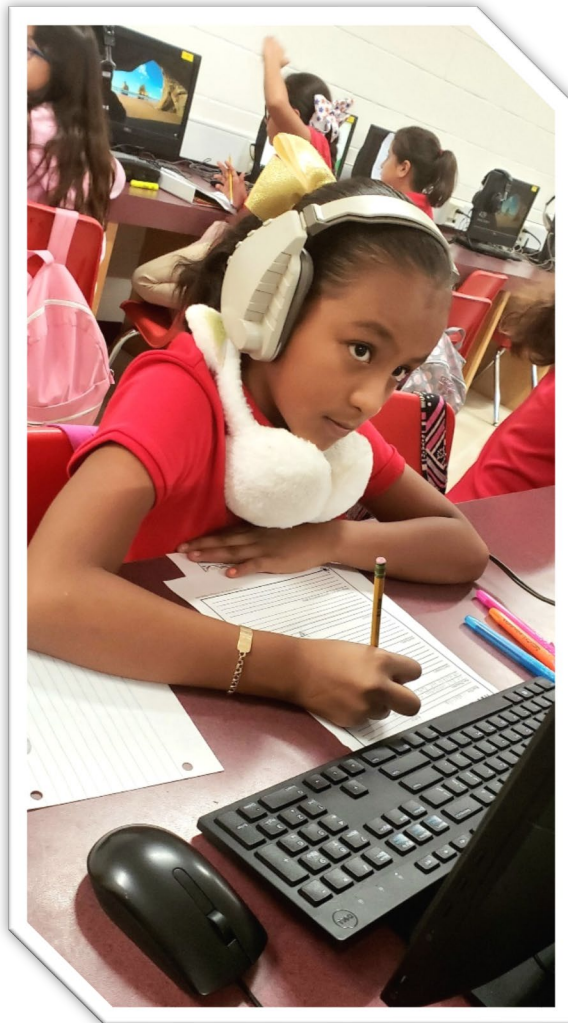
Evaluation Strategy

This District Level end-of-year report from the external evaluator utilized fall and spring on-site visits, observations both on-site and virtually, interviews with Site Coordinators, surveys and data analysis. Below you will find how these items were reviewed by the external evaluator.

- ***On-site Visits (10/07/2019 – 10/09/2019) and (2/4/2020 – 2/6/2020)*** – ERI evaluation staff conducted their on-site visits with the Site Coordinators from each of the 10 participating ACE campuses in order to discuss progress and activities being implemented. On October 7 through October 9, ERI evaluators Lisa Seiser and Maggie Rodriguez conducted the site visits. In addition to these site visits, Lisa Seiser also performed site visits on February 4 through February 6 to meet with each of the Site Coordinators and observe activities at the 10 campuses.
- ***Surveys*** - ERI reviewed surveys from students and teachers participating at the various ACE campuses. These surveys included multiple choice responses and open-ended questions in which small testimonials and suggestions could be included. This allowed the ACE staff and ERI to collect information and feedback

from participants and teachers. A total of 120 surveys were completed by staff members and 572 by students. The surveys were completed by November 21, 2019.

- ***Zoom meeting attendance/discussions with Program Director*** – Due to COVID-19, the program went online starting in late March. ERI evaluation staff attended online meetings with the staff, had lengthy discussions with the Program Director and observed online/Social media content being provided to students during this



Salazar Elementary School

time. Among the activities being held and organized by ACE staff included: educational enrichment and college readiness for families, parental involvement, promoting information on COVID-19; and telephone calls and texts to students and parents to ensure they had what they needed to continue to receive the educational opportunities. Summer plans included additional arts and crafts, enrichment activities, hands-on activities, and college ready efforts. Coordinators, teachers, interns, and others were planning to create video lessons to share and hold Google Classroom efforts starting in June and running until July 9, the end of the summer session. Coordinators tracked students and attendance at some of the sessions, but unofficially.

- ***Academic and other Data review*** – ERI reviewed information provided by the Program Director and through the TAPR and other TEA data to determine if the efforts from the ACE Program was having the intended positive impacts during

instructional classroom time. This included the review of Beginning-of-Year (BOY), and Middle-of-Year (MOY) benchmarks. Due to the premature ending of the official school year, End-of-Year (EOY) data was not able to be collected. However, based on the information provided by the director and through analysis of all information available, the program still had a beneficial impact on student academic scores.

Through site visits, discussions with ACE staff and their assistance, TX 21st database, and other district databases, the evaluation team was still able to successfully monitor the ACE Program's progress for student improvement as much as possible despite the above-mentioned hurdles and challenges caused by the COVID-19 district closure.

Overall Program Information

The theory of action implemented by Donna ISD was to target students in need by placing them into the 45-day, well-structured 21st CCLC program. This program ran in the following manner: The Donna ISD ACE Program has operated Monday through Thursday. During the regular school year, the program has operational hours from 3:30 p.m. to 6:30 p.m. for the elementary schools and 4 p.m. to 7 p.m. for the middle and high schools for the Fall and Spring terms. Of the 22 campuses in Donna ISD, the following are those in the ACE Program.

- Garza Elementary School
- Truman Price Elementary School
- Salazar Elementary School
- Munoz Elementary School
- Singleterry Elementary School
- Salinas Elementary School
- Runn Elementary School
- Saucedo Middle School
- Veterans Middle School
- Donna North High School



Obviously, this schedule changed completely after March 13, 2020 due to the COVID-19 pandemic and school closure, which not only affected the remainder of the school year, but also the plans for the summer programming. Typically, the ACE campuses merged from 10 to three (3) for the summer programs. This year, the summer programs were slated to be held online, utilizing social media, the district’s website, and Google Classroom portals. Packets with hard copies of activities were also going to be distributed. Initially, Zoom was used for online coursework, however, that was changed to YouTube and Google Classroom per the TEA.

Despite the changes and challenges caused by school closures, the ACE Program was designed to align after-school activities with the respected curriculum taught by qualified personnel. These activities focused on raising academic performance through tutoring and hands-on activities, increasing attendance, improving behavior, and increasing promotion rates. The activity components focus on academics, college readiness, enrichment, and family, each of which was met at all 10 campuses. These efforts continued throughout the stay-at-home requirements both through online efforts in support of the regular curriculum and through packets being distributed by the ACE Program to those who may not have had internet/computer access for online endeavors.

District Goals				
Goal	Year 1	Year 2	Year 3	Year 4
Raise Academic Performance (STAAR Grade Level or Above)	63.75%	74.25%	70%	71%
Increase Attendance	95.2%	94.9%	94.8%	94.1%
Improve Behavior (Disciplinary Placement rates)	2.32%	1.9%	1.94%	2.6%
Increase Promotion Rates	95.3%	95.7%	96.5%	96.3%
Source: Texas Academic Performance Reports				

As shown above, the ACE Program was successful in meeting one (1) of the four (4) targeted goals. The goal was achieved utilizing a well-detailed Logic Model describing the resources to be used, the implementation of the program, the activities to be offered and the participation goals. This Logic Model was updated by Site Coordinators during this Year 4 to address the district’s desires and needs.



Even though only one goal was achieved, overall, the Donna ISD's ACE Programs were successfully implemented this school year. This is taking into consideration the percentages were good in comparison to state averages and the financial limitations/ COVID-19 pandemic that closed the schools early. The financial limitations for the district are apparent. Despite Donna ISD ACE receiving the same funding it had in its first year after two consecutive years of decreases, it still, by far is one of the lowest funded ACE programs in the state of Texas. Yet it served students in multiple facets on a budget of \$965,816, compared to other districts targeting the same number of students receiving typically nearly \$800,000 more for the total budget. Districts receiving the same amount of funding Donna ISD does are typically targeting only 480 to 500 students, while Donna ISD is targeting 1,000 students. This predicament was caused when a contracted grant consultant budgeted during the initial grant competition an amount for the program operation that was too low. To successfully run the program, the district needed to bear some of the program's operating costs utilizing local and in-kind funds during the four (4) years of the program, including this year. For Donna ISD ACE it is about doing more with less and these Site Coordinators and the program director have figured out how to make that happen as best they can.

Despite those continued financial hurdles and the fact that the district was closed as of March 13 and will remain that way through the summer, we believe Donna ISD's ACE Program was successfully implemented in the 2019-2020 school year. While the early closure resulted in only one of the schools reaching its targeted number of 100 students attending the program for 45+ days, it is our conclusion based on our analysis of the numbers as of March 13 and numbers from previous years, that all the campuses would have reached the targeted numbers if the remaining eight (8) weeks of programming would have gone on as normal.

Program participation:

Out of the 14,439 students at Donna ISD, 828 (5.7%) were regular (45+ days) attendees of the ACE Program. If you look at the total accumulated number of students who received services from the ACE program for the 2019-2020 school year, that is 1,585, or nearly 11% of all Donna ISD students were impacted by ACE.

To increase knowledge of the program, the ACE staff worked diligently alongside campus and district administrators, as well as, regular instructional staff to promote the after-school

program. Additional marketing strategies included announced promotions, banners, and raffle giveaways with donated items. To further increase attendance, Donna ISD's ACE Program will continue to utilize the best practices of these focused marketing strategies.

Similar to the first three (3) years of the program data was constantly and consistently through the TX 21st Database, along with weekly observations conducted by the Site Coordinators. The Program Director, Mr. Raul Torres, continued to provide direct oversight to the Site Coordinators, who were able to share observatory information and feedback during the weekly Friday meetings. These efforts aided in ensuring the progress of each program at the 10 campuses. The recruitment efforts utilized were designed to target students that were either at-risk, failing, and/or recommended to the program by teachers or administrators.

The district's recruitment and retention efforts continue to be an ongoing effort and process

from the first three (3) years and throughout this Year 4 of the program. To make every effort to ensure the program was continuously at full capacity, notes were sent home to parents



Garza Elementary School

and phone calls were made to parents on a regular basis regarding the student's ability to participate in the program. Also, regular instructional staff were encouraged to speak to parents about the program during conference calls and meetings. Advertisements and information were also created and shared with the Donna ISD community through the district's website, take home notices and social media.

During the COVID-19 district closure, official reporting attendance was not taken, however, Site Coordinators were asked to track the students who were attending, receiving packets



and logging into the district's technology education programs such as MyON and others. This was intended to provide the district numbers and data on the students as needed. During this same time, there was no new enrollment of students into the ACE program.

Activities:

The ACE Program Site Coordinators at each of the campuses are responsible for creating a variety of activities and events to best meet the specific population and needs of each campus. The coordinators conducted surveys to ensure they met campus needs and offered courses that were either identified by the instructional staff as necessary, by parents as needed for their child, and/or student driven based on interest.

These activities were created to target the four previously mentioned focus areas of the campus which included: academic performance; attendance; behavior; and promotion rates of students. These activities included: Family Engagement Activities, Arts and Crafts, College Readiness, Homework Assistance, Sports, Technology and many more listed on the individual Campus-Level Reports. Some of the campuses added a musical rotation in their program to include guitar lessons, while others focused on reading and comprehension through the myON Reading program.

To further science and technology academic study, a few campuses included robotics, which offered an interesting hands-on educational experience for the ACE students. Each campus Coordinator also continues to monitor the students' interests in order to try to meet the needs and interests of the students through the programming. Some Coordinators have added activities based on requests from students, parents, and teachers. By addressing requests made by students, Site Coordinators have been able to maintain high participation rates and increase student engagement through activities such as guitar, robotics, dance, cheerleading and soccer, just to name a few.

Once it was decided children would not return to school due to COVID-19, ACE Program personnel created and shared videos and lessons that could be used online through the district's Facebook page and website. Each Site Coordinator was expected to provide at least one (1) link to an activity each week and that would then be shared for all students to have access. During this time, Coordinators continued to call parents to stay in communication with them, as well as letting

them know there were activities and projects available to them online. However, during most of this time, no official attendance was taken. Site Coordinators were told to keep track as much as they could with the activities they were working on and their children were involved in.



Munoz Elementary School

One of the major hurdles in a poverty-stricken community such as Donna, is a significant portion of the families either do not have internet access or access to a computer. Coordinators and the Program Director spent much of the final

weeks of the semester

preparing for the summer school sessions, which focused on a combination of online activities and efforts as well as print packets for students and parents who lack the internet accessibility.

Among the online learning ideas planned for the summer included utilizing free online tools, such as quizzes and videos. The various topics included fitness, cooking, games, arts, crafts, STEM, music and more.

Resources:

The financial resources available through the grant funds in Year 4, which were the same as the grant funds in Year 1, were allocated toward staff payroll, supplies and educational materials, professional services.

The funding deficiency as compared to other 21st Century ACE programs led to high student-to-staff ratio typically at the start of the ACE day, but as the tutors and staff came on board after their responsibilities with the school day concluded, the ratio of students to staff reached an appropriate number for adequate outcomes. However, on an overall basis, more funding would of course provide a greater impact with the ability to utilize more teachers, paid tutors and part-timers to provide homework assistance and educational enrichment programs.

Despite funding being lower than other ACE programs, in most cases, the Site Coordinators said they had enough supplies and materials during Year 4, despite previous years having to admittedly purchase their own at times.

Though resource availability was low, the implementation strategies used to recruit and retain students, and to develop them academically, socially, physically, and artistically had a positive outcome. The activities available aided in reducing the achievement gap between the at-risk ACE attending students and the regular campus population.

Implementation Practices:

Throughout the implementation process, there were several practices that aligned with the ACE Program's goals. These activities provided the students with a variety of opportunities and activities to improve their experience and growth within the ACE program. These efforts also provided opportunities for parents to see first-hand the mentoring, academic assistance, and enrichment activities the children were participating in.

Among these activities included significant time spent on homework assistance mostly by daytime classroom teachers and part-time tutors specifically brought in to create a successful ACE program. Other activities focused on hands-on educational opportunities intended to complement the work done during the school day by the teachers and with a special focus on reading and writing skills. The final piece of the implementation process was to add enrichment opportunities that involve hands-on activities that are fun, educational and that these ACE students would not normally be introduced to or experience either during the school day or at home. Some of these activities brought to the school by the ACE Program include guitar lessons, dance, cheerleading, cooking, photography and coding.



Overall, the implementation practices were proven to be favorable in providing students with assistance in their core classes and enriching them by submersing them in social engagement, team-building activities, and goal-oriented tasks.

Program Findings

Overall, based on observations during site visits and interviews with Site Coordinators, the Donna ISD ACE Program runs similarly and consistently at each campus. While detailed aspects such as the types of enrichment activities offered and the number of teachers, tutors, paraprofessionals and supplies differ at each location, the work and efforts occurring at each are consistent with the goals of the program and the desired levels of successes.

The numbers of those involved in the program are telling regarding its success and consistency. It also was apparent those in the school were aware of what ACE was and its benefits for the students and district.

As evaluators, we were pleased that a number of the schools had signage both inside and outside of the school building promoting and mentioning the ACE Program and the activities performed within the program. The signage also had information on how to apply to be in the program. Teacher survey results showed the students in general stay in the ACE Program and that teachers are seeing improved grades in those students as well as improved behavior and more participation. More than 75% of the teachers surveyed responded that homework assistance and tutoring is an imperative program offering.

Overall, Site Coordinators said they felt supported by their administrations, schools as a whole and the Program Director. Despite some financial issues with the program having lower levels of funding than most other funded 21st CCLC programs, Site Coordinators have figured out ways to make the program work to the best of their abilities. Some admitted to purchasing supplies on their own due to costs as well as the purchasing process required by the school, but this practice reduced significantly in Year 4, based on responses from the Site Coordinators and increased funding budget back to the Year 1 levels.

But it was also apparent that additional funds could support more staffing which would be helpful in lowering the adult-to-student ratio, which at several schools was quite high, especially in the first 30 minutes of the program.

The COVID-19 school closure also impacted this district and its ACE Program significantly. According to 2019 survey results of ACE



Donna North High School

parents, 65% of the students do not have internet accessibility at home.

With the district going to an online format for the ACE Program, this left a majority of students waiting until paper packets could be distributed. The lack of internet access has greater implications. Not being able to see and hear from the teachers or ACE personnel through video and live conferencing, it is believed this significantly reduces the opportunity for the ACE staff to impact these students on a daily basis as they were when school was in session.

However, the ACE Program and its personnel all did their best to continue to provide programming through the remainder of the 2019-2020 school year with expanded plans for the summer, which would include delivering packages with fun activities, educational enrichment, college ready activities and arts and crafts. Along with those activities, video lessons were also part of the discussion and in the beginning development stages.

Program Impacts

Throughout the duration of this program, there has been improvements in the four (4) focus areas targeted by the Donna ISD ACE Programs. The section below will provide an analysis on the two areas where the most significant changes and improvements have been observed during the 2019 - 2020 school year.

Even with the program’s difficulties caused by the budget, the students and parents affected through the ACE Programs showed an enjoyment in attending the program activities. The



Singleterry Elementary School

successes were also apparent to the teachers as well. According to a 2019 survey of more than 200 staff members, 87% stated their students who are in ACE have demonstrated positive improvements in homework completion, improved grades, improved self-esteem and improved attendance

behavior. Parents agreed as 93% of those who responded to a survey indicated their child/children have demonstrated improvement by being in ACE, more than 63% stated it was most obvious in improved homework and 51% said it was improved grades.

Academics:

To study the impact this program had on ACE participants' test scores and core curriculum grades assessment data was analyzed as much as possible despite the closure of school due to the COVID-19 pandemic. Looking at the numbers from 2018 to 2019 regarding the STAAR performance, the efforts of the district, including within the ACE program appeared to pay off in the improvement of writing in all grade levels. The numbers also, while still well below the state percentages, also improved in reading for the district overall.

These improvements also were observed in all subjects for all grades.

- Compared to 2018 when 56% of all grades tested “At Approaches Grade Level or Above” in writing, the 2019 numbers show an improvement to 63%. In 2017, it was 58% and in 2016, it was 59%
- In reading, the “At Approaches Grade Level or Above,” the figure was 60% in 2018 and 61% in 2019. In 2017 and 2016, the number was 56%.
- For all grades in all subjects overall, 71% were “At Approaches Grade Level or Above” in 2019. That compares to 70% in 2018 and 66% in 2017 and 64% in 2016.
- Math numbers also have increased over time, from Year 1 to Year 4. Numbers from 2016 show 69% of students overall in the district tested “At Approaches Grade Level or Above” compared to 75% in 2017, 80% in 2018 and 76% in 2019.

Based on the 2019 Accountability Summary, Donna ISD achieved an overall rating of B, including a C in Student Achievement, a B in School Progress, and a C in Closing the Gaps. The increase in the district's Performance Index Accountability Ratings is steadily climbing when compared to data from the first three years of the ACE program.

Behavior:

There has also been some improvement in the behavior concerns within this targeted student population, but the specific numbers each year are mixed for the district as a whole, with them ranging from disciplinary placements ranging from just 1.9% to 2.61% for the 2018-2019 figures.



However, when specifically looking at ACE Program students, improved behavior has been verbally confirmed by many testimonials and survey responses provided by teachers within the campuses where ACE is an activity. The most recent survey of teachers for the 2019-2020 school year showed nearly 33% stated the ACE Program in their school helped students in the classroom regarding improved behavior. In addition to that, more than 26% of those same staff members stated they have seen an improved attitude among the ACE students with regard to their interaction with their fellow students. Nearly 33% also reported they see the ACE students participate more in class because of being in ACE.

Evaluation Commentary and Recommendations

Based on the totality of the 2019-2020 evaluation conducted by Educational Research Institute (ERI), it is apparent the Donna ISD ACE Program campuses, despite the financial strain caused by limited budgets and the early closure of the school district due to COVID-19, made significant strides to improve the academic and behavioral atmosphere of the campuses. During site visits, interviews, and analysis of the survey results from students and teachers, it is apparent the ACE Program at Donna ISD is a success. In general, the sites were well organized, and students were attending the activities they were supposed to be involved in.

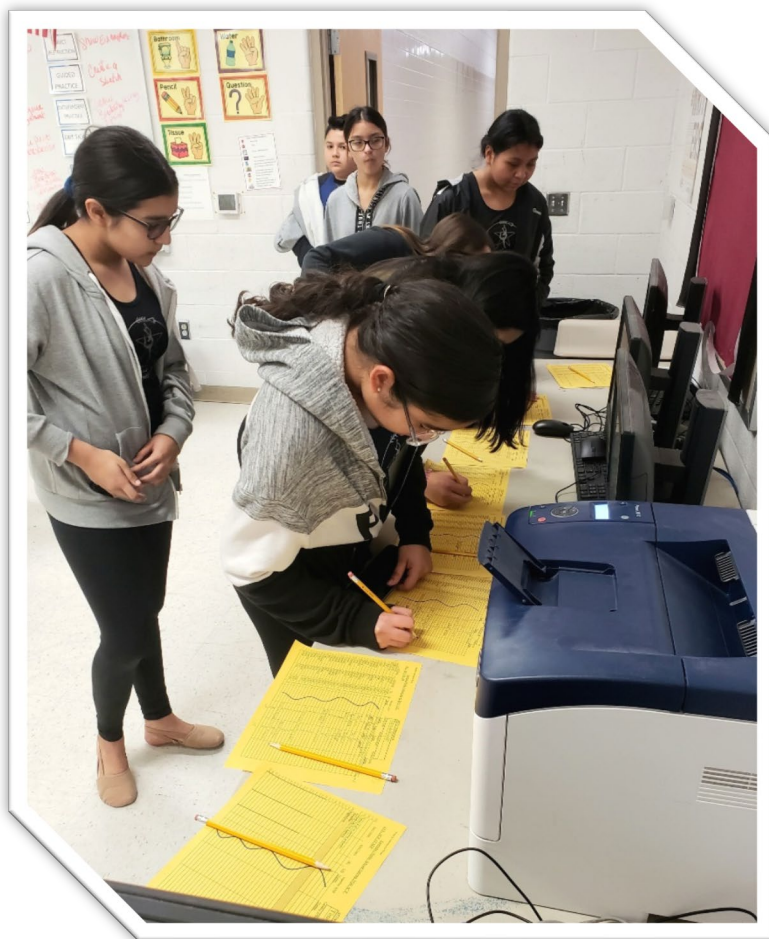
Throughout the implementation of this year's ACE Program, which also included facing head on the COVID-19 pandemic and resulting school closure, Site Coordinators collaborated with staff to devise a well-thought-out sustainability plan for the program to best achieve success while overcoming the obstacles faced this year.

Like previous years, ERI continues to suggest Donna ISD apply for additional funding as well as attempt to find local volunteers to ensure the continued sustainability of this program. This could include soliciting with local business partners for their continued support of the ACE Program. Partners could include organizations such as Walmart, Target, Lowes, Office Depot, and others. The hope and expectation for these partnerships would be continual aid for the success of this program. Furthermore, plans to reach out to more college students, local church youth groups and community members in hopes to recruit additional tutors and instructors could go a long way

in assisting the student-to-staff ratio as well as assist in enhancing and sustaining the ACE Program at Donna ISD as a whole.

Based on ERI’s experience, on-site observations, survey results and test scores, there are a number of other suggestions and recommendations for the district’s ACE Program to look at as it enters Year 5. They are as follows.

Recommendation: There may be some other sites that are doing things well or sites that are struggling with similar issues. This report may shed light on that. We suggest Site Coordinators look at each of the quick findings and forge working relationships with their fellow similar

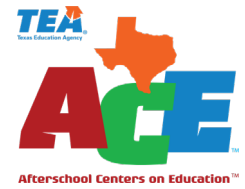


Sauceda Middle School

Coordinators to improve the facets each location may be struggling with. Working together and with locations performing better can provide insight into what can be improved and how it can be improved. Site Coordinators can look at the strengths of the other campuses to determine what that other location may be doing or implementing that is making strides in improving certain aspects of the ACE Program.

Recommendation: Some of the common issues of the Donna ACE Program remains staffing. While that is mostly a monetary issue, we did notice that some teachers and

TAs who worked at one school in the district were traveling to work in the ACE Program at another school. Sometimes the school the teacher was coming from had an ACE Program in need of



teachers at that location. It would behoove each school to do everything possible to have its own staff members (especially teachers and TAs) stay and be active in the ACE Program at their own school. If this is not happening, Site Coordinators and the Program Director should determine why and along with help from the principals of the sites, a plan of action to change this should be created. This can greatly help the first part of the ACE day which often are understaffed. Teachers having to travel to another campus not only hurts continuity and relationships with the children, but it also results in lost educational time.

Recommendation: Overall, it appears that Site Coordinators are receptive to parental, student and teacher requests regarding programming and enrichment activities. Several of the schools provide surveys or repeatedly ask their students what additional programs they would like to include in ACE. Efforts have been made to accommodate the requests as much as possible. These types of efforts should continue. It was apparent at some of the schools, teachers believe anti-drug programs and counseling are needed. This should be looked at regarding expanding the reach of ACE beyond homework and enrichment programs.